



# Quality Education For All Indian Children

Recommendations to improve education quality of  
the non-formal education programs in Ahmedabad

Thesis by Ayla Huizenga

Supervisor

Prof. Dr. Paul van Lindert  
International Development Studies  
Faculty of Geosciences, University of Utrecht

Author

Ayla Huizenga  
Student number 3412571



SAATH



**Utrecht University**

## Preface

This thesis, written by Ayla Huizenga, concerning the theme - *education quality in alternative education programs* - , is conducted as part of the master program of International Development Studies (IDS). This master program is part of the Geography department of the Utrecht University.

The aim of the thesis is to learn how to do research on development issues, and therefore, a part of the thesis is working together with a host organization or counter party in a less developed country. In this thesis, the research was conducted, in cooperation with a counter party in India addressing development issues of urban slum dwellers in Ahmedabad.

The research and writing phase have been conducted during the period of January 2013 until August 2013. The data gathering was done in Ahmedabad in India in two months time from February until March and the writing phase was done in Utrecht/Amersfoort in The Netherlands from March until August.

## Acknowledgments

Each country has a different culture with other of values, beliefs, customs and social interactions. Doing my research in India, I took a dive into this completely new culture for me. I would like to take the opportunity to thank several people that accompanied me during my research process.

First of all, I would like to thank Saath for welcoming and hosting me, and supporting me during my research. I would like to thank **Niraj Jani**, **Keren Nazareth** and **Chinmayi Desai**. I am thankful for the opportunity to do research for your program and to gain insight in the work Saath does concerning the importance of addressing education as a way to break with poverty. A special thanks to **Kunal Patel** without whom I would not have managed doing research and adapting to the Indian culture. Thank you for all the relevant discussions we had and the insight you gave me on the Child Friendly Spaces and all the work Saath does. I also would like to thank my translator, **Shipra Jain**, who made it possible to talk with the people in the slums.

Secondly, I would like to take this opportunity to thank my Italian friend, **Antonio Santoro**, for the endless talks about how to do the research in the best possible way, whilst we were in the field. Thank you for all the support you gave and all the great suggestions. Thank you that you stood by to me as a friend and made me laugh and carry on even when I felt like I couldn't.

I am grateful for my supervisor **Paul van Lindert**, because of his constructive feedback concerning my work and the way he helped me during the writing process.

Similarly, I am thankful for all the others who played a crucial role during my research and life: my lovely fiancé **Imre**, without whom I would have lost my mind. Thank you for your unconditional support and your confidence in me, as well as your patience with me when I was freaking out and the way you helped me to keep going on. Thanks to **my parents** who listened to me in the difficult or easy times. Thank you for being there and all the support you gave me. I would also like to thank **my sisters** for the funny facetime chats and their support.

I would also like to thank my friends for supporting me. **Sue** and **Lisse**, a special thanks for your time and support in writing English, and **Marlies**, because you kept pushing me.

Finally, I am very thankful for **my grandparents**, for letting me stay at their place to write and supporting me by means of their confidence.

## Executive Summary

This research is conducted, focusing on the quality of alternative education programs of Saath in Juhapura, Behrampura and Vasna in Ahmedabad, India. The centers of Saath are located in three completely different research areas, however, these areas have in common that most children living there do not attend schools. They are either child laborers or taking care of siblings. Hence, the Child Friendly Spaces (CFS) of Saath educates the children in the basic skills and knowledge required for everyday life and tries to equip them with the capabilities to change their own lives and creating opportunities for change.

Education is important for several reasons: improving skills, knowledge and competencies, overcoming economic and social inequalities, enhancing productivity, and gaining access to information. Towards equity in education, global frameworks are set and national policy makers work on implementation of strategies into education to reach the goals determined for education provision and deliverance to children regardless of race, ethnicity, disability, gender, sexual orientation, language, socio-economic status, and any other aspect of an individual's identity that might be perceived as different.

In India, education was a privilege for the higher valued children that changed after the independence in 1947. Education became available for all children and in 2002, the Indian government even defined it as a fundamental right for children between the ages of 6 and 14 years old. Nevertheless, they are challenged to deliver access to good quality education for all these children, and still many children are out of school. In supplementing, the government provided formal education, non-governmental organizations stand up and provide alternative non-formal forms of education to enlarge the access to learning facilities. However, the education needs to be of proper quality to enhance the equity. The following primary research question is put central throughout the complete research process:

*What measures can be taken to improve the education quality in Child Friendly Spaces (CFS) of Non-Governmental Organisation Saath located in the selected areas of Vasna, Behrampura and Juhapura?*

Concerning an extensive literature study, more questions than answers arose. The additional sub-research questions elaborate on key elements of education quality and the expectations of the key stakeholders:

- 1) *What are the expectations of the main stakeholders on the quality of education in the CFS?*
- 2) *What curriculum is implemented in the CFS of Saath?*
- 3) *What teaching components are used in the CFS of Saath?*
- 4) *What learning components are used in the CFS of Saath?*

The quality of education in the CFS is assessed according to a conceptual model that drafts quality in three key elements: learning, teaching and curriculum.

The expectation of the different stakeholders varies in content and conceptual level. Most of the respondents assess education quality as the variation in activities provided in the learning process. The most striking analysis regarding education quality is that there is gap between the organizational level of Saath and the implementation of the program by teachers in the areas. Due to several challenges and a limitation in experience, skills and knowledge, the quality implemented is less than the organization envisions. From the observations, similar conclusions can be drawn. The quality of teaching is less that envisioned due to a lack of experiences and means. A curriculum is not present in the centers and teachers decide what is taught, thus used methods and given content are mostly limited in variation. Regarding learning, the main conclusion is that children are not properly motivated in their home environments and therefore the willingness to be education is low. Awareness of the importance of education would be beneficial for the society to stimulate parents to send their children and motivate children to get educated.

An analysis of the strengths, weaknesses, opportunities and threats of Saath's CFS offers a number of measures that can taken to improve the overall quality of education. The three main measures recommended are investing in teacher training and professionalization, creating and implementing a curriculum and collaborating with communities for example builder organizations.

# Table of Content

<b>ACKNOWLEDGMENTS</b>	<b>4</b>
<b>TABLE OF CONTENT</b>	<b>7</b>
<b>ABBREVIATIONS AND TERMS</b>	<b>11</b>
<b>LIST OF BOX'S</b>	<b>12</b>
<b>LIST OF FIGURES</b>	<b>13</b>
<b>1. INTRODUCTION</b>	<b>15</b>
<b>1.1 Introduction</b>	<b>15</b>
<b>1.2 Global frameworks</b>	<b>15</b>
1.2.1 Millennium Development Goals	15
1.2.2 Education for All	16
1.2.3 Post 2015 agenda	16
<b>1.3 Education in India</b>	<b>17</b>
1.3.1 Education campaigns	17
1.3.2 Problem definition	17
<b>1.4 Thesis research</b>	<b>18</b>
1.4.1 Host organization	18
1.4.2 Motivation for the research	19
1.4.3 Scientific and developmental relevance of the research	19
1.4.3.1 Objective 1 (Scientific significance)	19
1.4.3.2 Objective 2 (Relevance for development)	19
1.4.3.3 Objective 3 (Relevance for host organization)	19
<b>1.5 Thesis outline</b>	<b>20</b>
<b>2. THEORETICAL AND THEMATIC FRAMEWORK</b>	<b>21</b>
<b>2.1 Introduction</b>	<b>21</b>
<b>2.2 Child development approaches and theories</b>	<b>21</b>
2.2.1 Piaget's cognitive-developmental theory	21
2.2.2 Ecological system approach	22
2.2.3 Dynamic systems perspective	23
2.2.4 Vygotsky's sociocultural theory	23
2.2.5 Summary	24
<b>2.3 Education</b>	<b>25</b>
2.3.1 Philosophies on education	25
2.3.2 Key elements: teaching, learning and curricula	26
2.3.2.1 Teaching	26
2.3.2.2 Learning	27
2.3.2.3 Curricula	27
<b>2.4 Importance of education in global perspective</b>	<b>27</b>
2.4.1 Educations meaning for practice	28
2.4.2 Towards equity of education	29
2.4.3 Capabilities	29
<b>2.5 Quality of education</b>	<b>30</b>
2.5.1 Defining education quality	30
2.5.2 Quality framework with cross-cutting quality dimensions	31
<b>2.6 Access and quality</b>	<b>32</b>
2.6.1 Formal, informal and non-formal	32

2.6.2	Quality issues with education in practice -----	33
2.6.2.1	Cuba – high quality education system-----	33
2.6.2.2	Bangladesh –Rural Advancement Committee (BRAC) non formal education ----	34
2.6.2.3	Pakistan – Public Private Partnership (PPP)-----	34
2.6.2.4	Conclusion -----	35
<b>2.7</b>	<b>Conclusion -----</b>	<b>35</b>
<b>3.</b>	<b>REGIONAL THEMATIC CONTEXTUAL FRAMEWORK -----</b>	<b>37</b>
<b>3.1</b>	<b>Introduction -----</b>	<b>37</b>
<b>3.2</b>	<b>India -----</b>	<b>37</b>
3.2.1	Population -----	38
3.2.2	Economy-----	40
3.2.2.1	Child labour -----	40
3.2.3	Education-----	41
<b>3.3</b>	<b>Gujarat -----</b>	<b>42</b>
3.3.1.1	Tension between Muslims and Hindus -----	43
<b>3.4</b>	<b>Ahmedabad and research areas -----</b>	<b>43</b>
3.4.1	Ahmedabad -----	43
3.4.2	Research areas-----	45
3.4.2.1	Juhapura-----	45
3.4.2.2	Behrampura-----	45
3.4.2.3	Vasna-----	46
<b>3.5</b>	<b>Conclusion -----</b>	<b>46</b>
<b>4.</b>	<b>RESEARCH FRAMEWORK -----</b>	<b>48</b>
<b>4.1</b>	<b>Introduction -----</b>	<b>48</b>
<b>4.2</b>	<b>Research Question -----</b>	<b>48</b>
4.2.1	What are the expectations of the main stakeholders on the quality of education in the CFS? 48	
4.2.2	What curriculum is implemented in the CFS of Saath?-----	49
4.2.3	What teaching components are used in the CFS of Saath? -----	49
4.2.4	What learning components are used in the CFS of Saath? -----	49
<b>4.3</b>	<b>Assumptions -----</b>	<b>50</b>
<b>4.4</b>	<b>Conceptual model -----</b>	<b>50</b>
<b>4.5</b>	<b>Operationalization of concepts -----</b>	<b>51</b>
4.5.1	Teaching components -----	51
4.5.2	Learning components -----	52
4.5.3	Curriculum-----	53
<b>4.6</b>	<b>Methods and techniques-----</b>	<b>53</b>
4.6.1	Literature review -----	53
4.6.2	Observation-----	54
4.6.3	Interviews-----	54
<b>4.7</b>	<b>Sample selection -----</b>	<b>55</b>
<b>4.8</b>	<b>Limitations -----</b>	<b>55</b>
<b>4.9</b>	<b>Conclusion -----</b>	<b>56</b>
<b>5.</b>	<b>ANALYSIS OF THE STAKEHOLDER EXPECTATIONS -----</b>	<b>57</b>
<b>5.1</b>	<b>Introduction -----</b>	<b>57</b>
<b>5.2</b>	<b>Main stakeholders -----</b>	<b>57</b>
5.2.1	Interviewed stakeholders-----	57
5.2.2	Other stakeholders-----	57

<b>5.3 Saath</b> -----	<b>58</b>
5.3.1 Coordinator -----	58
5.3.2 Director -----	58
5.3.3 Teachers -----	59
<b>5.4 Other education specialist</b> -----	<b>61</b>
5.4.1 Headmaster of a government school -----	61
5.4.2 Headmaster from Riverside School Ahmedabad -----	62
5.4.3 Team of Door Step School Project from Pune -----	63
<b>5.5 Analysis</b> -----	<b>64</b>
<b>6. IMPLEMENTED TEACHING, LEARNING AND CURRICULUM</b> -----	<b>66</b>
<b>6.1 Juhapura</b> -----	<b>66</b>
6.1.1 Context-----	66
6.1.2 What teaching components are used in the CFS of Juhapura?-----	67
6.1.3 What learning components are used in the CFS of Juhapura?-----	69
6.1.4 What curriculum is implemented in the CFS of Juhapura?-----	69
<b>6.2 Behrampura</b> -----	<b>70</b>
6.2.1 Context-----	70
6.2.2 What teaching components are used in the CFS of Behrampura?-----	71
6.2.3 What learning components are used in the CFS of Behrampura?-----	72
6.2.4 What curriculum is implemented in the CFS of Behrampura?-----	73
<b>6.3 Vasna</b> -----	<b>73</b>
6.3.1 Context-----	73
6.3.2 What teaching components are used in the CFS of Vasna?-----	74
6.3.3 What learning components are used in the CFS of Vasna?-----	75
6.3.4 What curriculum is implemented in the CFS of Vasna? -----	75
<b>6.4 Analysis</b> -----	<b>75</b>
6.4.1 Class size and facilities -----	76
6.4.2 Class control, interaction and pedagogic competence-----	76
6.4.3 Motivation -----	77
6.4.4 Methods-----	77
6.4.5 Subjects-----	78
<b>7. CONCLUSION AND DISCUSSION</b> -----	<b>79</b>
<b>7.1 Introduction</b> -----	<b>79</b>
<b>7.2 Sub questions</b> -----	<b>79</b>
7.2.1 What are the expectations of the main stakeholder on the quality of education in the CFS? 79	
7.2.2 What curriculum is implemented in the CFS of Saath?-----	80
7.2.3 What teaching components are used in the CFS of Saath? -----	81
7.2.4 What learning components are used in the CFS of Saath? -----	81
<b>7.3 SWOT analysis of CFS</b> -----	<b>82</b>
<b>7.4 Empirical and theoretical data</b> -----	<b>84</b>
7.4.1 Child development -----	84
7.4.2 Empowerment through capabilities -----	85
7.4.3 The role of Saath -----	86
7.4.4 Quality of education -----	87
7.4.4.1 Learning -----	87
7.4.4.2 Teaching -----	88
7.4.4.3 Curriculum-----	88

<b>7.5 Role of the community</b>	<b>89</b>
<b>7.6 Social entrepreneurship</b>	<b>89</b>
<b>7.7 Research question</b>	<b>90</b>
7.7.1 Defining expectations	90
7.7.2 Role of the teacher	91
7.7.3 Curriculum	91
<b>7.8 Conclusion</b>	<b>92</b>
<b>8. RECOMMENDATIONS</b>	<b>93</b>
<b>8.1 Introduction</b>	<b>93</b>
<b>8.2 Scientific significance</b>	<b>93</b>
<b>8.3 Relevance for development</b>	<b>94</b>
<b>8.4 Recommendations for Saath</b>	<b>94</b>
8.4.1 Framework for curriculum	95
<b>8.5 Recommendations for further research</b>	<b>96</b>
<b>REFERENCES</b>	<b>98</b>
<b>APPENDIXES</b>	<b>102</b>
<b>Appendix 1: Classroom observation</b>	<b>102</b>
<b>Appendix 2: Observation matrix by Edukans</b>	<b>103</b>
<b>Appendix 3 : Teacher interview format</b>	<b>104</b>
<b>Appendix 4: Interview format coordinator</b>	<b>108</b>
<b>Appendix 5: Interview questions for DSS</b>	<b>111</b>
<b>Appendix 6: Interview questions director of a school</b>	<b>112</b>
<b>Appendix 7: Data analysis Juhapura</b>	<b>113</b>
<b>Appendix 8: Data analysis Behrampura</b>	<b>115</b>
<b>Appendix 9: Data analysis Vasna</b>	<b>117</b>

## Abbreviations and terms

AMC	Ahmedabad Municipal Corporation
CFS	Child-Friendly Spaces
EFA	Education For All
HCG's	High Caste Groups
ILO	International Labour Organization
MDG's	Millenium Development Goals
NGO's	Non Governmental Organisations
NPE	National Policy on Education
OECD	Organisation for Economic Co-operation and Development
SC's	Scheduled Castes
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
Balghar	Nursery

## List of Box's

### Chapter 1

#### Box 1.1 Millennium Development Goals

*United Nations (2013). retrieved on 31-01- 2013 from  
<http://www.un.org/millenniumgoals/education.shtml>*

#### Box 1.2 Education for All: Six Goals

*Worldbank retrieved on 31 January 2013 from  
<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20374062~menuPK:540090~pagePK:148956~piPK:216618~theSitePK:282386,00.html>*

### Chapter 2

#### Box 2.1 International standard classification of education

*UNESCO (2011) International Standard Classification of Education - ISCED 2011*

#### Box 2.2 Overview of the lessons for practice of providing good quality education.

### Chapter 5

#### Box 5.1 Background Kiran Bir Sethi

#### Box 5.2 Information on Door Step School

### Chapter 6

#### Box 6.1 Matrix of indicators for centers

#### Box 6.2 Used Methods in centers

#### Box 6.3 Teached subjects in centers

### Chapter 7

#### Box 7.1 SWOT analysis Juhapura

#### Box 7.2 SWOT analysis Behrampura

#### Box 7.3 SWOT analysis Vasna

#### Box 7.4 SWOT analysis Saaths' CFS

### Chapter 8

#### Box 8.1 Child development dimensions

# List of Figures

## Chapter 1

Figure 1.1 Coverage area of Non governmental organization Saath  
<http://saath.wordpress.com/about/>

## Chapter 2

Figure 2.1 Stages of Piagets cognitive development theory (google images, 2013).  
<http://diyahlaily.wordpress.com/2013/01/07/piagets-theory-about-stages-of-cognitive-development-implication-to-teaching-young-learners/>

Figure 2.2 Ecological system approach (google images, 2013).  
Retrieved on 20 June from <http://www.biomedcentral.com/content/figures/1471-2458-8-223-1-l.jpg>

Figure 2.3 Dynamic systems perspective  
*Berk (2006). Child development. Boston: Allyn & Bacon. (pp. 30)*

Figure 2.4 Zone of proximal development  
<https://kristiesteachingphilosophy.files.wordpress.com/2012/02/zpd.jpg>

Figure 2.5 Value knowledge and skills model  
*Chong, S. & Ho, P. (2009). Quality teaching and learning : a quality assurance framework for initial teacher preparation programmes. International journal management in education. 3, 302 – 314.*

Figure 2.6 Quality framework with cross-cutting quality dimensions  
*Britto, P.R., Yoshikawa, H., Boller, K. (2011). Quality of Early Childhood Development Programs in Global Contexts: Rationale for Investment, Conceptual Framework and Implications for Equity. Sharing child and youth development knowledge, 25, 1 -31.*

## Chapter 3

Figure 3.1 Framework of contexts

Figure 3.2 Map of India  
*CIA Factbook retrieved on 13 July 2013 from <https://www.cia.gov/library/publications/the-world-factbook/geos/in.html>*

Figure 3.3 Population Pyramid  
*CIA Factbook, retrieved on 13 June 2013 from <https://www.cia.gov/library/publications/the-world-factbook/geos/in.html>*

Figure 3.4 Map of Gujarat  
*CIA Factbook retrieved on 13 July 2013 from <https://www.cia.gov/library/publications/the-world-factbook/geos/in.html>*

Figure 3.5 Map of Ahmedabad  
*Google maps*

Figure 3.6 Map of Juhapura, Behrampura and Vasna  
*Google maps*

Figure 3.7 Street view in Juhapura

Figure 3.8 Street view in Behrampura

Figure 3.9 Houses on construction site of Vasna

#### Chapter 4

Figure 4.1 Conceptual model education quality thesis research

#### Chapter 5

Figure 5.1 Pathway to desirable education

#### Chapter 6

Figure 6.1 Panorama center of Juhapura

Figure 6.2 Child working on assignment of Sesame Street book

Figure 6.3 Classroom in Behrampura

Figure 6.4 Blackboard facilities in Vasna

# 1. Introduction

## 1.1 Introduction

According to Ahmed (2010), the three major development challenges are the fighting of poverty, the need for sustainable development, and participation in democracy. In facing these challenges, education plays a key role, because by means of education, an individual is equipped with skills and knowledge to fight and overcome the daily challenges of poverty. For example, a child learns how to count which enables him or her to help parents from being cheated by employees. Especially since the global rise of the knowledge economy and information society, education has become more important. Therefore, in a globalized world, these issues are on the agenda of the world leaders. The UN introduced the MDG's and a coalition of UNESCO, and the Worldbank introduced the EFA campaign. The importance of education has been acknowledged by politicians, since it starts on the level of an individual, yet has the potential to influence the family of the student, the community they belong to, and even the nation. The benefits of investments in education spread through the different levels of society. This chapter will give an introduction to the theme of the thesis research and an introduction in the thesis format.

## 1.2 Global frameworks

Global frameworks have been introduced as guidelines for equal education opportunities for children all over the world, regardless their social, cultural and economic background. The two main global frameworks concerning education are MDG's and EFA. Within these frameworks, national, regional and local policies on education are set by governments, institutions and NGO's. These initiatives do not actually change the country borders, but they are meant to stimulate change. They only provide guidelines, indicators and goals for nations to set their policy on. According to the performance towards the goals the nations get donor funds from UN and the Worldbank.

### 1.2.1 Millennium Development Goals

In the year 2000, world leaders came together and adopted the UN Millennium Declaration, thereby committing their nations to a new global partnership to reduce extreme poverty, halt the aids pandemic and provide education for all, with a deadline set on 2015 (UN General Assembly, 2000). This declaration has a broader approach towards development issues. There are targets set for issues concerning health, partnerships and environmental sustainability. The second and third target are for education; achieving universal primary education and gender equality in education (UN, 2013). These targets focus on providing access to education and reduce gender inequality in education.

## Millennium Development Goals

Target 2.A: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

Target 3.A: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.

### Box 1.1 Millennium Development Goals

#### 1.2.2 Education for All

EFA is another international initiative that aims to make education available for every citizen in every society. National governments, civil societies, development agencies and the World Bank work together in a coalition that determines the EFA targets. They have set six goals that all contribute to the overarching aim to provide education to all, all aspects of education taken into account. As shown in the box below, the first goal focuses on expanding and improving education for children, the second goal focuses on access to free compulsory good quality education for all children, the third goal focuses on meeting the learning requirements for all, the fourth goal focuses on reducing adult illiteracy, the fifth goal focuses on gender equality in education, and the last goal focuses on improving the quality of education (Worldbank, 2013). These targets do not only focus on access to education, but also include quality of education.

### Education for All: six goals

Goal 1: Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Goal 2: Ensure that by 2015 all children, particularly girls, those in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free, and compulsory primary education of good quality.

Goal 3: Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.

Goal 4: Achieve a 50 % improvement in adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 5: Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Goal 6: Improve all aspects of the quality of education and ensure the excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

### Box 1.2 Education for All: Six Goals

#### 1.2.3 Post 2015 agenda

Annually, the EFA publishes a global monitoring report regarding the progress towards reaching the abovementioned goals. Each year there is a new theme for this report. This year's theme is Learning and Teaching for Development, hence, the 2013-14 EFA global monitoring report will show why education of a proper quality is crucial for development in a rapidly changing world. It will explain how investing in teachers and other reforms aimed at strengthening equitable

learning, transforming the long-term prospects of people and societies. Equity and quality education will play a key role in the debate that will take place after 2015, since the goals are already set until 2015 (UNESCO, 2013). The UN Secretary General is also highlighting the key role education plays in sustainable development. In their report, the UN Secretary General argues that quality and relevance of education become more important. Moreover, most countries lack in trained and qualified teachers. Countries have to promote the central role of teaching in society, as well as the support of teachers to find ways of improving education to reach sustainable development (UN SDSN, 2013).

### **1.3 Education in India**

#### **1.3.1 Education campaigns**

India, the country where the thesis research was conducted, has achieved progress towards the goals of EFA and MDG's through several campaigns for basic education. Education was always a privilege for the higher castes of the society in India. After the independence in 1947, Gandhi promoted education as a way for providing the capacity of change for every individual (Kumar, 2005). In 2002, the Indian government turned this ideology into policy by making free and compulsory elementary education for children between 6 and 14 years old, a fundamental right. The Indian government did this by adopting the 93th Amendment of the Constitution Bill. This Amendment seemed to demonstrate a strong political will, however, several authors (Goldstein, 2004; Kumar, 2005; Chauhan, 2009) argue that if there truly was a strong will, they would address it more aggressively. Children still are not all enrolled in school or they dropout before finishing their education.

The Indian educational system could not manage the flow of new students that had access to education as a result of the Amendment. The Indian government seemed unable to fully meet the requirements as regards this new demand of services and, consequently, the quality of education dropped down in the formal government provided schools. Due to a lack of facilities and teachers, the formal system cannot provide good quality education to all the Indian children between 6 and 14 years old (Kumar, 2005; Chauhan, 2009). The government started with decentralizing the planning, decision-making and monitoring of education, as well as reorganizing the curriculum and recruiting new teachers and training them at local level (Kumar, 2005).

Despite the government's efforts, the most disadvantaged children in society still are not able to enrol at formal schools. These children are of ethnic and linguistic minorities, and slum, street, and migrant children (Ahmed 2010). In an attempt to overcome this failure, the government is looking for alternative ways to provide education, for example by means of para-teachers or collaboration with NGO's (Kumar, 2005). Sometimes, NGO's even try to provide non-formal education.

#### **1.3.2 Problem definition**

India made a lot of progress in the development of the education sector. Nonetheless, a great deal still has to be done. The complexity of the sector makes it harder for the government to make efficient improvements. A first step was a policy that includes all children. However, awareness, involvement and commitment of different stakeholders, as well as the quality of the education needs to arrest the attention of present and future policy makers. In this thesis, the focus lies on the quality of education in the non-formal education sector. Here, tremendous improvements have to be made to fulfill the demand of the society. In a globalizing world, the gap between rich and poor grows and good quality education might be considered as the key to closing this gap, since equity in education provides equal opportunities for every child. However, currently, the education quality of non-formal education is undefined, and a lack of financial means withholds the NGO's from taking measures to improve the education quality.

## 1.4 Thesis research

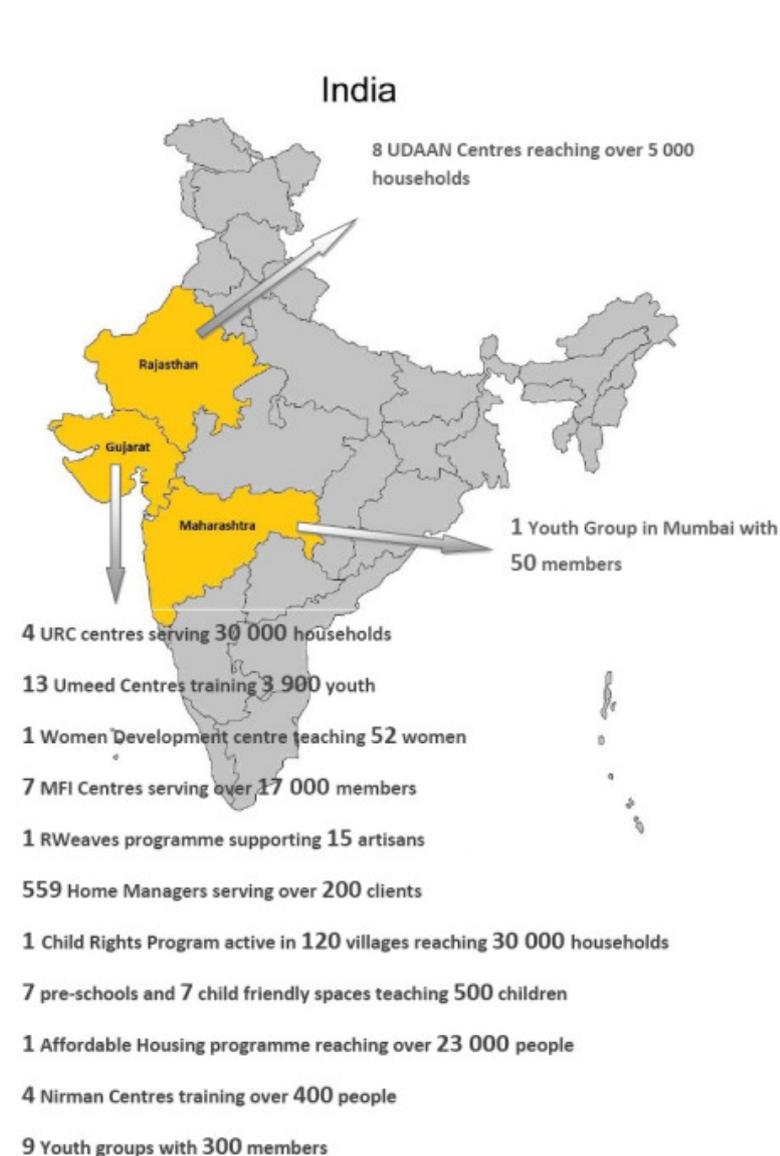


Figure 1.1 Coverage area of NGO Saath

### 1.4.1 Host organization

Saath is registered as a public charitable trust in Gujarat, India. According to their website, the word Saath means “Together, Co-operation, a Collective or Support”. The organization works on many different issues to help slum dwellers in Ahmedabad to attain access to integrated services (Robeyns, 2005). Box 1.3 gives an impression of the programs Saath runs.

Since 1989, Saath works on facilitating participatory processes to improve the quality of life of the poor families. They have a multi-issue approach and they run programs in different sectors: livelihoods, health/education, governance, human rights, affordable housing and micro finances. By addressing all

these sectors, they have a holistic approach to eradicate poverty and help urban slum dwellers develop capacity to change their own circumstances.

Since 2009, Saath works in the slum areas of Ahmedabad in a non-formal education program called Child-Friendly Spaces for child laborers. This program runs centers where a trained local slum dweller provides an education program for the child laborers. These centers are nearby the homes of the children and the times of school are adaptive to the child's labour. Later additions to the program are the centers on construction sites. These centers are there for children of the construction workers, because these children have no means to travel to a school. Currently Saath runs 7 centers.

#### 1.4.2 Motivation for the research

This research will be conducted in an attempt to gain information on how to upscale the program. The relevancy of this study is displayed by the demand of the organization, as well as the need for improvement in education quality in alternative education programs. The problem analysis provides a more elaborate discussion of the need for enhanced education quality. Earlier research provided more in-depth knowledge in the program structure and its beneficiaries. This research builds on its conclusions and this conclusion-based-information gives more in-depth insight in the opportunities of improving the quality of the education in the Child-Friendly Spaces.

#### 1.4.3 Scientific and developmental relevance of the research

##### 1.4.3.1 *Objective 1 (Scientific significance)*

To gain a better insight in what defines the quality of education within the context of a globalizing world and how the gap between the rich and the poor can be closed. To acquire deeper knowledge of the measurements that can be taken to improve the quality of alternative/non-formal education programs.

##### 1.4.3.2 *Objective 2 (Relevance for development)*

By gaining a better understanding of the alternative/non-formal education programs and their ways of providing education, the research outcomes can be embedded in the improvement of quality of alternative/non-formal programs. The research results can contribute to improving both the quality of the programs as well as their effectiveness towards the most deprived children. In addition, knowledge sharing between relevant stakeholders and actors as well as engagement with other similar research clusters will contribute to the general development debate on education and poverty reduction.

##### 1.4.3.3 *Objective 3 (Relevance for host organization)*

Gathered data regarding the quality of education and the implementation of the program provide the host organization with information about the challenges and opportunities. In preparation of upscaling the program, a better understanding of the challenges and

opportunities provide a complete picture of the possibilities for the host organization's program.

### **1.5 Thesis outline**

The thesis starts with an introduction to the theme of the research. The introduction includes a presentation of the problem analysis and the problem definition. This chapter also discussed the motivation; objectives and the relevance of the research. In the second chapter, the theoretical framework is set. The framework consists of the theories and themes that are relevant for the importance and quality of education. The third chapter drafts a framework of the Indian context and in this chapter, also the specifics of the research areas are given. Then, the researcher addresses the methods and techniques used to conduct fieldwork in India. The thesis will also explain, in detail, the conceptual model designed to evaluate the outcome of the data gathering. The fifth chapter gives an analysis of the different expectations stakeholders have of education quality and the program run by the NGO. In the sixth chapter, a representation and analysis of the observation is illustrated. This is divided into two parts: a descriptive part concerning the three areas and an analysis part where the three areas are being compared. The conclusion is given in the seventh chapter. In this chapter, the researcher aims to make connections between the theories earlier presented and the results found in the field. This thesis closes with placing the results in the broader discussion and, in the eighth chapter, several recommendations are given for Saath and for future research.

# 2. Theoretical and Thematic Framework

## 2.1 Introduction

All over the world, mothers give birth to children in different circumstances; different cultures, different families, and different living conditions. However, children develop in similar ways. Firstly, this chapter starts with a description of educationists using different approaches to view this development and how this development is similar across cultures, families and circumstances. Secondly, the role of education will be discussed and how philosophies of child development relate that. Also, the key elements learning, teaching and curriculum will be explained. After describing the role of education and the key elements, the third part of this chapter highlights the importance of education. In this part, the capability approach and the meaning of education for daily practice will be taken into account. The fourth part will focus on defining quality of education and relating the quality practice to the child development theory of Bronfenbrenner. After this, the relation between access to education and the quality of education are discussed in the fifth part of this chapter. By making education accessible for all children, the quality of education decreases and the government cannot provide education for all children regardless their economic, cultural or social background. Several strategies might be concerned as useful to solve this problem. Therefore, the chapter will close with a review of several case studies regarding these strategies, explaining the challenges and the lessons that can be learned from these studies. This will provide an insight in the measures that can be taken to improve education quality.

## 2.2 Child development approaches and theories

In the past, researchers focused on broad cultural differences in the development of children. This approach led to an incorrect conclusion that one culture is superior to another culture. Nowadays, there are several other approaches and theories on child development that take other aspects into account. These highlight different aspects in relation to the basic themes of child development. The basic themes are the development of children, whether development is uniform and the influence of nature and nurture on development. Children can develop continuously (upwards trend) or discontinuously (stages). The relevant theories and approaches are Piaget's cognitive-developmental theory, Bronfenbrenner's ecological system approach, the dynamic systems perspective, and Vygotsky's sociocultural theory. Below, these theories will be elaborated before a short summary will be given to put these four theories into perspective.

### 2.2.1 Piaget's cognitive-developmental theory

According to the cognitive-developmental theory of Piaget, children actively build knowledge as they explore their world. The biological concept of adaptation is the core of this theory. Piaget argues that a child moves through four stages during which the brain develops and children's experiences expand. There is one course of development and development occurs as the brain matures. Both nurture and nature are of influence on the development of a child. The

theory is based on the cognitive development that takes place in stages, so it is a discontinuous development. In all these stages, the child needs to adapt to biological changes. In the first stage, the child begins to use its senses and movements to explore the world. In the second stage, a pre-schooler evolves into the symbolic but illogical thinking. The third stage is when the cognition is transformed into the more organized, logical reasoning of school-age children. In this stage, school plays an important role by providing a guiding environment. The last stage is the stage in which a child develops a complex abstract reasoning system. Piaget's theory is challenged, since theorists discovered that the maturity of children's thinking might depend upon their familiarity with the task presented and complexity of knowledge sampled. Basically, this means that the more complicated the task a child is given is, the faster the child matures. Thus, stimulation of a child will challenge them to get familiar with new things (Berk, 2006: 21, 32; UNESCO, 2004: 32, 33; Eggen & Kauchak, 2010).

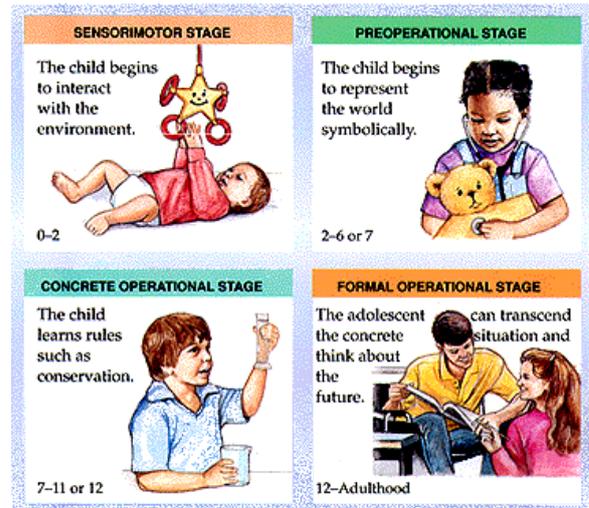


Figure 2.1 Stages of Piaget's cognitive development theory.

### 2.2.2 Ecological system approach

Bronfenbrenner developed a theory that takes the most differentiated and complete contextual influences on children's development into account. This theory views children as they are developing within a complex system of relationships affected by multiple levels of their surrounding environment. Children are both products and producers of their environment and this interaction has impact on the development of a child. The ecological system theory emphasizes the influences different actors have on the individual and the impact on his or her development path. It is not specifically continuous or discontinuous and there are many possible courses as children's characteristics together with environmental forces at multiple levels to shape development in unique ways. According to this theory, both nature and nurture are important for the path of development (Elderling, 2008: 40-45; Berk, 2006: 32; Eggen & Kauchak, 2010).

Bronfenbrenner divides these influences into microsystem, mesosystem, exosystem, macrosystem and chronosystem. The microsystem consists of all the activities and interaction in the

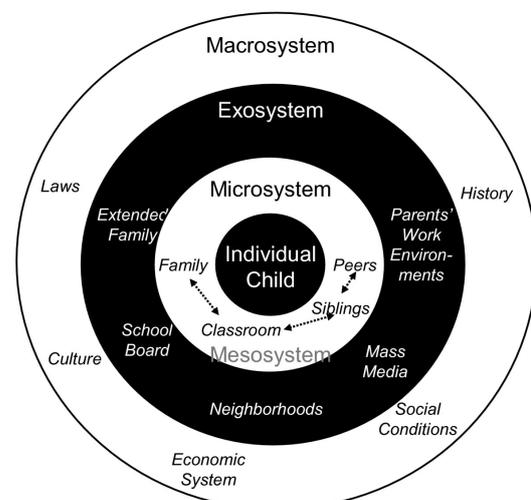


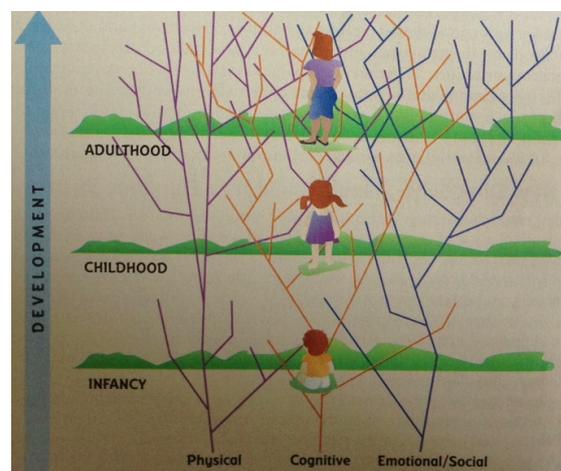
Figure 2.2 Ecological system approach

child's immediate surroundings, for example, between a child and its parents. In the mesosystem, the interaction between microsystems is included, for example, the relation between parents and the child's school. The exosystem comprehends social settings that do not include the child, however, that do influence their immediate settings, for example, the relation between parents and their working place. The macrosystem is the impact of cultural values, laws, all sorts of customs, and resources (Berk, 2006: 27-29, 32; Elderling, 2008: 40-45). A fifth system that has been added later on is the chronosystem, adding dynamic dimension to the model. The environment of a child is not a static fact that affects children in a uniform way but it is a dynamic system on multiple levels. Over time, changes occur in the abovementioned levels and the chronosystem includes these changes into the model (Bronfenbrenner, 1993).

### 2.2.3 Dynamic systems perspective

A relatively newly arisen theory adopted by theorists includes both consistency and variability in child development. According to this theory, development is an integrated system including the child's mind and body as well as the physical and social world. The theory is both continuous and discontinuous, the change is continuous and the transformations are discontinuous. The development path of a child is not universal, due to biological makeup, everyday changes, skills and social experiences, however, there are many possible courses. Both early experiences and later experiences are important, indicating that both nature and nurture are important in this theory (Berk, 2006: 32).

The theory is called dynamic systems perspective since it focuses on the constant motion of development. A change in any part of the child or in the surroundings affects the system as a whole. A child actively restructures its behavior, so the components of the system work together (Fishcher & Bidell, 1998; Spencer & Schoner, 2003; Thelen & Smith, 1998, cited in Berk, 2006: 30). This theory is an attempt to analyze the complexity of the development and all its components. As Figure 2.3 shows, the physical, cognitive and social development



**Figure 2.3 Dynamic systems perspective**

become a more and more complex system of lines. The theory is both continuous and discontinuous, the change is continuous and the transformations are discontinuous.

### 2.2.4 Vygotsky's sociocultural theory

Vygotsky has developed a theory that examines the relationship between development and culturally specific practices. There are several other theories concerning the role of culture in child development, however, Vygotsky plays a major role in this trend. This theory focuses more on nurture than nature influences; the development is both continuous and discontinuous and there are many different courses to develop. The sociocultural theory focuses on how culture

is transmitted to children. Culture includes the values, beliefs, customs and skills of a social group. Through social interaction a child learns to think and behave as a part of a cultural community (Berk, 2006; Gray, 2007). A child learns this cultural behavior through interaction with more experienced cultural figures, such as parents. This implicit teaching of cultural manners influences the development of a child and this development appears in two levels, through interaction and through the child's behavior and thoughts (Vygotsky, 1978: 57). Children's learning takes place within the zone of proximal development.

## Zone of Proximal Development

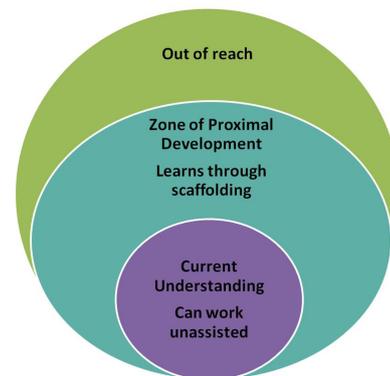


Figure 2.4 Zone of proximal development

The zone of proximal development is when a task is too hard for a child to solve; yet with the help of a more experienced peer or adult, it is possible for the child to finish the task. The person that helps, guides the child with questions and suggestions to help the child to discover the solution (Berk, 2006: 260; Eggen & Kauchak, 2010). A criticism of the theory of Vygotsky is that he neglects the biological influences on child development (Berk, 2006).

### 2.2.5 Summary

Learning is something we all do everyday. Every new impression teaches us something about our surroundings. Every new context teaches us something about the diversity of the universe. A child learns to walk and talk, a weaver starts by learning the techniques of weaving, a migrant learns cultural habits and the language of a new country; this is a lifelong process according to educationists. The learning process occurs in various ways; mimicking, imitation, instruction, coaching and so on. One thing all these different methods have in common is that they require a learner and a facilitator of the learning process (Mönch, 2011).

All four discussed theories/approaches give a different perspective on child development. Piaget focuses on the cognitive development of a child. While the other three approaches include different systems and the social aspect of learning. Thereby, they acknowledge that development is under influences of external aspects. Vygotsky focuses on culture while the ecological system approach focuses on different levels of systems. The dynamic system perspective goes even further by acknowledging that every change affects the other systems. Piaget focuses on the development within a child that happens in stages. Although these stages occur at different times, they are universal for children. The other three theories focus more on the interaction and dynamics of development as a continuous path of changes.

All four theories acknowledge that the combination of nature and nurture aspects is unique for each child, yet they all see similarities between the development paths individuals walk. Someone or something might challenge a child with new information, which gives a child an opportunity to gain new skills and knowledge. Vygotsky calls it the zone of proximal

development, where a child gets support in finishing a task (Vygotsky, 1978: 57). The support for learning can be given by many different people; parents or more experienced peers. The learning process takes place in many forms.

## **2.3 Education**

Education is an organized form of the learning process. Learning symbolizes any change in behavior, information, knowledge, understanding, attitudes, skills or capabilities, which cannot be described to physical growth or developmental patterns. This learning process is designed to transmit knowledge and skills children need to acquire to mature and become an active participant in society (Berk, 2006: 627; OECD, 2010: 28). According to OECD (2010), organized indicates that the transfer of information is planned in a pattern or sequences with aims or curricula and is implemented by an educational agency and trained teachers.

### **2.3.1 Philosophies on education**

There are several philosophies on how education should be organized. Traditional classrooms are organized around the teacher and teacher-oriented. There is an exchange of knowledge given by the teacher, while the learners listen passively and respond only when asked to. This is common in many developing countries, due to a great amount of children in one class and the lack of knowledge by innovative teaching methods.

The relatively new philosophies emphasize more child-oriented methods. This is grounded in Piaget's theory and views children as active participants in their own learning journey. Three educational principles derived from Piaget's theory continue to have effect on both teacher training and classroom practice. These principles are discovery learning, sensitivity to children's readiness to learn, and acceptance of individual differences. Teachers learned new ways to observe, understand and enhance young children's development and they are offered theoretical justification for child-oriented approaches to teaching and learning (Berk, 2006). Instead of knowledge being provided, children are challenged to construct their own knowledge. Small groups solving problems characterize constructivist's classrooms. Montessori education is a famous example of this philosophy.

Vygotsky's theory also offered new perspectives on teaching and learning. In contrast to Piaget's theory, the focus was not on the individual but on the social context. Both theories accept individual differences and are child-oriented, however, Vygotsky promotes assisted discovery and peer collaboration. There are two educational innovations based on Vygotsky's theories: reciprocal teaching and cooperative learning. Reciprocal teaching is when a teacher and students form a collaborative group and take turns leading dialogues on the content of a lesson. Within these dialogues, the group members include four cognitive strategies: questioning, summarizing, clarifying and predicting (Berk, 2006; Mönch, 2011). Cooperative learning comes down to a small group of classmates that work together towards a shared goal, for example a project or presentation. Cooperative learning basically acknowledges the

importance of peer interaction. Discussion and explanation with age mates are more valuable than those with an adult (Bunce, 2003).

The ecological system approach and the dynamic systems perspective both highlight the importance of context. Both theories support the role different systems play in child development, yet do not neglect the role individual and natural aspects play. Therefore, several aspects influence teaching and learning such as classroom facilities as well as the social process for peers, the attitude of parents towards school and the impact of a teacher. As mentioned before, education consists of three key elements: teaching, learning and curricula, which will be elaborated in the following paragraphs.

2.3.2 Key elements: teaching, learning and curricula

2.3.2.1 *Teaching*

Teaching is the influence of a trained teacher on the learning process of a student. Teaching enables a child to acquire skills and knowledge. A teacher is in control of what happens in the classroom and this is of utmost importance for quality of education (UNESCO, 2004). The quality of teachers is found to be significant in the differences in learning outcomes (Scheerens, 2004). Chong and Ho (2009) proposed a framework that to assure quality of teachers by helping to monitor and support teachers. The Value Knowledge and Skills (VSK) model lists the attributes a beginning teacher needs to develop, containing the skills they need to have or develop to run the class, the knowledge they need to provide good quality education for children, and the values to motivate themselves in the teaching process. The role of a teacher is crucial for the development of a child and the attitude of a teacher towards a child

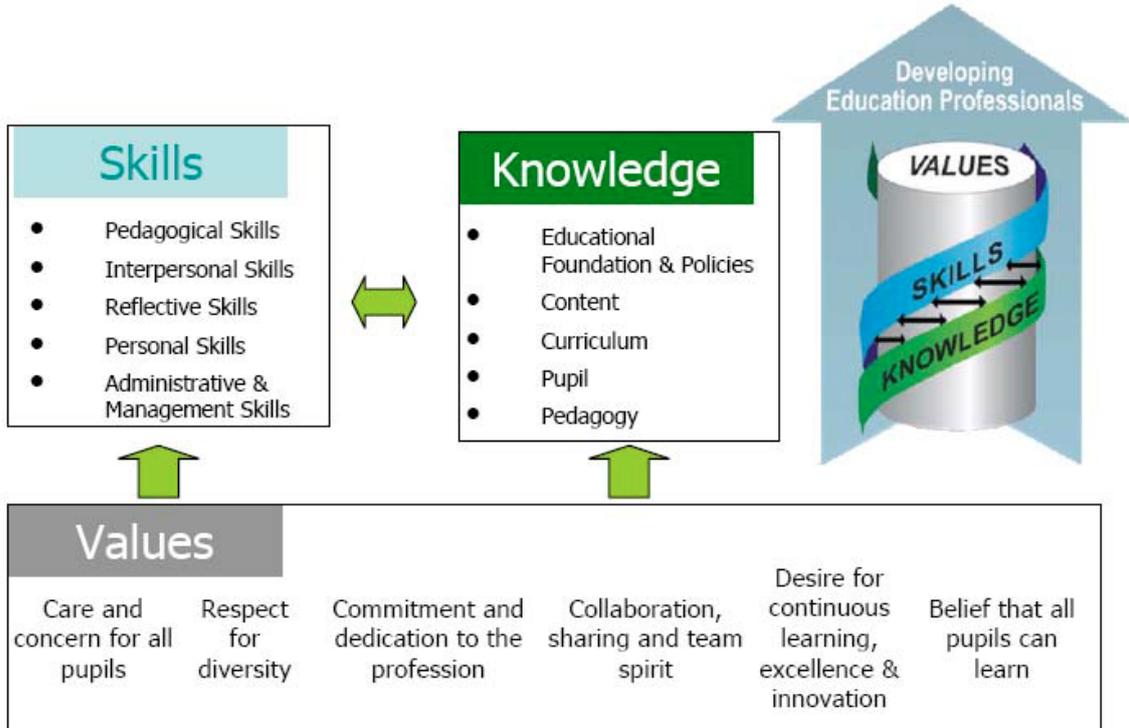


Figure 2.5 Value knowledge and skills model

has impact on the achievements. This is called educational self-fulfilling prophecies, which means that children might adopt the view of the teacher and start living up to that view. So when a teacher thinks a child might fail, the child starts to think so too, and consequently the probabilities of failing rises (Berk, 2006).

### *2.3.2.2 Learning*

The social process of learning has been studied by many different disciplines to make learning more effective. The concern for understanding how humans learn has always been and continues to be the core challenge of education practice. In the 21th century, learning becomes essential to keep up with a fast changing world (OECD, 2010; UNESCO, 2004). According to Klarenbeek, Maat and Verboom (2012) there are three learning dimensions: knowledge, skills, and attitude. Knowledge and skills are taught and children need to acquire these through education. The attitude of a child is also marked as a dimension, since the internal motivation has influence on the taking a task seriously and trying to get the most out of it.

There are several interventions that can intervene with the learning process: mutual learning and learning by doing. In contrast with usual teaching where the teacher plays an active role and the learners play a passive role, mutual learning is an approach where learning is seen as a diverse process where all participants, teacher and learners, learn from each other. Learning by doing is learning through experience. This method is important in the 21th, since the world is challenging and children must be prepared to respond to the future changes (Klarenbeek, Maat & Verboom, 2012).

### *2.3.2.3 Curricula*

The third key element is a curriculum, indicating a set of competencies that learners have to learn through teaching and learning. This is organized in a systematic package of knowledge, skills, attitudes and underpinning values. A good curriculum is important for the life-long learning competencies, as well as for tolerance, respect, constructive management of diversity, and promoting respect for human rights. Curricula also should pay attention to the learner's personal development by contributing to the development of self-confidence, respect, motivation and aspirations (UNESCO, 2004; OECD, 2010).

When all these key elements work together, education functions optimally and has the best outcomes. It serves the child in its development towards a mature individual and therefore schools are a dynamic force in the development of children.

## **2.4 Importance of education in global perspective**

Until now we only viewed education importance on an individual level. However, how does education relate to development on a global level? Education is one of the most powerful weapons in change according to Nelson Mandela. Gandhi urges us to learn as if we live forever. Why do these influential men clearly see the importance of education in relation to the development of their nations? Both South Africa and India face several developmental

challenges and in an attempt to overcome these challenges, the former leaders acknowledged the importance of education. One might wonder why they pay attention to education while there are more severe problems; extreme poverty, widespread hunger, violent conflicts, child mortality, maternal health and disease such as tuberculosis, measles, malaria and the pandemic of HIV-aids. According to the statement Mandela made, education could help eradicate these problems. This seems a bit far-fetched when you struggle to survive each day, to take care of your family or to feed your children.

#### 2.4.1 Educations meaning for practice

Educational systems on national level can help communities and nations to improve the access to the capability assets. Education can provide these families with the capabilities to break the vicious circle of poverty. An employer cannot easily cheat in payments anymore when the children of his employees are able to count and check whether the salary is correct (Chauhan, 2009; Sen, 1990; Altinok, 2008).

Education is important for it gives a child access to the resources to improve their skills, knowledge and competencies. Education helps to increase productivity. A skilled laborer is more productive than an unskilled laborer. In certain tasks, a skilled laborer is even a condition and therefore necessary to get a tasks done (Altinok, 2008). A shop clerk that is not able to count cannot do his job properly. Another reason why education is important for development is that it increases the chance of improving the overall quality of life by having access to new assets. The skills, knowledge and competencies can help an individual to improve the quality of his life (Chauhan, 2009). Nussbaum agrees as she states that education is the key to all human capabilities (Nussbaum, 2006, according to Polat, 2011). Education can also help people to overcome inequalities. Sen (1990) argues that education can contribute to better distribution of the wealth among society and that it helps individuals in deciding how incomes and resources are spent. Chauhan (2009) adds that education does not only help to overcome economic inequalities, but that education also is a good way of overcoming traditional inequalities based on caste, class, race and gender. Especially in India, the traditional inequalities lead to more inequality and therefore education for all children, despite their socio-economical background, can be of great importance to the further sustainable development of the country. Education is important to provide access to information for people which is getting more and more important within an economy that is mainly knowledge based and a society that functions on information flows (Sen, 1990; Ahmed, 2010; Lall & House, 2005). For example, slum residents often do not have access to services due to a lack of information. The problem is twofold because in many cases, the government is unable to fully deliver the services. However, the slum dwellers do not know that there are services and they do not know how to get access or how to use them. A water draining system will not function if you put in trash and it gets clogged. According to Chauhan (2009), this is partly due to a neglect of basic education since no one ever taught them how to solve a problem in a logical way.

#### 2.4.2 Towards equity of education

Chauhan (2009) states that there is a lack of basic education. Basic education can provide access to assets, increases productivity, gives opportunity to improve overall quality and gives people access to information. In short, education provides more equal opportunities for future development and therefore education provides equity. Equity means opportunities for access and quality education being available for all children. This equity is not yet achieved in many less developed countries such as India. For example, in The Netherlands it is usual to enroll for education, while in India, this does not come naturally. Access has been the primary focus towards reduction of disparities. However, the international initiatives move towards equity (Britto, Yoshikawa & Boller, 2011).

Education is on the agenda of world leaders as we saw in the above. The two main frameworks are already discussed in the introduction. Both UNESCO and the UN put education in the center of their policy making. In the goals set for 2015, they focus on education access and quality improvement. Since 2015 is coming closer, the policy makers are looking ahead to the horizon to set new goals or rephrase the goals. For education, the access has been improved, although still not all children have been enrolled, great improvements are made. Towards a post 2015 era, the world is still in need of equitable learning and therefore access and quality of education are essential. In providing equal changes for all children, there is a vital place for education as a way to overcome inequalities. The quality of education has to increase to completely meet the requirements set to improve the equity of education.

#### 2.4.3 Capabilities

The capability approach is an approach that addresses the issues equity and social justice. The approach urges the need to describe not only access to education but also to assess issues about the distribution of resources, given complexity of class, gender, race and ethnic inequalities (Unterhalter & Brighouse, 2007:73).

Amartya Sen (1990) states that people have a dual role in the learning process. He argues that human beings are both products and facilitators of the process of learning. This duality might lead to confusion on the means and ends of the process, which often results in a mainly economic point of view towards human beings (Sen, 1990). People can facilitate the process of earning more and more income and soon the focus of life is on economic growth. Sen (1990) opposes this economic focus and suggests a shift towards a focus on well-being, including social, physical and economic context. The focus lies giving people the opportunity to make their own choices freely. An individual should have the ability to shape his own life with all assets that are accessible. One might say that it is necessary to be educated to know how to use the acquired skills and knowledge to make such choices. Nussbaum identifies capabilities as a variation in the international human rights approach. According to her, capabilities are necessary in the fight against social injustice. A human life worth of dignity includes these capabilities (Nussbaum, 2006, according to Polat, 2011).

In the capability approach, education is the empowerment of disadvantaged people. The capability approach offers a basis for issues concerning equity, social justice and entitlements for all. Nussbaum's approach relates closely to inclusive education (Nussbaum, 2006, according to Polat, 2011). Respect for, and focus on, individuals, regardless of their diversity, connects Nussbaum's capability approach and inclusive education. An important aspect in social justice is that education should be accessible and included for all. Polat (2011) argues that inclusion is regardless of race, ethnicity, disability, gender, sexual orientation, language, socio-economic status, and any other aspect of an individual's identity that might be perceived as different. Despite the fact that inclusive education is seen as a possibility to break with poverty, inclusive education is not obvious because it is not yet reached in many less developed countries. Often when people with different backgrounds are included in education, the quality of the education is relatively low.

## **2.5 Quality of education**

The main topic of the research is the quality of education. The quality can be measured in many different ways, as well as quality can be defined in many different ways.

### **2.5.1 Defining education quality**

According to research, there are many different ways to define education quality. It is important to keep in mind is that education can only be defined within the socio-cultural context (Kumar, 2004; Roy & Khan, 2003; Burbules, 2004; Klarenbeek, Maat and Verboom, 2012). Despite the fact that this context is essential to assess, it should not withhold the international community from defining education quality. Goldstein (2011) argues that education targets cannot be made global due to the fact that the learning outcomes are losing a lot of relevance in consequence of cultural specific factors and test outcomes only give a single dimension or score, which makes defining literacy levels complicated.

EFA uses two principles to define education quality. The first principle is recognizing the learners' cognitive development, which is the major objective of all education. The second principle is acknowledging the role of education in promoting values and attitudes for participatory citizenship and encouraging creative and emotional development (UNESCO, 2004: 17). Burbules (2004) lays out the discourse of quality thinking. Basically, there are two ways to think about quality. The first way of thinking is either a teleological view or an anti-teleological view. In the teleological view learning is a set of values and skills, capacities and lifelong learning. The anti-teleological view mainly focuses on distrusting the meta narratives. The second way of thinking is a more conceptual way of thinking, in which the main objective is to learn how to ask questions about the learning subject. In this way of thinking, the ability to ask questions is the main focus of education.

Another part of the discourse on ways to measure education quality is specified by Edukans, a professional educational development organization. According to Klarenbeek, Maat and

Verboom (2012) quality education consists of learning, teaching and managing. Learning is putting the student in the center of the learning process. Teaching should provide the abilities for children to acquire skills and develop attitude, and lastly, managing concerns the vision and leadership. Kumar (2004) argues that quality education contains training, instruction and induction as part of a system of social parameters of knowledge, skills, habits and values. Another way to look at education quality is to assess on basic physical amenities, teachers, materials and child nourishment (Roy & Khan, 2003). Altinok (2008) argues that quality of education is assessed by the outcomes of skills expected for an adult life. Education provides a path to maturity. Quality is not only meeting the learning requirements, but also the relevance of the learned skills and knowledge (Altinok, 2008).

### 2.5.2 Quality framework with cross-cutting quality dimensions

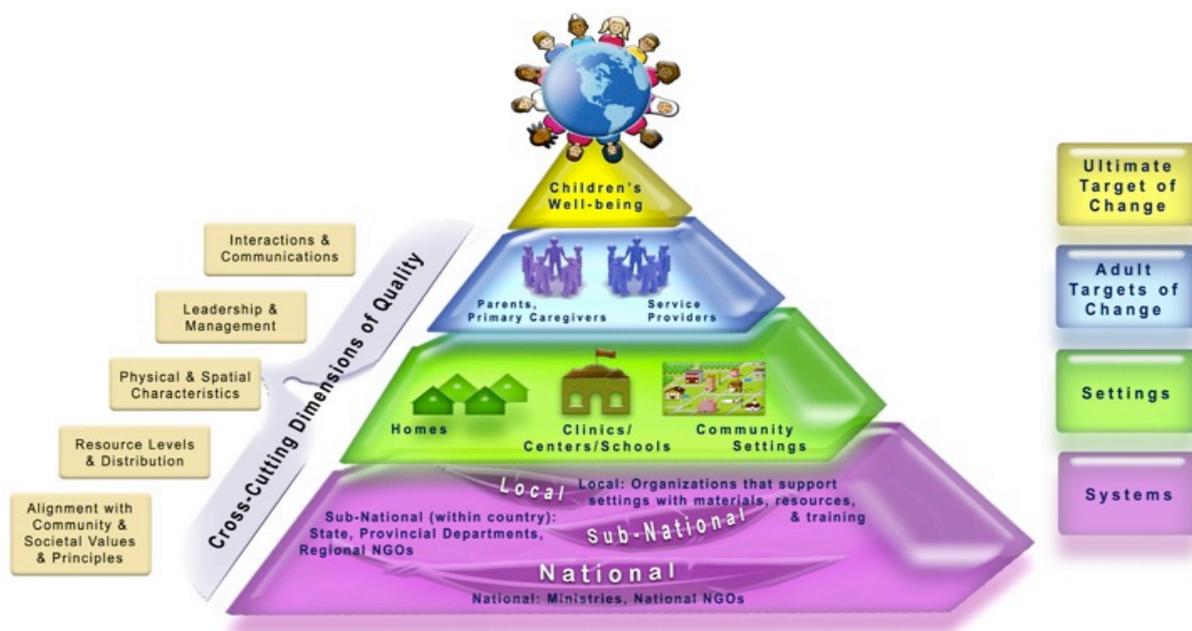


Figure 2.6 Quality framework with cross-cutting quality dimensions

Britto, Yashikawa and Boller (2011) defined a quality framework combining ecological system levels and five sets of dimensions. Each cross-cutting dimension of quality can be applied to each system level. These quality dimensions are: alignment with the values and principles of society, resource levels and their distribution, physical and spatial characteristics, leadership and management, and interaction and communication. As mentioned before, these dimensions are applicable on each system level.

Each level has different targets and this framework provides a model that illustrates both the system levels and the quality dimensions. An education program needs to address both to provide good quality education for the children.

Taken together, the quality of education is of great importance for the improvement of the prosperity of individuals, families and society, since education can offer opportunities to realize potential, regardless of the social, economic or cultural background. A factor that should not be neglected is that quality of education can deteriorate the inequalities when the poor are excluded from this quality education (Altinok, 2008). Access to education and quality of education are closely connected.

## 2.6 Access and quality

Despite the goals set on access and quality of education by global initiatives and the effort of many international, national and local governments, one must acknowledge that education provided by governments does not reach all children. In 1996, the OECD education ministers agreed to develop strategies for “lifelong learning for all”. These strategies include formal, non-formal, and informal learning. The importance of this approach might be clearer than ever now and non-formal and informal learning outcomes are viewed as having significant value (UNESCO, 2011).

### 2.6.1 Formal, informal and non-formal

The three main strategies are formal learning, informal learning and non-formal learning. Formal learning is always organized and structured and has clear learning objectives. The learner’s explicit objective is to gain knowledge, skills and/or competences. A typical example is learning in schools (UNESCO, 2011; Schugurensky, 2000). Informal learning is not organized, has no pre-determined objective in terms of learning outcomes and is not intentional from the learner’s standpoint. The third strategy, non-formal learning, is between the other two and is the concept in which there is the least consensus. Therefore, an international standard classification of education was written and reviewed in 2011 (UNESCO, 2011).

## International Standard Classification of Education – ISCED 2011

**Formal education:** Education that is institutionalised, intentional and planned through public organizations and recognised private bodies and – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognised as such by the relevant national education authorities or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national authorities. Formal education consists mostly of initial education. Vocational education, special needs education and some parts of adult education are often recognised as being part of the formal education system

**Non-formal education:** Education that is institutionalised, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/or complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters to people of all ages but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low-intensity, and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognised as formal or equivalent to formal qualifications by the relevant national or sub-national education authorities or to no qualifications at all. Non-formal education can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills, and social or cultural development.

Box 2.1 International standard classification of education

The main difference between formal and non-formal education is whether the authorities recognize it. The authorities recognize formal education programs, whereas non-formal education programs are not recognized. The authorities carry responsibility for the quality of these recognized education programs and examined the education levels through tests. Non-formal education has less tools and measurements which makes it more difficult to examine the education quality (UNESCO, 2011; Schugurensky, 2000). Another difference is that non-formal education often is voluntary and short-term while formal education mostly is obligatory and long-term. In the case formal education is not sufficient enough, non-formal education might be the key to provide education in another way. Taylor (2006) explains that several lessons should be taken into account regarding non-formal education. Firstly, the expectation of attendance is low, due to the voluntary character of the meetings. Secondly, the education is learner-centered. Thirdly, education uses a hand on approach; this means that the focus is putting tasks into practice yourself. Fourthly, the teacher is a supplier of knowledge. Brennan (1997, according to Taylor, 2006) explains that non-formal education can help a developing nation in providing education for all children.

## 2.6.2 Quality issues with education in practice

In theory, formal and non-formal education are completely different, however, this is not always the case. The following paragraph will provide three example cases of how non-formal and formal education strategies work together or separate towards good quality education for all children. In Cuba, the quality of education of the formal sector is high, even though the economic development stays behind. While in Bangladesh, the education quality of non-formal providers is higher than the government provided formal education. In Pakistan, the government tries to stimulate education collaboration between private and public partners towards an education system that provides good quality.

### 2.6.2.1 *Cuba – high quality education system*

In preparation to a seminar between Cuba and Colombia in a growing exchange of lessons and challenges Gasperini (2000) wrote an article for the Worldbank about the Cuban education system. The education system of Cuba is of high quality just like the education system in OECD countries, while the economy is similar to less developed countries. What makes the education system so good? A lot of investments have been made in the education system, thereby focusing on good quality, good access including rural and disabled students, community participation, great investments in teachers, the use of low cost high quality material, proper communication between teachers and students, and emphasis on education for social cohesion and value education. According to Gasperini (2000), the high quality is due to the participation of the community in input, paying attention to equity, and most important: paying attention to the social role of the key stakeholders, which are teachers, community members and children. An important lesson that can be learned from the Cuban education system is the central role a teacher has in the process. One of the pillars is to professionally train teachers and giving them respect for the work they do. A second lesson is clear stand

accountability and a third lesson is the provision of textbooks. For practice in other contexts, this would mean to clearly communicate responsibilities towards the stakeholders and provide infrastructure for teaching.

#### *2.6.2.2 Bangladesh –Rural Advancement Committee (BRAC) non formal education*

Nath, Sylva & Grimes (1999) compared the levels of knowledge and life skills of children in the non-formal education programs of BRAC, children in the government provided education, and children without any education. They found that children from the BRAC education had better life skills and writing skills than children from government schools. The scores were equal on reading and numeracy. The BRAC program takes three years and provides grassroots education for children between 8 and 10 years. Approximately 33 children are enrolled at the same time and their school hours are fixed. Parents and teachers have regular meetings to talk about the education. In the classroom and in parent meetings the focus is on life skills. A lesson that can be attained from this is that education in smaller groups and parent participation is of importance on education quality.

#### *2.6.2.3 Pakistan – Public Private Partnership (PPP)*

Masooda Bano (2008) described the strategy of the government of Pakistan towards education for all Pakistani children. It seems unlikely that Pakistan will meet the requirements set to provide equal and good education for all children across the four provinces regardless income, gender and urban/rural backgrounds. In an attempt to reach these targets, they designed a strategy to stimulate public – private partnership. There are several forms of partnerships: adopt a school, concession to private schools, upgrading schools through community participation, school management committees and community boards.

Many NGO's implemented non-formal education programs for working children in collaboration with National and Provincial education foundations. Some examples are Godh, Zindagi Trust and Ance. Foremost, Godh works with mobile schools for children between 4 and 18 years old and aim to mainstream children. They provide multi-grade teaching, which means that one classroom has several levels. They developed their own material that provides education until state curriculum class 5. Zindagi Trust has a different approach. It focuses on functional literacy and it compensates the lost salary for the school hours. The school runs for three hours and children get paid to learn instead of work. Lastly, ANCE educates children in their working areas. The main challenge is convincing the parents to allow their children to be educated.

Several lessons can be drawn from this strategy. First of all, it is important to share the responsibility for the programs. The government of Pakistan seemed to expect the funds, but did not share the authority, which led to distrust of government officials. Shared responsibility and clear communication could prevent this. There are also limitations to what can be expected of the NGO's and private funders in terms of funds and resources. Another important lesson is gaining insight into what to expect after the funding phase. The Pakistan practice

showed that programs were not able to provide in their own funding. After the donors and NGO's supported them, they failed to sustain their program.

Country	Education	Strengths	Lessons
Cuba	Government provided education	<ul style="list-style-type: none"> <li>Highly mobilized communities</li> <li>Attention on equity</li> <li>High professional standards</li> <li>Key role for stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Clear standard responsibility</li> <li>Provision of materials</li> <li>Training of teachers</li> </ul>
Bangladesh	BRAC non-formal	<ul style="list-style-type: none"> <li>Parent participation</li> <li>Focus on lifeskills</li> <li>Good learners outcomes</li> <li>Small groups</li> </ul>	<ul style="list-style-type: none"> <li>Parent participation</li> <li>Meaningful education</li> </ul>
Pakistan	Public Private Partnership	<ul style="list-style-type: none"> <li>Collaboration</li> <li>Shared resources</li> </ul>	<ul style="list-style-type: none"> <li>Lack of trust</li> <li>Fail to function after funding phase</li> <li>Limitation of NGOs and private partners</li> </ul>

Box 2.2 Overview of the lessons for practice of providing good quality education.

2.6.2.4 Conclusion

The abovementioned cases demonstrate that education practice is collaboration between different stakeholders and that in these practices still a lot needs to be improved to provide good quality education for all children. The cases of Cuba, Bangladesh and Pakistan indicate some of the challenges faced by stakeholders in providing education and the lessons that can be learned from these challenges. Box 2.2 gives an overview of these lessons and strengths.

2.7 Conclusion

This chapter reviews theoretical and thematic literature in an attempt to provide a framework for the thesis research. It started with providing a theoretical basis for child development. The most important conclusion that can be drawn from that paragraph is that child development is influenced by different systems and a child needs to be challenged and guided in his learning process. Education is an organized form of development and plays an important role in this learning process. Nussbaum (2006) argues that providing inclusive education might lead to offering the opportunity to children to develop more capabilities. Several researchers argued that education would reduce a lot of developmental issues, such as poverty and inequality. However, to play such a role, education should be of good quality and this means that education should give children meaningful knowledge and skills. The policy makers agree on this and try to provide proper education for all children, only the main challenge they face is that providing access and quality for all is difficult. In an attempt to deliver access for all the quality decreases and by providing good quality the access gets limited. Therefore, governments seek the help of external partners and work in both formal and non-formal education formats to reach the targets set by MDG's and EFA. The chapter finishes with

examples of non-formal education regarding quality. The main lessons that can be learned from these cases are the importance of an active role for stakeholders, parent participation, meaningful education and paying attention to funding opportunities of private partners.

Concerning the current research thesis the main question will be: *what measures can be taken to improve the education quality in Child Friendly Spaces (CFS) of Non-Governmental Organization Saath located in the selected areas of Vasna, Behrampura and Juhapura?* This chapter offers some theoretical and thematic basis for this question. The next chapter will describe the context in which the research will be conducted.

# 3. Regional thematic contextual framework

## 3.1 Introduction

Both Bronfenbrenner and Vygotsky acknowledge the importance of contextual influences on child development (Vygotsky, 1978: 57; Eldering, 2008: 40-45). Several other researchers of education quality recognize the importance of socio-cultural context in defining quality (Kumar, 2004; Roy & Khan, 2003; Burbules, 2004; Klarenbeek, Maat and Verboom, 2012). Thus, this chapter describes the framework for the context of the research areas.

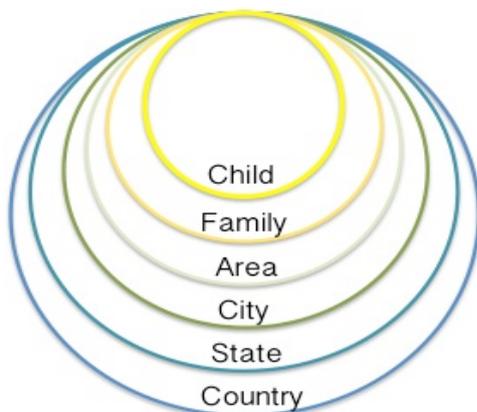


Figure 3.1 Framework of contexts

Figure 3.1 illustrates the different contexts that influence education. This chapter will provide the characteristics of each context. Each context has other issues and challenges that will be discussed. This chapter will start with an introduction to India - the geographical location, population statistics and how social and cultural systems influence the nation. The economic challenges and opportunities are also discussed. Most importantly, the development of the education system of India is reviewed. The state of Gujrat provides a specific context that especially has

religious influences on several aspects of the daily life. The geographical location also leads to challenges for the dwellers of the state. Ahmedabad is the economic center of the state. Urbanization has made this city into one of the largest cities in India and this also influences the development of the dwellers. Finally, the three research areas are discussed: Juhapura, Behrampura and Vasna. The access to services and facilities is lacking, as are the schools to educate.

## 3.2 India

India is situated in South Asia. The country covers an area of 3,287,263 km<sup>2</sup>. On the south side the country borders the Arabian Sea and Bay of Bengal. Its neighbor countries are Nepal, Bhutan and China in the north, Bangladesh and Myanmar in the northeast and Pakistan in the west. India is the seventh largest country in the world. The current borders were roughly fought for. In 1947, after centuries of different dynasties and colonial rule by the British, India became independent after the non-violent



Figure 3.2 Map of India

resistance by Mohandas Gandhi and Jawaharlal Nehru. After a bloody war, India and Pakistan became two separate nations, nevertheless, the relationship between the nations still is tense (CIA Factbook, 2013).

India is a federal republic that comprises 28 states, each with its own elected governments, and 7 union territories, which are zones ruled directly by the national government. The poorest areas are parts of Rajasthan, Madhya Pradesh, Uttar Pradesh, Bihar, Jharkhand, Orissa, Chhattisgarh and West Bengal (CIA Factbook, 2013; International Fund for Agricultural Development, 2008).

Due to the geographical location of India, the climate varies from tropical monsoon in the south to temperate in the north. The terrain varies as well from upland plains in the south and flat to rolling plains along the Ganges, deserts in the west and the Himalayas in the north. The location of India also has a downside. India suffers from droughts, flash floods and widespread flooding by monsoon rains. Several earthquakes occur and in the Andaman Sea there is an active volcano (CIA Factbook, 2013; UNDP, 2013).

3.2.1 Population

The Indian population is estimated at 1.258.351.000 and is expected to outnumber the Chinese as largest population, within a couple of decennia. About 608.877.000 are female and the other 649.474.000 are male (UNDP, 2013; CIA Factbook, 2013).

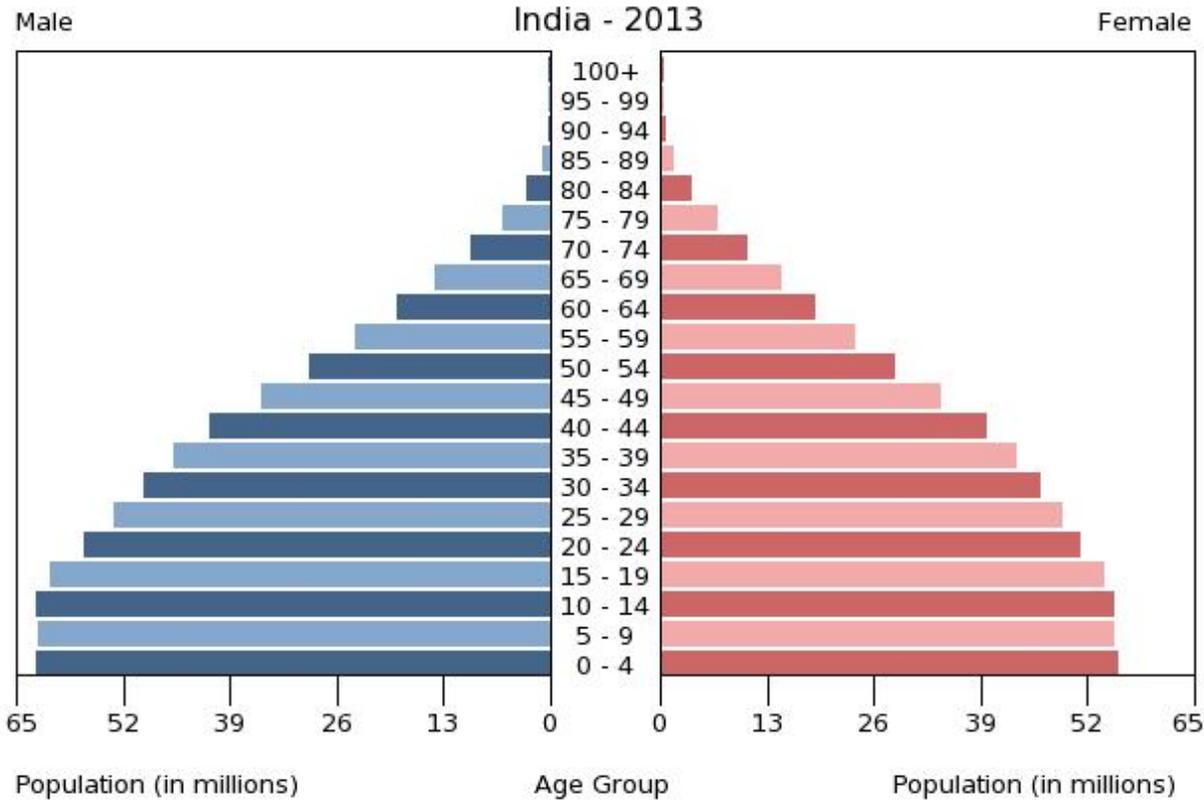


Figure 3.3 Population Pyramid of India

Figure 3.3 shows the population pyramid. This illustrates the age and sex structure of a country's population. The population is distributed along the horizontal axis, with males shown on the left and females shown on the right. The male and female populations are broken down into 5-year age groups, represented as horizontal bars along the vertical axis with the youngest age groups at the bottom and the oldest at the top. The shape of the population pyramid gradually evolves over time, based on fertility, mortality, and international migration trends.

There are 15 official languages; Bengali, Telugu, Marathi, Tamil, Urdu, Gujarati, Malayalam, Kannada, Oriya, Punjabi, Assamese, Kashmiri, Sindhi, Sanskrit and the most widely spoken language is Hindi. English is not an official language, though it is the most important language for national, political and commercial communication. Religion plays a major role in the Indian society. About 80% of the population is Hindu, 13% is Muslim, 2% is Christian, 2% is Sikh, and 2% of the population has another religion (CIA Factbook, 2013).

The Indian society has a long history of caste system. The caste system divides the population into separate social groups. It separates citizens based on their social and financial background. The division between castes is maintained by marriage. Roughly the caste system has HCG's and SC's. The system is kept in place by small groups of names that cluster with groups with the similar status. Castes refer to the four categories into which the Hindu scriptures divide society at large: Brahmins (priests and scholars), Kshatriyas (rulers and soldiers), Vaishyas (traders and merchants) and Shudras (agriculturalists). Outside the castes, there are the Dalits. This lowest group is excluded from the system and they are outcasts. They are called the untouchables and in 2001 their proportion of the total population was about 16%.

Most scientists agree that caste is a socio-psychological phenomenon that dominates the Indian social life. According to Jaspal (2010), caste is a social construction with a certain function. There are three main dimensions: hierarchy, endogamous separation and interdependent division of labour. Even though castes do not exist officially in the Indian society at the present time because the Indian law forbids them, they still remain visible in the Indian social life. Both HCG's and SC's identify themselves with the social group they belong to. In this way, the remaining stigma is beneficial to both groups and gives people a sense of belonging to a social group (Jaspal, 2010).

Although the caste system may give people a sense of belonging, it also has great disadvantages. Discrimination based on castes is an enormous problem. People that belong to lower castes or do not even belong to a caste are discriminated in job applications and abuse or assault of inter-caste married couples takes place. Moreover, education was not accessible for all children as it used to be a privilege for the higher caste. Nowadays, the government prohibits discrimination based on castes and takes measures to empower the disadvantaged

groups. However, discrimination and disadvantaged people because of the caste they belong to still exist across society (Zwart, 2000).

The proportion of the urban population is growing and this trend is expected to continue towards 2050. India has the second largest urban network in the world, counting 310 million people and more than 5,000 cities and towns. According to Mr. Ramachandran, India's Secretary for Urban Development, this urbanization is characterized by widespread poverty, poor urban infrastructure, and environmental degradation (UN habitat, 2009). Of the people living in Indian urban areas, 55%, approximately 62 million people, live in slums (UN habitat, 2001).

### 3.2.2 Economy

India undergoes a rapid economic development that makes India a major player in the global economic world. India is becoming an open-market economy. A bit more than half of the workforce works in agriculture. Nonetheless about two-thirds of the Indian national production is produced by the services sector. India has exploited its English-speaking population to become a major exporter of information technology services, software workers and business outsourcing services. Although the economic growth of India is slowing down, the expected medium term growth is positive due to the young population (see figure 3.3), enough savings and good investments rates and increasing integration into the global economy (CIA Factbook, 2013; Lall & House, 2005).

#### 3.2.2.1 *Child labour*

One social-economic issue that currently is debated in India is child labour. About 26,965,000 children between the ages of 5 and 14 years old are working, which is about 12% of the children in this age group (CIA Factbook, 2013). Child laborers are often out-of-school children, most of whom work because of poverty. Most of them help their parents with their jobs; carrying stones on the construction sites or selling fruits and vegetables (Chauhan, 2009). Child labour decreasing school enrolment rates has negative affects on school achievements and reduces graduation rates (ILO, 2013). Since 1990, issues of child labour are discussed in connection with human rights and education, especially since the world conference concerning Education for all (1990) and the Dakar Framework of Action (2000) (Sakurai, 2006). Child labour is both a cause and a consequence of poverty. The ILO divides child labour into four categories: agricultural laborers, domestic laborers, street laborers and factory laborers with wages.

The government of India and ILO joined together to work on a project: Converging Against Child Labour. The project helps to promote concerted action and coordination among governmental and non-governmental agencies, employers' organizations and workers' organizations against child labour. It includes several government schemes that aim to replace labour by education. The project's strategy is to concentrate in areas where child labour is related to poverty, low education levels or where migration and trafficking are on the rise. The

project focuses on the family instead of just the child, and links family members to various poverty alleviation schemes. Children are being withdrawn from hazardous work (ILO, 2013).

As this project demonstrates, child labour is fought by cooperation between different international, national and local partners. Jayaraj and Subramanian (2007) add to this discussion that non-working, not-school-attending children should be included in the definition of child laborers. These children often are at home, taking care of siblings or doing the housekeeping'. The NGO's like Saath include these children into projects to provide education nearby home. They also contribute to eradicating child labour by creating awareness of government schemes and making employers aware of the international regulations regarding child labour. Jayaraj and Subramanian (2007) add that children have deprivation of capabilities due to the labour they are forced to do.

### 3.2.3 Education

The education system in India has changed over the years. Traditional Hindu education was only for boys and Brahmin teachers would teach them to read and write. After the Moguls introduced a system that was not based on caste but on wealth, the British colonial rule took the same path by only educating the privileged children. Everything changed after India became independent. Nehru argued that for economic growth, two elements were essential: education for all and industrial development. Education is intended to increase productivity, develop unity, democracy and modernizes the country (Lall & House, 2005). The education system is based on the British model. The general education system includes 8 years of basic education, 4 years of high school and 2 years of higher education. Teaching is in the most commonly used local language of the region. After the first 10 years, the teaching language shifts to English or Hindi.

In 1986, a new education policy was announced, the NPE, to raise the education standard and increase the accessibility of education. A lack of proper quality of education was one of the main issues and subsequently, several initiatives were launched during the years (Lall & House, 2005). NPE proposed a National Curriculum Framework as a means of evolving a national system of education. The Program of Action (POA, 1992) elaborated this focus by emphasizing relevance, flexibility and quality within the education system for education. Especially the traditional inequalities lead to inequality in India and therefore education for all children, despite their socio-cultural-economic background, is of great importance to the further sustainable development of the country. The Constitution advocated that education had to become a fundamental right for every child to empower children and their families. This would also ensure health, nutrition and an inclusive school environment across different castes, religions, genders and disabilities (National Council of Education Research and Training, 2005).

In 2002, the Indian government put this ideology into policy by making free and compulsory elementary education available for children between 6 and 14 years old a fundamental right, when they adopted the 93th amendment of the Constitution Bill (Chauhan, 2009; Kumar, 2005).

Taking steps towards education for all, the NPE decided to decentralize education. The decentralization provided opportunity to make the system less bureaucratic, teachers more accountable, and the schools more autonomous and responsive to the needs of children (Lall & House, 2005).

The literacy rate of a population is an important indicator of the degree and availability of education within that region. Literacy is the percentage of the population of 15 years and older that can read and write. In 2001, this was 61% and in 2006 it was 63% (CIA Factbook, 2013; UNSD 2006). When putting literacy in a time- perspective, the literacy rates have increased in time. The net enrolment rate of children being enrolled in primary education in 2001 accounted for 82,5%. However, this is divided by gender, a poor 76% of girls in the corresponding age are involved in primary education compared to 88% of the boys (UN Statistic Division, 2011). The school life expectancy of Indian school children from primary to tertiary education is eleven years (CIA Factbook, 2013).

### 3.3 Gujarat

The state Gujarat is located in the northwest of India surrounded by the states Rajasthan, Madhya Pradesh and Maharashtra. The state borders the Arabian Sea and the country Pakistan. It covers an area of 196,204 km<sup>2</sup>. The capital is Gandhinagar, though the largest city is Ahmedabad. The local language is Gujarati. Gujarat is one of the most industrialized states of India. Mr. Vyas is quoted in the Times of India (2005) saying: "Economic growth in Gujarat, is because of the state's ethos, culture, enterprise, give and take, large heartedness and the fact that it is accepting of everybody." (Times of India, 2005). Most of the economic activities occur in Ahmedabad. After the fall of the textile industry, Ahmedabad started manufacturing and attracting foreign direct investments in a diverse range of sectors. The city has gained strong features, including the high literacy ratio of 73,3% and a high per capita income. The economic developments have also had its effects on the spatial organization of the city (Chandhoke, 2009; Hiremath & Shiyani, 2012).

Gujarat is a state with semi-arid zones and covers the longest coastline of India. The growing economy and the rapid expansion of its production and consumption activities, contribute to the changing weather. Western India is expected to have more rainfall as temperatures continue to rise. (Hiremath & Shiyani, 2012). The geographical location makes Gujarat vulnerable for disasters such as the earthquake that took place in 2001, that killed an estimated 20,000 people, injured 170,000, it destroyed 910 villages and due to this, almost 600,00 people become homeless. The impact was



Figure 3.4 Map of Gujarat

huge, because the tropical local weather conditions in Gujarat in January limit the survival time among people trapped in collapsed buildings. The impact of the disaster increased since the earthquake also struck deliverance of the social services. The civil hospitals and schools were least resistant against the earthquake (Bremer, 2003).

### 3.3.1.1 Tension between Muslims and Hindus

Another major challenge for Gujarat is the tension with neighbor country Pakistan. Since Pakistan is mainly Muslim and the Indian population has a majority of Hindus, the struggle has become religion oriented. As described earlier, the determination of the border was a bloody war. The state of Gujarat has been the field for unexpressed tension between the Muslim and Hindu communities. About 80% of the population is Hindu and they frequently clash with the nearly 20% Muslim inhabitants (Bremer 2003).

In 1969, nearly 2,500 people were killed in the region's worst violence between Hindus and Muslims since the subcontinent was split into India and Pakistan in 1947 (BBC news, 2002). A series of communal riots followed and especially Ahmedabad was rocked by the mobs. Gujarat has the highest rate per capita of deaths in communal incidents, approximately 117 per million of urban population. Religious violence here coexists with a high literacy rate (Times of India, 2005).

## 3.4 Ahmedabad and research areas

### 3.4.1 Ahmedabad

The city of Ahmedabad is located on the banks of the River Sabarmati. Although it is not the capital of the state of Gujarat, it is the largest city in the state. Ahmedabad is the 7<sup>th</sup> largest city of India, with 5,570,585 citizens and is under the authority of the AMC. Ahmedabad is well connected to the rest of India, through a good rail, road and airway system. The literacy rate in Ahmedabad (73,3%) is higher than the country average (61%) (Bhatt, 2001; CIA Factbook, 2013; Chandhoke, 2009).

As the economy of Ahmedabad transferred from agricultural to industrial and service sector, most of the people living in the rural areas migrated to the city in order to find better opportunities and to escape from the rural poverty. Due to urbanization, the city grounds expand. In the present day, about 30% of the population lives in the city and each year this grows with 2.4%.

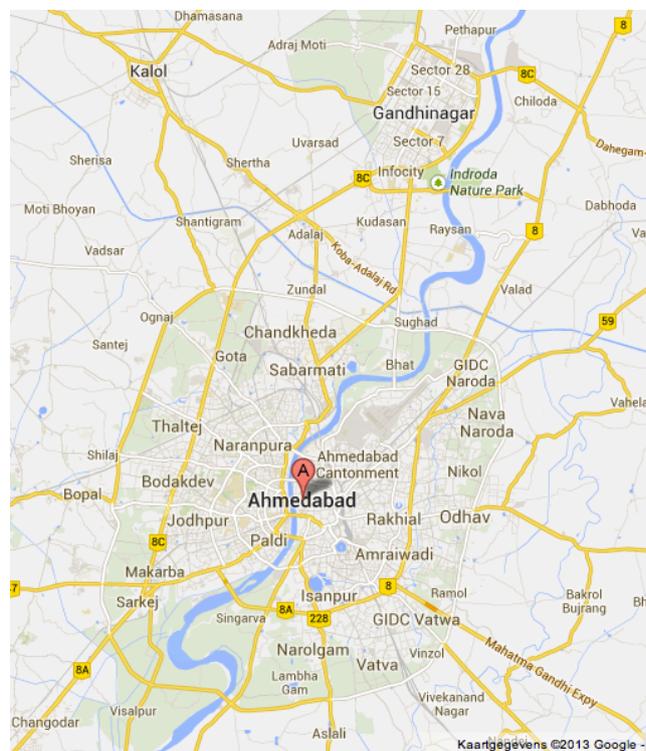


Figure 3.5 Map of Ahmedabad

The east side of the river is the old cultural heart of the city. Originally, the city was located on this side of the river. The part of the city located at the west side of the river is a new commercial part of the city and is still developing. Therefore, construction businesses are booming in the city, it attracts many migrant workers from the region of Gujarat and neighboring states. These migrants are causing urbanization (Raval, 2009; Desai, 2012). Due to the urbanization trend, the government cannot provide housing for all dwellers. Thousands of slums are built by the dwellers among the river so that dwellers have access to the city center - the source of their livelihood - and to water, for their daily needs. Yet, those areas lack a proper physical and social infrastructure and the alternatives for these residents are few and far apart. This leads to a large number of the population of Ahmedabad living in slums, and although it may differ from one slum to another, many people lack basic services such as education, resources, skills and infrastructure to improve their livelihoods. According to Bhatt (2001), the way to overcome the problems in these slums would be that the dwellers of the slums start to organize their lives to gain better access to credit, services and developing capacity to deal. Many new initiatives are made towards upgrading the slums and resettle the urban dwellers (Desai, 2012; Anand, 2008). Dubey (2011) argues that capacity building would help dwellers to organize their lives and through that overcome the challenges of displacement in a more holistic way.

Ahmedabad is also a city that has suffered a great deal. They have environmental problems such as floods and droughts, as well as cultural problems such as the riots in 2002. These riots have been ongoing for many years, the tensions between Muslims and Hindus resulted in riots. However, the riots in 2002 are widespread throughout the whole city (Chandhoke, 2009). These tensions lead to a more separate society. This is visible in the division of the citizens. Most Muslims have moved to Juhapura to find a sense of security in the number of the group.



Figure 3.6 Map of Juhapura, Behrampura and Vasna

### 3.4.2 Research areas

In this thesis research, the focus will lay on the areas of Vasna, Behrampura and Juhapura. In Juhapura and Behrampura, the research will be in a CFS that is situated in a slum area. The CFS in Vasna is on a construction site. The following paragraph will describe the research areas. The information about these areas is hard to get, since the dwellers of these areas are illegally obtaining the land and hence the government does not keep track of what goes on in the areas. The descriptions of the areas consequently are fragmented.

#### 3.4.2.1 *Juhapura*

The Juhapura slum area is located in the western side of Ahmedabad. It consists of about 3500 households rounded up to approximately 7000 residents. There are only Muslim residents, making it the only area of the city that does not have religious mixtures. Due to the riots in 2002, the Muslims from all over the city migrated to Juhapura. Not only the low-income slum residents migrated to Juhapura, also the middle class citizens. Citizens of Juhapura have limited or no access to water facilities (Santoro, 2013). There are no schools or hospitals provided by the government in this area and transportation in Juhapura is



Figure 3.7 Street view in Juhapura

problematic. Public busses only drive on bigger roads surrounding Juhapura. Inside the area, the people have to walk or take a rickshaw. The research will be conducted in the area of Fathewadi, which can only be reached by rickshaw. It can sometimes be difficult to catch a rickshaw driver in other parts of the city, willing to drive to Juhapura since they consider the area as dangerous. This perception has to do with the tensions between Muslims and Hindus, even despite the efforts of government and NGO's to reconcile.

#### 3.4.2.2 *Behrampura*

The Behrampura area of Ahmedabad is located in the South of the city (AMC web, 2012). In this area, dwellers are mainly Hindu and low-income citizens. About 60% of the residents do not have their own toilets, therefore they have to rely on pay-and-use toilets; water is provided



Figure 3.8 Street view in Behrampura

by the municipality, the state of the infrastructure is not ideal, the drainage pipes get clogged easily, resulting in wastewater flowing inside houses and on the streets (Santoro, 2013). The research area is Khodiyanganar and this area has about 1000 households. The area has a connection with a public bus line that stops close to Khodiyanganar and there are no schools in Khodiyanganar.

### 3.4.2.3 Vasna



**Figure 3.9 Houses on the construction site of Vasna**

The Vasna area is located in the west of Ahmedabad, containing approximately 800 households for up to 4000 residents (AMC web, 2012). Overall, the coverage of sanitation facilities in Vasna is present, but it does not achieve 100% coverage (Santoro, 2013).

The research in this area was not conducted in the slum area, but on the construction site of Swaminarayan Park. The facilities on the construction site are different from those in the slum areas. The construction business is booming in Ahmedabad and therefore attracts a lot of migrant workers taking their families with them. The families put up tents or they cover the unfinished apartments with plastic sheets on the construction sites. These households do rarely have any

access to water and sanitation facilities, social services or infrastructure and because of that, they depend on the rickshaws for transportation.

Comparing the three areas, it is noticeable all three face challenges due to a lack of access to service deliverance and infrastructure. No schools are available to provide education for the children in these areas. There is a deviation between the three areas. The living conditions in Vasna are comparable to the other two areas, however, the conditions of the construction site are clearly worse as a result of the temporary nature of the construction site and due to the construction that is still going on. Behrampura only hosts low income families, while Juhapura also has dwellers with middle incomes. This difference is visible in the appearance of the area. Juhapura is cleaner and though it has less access to water and sanitation, the dwellers make the most of it. However, in Behrampura, there is a lot of trash and the dwellers seem not to appreciate and take care of the facilities they have.

## 3.5 Conclusion

This chapter gave an insight into the context in which the research will be conducted. India is a large country with a large and diverse population. The most conspicuous aspects are the social and religious inequalities, which are still present in the country and more specifically, in the city of Ahmedabad. Although law forbids the caste system and India officially is a country of religious freedom, discrimination because of social and religious background occurs quite often. In Ahmedabad, the discrimination even occurs relatively often because of the religious tension. After independence, education became available for all children, however, India

struggles to deliver education to all children regardless their social, cultural and economic background. In the state of Gujarat, the literacy rate is high, compared to the country average but the three research areas do not sufficiently provide basic services, education, resources, skills and infrastructure for the dwellers to improve their livelihoods. The three research areas demonstrate similarities, but they do have different social backgrounds, which makes it harder to compare these three areas with each other.

# 4. Research Framework

## 4.1 Introduction

The previous chapters described the theoretical and thematic framework as well as the contextual framework. The information in these chapters give a fundament upon which this research will be set. This chapter will explain the methods and techniques used to gather data to obtain an insight into the measures that can be taken to improve education quality in the Child Friendly spaces of Saath. The results of this research will give Saath some indications on the problems and challenges their programs are facing. This will help them to develop a program that fits into the circumstances of the deprived children.

This chapter will discuss the research question and elaborate the sub questions. The next paragraph will discuss the assumptions and hypothesis of the research based on the literature. The fourth paragraph will discuss the conceptual model and the fifth paragraph will elaborate this by explaining the operationalization of the concepts. The sixth paragraph will explicate the methods and techniques used and the reasons using them. The seventh paragraph will highlight the limitations of the research framework.

## 4.2 Research Question

The following research question is placed centrally throughout the complete research process and includes all information presented in the research.

*What measures can be taken to improve the education quality in Child Friendly Spaces (CFS) of the Non-Governmental Organization Saath located in the selected areas of Vasna, Behrampura and Juhapura?*

This research question is directed by the following sub questions.

- 1) *What are the expectations of the main stakeholders on the quality of education in the CFS?*
- 2) *What curriculum is implemented in the CFS of Saath?*
- 3) *What teaching components are used in the CFS of Saath?*
- 4) *What learning components are used in the CFS of Saath?*

Below, each sub question will be discussed separately and there will be an explanation of the way every sub question contributes to answering the main research question and what methods have been adopted to answer these questions.

### 4.2.1 What are the expectations of the main stakeholders on the quality of education in the CFS?

Firstly, it is important to clarify the main stakeholders. The children and their parents are stakeholders in education in the CFS. However, previous research showed that parents are not

involved in education and children cannot be expected to have an insight into education quality. Therefore, these two stakeholders will not be included in answering this sub question. Other main stakeholders are Saath and the teachers of the CFS. Saath initialized the project and set the objectives concerning quality. The teachers are the ones to implement the objectives and they have great influence on the level of quality in the specific CFS they work in. Other stakeholders, helping to put Saath and the teachers' expectations in the perspective of the Indian context, are headmasters of private and government schools and staff from a similar project at a different NGO. All these stakeholders together form the context of the research. If the research design would be larger, the communities could be included, as they form another important part of the context in which the research take place.

Secondly, it is important to explain why these expectations are relevant to the main research question. The expectations contribute information about the context and conceptual thinking of the stakeholders. What measures should be taken to improve quality, depends on what expectations the stakeholders have of the quality. This sub question basically provides information of what the objective for education quality is, according to the stakeholders, and this will help to answer the question of what can be done to reach this goal. Depending on the answer to this sub question, the goal possibly needs to be set differently or more specifically towards education quality, which might be a measure in itself.

#### 4.2.2 What curriculum is implemented in the CFS of Saath?

An assumption of the research is that the improvement of the curriculum of the CFS is one of the measures that can be taken. In support of this assumption, the first step is to set a baseline of the implemented curriculum. The baseline can be set through observations of the classroom activities. Another used method is doing interviews with the teachers responsible for the implementation curriculum, to get a better understanding of the implementation. This gives a good insight into what measures can be taken concerning the implementation of the curriculum to improve the overall education quality.

#### 4.2.3 What teaching components are used in the CFS of Saath?

For teaching is an important factor of education quality, the used components can contribute to determine what is missing or lacking. This will give insight into measures that can be taken in regard to teaching in order to improve the education quality. Teachers will be interviewed and observations will be made.

#### 4.2.4 What learning components are used in the CFS of Saath?

Just like the question concerning teaching components, this question is asked to get an insight into the learning process. What are the students doing? How are they involved in learning?

Taken together, these sub questions will answer questions regarding the context specifics of Saath's CFS centers. Then, literature and practice together, will answer the main research question. The discussion and conclusion chapter will also put this research into the broader perspective. What lessons can be learned for similar projects across the world? How can this

research contribute to the present trend in providing good quality education for all children regardless of their social, cultural and economic background?

### 4.3 Assumptions

The research conducted is based on several assumptions. The first assumption is that education quality is conducted by the curricula teaching and learning. This means that improving one of these three elements would improve education because the curricula teaching and learning define quality.

A second assumption is that the main stakeholder, Saath, expects that the quality of education can be improved. One of the comments from Valeria Rojas Infantas (2011) was that the quality was still lacking and might be improved. Thereby, the host organization requested to look for ways to improving the education quality of the CFS.

The CFS centers all are in different contexts, yet the program is the same and the lessons learned from one place can be implemented in the other centers as well. This research will be conducted in three centers to cover more data and use the strong points of each center to the benefit the others. The centers located in slum areas have similar issues as those on the construction site, with more time to overcome the issues due to longer periods of attendance from children.

### 4.4 Conceptual model

To visualize and better understand how education quality is influenced by several factors, a conceptual model has been designed. Based on the literature, this model shows the relation between and interaction of important concepts and stakeholders. This schematic representation is specifically made for this thesis research. The education quality focuses on the CFS centers.

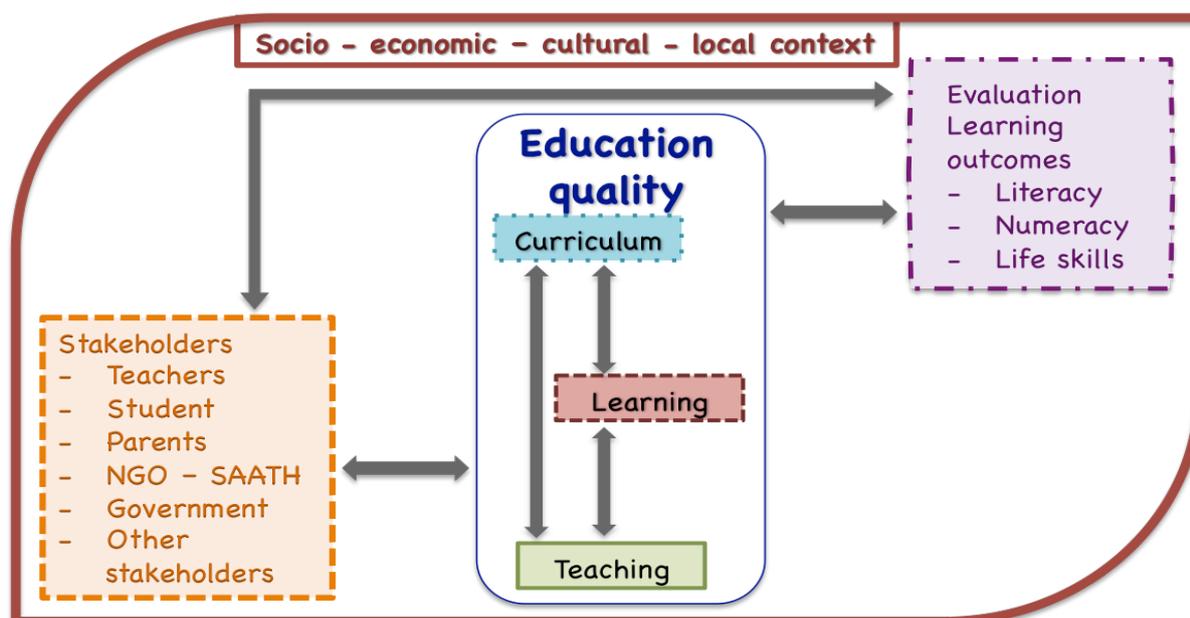


Figure 4.1 Conceptual model education quality thesis research

To elaborate the conceptual model, education should always be placed within the socio-economic, cultural and local context. As the literature demonstrates, a child grows up within a certain context that influences its' learning. Important actors in this process are represented in the box- stakeholders. Quality of education can be evaluated in different ways; the most used is learning outcomes. Education quality is composed of three dimensions: curriculum, learning and teaching. Curriculum is the objective of education and therefore is what competences should be learned. Teaching concerns skills, knowledge and attitude of the teachers. Learning concerns skills, attitude and knowledge of the students. The focus of this research will be on the education quality aspect of the model.

#### **4.5 Operationalization of concepts**

In this thesis, certain concepts are used to explain issues. Some of them are clearly defined in the previous chapters, such as different forms of education; non-formal, formal and informal. Other concepts are already discussed but were not clearly defined. Literature might give different insights in these concepts and therefore, these concepts will briefly be discussed and defined.

Education quality can be defined in many different ways as the theoretical and thematic framework demonstrates. In this thesis, the concept of education quality will be reviewed as suggested by Burbules (2004) and EFA. Burbules (2004) suggests that the main aim of education is to learn how to ask questions about what one is learning. Basically, this means that good quality education teaches children to understand their own learning process. EFA defines education quality as cognitive development, citizens' development and creative and emotional development. Education quality is helping a child to develop their cognitive, creative and emotional skills and knowledge.

Since the research is done in a non-formal setting, the quality cannot be defined as attending or successful finishing the class. In the CFS centers education includes the providing of nutritious food, so growth and physical development should be included in defining quality of the program.

To be short, education quality is focusing the education level to fit into the child's development; which includes cognitive, physical, social and emotional development. Good quality education challenges a child to develop one or more of these development areas.

To operationalize this concept of education quality, the research assesses the teaching components, learning components and the curriculum of CFS centers.

##### **4.5.1 Teaching components**

As literature describes, teaching is the influence a trained individual has on the learning process of a child (Unesco, 2004). The values, knowledge and skills model describes a framework to assure quality of teachers (Chong & Ho, 2009). Based on this model, the research will focus on some teaching components to determine the quality of teaching.

These components are class control, interaction with students, preparation, content and pedagogic competence. All these components contain indicators that help to structure the research and observations.

Class management, rule setting and enforcement of rules are indicators of class control. These indicators indicate whether the teacher actually teaches or is more occupied with trying to prevent a chaotic class.

Interaction with students is a second component of teaching. The indicators are encouraging the learner's confidence, classical or individual interaction with students, and assessment of assignments. A child needs encouragement to work on tasks, especially tasks that are in their zone of proximal development (Berk, 2006). They need assessment and individual attention to work on tasks that will challenge them to learn new things.

Motivation and confidence of a teacher as well as lesson planning are indicators of the skills of a teacher. Is a teacher equipped for the job? Is a teacher sure of his own skills and does a teacher want to support the development of children? The content of teaching is more curriculum, however, whether the teacher knows the subject matters, whether there is variation and whether the teacher has the didactic skills to bring the knowledge across, are teaching components.

The final component is pedagogic competence. Besides quality of education, defined as physical, social, emotional and cognitive development, a pedagogic approach cannot be neglected. Does the teacher facilitate the moral development? Does the teacher facilitate a social – emotional development and does the teacher create a safe class environment for children to develop?

All these indicators together form the five teaching components that will be researched in this thesis.

#### 4.5.2 Learning components

Learning is gaining new skills and knowledge. This will be researched with the help of three components: involvement, student activity and materials. These components do not provide information concerning the gained skills and knowledge, however, it does give information about the students motivation, their efforts and their input.

The involvement component indicates the motivation of children. Are children motivated to attend the CFS center? How often do children response in the lessons? How often do children ask questions?

The student activity basically is whether children are working on the given task or whether they are doing something else. Of course, this indicator does not explain why children are not working on their task. There are several reasons, such as the task being too difficult, the class

environment being too chaotic, not enough materials being available or just because children are not asked to participate. However, it is important to know the amount of children being busy with the given task. Another indicator is amount of available materials. Which textbooks and education materials are available and do children bring their materials with them to the CFS?

All these components together give the researcher information about the learning components in the CFS.

#### 4.5.3 Curriculum

A curriculum is a set of competences that a learner has to master. The curriculum consists of different method types; subject matter/content; and the relevance of the lesson. There are various types of methods that can be taught. For this research, storytelling, singing, demonstrating, explaining, repeating, individual questioning, copying and providing instructions are selected. These methods are more or less observed in the classroom. The second component of a curriculum is the subject matter. This includes English, Hindi, Gujarati, Mathematics, country information, personal hygiene, creative work and life skills. As this non-formal education program focuses on mainstreaming children, subjects like science or geography are not given. The curriculum is focused on teaching children skills, knowledge and competences that are relevant to their real life practice. Therefore, the relevance of the curriculum is a component in this research.

### **4.6 Methods and techniques**

The subsequent paragraph will describe the methods and techniques used in this thesis research. It will elaborate the choices made concerning these techniques and how they contribute to answering the research question. The thesis research will be an integrated research with multiple techniques and this enables the researcher to consolidate the strengths and crosscheck the data gathered.

#### 4.6.1 Literature review

The literature review provided the background information for this thesis study. It gave a framework in which the research can be placed. This literature is covered in the previous chapters in a theoretical and thematic framework as well as in the chapter about the context. The review provided a greater understanding of the quality of education and was helpful in structuring the gathered data from the field research.

The literature review included desk research on the Internet and in books, reports, magazines, publications and other theses'. This desk research helps to give a more in depth insight and theoretical basis for the thesis and contributes to the research as it specifies an analysis of the previously published information on the subject, and helps to answer questions regarding the present research.

In the office of Saath, time was spent to get familiar with the vision and work of the NGO. Desk research in the field helped to understand the field context better and it helped to understand the literature better in the context of the field.

#### 4.6.2 Observation

Observation has been chosen as primary research method. There are several reasons why observation is chosen as research method. Observations occur in the natural field instead of a designed setting. Another advantage of observations is that behavior can be recorded as it happens. This gives a researcher knowledge of context and behavior. It might be the best technique to use when an activity can be observed first-hand to get a fresh perspective (Merriam, 1992). In social science, observation is often used for studying behavior, which makes observations an irreplaceable data gathering method. The advantages of observations are that behavior is less influenced by social desirable expectations, that it provides a complete image of behavior and context and that it offers the opportunity to study a causal relationship (Landsheer, 't Hart, de Goede and van Dijk, 2003).

Participant observations were considered unsuitable for development research, as they are time-consuming and have no immediate policy relevance. However, developmental researchers can benefit from this kind of observations since it enriches the understanding of the situations and provides a different angle to the gathered data (Desai & Potter, 2006). Systematic observations reflect the participants' every day behavior, which gives the researcher a good insight into the situation (Berk, 2006; Landsheer, 't Hart, de Goede and van Dijk, 2003).

One might argue that observations are highly subjective since they are from a human perspective (Merriam, 1992). It is important to reduce the observers' bias by being accurate in the observations (Berk, 2006). To limit this human bias, the researcher created a framework to guideline the observations. It is important is to be sensible to the culture and the observation therefore requires an anthropological view (Desai & Potter, 2006). Another important point of critique from pedagogic perspective is that the conditions cannot be controlled (Berk, 2006).

It is important to determine what is going to be observed. The conceptual model provides an objective and a good guideline to observe for the research (Berk, 2006; Landsheer, 't Hart, de Goede and van Dijk, 2003). There are certain elements that should be covered in the observations: environment, participants, activities and interaction, conversation, subtle factors and the behavior of the observant. Moreover, taking field notes helps to analyze the gathered data in a later stage of the research (Merriam, 1992).

Video observations are used in this research as they give the researcher the opportunity to watch the video several times and to cover more details. Both field notes and observation forms are used to add information to the data. In the appendix the used observation forms are added.

#### 4.6.3 Interviews

As many forms of development research include interviews, this thesis research includes interviews with the main stakeholders. The interviews give answers to the question why certain

choices in education are made. The interviews are semi-structured and follow a pre-set list of question. However, the circumstances might require the asking of additional questions. The interview started with an introduction. This introduction will explain that the interview will be recorded, that it will be anonymous, the time the interview will take and that the answers will be analyzed to provide an insight in the view of stakeholders on education quality (Desai & Potter, 2006).

A short introduction to the research will also explain the main objectives and how the interview will help to answer the main research questions. However, the introduction will be brief to keep the participants from giving socially desired answers.

#### **4.7 Sample selection**

The observations were done in three different areas. These areas are chosen, taken Saath's opinion into consideration. The centers are chosen for several reasons. They represent both concepts of the CFS as Saath works on construction sides as well as in slum areas. Another reason for choosing these centers is that they are close enough to cover the observations in the planned time. The centers were easy to reach by rickshaw and therefore it was possible to visit these centers as an independent researcher.

The semi-structured interviews were done with several stakeholders. The teachers were interviewed and two of them were from the observed areas while others were from non-observed areas. This was done to gain more information about the perspectives of the teachers. Besides the teacher, the coordinator and the program director were interviewed. They could give a good insight into Saath's perspective. There were interviews with different headmasters, to create a framework on education quality provided by experts from the same contextual background. This would help the research both in the observations and the analysis.

#### **4.8 Limitations**

There are several limitations to the thesis research. The first and most important point of critique is that the research was conducted in two months instead of the planned three months. Since the researcher only received a visa for sixty days, the research had to be conducted in two months time instead of in ninety days. This resulted in a busy schedule, with a six or seven day working week. Another result was that the time to adapt to the cultural and local situation got shortened and the observations started in the first week. The lack of time and resources limited the possible research approaches and the extensiveness of the obtained information. A threat could have been the incompleteness of the gathered information as this could lead to difficulties to obtain additional information later on in the process.

Besides the lack of time and resources, it is almost impossible for a student to gather enough well selected in depth interview respondents to provide a statistically generalizable causal conclusion. After a couple of interviews, a saturation point was reached which means that the interviews provide very little new information (Small, 2009). In this study that point was reached

after approximately three interviews. Especially the teachers of Saath answered similarly to the questions asked and after a couple of interview no new information was obtained.

Another limitation is adapting to a different culture. During the fieldwork, sometimes things did not exactly go as planned and improvisations had to be made. Cultural differences also cause ethical questions. The communication with stakeholders had to be careful and respectful to gain as much relevant information as possible, because of the various ethics or moral philosophies. Nevertheless, it was still a challenge to get access to certain information on the quality of education. Some key informants could not be interviewed, since they were not available for comments and they were not always willing to cooperate.

Another important limitation was the language barrier. In the interviews, it was not possible to ask the questions in English and a translator was necessary. It was important to train the translator to limit the bias. However, it was inevitable that information got lost or altered in translation. A semi-structured interview reduced the effect of the bias, since the questions were set and the translator immediately wrote down the answers, which gave the researcher the chance to interrupt and ask follow-up questions. The observed lessons were in Hindi or Gujarati, which made it hard to specify the exact content of the lessons. However, the context provided sufficient information about the content of the lessons and the teacher sometimes tried to explain what he was teaching the children. Additionally, the used materials were helpful to understand the content of the lessons, which made the language barrier less of a limitation.

During the observations, one of the main constraints was that the research was a distraction for the children. The first day, the children had to get used to the presence of the observer. This led to a focus on the observer instead of the teacher, for the children as well as for the teacher. Despite this, it was expected that after one day, the children and the teacher are comfortable with the presence of the observer. Consequently, the observation of the first day must be taken in to account with some caution. It might give outstanding results compared to results of the other three days. This should be taken into account when analyzing the results.

The bias of being a foreigner and coming from a west European country makes it important to be aware of the cultural perspective. By being aware of the limitations of objectivity, the reliability and fairness of the research will increase. Also, the gender of the researcher must be taken into account, as this may influence the response of research participants.

#### **4.9 Conclusion**

This chapter provided a research framework in which literature, observations and interviews together provide data to answer the research question. The teaching, learning and curriculum concepts have been operationalized and the main limitations of the research have been discussed.

# 5. Analysis of the stakeholder expectations

## 5.1 Introduction

In an attempt to explore what measures can be taken to improve education quality, it is important to take time to understand the expectations that different stakeholders have of education quality. This chapter will give an insight into the expectations and perspectives of the main stakeholders. It will describe the current situation and the challenges for education



quality according to each of the stakeholders, followed by a description of the desirable situation

**Figure 5.1 Pathway to desirable situation**

and measures that should be taken to reach that situation, according to the stakeholder. In essence, the definition of expectations consists of three facets: a description of the current situation, the desirable situation, and how to reach that situation.

## 5.2 Main stakeholders

### 5.2.1 Interviewed stakeholders

The main stakeholders are the teachers and Saath. Other education specialists were interviewed as well in order to get an insight into the Indian education context. Those specialists are the headmasters of a government school, a private school and a NGO Door Step School. They all are involved in providing and securing the quality of education. Some are involved in Saaths' program, while others only give an insight in education from their own perspective.

### 5.2.2 Other stakeholders

Unfortunately, it was not possible to talk with a government official or a governmental education specialist. After a few attempts to make contact, no response was received. This would have given a good insight into the policy side, which is lacking now.

The expectations of two other important stakeholders will not be discussed comprehensively here, those of the students and their parents. Obviously, they are stakeholders in the education program of Saath. However, previous research and personal communication with staff members of Saath and teachers showed that parents are not involved in the education of their children, nor do they want to be involved. Much effort is necessary to convince parents of the importance of education and to allow their children to go to the Child Friendly Spaces. They are not interested in the education of their children and therefore they are not interested in education quality improvement. Another important stakeholder group that is excluded, are the students. The reason for this choice is that they cannot grasp the concept of education quality, nor what the importance of education quality is. Asking them about the quality would not be

beneficial since they have no actual understanding of the concept. This is not specific for the Indian context because children from any other country would be unable to grasp this concept.

### **5.3 Saath**

#### **5.3.1 Coordinator**

In addition to their mission, Saath expects the Child Friendly Spaces to provide the human settlements with access to basic education for child laborers. The centers focus on child laborers and provide four hours of informal education and nutrition support to them. The program coordinator explains that he started as a teacher and grew into his coordinating role because Saath gave him the opportunity. The objective of CFS, according to him, is to make children understand the work they are doing. He does not expect them to get a PhD or some other high education degree, however, he expects that with basic knowledge they will be less vulnerable, for example, towards employers who pay less salary than they promised to pay.

When the coordinator was asked to define education quality, he describes the variety in activities. He only describes the methods instead of all facets of education quality. He did acknowledge that the quality of education is currently neutral, with which he meant that it is neither good nor bad. The measures to improve quality, according to him, are training and knowledge. The team needs to improve their skills and their knowledge of teaching. A good teacher has to come and train them monthly.

#### **5.3.2 Director**

Besides the coordinator, the program has an associated Director Of Saath, NJ. He overlooks the Child Friendly Space and the Griha Pravesh program. The Griha Pravesh program is a project for affordable housing. Regarding Child Friendly Spaces, he elaborates the objectives by explaining that Saath focuses on capacity building. Saath does that for teachers as well as for children. They believe that helping them to develop skills will result in a person with the ability to have an effect on the rest of the community. This is especially the case in the Child Friendly Spaces. Someone from the community gets trained as a teacher and starts to teach the children from that community. Saath invests in the training of the teacher and the teacher consequently invests in the children.

When asked to describe the current situation, the associated Director of Saath focused on the several main challenges: extremely crowded rooms filled with children of different age groups and different educational/understanding levels. Nowadays, a teacher is expected to provide both crèche activities to create interest in learning as well as providing actual education. He acknowledges that this is too much to ask, especially since the teachers do not have much experience. These problems are visible in both slum and construction site centers, however, on the construction sites, it is visible on a larger scale. To overcome this challenge, they need more teachers, which brings up a second challenge: means.

Saath would love to upscale the program in scale and quality and employ more teachers but at the moment, there is no money to realize that. There are not enough funds to provide more teachers to secure the quality of education. More funds would provide more means to take measures. A huge challenge is to take the current funds and improve the quality at the same time.

According to NJ, the Child Friendly Spaces provide both lessons concerning life skills and basic educational knowledge for children through several activities and according to a year plan. This year plan includes a system to follow the enrolled children regarding psychological development and physical development. There is also a continuous retraining of teachers on the newest indicators and the newest materials. They are trained to know how to implement those new materials into their specific teaching context.

### 5.3.3 Teachers

The reason for most of the teachers to work for Saath's program is that they love working with children and that they love working for Saath. Some of them also mention that they want to give something to the community. When they are asked about the current situation, they describe the teaching in the centers as good, although they all mention challenges they are facing. As they describe the current situation, they explain that they, as individuals, make the choice for method and content. There is no guideline from Saath, which seems contradictory to the directors' perspective.

One main objective they all mention for CFS is to bring child laborers in contact with education with the objective to enroll them into formal schools. Some of the teachers mention the interest for education and making parents aware of the importance of education, while others mainly focus on teaching the children basic knowledge. All these goals are focused on awareness of the importance of education. Only two of the teachers mention another goal. The first teacher mentions that one of the goals is to create awareness of government schemes that are in place to provide transfers for schools. The teacher explains that some children on the construction sites have had previous education, however, they cannot enroll on that level at schools, since they do not have any proof of their level and forgot to get the migration card that declares their level. There is a government scheme that makes it obligatory for schools to hand this card to children who drop out of school. Not many parents know about this card and according to this teacher, one of the goals of Saath is to make them aware of this. A second goal mentioned by another teacher, is to help children in building their identity. She thinks it is important for children to understand who they are. Education should give a child a sense of their identity. This starts by knowing your own name and how to write it. According to her, the teaching in the centers should include this aspect of education.

Since the teachers make the curricula, the next step was to take a look at the choice teachers make in preparing their lessons. As mentioned, they choose their own teaching methods and content, and the motivation for these choices is important. This demonstrates their skills to

translate the goals they have for the centers into practice. The given courses, according to the teachers, are mathematics, basic English writing and reading, Gujarati writing and reading, Hindi writing and reading, and lessons concerning personal hygiene and life skills. The choice for these topics is to prepare them for formal education, so they already have some knowledge and can enroll in a higher grade. The methods are chosen to make students learn things better and to create interest in education. This seems in line with the objective of the centers. On the basis of the observations, another picture emerges: only the alphabets and some mathematics lessons were observed. Another reason for the choice of content is to make them aware of their being, their surrounding and their work. However, one could wonder if learning the alphabet is helping someone to understand his or her surrounding better. Saath's objective is clear but real life shows something else. An addition to the curricula could be more to teach more life skills and to have more practical lessons to help students in their daily life. In theory, the teacher has good goals regarding quality but the observed practice shows that there is a lack of implementing this into practice.

The definition of good education quality used by the teachers of Saath varies. Some of them use the definition as various activities, and others focus on preparing for formal education. There are no definitions used that go further into the concept of education quality. For example: good quality education teaches children to read and write as well as cleanliness, personal hygiene, good habits and making friends. Thus, the definition varies from only methods or only goals, however, linking those two to an integrated vision, is lacking.

The challenges teachers face regarding the education quality are clear. A major challenge for good quality education is the presence of siblings in the classes. Especially in the centers on the construction sites, almost half of the class is too young to receive basic teaching. They would benefit more from a Balghar. Teachers suggest that the class should be divided into two groups and that having a volunteer to watch the siblings while the rest of the class receives teaching would be helpful. Another challenge is the lack of facilities. This is challenging for all centers, for example, the sanitation, which is totally lacking in the centers on the construction sites, or the fact that only half of the children have stationary.

Another challenge that is directly related to the quality of education is the difference in levels of students in one classroom. There are students that have had some basic education and other students who have been child laborers their whole life. A class on a formal school always has a variety of levels because not all students to have the same ability to learn nor do they have the same intelligence level. However, the differences in the classes of this program are huge, especially on the construction sites. There were students who could write down the whole alphabet and students who could not even hold a crayon or pencil. Teachers explain that class management is a challenge due to this variation. They cannot provide good education for all levels at the same time.

Regarding solutions and improvement measures, the teachers do have some ideas. Firstly, Saath should provide good infrastructure to provide good quality education. Secondly, the whole community should work on awareness of the importance of education. Then all children will be motivated and stimulated to attend schools and educational programs. Thirdly, as soon as possible, Saath should divide the centers into three levels: crèche, basic and advanced. Fourthly, a curriculum should be written for all three levels and teachers should be trained to work with that. Fifthly, training and coaching might be the most important measure that the teachers themselves mentioned because they want to learn new skills and develop themselves in teaching.

#### **5.4 Other education specialist**

##### **5.4.1 Headmaster of a government school**

In the discourse of education quality, the government is an important party. Policy makers decided that all children should have access to education and therefore, the government funds schools to provide this education. These government schools receive a grant to spend according to the headmasters' best interest and they provide stationary, books and uniforms for the students. The government also provides facilities for schools, such as a lunch and toilet facilities. They appoint the building and when needed, they expand the building. The headmaster explained that when there are two classes in one room because there is no extra room, they ask the government official coordinator of the area for an extra room and they wait until the government gives the extra room.

Something else government policy makers oversee regarding education for all, is the creation of schemes to secure the schooling of all children, for example the migration card. The schools conduct exams twice a year. In November the half-year exams are conducted and in April the final exams are conducted. The results are made public in August. Another measure the government takes is to obligate teachers to pass an exam before allowing them to teach at government schools. This way, the government secures the quality of teachers but in practice not all teachers have successfully finished that exam. Teachers of the higher grades passed it and these more skilled teachers mainly coach teachers of primary level schools. Another investment in quality of teaching is that teachers receive training in new methods and skills every week, which means tests are conducted and training is compulsory.

Concerning the challenges, the headmaster explains that the biggest challenges are getting children enrolled, dropout children and a lack of means. Just like the Child Friendly Spaces, the government school has difficulty convincing parents to enroll their children into education. Although education is compulsory, a lot of parents do not acknowledge the importance and for that reason they do not send their children to school, especially when they are girls. The visited school is in an area where mainly Muslims live and where they are really strict about keeping girls at home. This is also visible in the dropout rates as from the 7<sup>th</sup> grade, fewer girls are enrolled in schools. At this age, which is at the age of 14 or 15, they have to get married and after that, they stay home and get the responsibility for the housekeeping.

Another challenge is the lack of means in facilities, especially compared to private schools, even though the government provides. The government schools cannot provide the same infrastructure as the private schools and have fewer facilities. Parents are not involved and often need to be persuaded to send their children to school, instead of parents who pay money to get good education for their child like in private schools. The headmaster explains that less can be expected of education quality due to this.

For the ideal situation, they would need more capacity to meet the child's needs more individually and have a more fitting approach for each child. At the moment the government is too busy with too many different programs to pay enough attention on the education topic.

#### 5.4.2 Headmaster from Riverside School Ahmedabad

##### **Background of Kiran Bir Sethi**

Kiran Bir Sethi is the headmaster of the Riverside School in Ahmedabad. In 2009 she spoke on a TEDx conference about letting children take charge in the teaching process. Twelve years ago she started home-schooling her own son and since then she runs a school, has initiated several campaigns and outsourced the teaching model. Basically the concept is to make children part of social change.

##### **Box 5.1 Background Kiran Bir Sethi**

As pointed out in box 5.1, Kiran Bir Sethi is the headmaster of the Riverside School in Ahmedabad. According to her, teaching has to be meaningful. A teacher needs to be convinced that the lessons he or she teaches are valuable and then, he or she needs to make the child understand the value. Education quality can be defined in many different ways. The most used way is the marks scored on tests. However, the definition Kiran Bir Sethi uses is to make a child believe that he or she is not helpless and that the child becomes more competent every day. Children own their own learning journey. She uses reflection as an

indicator in this learning process. Along with the children, teachers are looking for the best methods and content to learn.

An example of meaningful learning is how one can make learning the alphabet meaningful. They put words randomly on the wall and ask the child what it means. This makes the child interested in learning how to read. Then they start teaching them the alphabet and a child discovers the meaning of the words. Bir Sethi recognizes that they, as a private school, have more means to secure quality. Nevertheless, she explains that as a way to give back to society, they do include some students from lower income families. These children do not have to pay the school funds, only their transportation. The children Saath tries to reach are not able to pay for transport, so the really deprived children still will not be able to attend this quality school.

#### 5.4.3 Team of Door Step School Project from Pune

A non-governmental partner Door Step School (DSS) runs a similar program for deprived children. DSS and Saath came in contact after an intern did research on projects for the most deprived children and visited both Ahmedabad – Saath and Pune – Door Step School. The team of DSS came to visit Saath in March 2013 to help them improve the quality of the program. DSS is a more experienced NGO when it comes to the education on construction sites. They share their experiences and have an outreach program to meet with local NGO's to help others developing their program. DSS supports the local NGO in the process, but they let them take the lead and run the program, since the local NGO knows the local context best.

#### **Door Step School**

The objective of DSS is to introduce a child to education and give them the basic skills. They have a daily program/curriculum to mainstream a child for formal education. During the program, the children get used to going to school and from the age of 6 they enroll in formal schools. DSS works with children from 6 months to 14 years old. They teach until the level of second standard. They have 515 staff members and those staff members do not have a teaching background when they start working at DSS. They have finished at least grade 10 and receive a seven-week training in which they learn practical skills and teaching knowledge. They are also introduced to child psychology and behavior, which gives them the knowledge to understand certain behavior and how to properly respond to it. After the training, the trainees get a certificate. Children attend the DSS centers for 2 weeks up to 2 years, depending on the time they stay at a construction site. Classes are from Monday until Saturday from 9.00 – 17.00. Parents do not have to pay fees, since the builders provide DSS with the funds.

#### **Box 5.2 Information on Door Step School**

DSS faces similar challenges as the CFS when it comes to students bringing their siblings to class. The solution of DSS is to divide the groups into three levels. Day care is from 0- 3 years old, preschool is for children between 3 – 6 years old and they have support classes for school-going children from 6 years and older. They have different teachers for each level.

DSS acknowledges the fact that over the years they gained more experience and the quality of their services has grown. In the beginning, they did not have the same amount of means, training skills and knowledge of curricula or year planning. Nowadays, the fact that builders are supporting the project gives them more means and opportunities. In the beginning the builders were not willing to support all expenses, however, now they see the impact of the project, they are willing to be part of that. They receive reports of the work and get awards for their support. The builders now pay the salaries of the teachers and overhead staff as well as the expenses for facilities and infrastructure. A lesson for Saath could be to get involved with builders.

Regarding the curricula, they have a comprehensive teacher-training program in which they discuss several topics regarding child development knowledge, didactic skills and knowledge of language, mathematics and creativity. They are using four dimensions of development:

emotional, cognitive, social and physical. Teachers are trained in basic knowledge and skills regarding these dimensions. Moreover, they also get trained in literacy and numeracy knowledge and skills to teach the children (DSS Training documents).

The fact that DSS is a one-issue organization instead of Saath being a multi-issue organization makes DSS more effective, as DSS only focuses on children and education. They are experts concerning this issue and the focus gives them the opportunity to improve their efficiency. They are more flexible in funds when compared to Saath having many different issues to work on.

To conclude, DSS' quality of education is higher than Saath's, due to the means and experience they have. After years, they have developed a year plan that works properly and they are offering to help Saath to implement that format in their program.

## **5.5 Analysis**

All different stakeholders have another expectation of education quality. Some do not even have any expectation regarding education quality or do not know how to express this. The concept of education quality seems hard to grasp. The main response on defining good quality education was doing different activities. The program director of Saath's expectations differs from the expectations that the workers on the ground have. The implementation of the concepts and methods designed by Saath is incomplete and there is a gap between perceptions of, for example, training. NJ says that they do give trainings monthly, which is not the case, and the coordinator mentions that this should be done. They both agree that training is necessary and would be good. However, there is a discrepancy between the perception of the one receiving and the one giving the training. There is a gap between the vision of the program and what happens in real life, for example, a year plan has to be implemented into the program, but this is not yet realized. The ideas are good but the manpower to implement them is not sufficient. Other ideas, such as psychological and physical development are not implemented in practice either. This gives the program a lot of opportunities to improve the education quality, however, it would be good to have the expectations more aligned and clear. The teachers should be more included in the planning and should also be more challenged on thinking about quality.

If Saath provides the infrastructure, then the teachers can focus on implementing the expectations of Saath regarding quality into education. In the current situation, the teachers are dealing with infrastructural issues, for example, the lack of means to provide stationary for all children, instead of implementing education quality. NJ explains that teachers are trained to work with new materials, yet the teachers say that there is not enough material at all and they are not properly skilled to work with new materials opposing to what NJ says.

Both NGO's, Saath and DSS think about education, however, for Saath it is part of their broader vision, while for DSS it is the core business. DSS is more experienced and has a

model that works within the context Pune and Mumbai. It is expected that this format will work in Ahmedabad as well. DSS helps Saath to implement the format, but it is challenging for Saath that they do not only focus on education. This makes it more complex to develop or implement a model into the program of Saath. When one analyses the expectations of both DSS and Saath, it is conspicuous that both organizations focus on method and content and the underlying concept of education quality seems to be neglected. A clear vision concerning the importance of education and what their expectations or wishes for children are, would help to get a clearer focus.

The concept of education quality can be defined in many different ways according to the expectations of the main stakeholders. The main conclusion is that many stakeholders do not have a clear definition of education quality. They focus on the form or model instead of the underlying concept and its implications or they focus on the concept without clarifying the implications. For example, the teachers acknowledge the importance of identity building, but there are no lessons on the subject or any attention paid to identity building. Another example is that teachers acknowledge the objective of Saath to help children understand their surroundings, yet there are no lessons taught about this. How it is possible for a child learn to understand their surroundings from mocking up the alphabet? The objectives or expectations of the stakeholders, employees and staff members of Saath, do not seem to be in line with their practice. It is a challenge to bring objectives, expectations and real life together.

In conclusion, the concept of education quality is hard to grasp since it has many facets. Education quality can be measured with high grades as well as meaningful learning. Kiran Bir Sethi explains that education quality starts with meaningful education and that the facilities help to realize that process. Clarifying the concept would be helpful in the process of taking measures towards improvement of the quality. This will give a good focus and makes it easier to implement the measures. It is not yet clear what the expectations of different stakeholders of the program are and there seems to be conflicting information about the current situation.

## 6. Implemented teaching, learning and curriculum

In addition to answering the research question, an analysis of the education quality as it is right now in the Child Friendly Spaces of Saath in the areas of Vasna, Behrampura and Juhapura must be made. Observations have been done in the three Child Friendly Spaces in order to gather data for the analysis.

This chapter will provide an overview of the data gathered during the observations in the three research areas. It will give answers to the sub questions regarding the implemented curriculum, teaching components and learning components.

- *What teaching components are used in the CFS of Saath?*
- *What learning components are used in the CFS of Saath?*
- *What curriculum is implemented in the CFS of Saath?*

The first part of the chapter is divided into three paragraphs, each of them representing Juhapura, Behrampura or Vasna. Within the context of the area, the results of these three questions will be given. Some of the information is given per observation day, since this gives an insight into the variability of the data. All together, in the second part of the chapter, an integrated analysis of the data is given.

### 6.1 Juhapura

#### 6.1.1 Context

Saath runs a Child Friendly Space in a center in the Muslim oriented area Juhapura. The center is in an alley in the neighborhood. The center is divided into two rooms; one classroom and one storage room. The classroom has several facilities. The wall on the right side has a small blackboard at teaching height and the left wall has a longer blackboard at children's height. The classroom is decorated with various educational posters. Some of these posters show alphabets' in three languages (English, Gujarati and Hindi) and other posters show images with words about topics such as vehicles, birds, vegetables and animals. There is a closet with toys and puzzles, but these toys are meant for the younger Balghar children. At the back of the center, there is a small backyard with a water pump and a toilet.



Figure 6.1 Panorama centre of Juhapura

Overall the center is tidy and clean, one exception was a day when the Balghar children had a field trip and they left without cleaning the center. The Balghar and CFS share the responsibility for a clean room. Every day, after class, the teacher cleans the room for the Balghar to make sure it is clean the next morning. This gives a good example for the children about how to take care of your property.

The teacher lives in the area and she is 39 years old. She has finished grade 12 and has eleven years of teaching experience in a private school. Due to her personal circumstances, she has realized the importance of education. As she says: "My child has seen so much, so I want to be able to help other children". This gives her a strong inner motivation to teach at the CFS center of Juhapura. Previous research showed that she is highly reliable and dedicated (Rojas Infantas, 2011). This thesis research supports these results. She makes sure that classes start on time and she has an eye for each child in need of extra attention.

The students all live in Juhapura nearby the center. Children enrolled into the program as a consequence of a door-to-door survey. The teacher in the Juhapura CFS center finds out which children are not attending school and she asks their parents to get them involved in the CFS. These children often work as child laborers or babysitter for their siblings. They are from different states of India; Bihar, Uttar Pradesh and Gujarat. The amount of children varies per day. The monthly data presented by Saath shows that there are twenty-five children enrolled right now, with twice as many girls as boys (Saath, monthly data, 2013). The children are between 8 - 15 years old; they have not had education, yet there are level differences in the class. Some of the children grasp the lessons faster than other children.

In a period of four days, the researcher observed the classroom of Juhapura. All students are sitting on the ground with their stationary in front of them, if they have stationaries. According to the teacher, a lack of stationary might be due to two aspects: the time of providing the stationary, and other usage of the provided materials. In the case a student is not in class when the stationary is provided, he or she will not have stationary. Another reason is that the stationary, for example, food boxes, are used in the houses of the students instead of the original purpose for the students' nutritional provision.

#### 6.1.2 What teaching components are used in the CFS of Juhapura?

The teacher in the CFS center of Juhapura is consistent in her approach towards the children. She applies clear rules, of which not all are communicated explicitly. The framework is not explicit, but does seem clear since the children, which behavior is allowed and which behavior is not. There are no clear consequences when children behave in an unaccepted way. However, sometimes the teacher gives "time-outs" to children, which means that a child has to go either to the other room or outside the classroom and, after a while, he or she is allowed back into the class. The teacher emphasizes respect and love in her interaction with the

students. She explains in the interview, that her first objective is to teach them respect, love and care. This will make them willing to come back to the center.

The interaction with students is mainly classical. Occasionally, the teacher pays specific and individual attention to a student that needs extra attention, however, she often gives the correct answers classically. She does encourage the students' confidence by reinforcing their behavior and outcomes. For example, if a child shows its work to the teacher, she pays attention and corrects assignments if needed. She also gives positive responses to the correct assignments. Taken together, the interaction with students is positive and supportive as well as corrective and guiding.

It is hard to determine the lesson planning from observation, because a lesson can be chaotic for many reasons. The teacher has prepared her lessons in such a way that she took the needed educational materials for that day to the center. She brings nutritious food for the children to the class since a part of the program is providing nutritious food for the children to support to the undernourished children. Afterwards, she writes a report about the past week. However, no plan is written beforehand. She shows interest and confidence in teaching. Children respect her authority and she appears to master the lessons she teaches and shows confidence in her capacities. She seems motivated and focused on the children. One remark is that her telephone is turned on during class and answers phone calls which disturbs her teaching.

The variety in teaching activities was limited to three or four activities a day. The instruction of lessons was given both individually and classically. Classical explanation before starting a task and more explanation occurs on individual level or in small groups when the children start to work on their tasks. Whenever they have questions, they go to the teacher or call her for extra help. With regards to the subject matter, the teacher does not make observable mistakes in the content she puts into her lessons. The class environment seems to be safe. One of the aspects of influence is the positive reinforcement of the students by the teacher. Although it is hard to give a good objective observation of the facilitation process of both moral and social-emotional development, both seem to be done properly. The observations did not give clear indication towards these processes, however, earlier research suggests that the teacher does give lessons about the matters (Rojas Infantas, 2011). The students' behavior and attitude do support that suggestion. In general, children are clean and bathed and they pay attention to their hygiene by washing their hands after using the toilet.

To conclude, there are several teaching components present which lead to proper education quality. The teacher in the CFS center of Juhapura manages the class in a good way. She has prepared herself to teach her lessons and has knowledge concerning the content of what she is teaching. Additionally, she has the pedagogic competence to provide a safe classroom environment.

### 6.1.3 What learning components are used in the CFS of Juhapura?

Involvement of the students is one of the learning components. According to the abovementioned teacher, love and respect are the reason that children enroll into the program. Often, children are abused in their homes, so they are not used to love or respect. Children are used to work as laborers and getting involved in education is new for them. It is challenging for the teacher to change the way children think about the importance of education. The teacher tries to convince both the children and their parents that love and respect is a better approach to raise children.

The amount of students that work on a task given by the teacher varies per observation day. It seems to be related to the activities the children are given. In some activities, more children participate than in other activities. For example, on the third day the children did an activity with paper folding. They seemed to love it and almost all of them were actively folding paper, however, when the teacher let them repeat the alphabet, much less children were involved.

Another component of learning is the educational materials available. There were no textbooks present in the center of Juhapura. Neither the teacher, nor the children had a textbook. The teacher chose the education subjects and there was no general guideline or curriculum from the organization. Some educational materials were available, for example the blackboard on which the teacher writes and several exercise books children have. Children have a sort of basic material, either an exercise book or a slate. However, for the paper folding activity there was no paper available, so the children used the pages from their exercise book. One time the children had an extra special assignment book of Sesame Street, as shown in figure 6.2.



**Figure 6.2** Child working on assignment of Sesame Street book

Due to a safe environment, children are encouraged to be actively involved in the classroom activities. Overall, the amount of children doing a task is pretty high and most children are involved. The children have access to educational material to make it possible that they are involved in the lessons. Even though there are not many materials, they are creative with the materials they do have.

### 6.1.4 What curriculum is implemented in the CFS of Juhapura?

The teacher decides the curriculum, according to the needs of the children. She explains that she assesses what the needs of the children are and accordingly chooses on what subjects she teaches. Saath is working on a curriculum for all centers, however, this is not yet in place and far from being ready to be implemented.

The teacher uses different methods to make the children able to understand the basic routine of the life they live. She uses storytelling, singing, demonstrating and encouraging. She gives explanations, provides information and asks questions, both individually and classically.

Most of the lessons are in Gujarati or Hindi. Both these languages are used as the spoken language in daily life and all children know these languages. Specific attention is paid to English on the third observation day. A lesson was given about the very basics of English writing and reading such as the alphabet. During the observation days, there was only one mathematic lesson and there were no lessons concerning country information and personal hygiene even though the teacher specifically mentions these lessons in the interview. On the second day, the teacher told a parable that was linked to life skills. However, there were no lessons or extra comments made on this story or other life skills topics. After the story, the children were asked to draw the main things they picked up from the story, but there was no reflection afterwards. The creativity of the children was also challenged on the third day when they folded paper.

There was not much specific attention drawn to real life practice in the lessons. Some implicit things were mentioned, for example in the songs. There were songs about themes such as methods to cook and how to label food categories. The story the teacher told was about a city mouse and a town mouse. This was linked to the lives of the students since many of them originally come from the rural areas.

## 6.2 Behrampura

### 6.2.1 Context



Figure 6.3 Classroom in

Behrampura is an area that lies next to the Sabarmati River. The majority of the dwellers of Behrampura are Hindus. The CFS in this area is located in the middle of the neighborhood Khodiyanager. The center has two separate rooms: a classroom and a storage room. There is an outdoor hall from the street to the classroom, which is an open space. The toilet is located in the hall.

The classroom has a small blackboard on one side. There are educational posters on all three walls. The posters are in three languages (English, Gujarati and Hindi), there are alphabet posters, posters with different ways of transport, with birds, animals, fruits and vegetables and body parts. In one of the corners of the room there is a dresser for cooking and there is a closet with extra stationary such as crayons and slates.

Most of the days, the room was untidy at the start of the class. After the class, the teacher asked one of the students to sweep the room, but this was not done well. At the fourth day, the teacher started sweeping the room herself when the observer arrived at the class.

The teacher comes from the neighborhood Khodiyaganar where the center is located. She is Hindu, she finished grade 8 and she has three years of experience in teaching at the center even though she has no previous experience or education in teaching. Saath approached her whether she wanted to teach in the CFS of Behrampura and she responded positively because loves working with children. As she started, she walked around the neighborhood and had conversations with parents and children to find out who was not enrolled in school and who wanted to come to the center. It was hard to convince children to enroll and parents who allowed their children to enroll into education, because the children mostly are laborers. Previous research questioned the reliability of this teacher regarding being on time and teaching her students social aspects (Rojas Infantas, 2011). This research seems to confirm this questioning since the teacher shows disinterest in the actual learning process of the children. This seems to be in contradiction with her own story in which she explains that she loves to work with children.

All the students live nearby the center in Khodiyaganar - Behrampura. The children originally come from Rajasthan and Gujarat. There were about 27 children enrolled, however, on the third day, about ten new children appeared in class compared to the previous days. On the last observing day, there were nineteen children present in class. In the official data conducted by Saath, there are between 27 and 32 children enrolled in the CFS of Khodiyaganar of which about one third is male and two third is female (Saath, monthly data, 2013). Children are between 10 - 16 years old and occasionally, there are younger siblings coming along with their older brother(s) or sister(s). All students sit on the ground with their stationary in front of them. Most of them have a slate in front of them but some do have notebooks. The stationary is given at the beginning of the year but this stationery is not maintained well and seems sloppy.

The researcher observed the Child Friendly Space of Behrampura for four days. The teacher was nervous, because there was a researcher observing her teaching. She did not speak any English and there was no translator present to translate or explain anything. When the observer arrived, the coordinator of the CFS program explained what the purpose of the visit was and that the researcher was there to observe, so the teacher could act as normal. During the observation days, the teacher remained very nervous. She was obviously aware of the presence of the observer and pointed that out to the children every now and then. She mostly did so to threaten the children or make them obey her. This might be of influence on the observations.

#### 6.2.2 What teaching components are used in the CFS of Behrampura?

Overall, the class management of the observed teacher in Behrampura was (very) poor. There were no clear rules set, which led to chaos since the teacher was not consequent, meaning

that children were punished for certain behavior and other times the same behavior was ignored or even encouraged. In general, the teacher ignored most behavior. She tried to enforce some authority by hitting children, who did not want to listen or obey an order she gave.

The teacher did not encourage the learners' confidence. She never or rarely paid attention to encourage the children. There were some situations where she did encourage children, for example when a child started telling stories/jokes or danced. However, she would make fun of children's mistakes at these moments, which discouraged them. She rarely assessed the work of students, neither classically nor individually. Sometimes she pretended to assess an assignment, but she did not correct mistakes children made in their assignments. Interaction with the students was mainly classical. On the fourth day of observation, the teacher was less aggressive in her class management and was more focused on individual interaction with the children.

Overall, the teacher seemed to be unmotivated. She showed a lack of interest in teaching and students. She seemed insecure and nervous, probably due to a lack of confidence and a lack of motivation. The lesson planning seemed to be non-existent because for example, nutrition had to be bought during class and she answered her phone during her teaching.

Regarding the content of the lessons, the teacher did not seem to master all the subject matters she had to teach. Especially English was a problem for she did not speak, read or write English and she did not know the alphabet. The researcher observed faults in the English alphabet teaching since she was looking at the poster with the alphabet while teaching and made a mistake in writing the word "ball". In general, she did not give many instructions. Most of the days, she only gave clarification about the assignments and some days she even did not do that. All the instructions were given classically and rarely individually. Each day, one or two activities were observed and there was a obvious lack of variety in the lessons. The classroom environment is unsafe due to a lack of class management and the unsafe and unclear rule setting and punishment.

To conclude the teaching components in the center of Behrampura are not well developed and there are many opportunities to improve education quality here. A more active involvement of the teacher and clear leadership and guidance for the children would help the learning process.

### 6.2.3 What learning components are used in the CFS of Behrampura?

According to the teacher, children attend the class because the stationary is provided. The teacher in Behrampura explains she has to put a lot of effort into motivating the children. Students rarely ask questions or respond actively in the classroom regarding activities.

The activities children do, do have some variety. However, the amount of students participating in tasks is less than 40%. The children are present, yet not actively involved. There are no

textbooks available in the classroom. Some of the children have notebooks. Besides that, there are no other educational materials present.

In short, the facilities for the provision of learning activities for the children fall short and therefore the learning is not adequate. Children do not have access to materials used for the lessons or are distracted by the large amount of children attending the class.

#### 6.2.4 What curriculum is implemented in the CFS of Behrampura?

The teacher decides what is taught in class. She does so, according to what she thinks the children need.

She mostly uses methods such as repeating and copying. For example, children are given the task to copy the words she writes down on the board. The same counts for repeating the alphabet after her. She does pay attention to the creative methods, such as singing or acting. One afternoon, they spend the last hour on performing in front of each other through jokes, dances and plays. The active involvement of children was high during this activity, however, there were no learning objectives set or reached during these performing lessons.

The subjects that are discussed mostly are the Hindi and Gujarati alphabet. No attention is paid to mathematics or more advantaged subjects such as English. The English alphabet only was discussed once. The teacher made some mistakes in explaining English and struggled with teaching this. There was no mentioning of personal hygiene or life skills. The children showed a lot of inappropriate classroom behavior for they were beating, bullying and fighting all the time. The teacher could use this opportunity to discuss appropriate social behavior, especially since she mentioned that concerning education quality, it is important to teach them to interact properly with each other.

With regards to the implementation of the curriculum, there is a lot of improvement can be made. At the moment, in this center there is no lesson planning or implementation of a systematic approach towards the learning process at all.

### 6.3 Vasna

#### 6.3.1 Context



Figure 6.4 Blackboard facilities in Vasna

In Vasna, the CFS is located on a construction site. Saath also has a center in the slum area, but this center was closed during the research period due to a chronic illness of the teacher of this center. There was no replacement or plan to keep the center running. The center of Vasna differs from the centers in Juhapura and Behrampura, because the

center in Vasna is temporary and has the disadvantage that many children in this CFS bring their siblings to class. On the construction site of Swaminarayan Park, the builder granted Saath a room for a CFS. This room is in a concrete block without any education materials present. There is a bag with blackboard slates for the children and crayons to write with. Instead of using a blackboard, the teacher uses the concrete wall to write on.

The regular teacher of this center was visiting a wedding, so she was not available to teach for a couple of weeks. There was a temporary teacher who lived nearby. She is a housewife with two children. She has no teaching background, nor experience in teaching, but she does work with children as a volunteer in the campaigns to give all children a polio vaccine.

The students are all children from the construction site laborers. Their parents came from the rural areas and found temporary jobs at the construction site. The family, or parts of them, moved to the construction site and often both parent's work while the older children take care of their younger siblings. They live temporarily on the construction site and after the parents job is finished, they move to the next construction site.

There were two days of actual classroom observation. Due to a miscommunication, the researcher arrived for the third day of observation, but no teacher came that day. After meeting with the program director, the fourth day of observation was cancelled, because there would have been no teacher in the class. There was no extra opportunity to do this field visit. However, the first two days gave a good insight in the challenges of this type of CFS. The information of both days is consistent. The lack of replacement of the teacher on the third and fourth day also says a lot about the quality and reliability of the program.

The number of children attending varied over the three field visit days. The boy girl ratio is 1:1. However, the boys are mainly the siblings brought along by other children, while the older children are mainly girls.

### 6.3.2 What teaching components are used in the CFS of Vasna?

The class management was poor. Though the children are really calm and quiet, there was no teacher that leads the lesson. There was no rule setting and enforcement of rules. The teacher did not take the lead; so all children were just sitting and waiting. It seemed that they were mainly there to get the nutrition food.

The interaction with the students was mostly classical and there never or rarely was assessment of the assignments. However, there were also no clear assignments given to the children. The teacher did give about 16 of the 35 children a blackboard slate and they had to copy the letters of the alphabet. For the rest of the children, there were no educational materials available.

The teacher did seem unprepared. She seemed to like being with the children in the class and showed confidence being in the presence of children. There was no planning of what to teach the children and she seemed to come to the CFS to just watch over the children. One of the students took control on the first day. This girl had a more advanced level and tried to teach the younger children the alphabet, by letting them repeat the letters after her. The subject content was proper, yet this had mainly to do with the lack of actual teaching. Not much content was taught. The class environment was safe compared to the rest of the construction site outside of the room. The construction site was and will never be a safe place for children and therefore the classroom offered some safety.

6.3.3 What learning components are used in the CFS of Vasna?

Out of the 35 students, one student had some level of education already; ten children were able to understand basic education and the rest of the children were of crèche level. The nutrition attracted children to come to the CFS, yet children did not respond to the asking of questions.

The number of students participating in tasks is between 0% and 20%. Not so many children are involved since they are either too young to understand the task, have no access to educational materials or their siblings distract them. This seems to be one of the main challenges of the centers on construction sites according to the interview with the teachers. There is a lack of learning components in the CFS in Vasna, due to distractions from the construction sites, siblings that need attention and a extremely chaotic and crowded classroom.

6.3.4 What curriculum is implemented in the CFS of Vasna?

The curriculum seems non-existent. There are no methods and subjects used explicitly. There is no actual teaching.

6.4 Analysis

The three paragraphs give a description of the separate centers within their context. However, they are all part of the same program. The question is how the education quality in all these centers can be improved. An analysis of the education quality should take the different contexts of the centers into account, but it should also combine the information on strengths and weaknesses all

Matrix Teaching			
	Juhapura	Behrampura	Vasna
Class control	+	0	-
Interaction students	+	0	-
Lesson preparation	+	-	-
Content	+	-	-
Pedagogic competence	0	-	-
Matrix Learning			
	Juhapura	Behrampura	Vasna
Student involvement	+	0	-
Student activities	+	-	-
Materials	-	-	-

Box 6.1 Matrix of indicators for centres

together.

The first fact that stands out is that the quality of the three centers is completely different. Although they all have their strengths and weaknesses, there is a clear deviation in overall quality of education. When comparing the overall scores of the three centers, Juhapura has the best scores. The scores of Behrampura are clearly lower and Vasna's scores are the lowest. Although the lower quality is clear, one must not interpret the matrix as a disqualification of the centers of Behrampura and Vasna. There are strengths in these centers that do not show in the matrix, however, give opportunities for future improvements.

#### 6.4.1 Class size and facilities

It is remarkable that Vasna has the most children attending class and that the overall teaching and learning is the lowest. There facilities are the least adequate and sufficient which also has affect on the overall teaching and learning quality. The center in Juhapura shows that even the slightest improvements in the facilities can have impact on the quality. For example, the center of Vasna does not have any posters or blackboard on the wall, while the center in Juhapura has both. Children are therefore more stimulated to focus on the learning elements and the opportunities of education. Children in Vasna are naturally more focused on surviving and keeping low profile, so they will not bother their parents or other workers. The great size of the class in Vasna makes it hard to provide a good learning atmosphere, especially since almost all students of school age are looking after their siblings in the classroom. This, combined with the distractions of a building site, makes it more challenging for the center of Vasna and other centers on construction sites to provide high quality education. The center of Behrampura is in between the other two when it comes to overall quality, class size and facilities. Without drawing immediate conclusions, one might say that the size of the class and the accessibility of facilities have influence on the overall quality of teaching and learning in the centers, taking into account that the children in the centers also have differences in level of education. Especially children in the center of Vasna have huge differences in levels. This is less the case in the centers of Juhapura and Behrampura.

#### 6.4.2 Class control, interaction and pedagogic competence

The relationship between class control, interaction with students and the pedagogic competence is striking. Class control is one of the weaknesses of Behrampura. The teacher uses physical punishment to keep the children in control. In Juhapura, children that do not behave according to the rules are given a time-out on the street. In none of the centers the rules are clear. The teachers are not consistent in their enforcement of rules. Clarification of the rules would be beneficial for class control in all centers. When children know what to expect and what not to expect they are clearer on how to behave. This gives a teacher more security and the interaction between teacher and students will be better. For example, in the center of Behrampura, due to the lack of class control, the teacher continually has to correct children instead of encouraging them to study. Teaching is mainly classical as are the instructions and there is no time to help individual children due to a need to keep order. In the less chaotic

classroom of Juhapura, the teacher has more time to pay attention to the personal needs of a student that finds a task hard. The classroom environment of Behrampura is insecure due to the chaotic and inconsistent rule setting, while the loving and caring attitude of the teacher in Juhapura provides a secure environment.

6.4.3 Motivation

The motivation of the teacher seems to be of great influence on the overall quality of the education in the centers. It might too fast to say that a motivated teacher leads to higher quality of education since there are also other factors at stake in this comparison, however, the education quality of the center with the most motivated teacher is the highest. One should take into account the fact that the teacher with the highest skill level teaches at this center, so that obviously is of influence as well. Observation shows that the students are sensible to the motivation of their teacher as well as the skills of teaching. For example, the teacher of Behrampura and the teacher of Juhapura both assign their students the task of copying the alphabet they wrote on the blackboard but their attitude towards the students is totally opposite. The teacher of Juhapura is ready to help each child that needs encouragement, while the teacher of Behrampura goes to the toilet or talks to neighbors outside the room while the children need their teacher’s support. The students of Juhapura start working and the students of Behrampura start talking. Part of this has to do with skills to see the need of students, but another part has to do with the attitude towards learning. A challenge for Saath is the skill level of teachers. The teacher of Juhapura has experience, however the teachers of both Vasna and Behrampura did not. A challenge for Saath is to develop the skills of teachers by training. This requires a level of motivation and commitment from the teachers. Saath is an organization focused on developing human capital. When they would invest in developing the teachers’ competence, their confidence would increase and it would eventually lead to quality improvement.

6.4.4 Methods

Methods		
Juhapura	Behrampura	Vasna
Copying	Copying	Copying
Repeating	Repeating	
Instruction	Instruction	
Singing	Singing	
Storytelling		
Demonstrating		
Explaining		

Box 6.2 Used Methods in centres

The variation in activities is low. The most used methods in all three centers is copying and this is the only method the three centers use. Compared to the other two centers, Behrampura makes more use of creative methods such as storytelling, singing and acting. However, the clarity of the learning objective is lacking most of the time. When children are able to simply do what they want without any guiding instruction, the added value of an activity is

less. There are opportunities to develop these lessons by adding a lesson goal to these activities.

#### 6.4.5 Subjects

Another striking aspect is the lack of curriculum. The teachers themselves decide what to teach. There is a difference in the education level of the teachers, so this has impact on the level of teaching. An overarching curriculum would give them the benefits of each other

Subjects		
Juhapura	Behrampura	Vasna
Gujurati	Gujurati	Gujurati
Hindi	Hindi	
Creative work	Creative work	
Mathematics	Gujurati	
English		

Box 6.3 Taught subjects in centres

strengths. Together they could make a teaching program that contains all components. Since it is not yet in place, a lot of lessons miss an actual goal and things are done repeatedly. A good thing is that Saath already is in contact with many partner organizations and during the research phase an expert organization came to share experiences.

In general, this chapter focused on measuring and analyzing the quality of education. The teaching has strong and weak points; but generally speaking, it is not good enough to meet the objectives set in the program. The fact that the centers reach the children that otherwise would not get any education is a strength. Thereby, the centers do have effect on the children since about 150 children are enrolled in school after finishing the CFS's. However, both abovementioned benefits do not improve the quality of education.

The education quality is the weakest point of the Child Friendly Spaces. There are a lot of opportunities to improve the quality and there are chances small measurements that would have big impact. The most striking weakness in the centers is a lack of structure. When teaching, teachers do not have clear learning objectives. They use different methods and contents, however, there is no development line in this. It stays on the same level. Another measurement that would help the teachers and students is clarifying the rules. There is no need for an extended list of rules, however, some clear rules concerning classroom behavior and consequences would be good because it would give children structure and it would help teachers to set the rules.

# 7. Conclusion and discussion

## 7.1 Introduction

In this chapter, the empirical data of the research will be linked to the theoretical data from the theoretical and thematic framework. The thesis research provides an example of a specific local case that can be used in the broader debate. In this thesis research, the specific local context of Saath's CFS's are analyzed. Despite the fact that the study does not necessarily provide prominently new information, the study does support the already existing body of knowledge and discourse on this topic. The main purpose of this chapter is to answer the research question and put this in the global discourse. The main research question is: *What measures can be taken to improve the education quality in Child Friendly Spaces (CFS) of Non-Governmental Organization Saath located in the selected areas of Vasna, Behrampura and Juhapura?*

The first part of this chapter will present the finding, based on the sub questions. The main conclusions that can be drawn from the empirical data will be represented. This will be done in the order of the previous chapters. There will be Strengths-Weaknesses-Opportunities-Threats (SWOT) analyses of the three centers.

Subsequently, in this chapter the empirical data of the research will be linked to the theoretical data from the theoretical and thematic framework. The main conclusions will be put in a broader perspective and will be put in relation with the theoretical models discussed before.

At the end of the chapter the main question will be answered, taking the main conclusions and the implications for the global discourse into account. The next chapter will follow up with the recommendations for further research and practical recommendations for Saath to improve education quality.

## 7.2 Sub questions

This paragraph will briefly describe the empirical data found in order of the sub questions and what conclusions can be drawn from the data.

### 7.2.1 What are the expectations of the main stakeholder on the quality of education in the CFS?

The main stakeholders considered in this research are Saath and teachers. Saath initialized the CFS centers and therefore it is important what expectations are set concerning the quality. The teachers' perspective is influences the implementation and therefore their expectations are taken in account to make improvement possible. The other stakeholders, such as headmasters and other education specialist, are important because they provide an insight in quality of education in Ahmedabad, India. They are experts in education and provide important input.

First of all, the main purpose of the CFS centers is to mainstream children to formal education. It is important to keep this in mind. Although the centers want to provide good quality education, they cannot be expected to reach the same level as a private school. The

headmaster of the government school already explained that the resources are less for her school, so the lack of resources is even bigger for the CFS centers.

Secondly, it is important to keep in mind what definition of education quality is used. In this thesis research, education quality is defined as providing a child with the skills and knowledge to understand their own learning process and develop their cognitive, creative and emotional skills and knowledge. The main stakeholders were asked to define education quality. They focused on the implementation of education quality by answering with methods to reach education quality. The concept of education quality was not mentioned. DSS answered that meaningful education is good quality education. Other stakeholders argue that a variation of activities, teaching of life skills and basic knowledge are required in good quality education.

The third factor is what has to be done to reach good quality education. Basically, these expectations provide the research with possible measures to take to improve education quality. The suggestions given by the main stakeholders varied. Some of them focused on capacity building of teachers and children by training. A follow-up system to follow the development of the children would help to get a good insight in the results of the program. The teachers required several improvements: better infrastructure provided by Saath, community awareness of the importance of education, three different age levels in the CFS, and training and coaching of teachers.

#### 7.2.2 What curriculum is implemented in the CFS of Saath?

Regarding the curriculum implemented in the centers of Saath, the most striking fact was that all teachers stated that they determined the curriculum themselves. There was not a single teacher that mentioned a guideline from Saath. There were notebooks in which lesson plans were written afterwards. This sub question was focused on setting a baseline for the implementation of curricula in the centers.

One of the main conclusions was that the implemented curriculum is not the same in all centers. The analysis in chapter 6 showed that the used methods and the given subjects vary per center. Juhapura has the most extended program compared to the other two centers. The center of Vasna is really not focused on implementing any curricula in the traditional sense of teaching. However, this center provides children with nutritious food.

Taken together, the curriculum in the centers consists of teaching children the alphabet in Gujarati, Hindi and English, writing and reading included. The main method is copying the alphabet. This is done in rewriting it and in repeating the teacher when they say the alphabet.

Although Saath envisions the curriculum to include life skills and teach children to understand their own learning process, the curriculum implemented at the moment does not have these aspects in it. For this reason, of the improvements measures would be to compose a curriculum that includes the objectives Saath wants to reach and to provide some guideline to the teachers how to implement the curriculum into their teaching.

To answer the sub question: At the moment, Saath does not implement a uniform curriculum. Each teacher decides, according his or her best judgment, what to teach the children. This results in a limited number of methods and subjects taught with the focus on traditional

education as literacy and numeracy. Especially competencies and skills relevant to daily life do not get sufficient attention compared to other themes.

### 7.2.3 What teaching components are used in the CFS of Saath?

Class control, interaction with students, lesson preparation, and content and pedagogic competences are the teaching components that are studied in this thesis. These components are relevant to determine whether the teaching is of a proper level and to define what measures can be taken to improve these components. The most striking aspect from the empirical data is that the teaching again is different in every center. The center of Juhapura, again, does get pretty high scores on all indicators, while Vasna does not show much teaching.

Another important conclusion that can be drawn from the empirical data is that the teacher seems to be of great influences. The teacher from Juhapura was motivated and had experience in teaching at schools. The overall quality of education was the highest in this center. The other teachers had less experience, seemed less motivated and the quality was less high.

One important remark regarding this conclusion is that there is a difference in teaching at a CFS in a slum area or on the construction side. The teaching on the construction sides is of lower quality. This has several reasons. The first reason is the lack of infrastructure. The process to get the infrastructure in place takes time and due to the temporality of these centers the facilities, for example the classrooms, are less good. The classroom in a slum area center is a decorated place, while the construction side does not even have basic facilities like a toilet.

In relation to this sub question, one might conclude that the teaching components are used to some extent. However, the centers do differ in the extent. The gap between the teaching from an experienced and motivated teacher in the center of Juhapura and the replacing teacher in Vasna is striking. Saath would benefit from expanding the use of the different teaching components. Some of them are skills that need to be taught to a teacher; others are more on the organizational level by providing sufficient infrastructure. However the main conclusion would be that there are many improvement opportunities within the teaching components.

### 7.2.4 What learning components are used in the CFS of Saath?

Learning components were defined as the involvement of children in the lessons, meaning the motivation of children, and another component was the amount of children participating in a given task. The third component was the availability of learning materials. Can children work on a task or do they have to wait for their turn?

In Juhapura, the learning materials are more available than in Vasna. There are no books, and notebooks are provided at the beginning of the school year, which means the materials are not provided for children joining the class later in the year. In Behrampur, not all children have the materials. The materials differ within the classroom; some children have a slate to write on, while others have a notebook. This is applicable for all research centers in slum areas. The teacher of the CFS in Juhapura highlights another issue concerning the provided materials. She explained that parents keep certain materials at home since they do not have them, for example, the trays to provide food in. Households do not own trays themselves, as they are too

expensive. With respect to the construction side centers, no materials are provided for the children. The materials used in the class are brought along by the teacher and are not given to the children directly. However, there is not enough to hand out to all children, so some children cannot be involved. There seems to be no uniform policy in providing materials for children of the CFS. One of the measures that could be taken is determining a guideline for a starters package for children enrolling in CFS, even if they start attending classes later on in the year. This would help to get children involved in the learning process.

Another indicator or component of learning is whether children are working on tasks or not. The amount of children participating in activities or tasks given by the teacher varies with method and subject as well as it varies per center. The correlation between these two is not the main objective of this thesis research, however would be relevant to research in the future.

To answer another sub question, the learning components used at Saath differ between centers. The center in Juhapura has the most extended learning components, the children are most involved, they have the best access to materials and they are participating in tasks more than the children in other centers. Vasna had the less learning components.

### 7.3 SWOT analysis of CFS

The following paragraph will provide an insight in the strengths, weaknesses, opportunities and threats from the three research areas. The SWOT analysis is useful in the thesis as an identification of these SWOT's. The main interest of this thesis is the opportunity section. However, to provide a complete image of the centers, a SWOT analysis is done. The strengths are the characteristics that provide the center an advantage over other similar projects, while the weaknesses demonstrate the disadvantages in relation to others projects. Both strengths and weaknesses are internal influences. As strengths represent supportive aspects from within the program, opportunities are the characteristics from outside the project that could support the project. Threats are the external influences that could become destructive.

In Juhapura, the main strength is the teacher. She has experience and she runs the center with passion. She has didactic skills to challenge the children and the pedagogic skills to encourage the children's' confidence. Moreover, she is from the community, which makes her, equipped to understand the cultural and social context of the children. The lack of facilities

Strengths	Weaknesses
Teachers motivation	Lack of facilities for all children
Didactic skills of the teacher	Limited amount of methods
Secure class environment	Limited amount of content is taught
Encourage learners' confidence	Mixed levels
Teacher has clear ideas on education	
Teacher from the community	
Basic facilities were available	
Reliability	
Opportunities	Threats
Clarity in rule setting	Lack of awareness of education important in community
Set curriculum	Religious parents keep girls home
Access to facilities	Lack of finances
Teacher training	

and curriculum are the main weakness of this center. This limits the amount of methods and contents used in teaching. Another challenge is the different levels in the classroom. The main threat is the lack of awareness of education importance in the community. This has several consequences, such as low attendance rate of girls, low parent

Box 7.1 SWOT analysis Juhapura

involvement, etc. The main opportunities are related to planning of the teaching, for example the lack of a rule system and curriculum. Another opportunity would be to improve the teacher's skills and knowledge. Although Saath already has the vision that helping one would be beneficial for others, they can extend this vision by improving the level of the teachers.

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>Number of children attending</li> <li>Teacher from the community</li> <li>Basic facilities were available</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>Lack of facilities for all children</li> <li>Limited amount of methods</li> <li>Limited amount of content is taught</li> <li>Lack of motivation from the teacher</li> <li>Insecure class environment</li> <li>Interaction with students</li> <li>Insecurity of the teacher</li> <li>Mixed levels</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>Clarity in rule setting</li> <li>Set curriculum</li> <li>Access to facilities</li> <li>Teacher training</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>Lack of awareness of education importance in community</li> <li>Children are required to stay home or work</li> <li>Lack of finances</li> </ul>

Box 7.2 SWOT analysis Behrampura

In Behrampura, they main strengths are that the basic facilities are available and the teacher is from the community. There is also a large reach, since many children attend the center. The weaknesses are more in number, however, many of them are related to the teacher. She is less experienced and she could benefit more from training

and coaching. The didactic and pedagogic skills could

develop due to training and coaching, which would help to overcome the weaknesses of her teaching. The main opportunity would be teacher training. The main threats are a lack of finances from the organization to enlarge the program to sufficiently give education to the amount of children that is interested in attending classes.

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>Reach children that are neglected</li> <li>Provide nutrition to children</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>Lack of facilities for all children</li> <li>Limited amount of methods</li> <li>Limited amount of content is taught</li> <li>Insecure class environment</li> <li>Lack of substitute teacher</li> <li>Mixed levels</li> <li>Lack of facilities</li> <li>Attendance of young siblings</li> <li>Basic facilities were not available</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>Clarity in rule setting</li> <li>Set curriculum</li> <li>Reliability</li> <li>Access to basic facilities</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>Lack of awareness education importance in community</li> <li>Children are watch siblings</li> <li>Distractions from construction side</li> <li>Dangerous on construction side</li> <li>Lack of finances</li> </ul>

Box 7.3 SWOT analysis Vasna

In Vasna, the strength is that the program reaches children neglected by many other education suppliers'. The program is relatively new and therefore, many weaknesses are still there and are probably easy to fix when means and measures would be taken. The main problem is that there is a lack of facilities, both in materials for the children and in basic facilities such as a classroom, blackboard, etc. Another striking

weakness of the center is the high number of siblings that are brought along. These siblings are too young to stay home alone, however, they form a distraction for the teacher as well as the children in the CFS. The construction side forms a distraction as well, the noises; people

walking by, etc. An opportunity would be to improve the access to basic facilities and the structuring of the learning system.

Overall, the CFS program of Saath has several strengths, weaknesses, opportunities and threats. Therefore, a combined SWOT analysis has been made. As the SWOT analysis

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>Reach children that are neglected</li> <li>Provide nutrition to children</li> <li>Motivated team</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>Vulnerability in substitution of teachers</li> <li>Mixed levels</li> <li>Basic facilities were not available</li> <li>No formal certification</li> </ul>
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>Clarity in rule setting</li> <li>Set curriculum</li> <li>Teacher training</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>Lack of awareness education importance in community</li> <li>Lack of finances</li> </ul>

Box 7.4 SWOT analysis of Saaths' CFS

demonstrates per center, there are differences in the emphasis. The main strength is that Saath reaches children that other education programs do not reach. They have an integrated approach where they encourage different aspects of child

development. There is a motivated team of teachers and staff that works with passion for children. The main weakness is that the program has several challenges that need to be faced to make it more accountable and reliable for the children and community. A lack of basic facilities, no recognized certification and mixed levels make it difficult for the team to provide good quality education. Opportunities to improve the quality would be to focus on teachers and training them to be equipped to face the challenges. A clear rule system and a set curriculum would support the teacher to prepare children for the challenges in life. The main threat is finances. There is not enough money for the program as Saath would like. Another major threat is the lack of awareness among the communities to provide all deprived children with education.

## 7.4 Empirical and theoretical data

The main conclusions drawn from the empirical data answered the sub questions, yet they have also implications in relation to the theoretical data. For this reason, this paragraph will put these conclusions within the theoretical and thematic discourse.

### 7.4.1 Child development

Learning is an activity all humans are continuously doing. Child development is necessary for a child to mature and become a full member of society. As the theoretical data shows, several approaches and theories describe the child development. Piaget's cognitive-developmental theory focuses on the cognitive development of a child and shows that a child goes through several stages (Berk, 2006). The children in the centers of Saath are between the pre-operational and concrete operational stage. For many of them, being in the CFS is their first time to any form of education. Their cognitive development might be slightly behind in comparison with other children. As children start learning to write and read at the start of their education, children whose education starts later start learning this at a later age. Piaget and Vygotsky' both argue that when a child is challenged, the child will obtain new skills and

knowledge. Vygotsky adds that a child needs someone, who the case of the CFS would be the teacher, to help them learn things that are in their zone of proximal development (Berk, 2006; Vygotsky, 1978).

Saath makes a good move by selecting teachers from the neighborhood of the child. This provides them with knowledge of the culture and habits that are specific for the child's context and by doing so; the development influence can be enlarged. The teacher connects the multiple systems in which a child according to Bronfenbrenner functions (Berk, 2006; Eldering, 2008; Eggen & Kauchak, 2010).

The Dynamic Systems Approach emphasizes the motion of development. Development concerning different aspects becomes more and more complex, however, it is most important that development is a dynamic process (Berk, 2006). A child learns to understand their surroundings in the CFS centers. This enables them to develop more complex systems in physical, social and cognitive development. Their understanding enhances and creates a change to challenges own skills and knowledge to a next level.

In addition to Saath's program, it would be an improvement to follow-up one of the different development areas. Physical and social development should be monitored. Although Saath made a start with writing about the development of children, there seems no actual action taken on these data. When a malnourished child is attending the CFS, they only record the lack of physical growth and malnutrition; they do not actively act on that.

#### 7.4.2 Empowerment through capabilities

Nussbaum argues that education is the empowerment of disadvantaged people (Polat, 2011). Saath is one of the non-governmental organizations that help in providing education for disadvantaged people. Their CFS centers provide children with learning opportunities and empower them to make their own choices. The example often used in dialogues with staff was that a child that learns to count could help their parents with selling their stock or getting fair salary. One of the five main components of Sen is an equal distribution of opportunities within society.

An important aspect of education is to teach children skills and knowledge to claim their own rights. They need to become mature members of society and hence, they need to understand the rights they have and the capabilities to change things. The core of capability approach is that on what can an individual do. Therefore an important acknowledgement is that each individual is unique and needs a personal approach (Polat, 2011; Unterhalter & Brighouse, 2007). The indicators of the observations demonstrate that the teaching and learning activities are mainly classical. Interaction with students, assessment of assignments and instruction are given to the whole class. Some of the teachers do sometimes give extra attention to students, however the main approach is classical. The theoretical and empirical data show a gap in the approach of students. Where capabilities approach focuses on the individual, the practice of

the CFS is mainly classical. When teachers would pay more attention to the individual issues of children they would improve the access to capabilities.

Polat (2011) claimed that inclusion in education is important, however not (yet) reached in many countries. One of the main aims of Saath is to reach this inclusion for children that are neglected by formal education forms.

EFA and MDG have set the targets for 2015. All children should be included in education, but these goals are not reached yet. In the Education for All Global monitoring report for 2013 – 2014 quality education is highlighted. The EFA is leading the debate towards education quality, while access is still not reached for all many opportunities are used to educate children in formal systems as well as in non-formal systems such as Saath.

#### 7.4.3 The role of Saath

Saath offers a non-formal learning strategy to child laborers. As mentioned in the contextual framework, child labour is one of the main issues in India. These children often are excluded from formal schools, since they have to work at the times school is given. Saath offers a program that takes their context in account. Their centers differ in teaching time, since in one neighborhood children might mainly have to work in the morning, while in the other neighborhood they mainly work in the afternoon. The main purpose of Saath is to mainstream children to formal education. However, it is challenging to mainstream these children since child laborers face many obstacles. As mentioned before, the working hours are of influence, there are hidden cost (transportation, etc.) and lack of awareness of the education importance are other reasons for children not to mainstream to formal education (Chauhan, 2009).

Another issue that relates to non-formal education is the lack of assessments tools. The quality of education cannot easily be measured, since there is not set measurement of level from children. The program of Saath provides alternative education (Brennan, 1997, according to Taylor, 2006; Unesco, 2011).

It is not obligatory for children to attend the classes, so there is not a real commitment and children often skip classes. Moreover parents have to pay a small fee to let their children enroll.

Saath acknowledges that children need to attend formal education to get recognized certification and have further education opportunities. They provide basic knowledge education and their quality is comparable with that of the first grades of formal education. However their main goal is to create interest in learning and stimulate children to find access to schools. They also support the children in getting access to formal education, because although it is free and compulsory, many schools still will not accept children that easily.

#### 7.4.4 Quality of education

Even though Saath focuses on mainstreaming children for formal education, they also acknowledge that not all children will find their way to formal education. For this reason, Saath wants to provide good quality education. Perhaps in a far future, Saath will be able to formalize the education of CFS and help children through this mobile education system, but right now, there are several issues regarding quality described in this thesis. In the research framework, education quality was defined as the interaction between learning, teaching and curriculum. As the sub questions already showed, the learning and teaching components that are present in the centers differ and the curriculum is not implemented.

The three components of education quality drawn from the literature are not optimally implemented in the CFS centers. The exact consequences of the lack of implementation for the education quality are difficult to measure. However, the quality of education could easily be improved by improving these three components as literature suggests.

##### 7.4.4.1 *Learning*

Basically, learning is a social process and many different disciplines tried to do suggestions in making learning more effective. Understanding the way people learn has always been a research topic and it will continue to be a research topic (Unesco, 2004). Nevertheless, real life shows that practical teaching works better, because children learn more when they are involved. Involvement and motivation to learn are important in the learning process. The social system in which children learn is of great influence as well.

Looking at the three dimensions Klarenbeek, Maat and Verboom (2012) proposed, the empirical data show that knowing and skills are the dimensions that need to be addressed to improve education quality. Children acquired certain basic skills, such as holding a pencil, and they need to keep up with the teaching. They still need skills to learn, such as applying knowledge. They now learn to repeat the alphabet, but it does not have a meaning for them because they are not taught how to apply what they have learned. Other skills they need to acquire and that might be good for Saath to address in curriculum are vocational and social skills and lifelong learning. The required knowledge should also be defined in the curriculum. Motivation has to be addressed as well. Children are attending the CFS centers, but the motivation of parents and children mainly is the meal the children receive during school instead of the learning. The thesis supports the importance of learning by doing. The quality of education rises when the children are challenged to learn meaningful practical skills and knowledge.

Cooperative learning and mutual learning are both new trends in education that improve the quality of education since all participants work together on the learning process (Bunce, 2003). In the CFS centers, the learning is individual. Children are mainly copying and repeating. They are not learning to apply skills or how to work together while learning by discussing the topic or working in small groups.

#### 7.4.4.2 *Teaching*

Teaching also has three dimensions: skills, knowledge and values (Chong & Ho, 2009). The framework Chong and Ho (2009) provided could Saath with a tool to monitor and support their teachers. The empirical data show that the teachers would benefit from training to improve their skills and knowledge. The values of the teachers are in general pretty well developed, although support would help them to demonstrate their values. One could argue the motivation of a teacher is essential, since they should pass on this enthusiasm for learning.

The role of a teacher is crucial in the education process. This thesis is an illustration of that, since Saath focuses on capability building first in teachers and secondly in students. The differences between centers demonstrated by the empirical data could be due to the experience of the teacher. The center of Juhapura has an experienced teacher and the quality of education is higher compared to the other centers. Juhapura uses more diverse methods and she teaches more varied content. In the center of Behrampur, the teacher has less experience and this demonstrates in education quality. The role of a teacher shows in teaching and also in the learning. The role of a teacher is also crucial because the teacher is helping the child to work on tasks that are in the zone of proximal development. The students without help of a more experienced peer or teacher cannot finish these tasks.

Trends in teaching are to work child-oriented instead of teacher-oriented. The child is the writer of its own story, children are the ones to decide what they learn and how they learn it. The teacher and children work together in a collaborative group and lead the dialogues by turn. Teacher and students are running the teaching together, they use different cognitive strategies (Monch, 2011). The centers of Saath are more teacher-oriented. The teacher is the one deciding what is taught. The teacher is leading the class and dictating the topics.

As the article from Gasperini (2000) demonstrates the investment in teacher pays off. A teacher should be aware and actively working on the crucial role he or she plays in the development of a child. The UN agrees on the importance of teaching and proposes to promote this role and be supportive towards teachers (UN SDSN, 2013). He or she should be proud and passionate about his or her job and the responsibility for the children. The NGO Saath should play a role in encouraging and supporting their teachers in their role. Investing time and effort in the teachers would indirectly be investing in the children. As teacher grows in their role, their teaching improves, their classroom will be inspiring and the quality of the education will improve.

#### 7.4.4.3 *Curriculum*

A curriculum is a set of competences, but as the empirical research shows there is no set curriculum for the CFS centers. To improve the education quality, a curriculum would be beneficial for the centers. A curriculum should include learners' personal development, such as self-confidence, respect, motivation and aspirations (Unesco, 2004).

The main improvement in the curriculum should be that it could only be implemented in a child-oriented classroom. Students should actively be involved in their own education. Cooperative learning, discovery learning and reciprocal teaching are methods to involve children (Berk, 2006). Along with teachers and students, Saath should develop a curriculum with different competencies that they require to learn in their specific context. Chapter 8 will elaborate the practical issues and specifies what has to be included.

Within the discourse about the curriculum, the importance of meaningful learning should be most important. Life skills are equally important as numeracy and literacy. Just like the study of Nath, Sylva and Grimes (1999) showed in the context of Bangladesh, including parents and teachers in the process would be beneficial for the quality of education

### **7.5 Role of the community**

One major issue for Saath is that the parents of the children are not involved in the education of their children. Besides the financial and economic reasons, the awareness of education is a reason for parents not to send their children to school. The awareness within the communities of the education importance is low. As both the research of Nath, Sylva and Grime (1999) and Gasperini (2000) demonstrate the role of the community is important. Bronfenbrenner already argued that the development of a child is influenced by different contextual influences, one of which is the exosystem and mesosystem including the communities (Eldering, 2008). Vygotsky argued the developmental influences of a cultural social group (Vygotsky, 1978). The role of the community is crucial in development. The other way around education could break the vicious circle of poverty.

A challenge for the quality of non-formal education programs is the participation of communities and parents. Britto, Yashikawa and Boller (2011) argued that there are crosscutting dimensions of quality, such as the leadership and management as well as the interaction with different systems: homes, parents and children. Both the project in Bangladesh and the education system in Cuba show that active participation of key stakeholders makes the quality higher. Saath should also pay attention towards creating awareness in the communities and actively involve parents in the CFS.

### **7.6 Social entrepreneurship**

Besides playing a role in the motivation and awareness, involving the community also has other opportunities to overcome challenges. Another challenge indicated by the empirical data is the financial need. Although builders allow the CFS centers on the construction sides, they are not actively involved in financing them. If Saath would be able to engage them in their project, there would emerge new opportunities.

The recent trends in public private partnerships would support this approach. Bano (2008) describes an initiative that focuses on partnerships between public and private partners.

Schools that are financed or supplemented financed by private partners. A same concept could be applied at the CFS centers of Saath.

The doorstep team worked with a similar model. They approached the builders and convinced them of the importance of educating the children on the sides. When the builder got involved they would step by step involve them in more of the activity and details on what they are doing. They would send reports on their work and the builder would enlarge their funding. Saath could write a good donor proposal to explain their work and get the builders of Ahmedabad involved in educating the children on the construction sides. Builders would benefit from the education by getting more educated and developed workers that could take more responsibility in the working process.

Within the global discourse on developing aids the social entrepreneurship and public-private initiatives are trend. Since the economy is weak at the moment, the governments of developed countries are spending less money on developmental aid. Less developed countries need to work with both public and private partners together on the developmental issues such as education is.

## **7.7 Research question**

The research question of this thesis is: *What measures can be taken to improve the education quality in Child Friendly Spaces (CFS) of Non-Governmental Organization Saath located in the selected areas of Vasna, Behrampura and Juhapura?* The sub questions demonstrated that on all three aspects of education quality improvement is desired.

### **7.7.1 Defining expectations**

The expectations of the main stakeholders illustrate that each teacher implements their teaching differently. The expectations regarding the goals of Saath are similar to mainstreaming children and providing basic education. However, when follow-up questions are asked, the values of most teachers seemed to be hard to put in words. When mainstreaming the children is the main focus, education quality will keep lacking, since the level of teaching stays low. It is understandable that the level of teaching is not similar to that of private education, however, the reason that children do not attend school is not only that their level is lower than what is being taught. Children are not attending school, due to lack of access, other priorities in daily activities and means to finance the hidden cost. For some children, the CFS centers will be the only education they will receive. Therefore, one of the measures Saath should take is clearly redefining the expectations they have for the centers. What vision does Saath have for the CFS's?

In addition to that, Saath should define what their expectations of the education quality are. This might be the definition used in this thesis: *Good quality education provides the child with challenges to develop on one or more of these development areas.* When they define the quality they want to reach, it will be easier to assess whether this quality is reached and to

take measures towards reaching this quality. In this process, teachers should be included, since the thesis research demonstrates that there is a gap between the theoretical concepts and the implementations in the field.

### 7.7.2 Role of the teacher

The role of a teacher is frequently highlighted in this thesis. To upgrade and maybe upscale the CFS centers, the role of a teacher is crucial. Investing in the professionalism of teachers would be a good measure to equip the centers with quality investment. Teachers can share the skills and knowledge they have acquired themselves. At the moment the teachers are surcharged. They are responsible for the persuasion of the communities of the importance of education and for the teaching. Steps towards quality could be taken when more teachers or staff members work on these two aspects. Saath could take measures in supporting and monitoring these teachers. A curriculum would be a good measure to support teachers. They would not be responsible for the lesson content and planning, since the assignments could be prescribed and this can give them a tool to give more individual attention towards children.

### 7.7.3 Curriculum

DSS provided Saath with a good basis for a curriculum and they also offered to have an assisting role in the process of developing and implementing their model. This measure would provide a lot of stability in the teaching and learning process. A set curriculum can be used for children that are starting their education from scratch; while others might have had some basics and can join in a higher level. It would also be possible for a teacher to teach multiple levels in one classroom, since the basic assignments are prescribed.

The observations provided a baseline that demonstrated a lack of curriculum. The literature explains the importance of curriculum for quality education. To assess and improve the quality it is essential to have set expectations of the competencies a child needs to acquire during the education. A framework for curriculum will be explained in the next chapter, what will provide Saath with recommendations regarding measures to take. However, the curriculum should at least include a diversity of dimensions to develop. In these dimensions child development, literacy and numeracy are expressed.

Another measure that should be taken into account is, among other things, including parents and the communities. Like the empirical and theoretical data demonstrated, the key for stakeholders that can shift the education program towards good quality are the parents and social network of the children. They should be actively included in the CFS. The interviews with teachers and Saath staff denoted a lack of interest from these key stakeholders. Disinterested parents are bad for the quality of education as well as it has influence on the sustainability of the program. The research of Bano (2008), Nath, Sylva and Grimes (1999) and Gasperini (2000) all demonstrate that the collaboration of different stakeholders is essential for the education quality. One of the measures Saath should take is investing in some sort of awareness campaign. The sustainability and support for the CFS centers would be beneficially,

since this would create a inner motivation for education. Including the builders in the financial support would also help to enlarge the means, which is important since all centers are struggling in providing means for all children. The more people participate in the program, the higher the chances of success are.

In short, the measures that should be taken are training the teachers, creating and implementing a curriculum in the centers, making parents and communities participate and creating sustainability in the program due to involvement of builders.

## **7.8 Conclusion**

This chapter demonstrated that the thesis research confirms the importance of good quality education. Children develop in the education programs and get prepared for future challenges. Capabilities that are acquired in CFS centers or other education programs can help children to break the vicious circle of poverty.

The quality debate is taking place in the global policy circuit, led by the EFA. This thesis supports their approach and focuses on investing in teachers and reforming the learning process to strengthening equitable learning. With them and many others, this thesis argues that efforts towards quality education will transform the long-term prospects of children, parents and societies (UNESCO, 2013; Chauhan, 2009; Polat, 2011; Kumar, 2005).

# 8. Recommendations

## 8.1 Introduction

The first chapter of this thesis starts with the objectives for this research. The following chapter will close with reflecting these objectives. The objectives concern scientific and development relevance for the research. The chapter starts with reflecting the first to objectives on scientific significance and relevance to development. Secondly, the relevance for the host organization will be elaborated in the form of recommendations. Finally, there will be recommendations for further research.

## 8.2 Scientific significance

At the start of this thesis research, the subsequent objective was stated towards scientific significance.

*Gaining a better understanding of what defines the quality of education within the context of a globalizing world and how the gap between the rich and the poor can be closed. Acquire deeper knowledge of the measurements that can be taken to improve the quality of alternative/non-formal education programs.*

The thesis research is in line with the recent debate on quality of education. The EFA targets and MDG's are set on 2015 and the global policy makers are looking ahead towards post 2015. In that trend, the thesis provides an affirmation of the struggle to provide good quality education in developing countries. The review given on what defines the quality of education explains that in a continuously changing global context, the gap between rich and poor children is hard to fix. However, attempts are made towards good access to quality education for all children, despite their background. Governments contribute in making education free and compulsory, like the Indian government did in 2002 by adopting the 93th amendment of the constitution bill. NGOs contribute reaching out to the most deprived children with non-formal education programs. Together they slowly close the gap between the rich and poor children and they make education equity.

The comparison between the observations and analyzed literature was useful to acquire deeper knowledge of possible measures to take regarding quality improvement. As the EFA and several authors suggest, the role of a teacher is crucial (UNESCO, 2013; Chauhan, 2009; Polat, 2011; Kumar, 2005). Investment in professionalism and supporting these facilitators of learning will improve the quality of education in non-formal education programs. The second important measure is creating awareness and participation from parents and communities in facilitating and supporting children to get educated. As often quoted it takes a village to raise a child. The third measure that can be drawn from this thesis research is the importance of a clear set of competencies expected from a child after education. A curriculum is an easy way

to organize the learning and create and monitor progress of learning. The quality of education programs can easily be improved by simply setting some goals to reach.

### **8.3 Relevance for development**

This thesis is conducted as part of the master program of IDS. The relevance for the development debate therefor is of importance. The following objective was stated regarding the relevance for the development debate.

*By gaining a better understanding of the alternative/non-formal education programs and their ways of providing education, the research outcomes can be embedded in the improvement of quality of alternative/non-formal programs. The research results can contribute to improving both the quality of the programs, as well as their effectiveness towards the urban most deprived children. In addition, knowledge sharing between relevant stakeholders and actors, as well as engagement with other similar research clusters, will contribute to the general development debate on education and poverty reduction.*

Ahmed (2010) suggested that education might play an important role in eradicating poverty, creating sustainable development and activating citizen participation. Understanding the role of non-formal education programs and contributing in improvements of quality would be a support for the development of societies. The complementing role non-formal education plays in providing education for all is essential, since governments are not able to reach all children yet. However, the research showed that quality of education is lacking and to effectuate the role of non-formal education the quality must be improved.

Saath is actively working together with NGOs that have similar goals and programs. They are sharing knowledge concerning implementation of good quality. The research demonstrated that actively involving different key actors would improve education quality. Shared responsibility would be beneficial for all parties.

### **8.4 Recommendations for Saath**

An important motivator for the research was to provide data to improve the implementation of quality in the host organization's program. The objective concerning this issue was stated in the first chapter of the thesis research.

*Gathered data regarding the quality of education and the implementation of the program provide them with information on the challenges and opportunities. In preparation of up scaling the program, a better understanding of the challenges and opportunities provide the host organization with a complete picture of the possibilities for their program. The research provides them with input in the process of improving the practice of their program.*

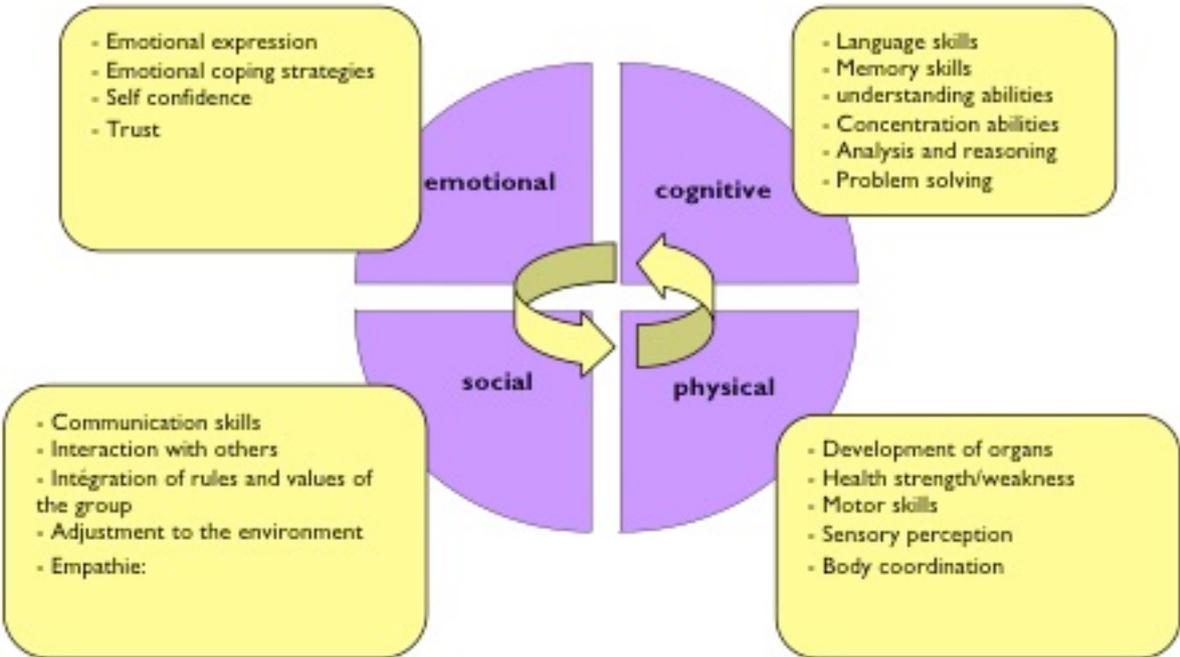
The gathered data was analyzed and SWOT analyses were made in the previous chapters. Recommendations regarding measures to take towards improving education quality are discussed in the conclusion. However, the following paragraph will provide information about the input for improvement in practice. Three main measures are recommended: collaboration with builder organizations, investments in teacher training and creating and implementing a curriculum.

The first two measures are actions that should be put into practice by the director and coordinator. A revised donor proposal should explain to builder organizations what the purpose of Saath is and why they should get involved. The investments in teachers are mainly to equip them for the job they are doing, Saath should monitor their development and should provide them with support. For example, in the monthly meetings trainings could be given regarding skills and knowledge. The coordinator could support the teachers by visiting their centers and have a talk about the challenges and how to face them. Saath does already have these meetings monthly and teachers and Saath are motivated to improve the quality.

As indicated this chapter will elaborate on the framework for a curriculum. DSS has provided a curriculum that could be implemented in teacher training and teaching. The curriculum requires actively involved teachers, therefor Saath would benefit from engaging their teachers in writing a curriculum for the CFS centers. Those teachers know the specifics of the contexts in which they are working and they have to implement the curriculum in their centers.

8.4.1 Framework for curriculum

The curriculum should include several topics. Firstly, the child development should be included. This provides the teachers with basic knowledge on child psychology. Four dimensions are recognizable: emotional, cognitive, social and physical development.



Box 8.1 Child development dimensions

Other issues that should be discussed regarding the child development are the influences of social systems described in the ecological system approach of Bronfenbrenner (Berk, 2006; Eldering, 2008). A first step towards describing development stages could be given by the stages of child development illustrated by Piaget and elaborated on by DSS.

The second input for a curriculum is language. Language is a tool of expression that human beings use verbally and non-verbally. Interaction with our surroundings happens through language; therefore it is a social need to evolve the language skills of a child. Language also provides a figure of speech to shape thoughts. Literacy should be part of the curriculum.

Thirdly, numeracy also helps a child to order to improve their thinking. Numbers and shapes occur in a pattern. These patterns require a logical way of thinking and reasoning and therefore, numeracy activates the capability to solve problems.

The fourth element in a curriculum is creativity. Of course, the execution and implementation of the curriculum requires some sort of creativity. However, children should be challenged in their creativity as well because creativity is a key element towards enriching skills and problem solving.

These four elements together can provide a balanced curriculum where meaningful learning is implemented and children are actively involved in their own learning process. With this input and the remarks of the previous chapters, Saath can create a curriculum that can be implemented in all present and future CFS centers.

### **8.5 Recommendations for further research**

A more in-depth research could be done with the same framework for a longer period. This could provide more specific conclusions regarding the observed teaching and learning. However, this thesis research already gave some clear indicators and recommendations for the host organization. A follow-up research in a couple of years could examine the effects of the implementations of the recommendations. Yet, this depends on the extent of implementations. In time, monitoring of the process will be good for the quality improvement.

In the objective regarding development relevance, a statement towards engaging in cluster research is made. However, due to the limitations of this research no cluster research could be done. An addition to this thesis research would be to do similar research in for other NGO's, in other cities of India or even other developing countries to compare the results. A comparison is made with case studies in Bangladesh, Pakistan and Cuba. However, more measures can be drawn from practice in different contexts and within different NGO's.

In light of the recently post 2015 discourse, the subject of the thesis is quite interesting for further research. How can governments be included in improving education quality? How can

non-formal education be more embedded in the education system? What is the role of teacher and how to exploit that role to the full extend?

Other future research could assess ways to involve parents and children more in the program. Parents are the most difficult group of stakeholders to work with, and in-depth fieldwork with them would help the NGO's to better gain their interest and support. As demonstrated in the research, their role is crucial in improving education quality. Saath has to work towards making parents comfortable by stating their opinions regarding the program. Moreover, it would be relevant to look into ways to greater involve children in giving their feedback on the curricula relevance or pedagogy processes.

## References

- Ahmed, M. (2010). Economic dimensions of sustainable development, the fight against poverty and educational responses. *International Review of Education*, 56, 235–253.
- Altinok, N. (2008). An international perspective on trends in the quality of learning achievement (1965-2007). *Background paper prepared for the Education for All Global Monitoring Report 2009: Overcoming Inequality: why governance matters*.
- AMC web. (2012). Ahmedabad Municipal Corporation website. Retrieved from <http://www.egovamc.com>
- Anand, S. (2008). Best practices in Slum Improvement: the case of Ahmedabad, India. *Centre for Development Finance, Institute for Financial Management and Research For the Development Innovations Group*.
- Bano, M. (2008). Public Private Partnerships (PPPs) as ‘anchor’ of educational reforms: lessons from Pakistan. *Background paper prepared for the Education for all Global Monitoring Report 2009: Overcoming inequality: why governance matters*.
- BBC News (2002). Analysis: Why is Gujarat so violent? BBC NEWS world edition, Retrieved 2012-11-22 from [http://news.bbc.co.uk/2/hi/world/south\\_asia/1856049.stm](http://news.bbc.co.uk/2/hi/world/south_asia/1856049.stm)
- Berk, L.E. (2006). Chapter 1: History, Theory, and applied directions. In *Child development*. Boston: Allyn & Bacon.
- Berk, L.E. (2006). Chapter 6: Cognitive development: Piagetian, core knowledge, and Vygotskian perspectives. In *Child development*. Boston: Allyn & Bacon.
- Berk, L.E. (2006). Chapter 15: Peer, Media and Schooling. In *Child development*. Boston: Allyn & Bacon.
- Bhatt, M. R. (2001). Urban Slums Reports: The case of Ahmedabad, India. *Understanding slums: case studies for the global report on Human Settlements*, 1–23.
- Bremer, R. (2003). Policy development in disaster preparedness and management: lessons learned from the January 2001 earthquake in Gujarat, India. *Prehospital Disaster Medical*. 18, 370-382.
- Britto, P.R., Yoshikawa, H., Boller, K. (2011). Quality of Early Childhood Development Programs in Global Contexts: Rationale for Investment, Conceptual Framework and Implications for Equity. *Sharing child and youth development knowledge*, 25, 1 -31.
- Bronfenbrenner, U. (1993). Ecological models of human development. *International Encyclopedia of Education*. 3, 37-43.
- Bunce, G. (2003). Education implication of Vygotsky’s zone of proximal development on collaborative work in the classroom. *Developing expertise in teaching*.
- Burbules, N. C. (2004). Ways of Thinking About Educational Quality. *Educational Researcher*. 33, 4–10.
- Chandhoke, N. (2009). Civil society in conflict cities: the case of Ahmedabad. *Crisis States working paper*, 2.

- Chauhan, C. P. S. (2009). Education for all in India: A second look. *International Journal of Lifelong Education*. 28, 227–240.
- Chong, S. & Ho, P. (2009). Quality teaching and learning : a quality assurance framework for initial teacher preparation programmes. *International journal management in education*. 3, 302 – 314.
- CIA Factbook (2013). retrieved on 31 January 2013 from <https://www.cia.gov/library/publications/the-world-factbook/geos/in.html>
- Desai, R. (2012). Governing the Urban Poor. *Economic and political weekly*. 47, 49–56.
- Desai, V., & Potter, R.B., (2006). *Doing Development Research*. London: Sage
- Dubey, M. (2011). Capacity Building for Resettlement Management. *Social Change*. 41, 315–319.
- Eggen, P., & Kauchak, D. (2010). Chapter 2: The development of cognition and language. In *Educational psychology windows on classrooms (8th ed.)*. New Jersey: Pearson Education.
- Eggen, P., & Kauchak, D. (2010). Chapter 3: Personal, social, and moral development. In *Educational psychology windows on classrooms (8th ed.)*. New Jersey: Pearson Education.
- Eldering, L. (2006). Theoretisch kader. In *Cultuur en opvoeding*. Rotterdam: Lemniscaat.
- Gasperini, L. (2000). The Cuban education system: lessons and dilemmas. *Human development department- Worldbank: Latin America and Caribbean Regional Office*.
- Goldstein, H. (2004). Education for all: the globalization of learning targets. *Comparative Education*. 40, 7–14.
- Gray, P. (2007). *Psychology (5th edition)*. New York: Worth Publishers
- Hiremath, D.B., & Shiyani, R.L., (2012). Adapting Gujarat to Climatic Vulnerabilities: The Road Ahead. *Research journal of recent sciences*. 1, 38 – 45.
- International Fund for Agricultural Development (2008). Rural poverty in India. Retrieved from: [www.ruralpovertyportal.org](http://www.ruralpovertyportal.org).
- International Labour Organisation (2013). World report on child labour: Economic vulnerability, social protection and the fight against child labour. *International Labour Office*. Geneva: ILO, 2013
- Jaspal, R. (2011). Caste, Social Stigma and Identity Processes. *Psychology & Developing Societies*. 23, 27–62.
- Jayaraj, D. & Subramanian, S. (2007). Out of school and (probably) in work: child labour and capability deprivation in India. *Journal of South Asian Development*. 2, 177- 225.
- Klarenbeek, M., Maat, H. & Verboom, D. (2012). *Quality education. A vision on teaching and learning*. Amersfoort: Edukans publication.
- Kumar, K. (2005). Quality of education at the beginning of the 21st century : lessons from India. *United Nation Educational, Scientific and Cultural Organization*.
- Landsheer, H., Hart, H. 't, Goede, M. de, & Dijk, J. van (2003). *Praktijkgestuurd onderzoek. Methoden van Praktijkonderzoek*. Groningen: Wolters-Noordhoff.
- Lall, M. & House, C. (2005). The challenges for India's education system. *Asian programme*.

- Merriam, S.B. (1992). *Qualitative research and case study applications in Education*. Revised and expanded from *case study research in Education*. San Francisco: Jossey-Bass
- Mönch, M. E. (2011). *Behandelings en interventies gericht op psychosociale problemen, leerproblemen en ontwikkelingsproblemen* (tweede editie). Amsterdam: Pearson.
- Nath, S.R., Sylva, K., & Grimes, J. (1999). Raising basic education levels in rural Bangladesh: the impact of a non-formal education programme. *International Review of Education*. 45, 5 – 26.
- National Council of Education Research and Training (2005). *National Curriculum Framework 2005*.
- OECD (2010). *Recognising non-formal and informal learning: outcomes, policies and practices*.
- Polat, F. (2011). Inclusion in education: A step towards social justice. *International Journal of Educational Development*. 31, 50–58.
- Quote Goodreads retrieved on 31 January 2013 from [http://www.goodreads.com/author/show/367338.Nelson\\_Mandela](http://www.goodreads.com/author/show/367338.Nelson_Mandela)
- Raval, N. (2009). Sabarmati Riverfront development project : Of urban planning and the megacity myth.
- Robeyns, I. (2005). The Capability Approach: a theoretical survey. *Journal of Human Development*. 6, 93–117.
- Rojas Infantas, V. (2011). Non-formal education in the slums of ahmedabad: challenges preventing upscale of child-friendly spaces program. *Internship report*.
- Roy, M. & Khan, M.L.A. (2003) Education for All in India: going up the down staircase. *Background paper prepare for the Education for All Global Monitoring Report 2003/4: Gender and Education for All: The Leap to Equality*.
- SAATH. (2012). *Partners Annual Report 2011-12*.
- SAATH. (2012). *Creating Alternative Education Spaces*.
- Santoro, A. (2013). Sustainable Water Management: assessing external actor intervention to promote and develop coproduction processes . The case of Saath and the slum communities. *Master thesis in sustainable development – environment governance*.
- Scheerens, J. (2004). Review of school and instructional effectiveness research. *Background paper for the EFA Global Monitoring Report 2005*.
- Schugurensky, D. (2000). The form of informal learning: towards a conceptualization of the field – Working Paper 19. *Centre for study of education and work*.
- Sen, A. (1990). Development as capability expansion. Retrieved January 15, 2012, from [http://www.economia.unimore.it/Picchio\\_Antonella/Sviluppo%20umano/sviluppo%20umano/Se%20development.pdf](http://www.economia.unimore.it/Picchio_Antonella/Sviluppo%20umano/sviluppo%20umano/Se%20development.pdf)
- Small, M.L. (2009). 'How many cases do I need?' : On science and the logica of case slection in field-based research. *Ethnography*. 10, 5 – 38.
- Taylor, E.W. (2006). Making meaning of local non formal education: practitioner's perspective. *Adult education quarterly*. 56, 291 – 307.
- Times of India (2005). 790 Muslims, 254 Hindus perished in post-Godhra. Retrieved 2012-11-22 from [http://articles.timesofindia.indiatimes.com/2005-05-11/india/27842948\\_1\\_post-godhra-riots-hindus-muslims](http://articles.timesofindia.indiatimes.com/2005-05-11/india/27842948_1_post-godhra-riots-hindus-muslims)

- UNDP (2013). India, Country profile of human development indicators. Retrieved from: [hdrstats.undp.org](http://hdrstats.undp.org)
- UNESCO (2001). Data Collection on Education Systems: Definitions, Explanations and Instructions.
- UNESCO (2004). EFA Global Monitoring Report 2005, the Quality Imperative
- UNESCO (2011). International Standard Classification of Education - ISCED 2011
- UNESCO (2013). EFA Global Monitoring Report 2013: Teaching and learning in development.
- UN General Assembly (2000). United Nations Millennium Declaration. General Assembly.
- UN Habitat (2001). Statistical overview India. Retrieved from: <http://www.unhabitat.org/>
- UN Habitat (2009). India's urbanization chief calls for harmonious city development. Retrieved from: <http://www.unhabitat.org/>
- UN Human Settlements Programme (UNHSP) (2008). Housing Finance Mechanisms In India. Retrieved from: <http://www.unhabitat.org/>
- UN MDGs (2013). retrieved on 31 January 2013 from <http://www.un.org/millenniumgoals/education.shtml>
- UN Statistic Division (2011), Social indicator, indicators on education. Table 4a, Enrolment in Primary Education. <http://unstats.un.org/unsd/demographic/products/indwm/ww2005/tab4a.htm> [cited on: 19-01-2011].
- UN Sustainable development solution network (SDSN) (2013). An action agenda for sustainable development. *Report for the UN secretary general.*
- Unterhalter, E., & Brighouse, H. (2007). Distribution of what for social justice in education? The case of Education for All by 2015?. In: *Walker, M., Unterhalter, E. (Eds.), Amartya Sen's Capability Approach and Social Justice (67 – 86)*. New York: Palgrave Macmillan.
- Vygotsky, L.S. (1978). *Mind in Society, The development of higher psychological processes*. Cambridge: MA: Harvard university press.
- Worldbank retrieved on 31 January 2013 from <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:20374062~menuPK:540090~pagePK:148956~piPK:216618~theSitePK:282386,00.html>
- Zwart, F. (2000), The Logic of Affirmative Action: Caste, Class and Quotas in India. *Acta Sociologica*, 235-249.

# Appendixes

## Appendix 1: Classroom observation

Name of the CFS.....

Teachers Name.....

Date.....

### Start of the lesson

1. Any resource material used/ teaching aids
2. Blackboard Yes / NO
  - a. Posters
  - b. Others...
3. Sitting Arrangement
4. Class Ambience – Neat/ Untidy
5. Class size
6. Teacher was On time / Late
7. Students were On time / Late

### Teacher

1. Class Control
  - a. Encouraging
  - b. Correction
  - c. Rule setting
  - d. Time out
  - e. Remain seated
2. Interaction with students
  - a. Individual question
  - b. Classroom question
3. Is the teacher prepares with the lesson.
4. Was she/he confident?

### Students

1. All students had cover book/ note book/ stationery (Pencil pen etc.)
  - a. Book
  - b. Notebook
  - c. Stationery
2. Student Response.
3. Student involvement

### Curriculum

1. Were good manners discussed
2. Life skills topic discussed or not.
3. Type of teaching methodology
  - a. Storytelling
  - b. Singing
  - c. Demonstration
  - d. Explaining
  - e. Providing information
  - f. Orders
  - g. request

## Appendix 2: Observation matrix by Edukans

### OBSERVATION COMPILATION FORM FOR STUDENT ACTIVITIES

Teacher: ..... Classes and subjects: .....

Student activities	Poor	Moderate	Sufficient	Good
Variety of student activities observed (total amount in the period)	1-2 different activities observed	3 - 4 activities observed	5 - 6 different activities observed	7 and more different activities observed
Percentage of students actively working on a task (on-task vs off-task)	0 – 25 % of the students are on task	25 – 50 % of the students are on-task	50 – 75% of the students are on-task	75 – 100% of the students are on-task
Active use of textbooks,	no use of textbooks	Occasional use	Frequent use	Full use
Students work actively with educational materials	Not observed	Observed occasionally (for 5 minutes)	Observed frequently (for 5 to 10minutes)	Actively for more than 10 minutes

### OBSERVATION COMPILATION FORM FOR TEACHER ACTIVITIES

Teacher activities	Poor	Moderate	Sufficient	Good
Lesson planning	No lesson plans	Objective not clear (not SMART)	Objective clear, but not linked to teaching practice	Objective clear, linked to teaching practice
Attention drawn to real life practice	No connection with life of students	Occasionally connection	Frequent connection	Frequent and appropriate connection
Subject matter /content	Frequent mistakes are observed	Occasionally mistakes are made	In general subjects are introduced properly	Teacher shows mastery of subject matter
Questioning and answering	Teacher asks mostly closed questions (yes – no) (true – false)	Teacher occasionally asks open questions (how ..., why...)	Teacher frequently asks open questions (how ..., why...)	Teacher asks open questions (how ..., why...) allowing students to think and explore subject and activates all students in exploration
Assessing students' work in the classroom	Not observed	Observed occasionally using 1 method	Observed occasionally using two methods.	Observed frequently using three or more methods
Encouraging learners' confidence	Discouraging	No specific attention observed towards encouraging or discouraging	Occasionally encouraging students, no discouraging	Encouraging students on a regular basis, at individual and group level
Classroom management	Poor organization	insufficient logical mgt of student tasks (e.g.: group work without group assignments)	Organization facilitates on task behavior at individual and group level.	Responsibility for learning is delegated to students. Well organized class;

Remark: .....

Observer ..... Date .....

## Appendix 3 : Teacher interview format

### Introduction:

#### ***Personal introduction:***

- Name and age of the translator
- About the researcher: My name is Ayla, I am 25 years old. I am a student from the Netherlands.

#### ***Basics on the interview***

- If at some point during the interview you do not understand the question or have any other remarks. Do not hesitate to say so. If there is any question you do not want to answer for any reason, just say so. If you have any questions your self feel free to ask.
- The interview is anonymous, which means that only the researcher and translator will be the ones to see your answers on the questions. Not your supervisor, students, their parents nor any other teacher will see the answers you give on this interview. Feel free to speak what you want to say.
- The interview will be approximately 30 minutes. During the interview the translator and researcher will take notes of your answers. This helps to think about what you say and understand your opinion.
- The answers will be analysed and together with the interviews with the other teachers, this will give the researcher an sense of the view of the teachers on the quality of education in CFS.
- The final work will be incorporated within a report to my teacher in the Netherlands and he will give me a grade so I can finish my studies.

### **About the research**

The subject of the research is education quality and the purpose is to help you in improving the quality of the education you give in CFS.

I would like to have your point of view on the current quality of education, as well as the struggles you have in the classrooms. I would also like to get your point of view on what could be improved and how that can be done according to you. This will give me the information I need to understand the field more and see the challenges you face and the needs you have to provide the education.

**In advance I would like to take you for participation in this study. Do you have any questions so far?**

### **A. Personal Information**

*The following questions are to provide the researcher with some general information on the teachers and their motivations to work at the CFS programme.*

1. What is your full name?

.....

2. Gender

A. Male

B. Female

3. Religion/caste/tribe

.....

.....

4. How long are you teaching for Saath in the CFS?

.....  
5. Which CFS are you teaching?  
.....

6. What is your motivation for teaching at the CFS?

A. I need a job

D. I love working at Saath

B. I love working with children

E. I live in the area

C. I love teaching

7. Why is that your motivation?  
.....  
.....

8. Do you work as a teacher before? For how many years?  
.....  
.....

## **B. What is education quality?**

*The following questions will be on education in general.*

9. How would you define good quality of education?  
.....  
.....

10. Why do you use this definition?  
.....  
.....

11. How do you think you can best measure whether quality of education is good?  
.....  
.....

## **C. Teaching in CFS**

*The following questions will be focussing on the CFS programme:  
the content of the programme(teaching) as well as the target group(learning).*

12. What content are you teaching at CFS?

A. Reading English

K. Sciences

B. Writing English

L. Country Information

C. Reading Hindi

M. Personal Hygiene

D. Writing Hindi

N. Nutrition

E. Reading Gujarati

O. Lifeskills

F. Writing Gujarati

P. Health care

G. Multiplying

Q. Other courses, such as  
.....  
.....

H. Dividing

I. Other mathematics

J. History

13. Why do you teach this content/curriculum?  
.....  
.....

14. Who decides what is in the curriculum?  
.....

15. What methods you use for teaching?

- A. Storytelling
- B. Singing
- C. Demonstrating
- D. Explanations
- E. Providing instructions
- F. Orders
- G. Requests
- H. Individual questions
- I. Class questions
- J. Encouraging
- K. Rule setting

16. Why do you use these methods?  
 .....  
 .....

17. What is the goal of the education in the CFS?  
 .....  
 .....

18. How do you measure whether this is reached?  
 .....  
 .....

19. How many children do attend the CFS?  
 .....

20. Where are the children original from (states of India)?  
 .....  
 .....

21. What is the motivation for children to attend school?  
 .....  
 .....

22. How do you reach the children to participate in the programme?  
 .....  
 .....

23. How do you measure what the child learns in the programme?  
 .....  
 .....

**D. What are limitations for education quality?**

*The following questions are on limitations for quality education.  
 After the observations and first introductions to the programmes some  
 primarily limitations are observed: such as level differences within the class.*

24. How would you qualify the education level at the moment?  
 A. Poor  
 B. Not so good  
 C. Neutral  
 D. Good  
 E. Excellent

25. What are the main challenges in teaching?  
 .....  
 .....

26. Why would you consider this the main challenges?

.....  
.....  
27. I observed level differences in the classroom. How do you handle this?  
.....  
.....

28. Could you elaborate on the main challenges, how do you manage these challenges?  
.....  
.....

**E. How can you improve education quality?**

*The following questions are on what a teacher can do to improve education quality as well as what the needs are to improve education quality according to the teacher.*

29. What needs are there in improving quality of education?  
.....  
.....

30. What measures could be taken to improve the quality of education?  
.....  
.....

31. What can you, as a teacher, to improve education quality?  
.....  
.....

32. What do you think Saath could do to improve the quality of education?  
.....  
.....

**F. Word of Thanks**

**Is there anything else you would like to say or ask before we finish this interview?**

**Thank you so much for participating.**

## Appendix 4: Interview format coordinator

### A. Personal Information

*The following questions are to provide the researcher with some general information on the teachers and their motivations to work at the CFS programme.*

1. What is your full name?
2. Gender
3. Religion/caste/tribe
4. How long are you working for Saath in the CFS?
5. What is your job description? / what is your role in the CFS?
6. What is your motivation for working at the CFS?
  - F. I need a job
  - G. I love working with children
  - H. I love teaching
  - I. I love working at Saath
  - J. I live in the area
7. Why is that your motivation?
8. Do you work as a teacher before? For how many years?
9. Do you have other experience in working for an NGO?

### B. What is education quality?

*The following questions will be on education in general.*

10. How would you define good quality of education?
11. Why do you use this definition?
12. How do you think you can best measure whether quality of education is good?

### C. Teaching in CFS

*The following questions will be focussing on the CFS programme:*

*the content of the programme(teaching) as well as the target group(learning).*

13. What is the goal of the education in the CFS?
14. How do you measure whether this is reached?
15. How many children do attend the CFS?
16. Where are the children original from (states of India)?
17. What is the motivation for children to attend school?
18. How do you reach the children to participate in the programme?

19. How do you measure what the child learns in the programme?

20. What content are taught at CFS?

- |                     |  |
|---------------------|--|
| A. Reading English  | I. Other mathematics (addition, abstraction) |
| B. Writing English  | J. Country Information (festivals)           |
| C. Reading Hindi    | K. Personal Hygiene                          |
| D. Writing Hindi    | L. Nutrition                                 |
| E. Reading Gujarati | M. Lifeskills                                |
| F. Writing Gujarati | N. Health care                               |
| G. Multiplying      |  |
| H. Dividing         |  |

21. Why is chosen for this content/curriculum?

22. Who decides what is in the curriculum?

23. What methods you use for teaching?

- |                           |                         |
|---------------------------|-------------------------|
| A. Storytelling           | F. Requests             |
| B. Singing                | G. Individual questions |
| C. Demonstrating          | H. Class questions      |
| D. Explanations           | I. Encouraging          |
| E. Providing instructions |                         |

24. Why do you use these methods?

#### **D. What are limitations for education quality?**

*The following questions are on limitations for quality education.*

*After the observations and first introductions to the programmes some primarily limitations are observed: such as level differences within the class.*

25. How would you qualify the education level at the moment?

- A. Poor
- B. Not so good
- C. Neutral
- D. Good
- E. Excellent

26. What are the main challenges in teaching?

27. Why would you consider this the main challenges?

#### **E. How can you improve education quality?**

*The following questions are on what a teacher can do to improve education quality as well as what the needs are to improve education quality according to the teacher.*

28. What needs are there in improving quality of education?

29. What measures could be taken to improve the quality of education?

30. What can you do to improve education quality?

31. What do you think Saath could do to improve the quality of education?

32. Who else is involved in improving education quality?

## **F. Word of Thanks**

**Is there anything else you would like to say or ask before we finish this interview?**

**Thank you so much for participating.**

## **Appendix 5: Interview questions for DSS**

- A. Can you tell something about the work you do?
  
- B. What is the importance of education?
  
- C. What is the role of alternative education programmes?
  
- D. What is the importance of good quality education?
  
- E. How would you define/measure good quality of education?
  
- F. How do you provide good quality education?
  
- G. How can education quality be improved?
  
- H. What are challenges in improving education?
  
- I. What can be done to overcome these challenges?
  
- J. How do you select and train teachers?

## **Appendix 6: Interview questions director of a school**

About the researcher: My name is Ayla, I am 25 years old. I am a student from the Netherlands.

The subject of my research is education quality in alternative education programmes of Saath. They work with deprived children in slums and on construction sides and try to provide a basic education to them. However to understand the quality of education I need to understand the education sector in India a bit more.

All questions are about your perspective on the matter, so whatever information you can provide me with is good.

- A. Can you tell something about the work you do?
- B. What is the importance of education?
- C. What is the role of alternative education programmes?
- D. What is the importance of good quality education?
- E. How would you define good quality of education?
- F. Why do you use this definition?
- G. How is education quality measured in Ahmedabad?
- H. How can education be improved?
- I. What are challenges in improving education?
- J. What can be done to overcome these challenges?

## Appendix 7: Data analysis Juhapura

General information		Day 1	Day 2	Day 3	Day 4
Number of students		14	18	18	16
Condition of the classroom	1 - neat / 2 - both neat and untidy / 3 - untidy	2	3	1	2
Teaching materials	1 - present for all / 2 - some have / 3 - few have / 4 - none have	2	2	2	2
Sitting arrangement	1 - on the ground / 2 - chair and desk	1	1	1	1
Sitting arrangement	1 - random / 2 - fixed	1	1	1	1
Teaching		Day 1	Day 2	Day 3	Day 4
Class controle					
Class management	1 - very poor / 2 - poor / 3 - fair / 4 - good / 5 - very good	4	3	3	3
Rule setting	1 - no clear rules / 2 - little clear rules / 3 - some clear rules / 4 - substantial clear rules / 5 - clear rules	3	3	3	3
Enforcement of rules	1 - never / 2 - rarely / 3 - sometimes / 4 - very often / 5 - always	3	3	3	3
Interaction with students					
Encouraging learners' confidence	1 - never / 2 - rarely / 3 - sometimes / 4 - often / 5 - always	4	4	4	3
Interaction with students	1 - mainly classical / 2 - more classical than individual / 3 - both individual as classical / 4 - more individual than classical / 5 - mainly individual	3	4	4	3
Assesment	1 - mainly classical / 2 - more classical than individual / 3 - both individual as classical / 4 - more individual than classical / 5 - mainly individual	4	4	3	3
Assesment	1 - never / 2 - rarely / 3 - sometimes / 4 - often / 5 - always	3	3	4	3
Preparation					
Motivation teacher	1 - none / 2 - some / 3 - quite a bit / 4 - much / 5 - very much	5	5	4	4
Confidence teacher	1 - insecure / 2 - nervous / 3 - little confidence / 4 - confidence / 5 - very confidence	4	4	4	4
Lesson planning	1 - none / 2 - some / 3 - quite a bit / 4 - good / 5 - well	3	2	2	3
Content					
Subject matter	1 - incorrect / 2 - occasional correct / 3 - occasional incorrect / 4 - proper / 5 - correct	5	4	4	5
Variety in teaching activities	1 - 1-2 / 2 - 3-4 / 3 - 5-6 / 4 - 7 or more	2	2	2	1
Didactics	1 - no instruction / 2 some instruction / 3 - quite a bit instruction / 4 - good instruction / 5 - clear instruction	3	3	2	2
Instruction	1 - mainly classical / 2 - more classical than individual / 3 - both individual as classical / 4 - more individual than classical / 5 - mainly individual	3	4	3	3
Pedagogic competence					
Facilitate moral development	1 - never / 2 - rarely / 3 - sometimes / 4 - very often / 5 - always	-	-	-	-
Facilitate social- emotional development	1 - never / 2 - rarely / 3 - sometimes / 4 - very often / 5 - always	-	-	-	-
Class enviroment	1 - insecure / 2 - neutral / 3 - secure	3	3	3	3
Learning		Day 1	Day 2	Day 3	Day 4

<b>Involvement</b>					
Motivation	1 - none / 2 - some / 3 - quite a bit / 4 - much / 5 - very much	4	3	5	2
Response students	1 - never / 2 - rarely / 3 - sometimes / 4 - often / 5 - always	3	4	5	3
Questions from students	1 - never / 2 - rarely / 3 - sometimes / 4 - often / 5 - always	4	3	3	3
<b>Students activities</b>					
Students on task	1 - 0% - 20% / 2 - 20% - 40% / 3 - 40% - 60% / 4 - 60% - 80% / 5 - 80% - 100%	4	4	5	2
<b>Materials</b>					
Textbooks	1 - none / 2 - some / 3 - quite a bit / 4 - much / 5 - very much	1	1	1	1
Educational materials	1 - none / 2 - some / 3 - quite a bit / 4 - much / 5 - very much	2	1	2	3
<b>Curriculum</b>		Day 1	Day 2	Day 3	Day 4
<b>Type of methods</b>					
Storytelling	1 - none / 2 - some / 3 - much	1	3	1	1
Singing	1 - none / 2 - some / 3 - much	3	2	1	1
Demonstrating	1 - none / 2 - some / 3 - much	2	1	2	3
Explaining	1 - none / 2 - some / 3 - much	2	2	1	3
Repeating	1 - none / 2 - some / 3 - much	3	3	2	2
Individual questions	1 - none / 2 - some / 3 - much	1	1	1	1
Copying	1 - none / 2 - some / 3 - much	3	1	3	3
Providing instructions	1 - none / 2 - some / 3 - much	2	2	2	1
<b>Subject matter/content</b>					
English	1 - none / 2 - some / 3 - much	2	1	3	1
Hindi	1 - none / 2 - some / 3 - much	3	2	1	2
Gujarati	1 - none / 2 - some / 3 - much	3	2	1	3
Mathematics	1 - none / 2 - some / 3 - much	1	2	2	1
Country information	1 - none / 2 - some / 3 - much	1	2	2	1
Personal Hygiene	1 - none / 2 - some / 3 - much	1	1	1	1
Creative work	1 - none / 2 - some / 3 - much	1	1	3	2
Lifeskills	1 - none / 2 - some / 3 - much	2	2	1	1
<b>Relevance</b>					
Attention drawn to real life practice	1 - never / 2 - rarely / 3 - sometimes / 4 - very often / 5 - always	2	4	2	1

## Appendix 8: Data analysis Behrampura

General information		Day 1	Day 2	Day 3	Day 4
Number of students		27	27	25	19
Condition of the classroom	1 - neat / 2 - both neat and untidy / 3 - untidy	3	3	2	3
Teaching materials	1 - present for all / 2 - some have / 3 - few have / 4 - none have	2	2	2	2
Sitting arrangement	1 - on the ground / 2 - chair and desk	1	1	1	1
Sitting arrangement	1 - random / 2 - fixed	1	1	1	1
Teaching		Day 1	Day 2	Day 3	Day 4
Class controle					
Class management	1 - very poor / 2 - poor / 3 - fair / 4 - good / 5 - very good	1	1	2	2
Rule setting	1 - no clear rules / 2 - little clear rules / 3 - some clear rules / 4 - substantial clear rules / 5 - clear rules	1	1	1	1
Enforcement of rules	1 - never / 2 - rarely / 3 - sometimes / 4 - very often / 5 - always	4	2	3	2
Interaction with students					
Encouraging learners' confidence	1 - never / 2 - rarely / 3 - sometimes / 4 - often / 5 - always	2	1	2	3
Interaction with students	1 - mainly classical / 2 - more classical than individual / 3 - both individual as classical / 4 - more individual than classical / 5 - mainly individual	2	1	1	3
Assesment	1 - mainly classical / 2 - more classical than individual / 3 - both individual as classical / 4 - more individual than classical / 5 - mainly individual	1	1	2	2
Assesment	1 - never / 2 - rarely / 3 - sometimes / 4 - often / 5 - always	2	2	2	2
Preparation					
Motivation teacher	1 - none / 2 - some / 3 - quite a bit / 4 - much / 5 - very much	2	2	2	2
Confidence teacher	1 - insecure / 2 - nervous / 3 - little confidence / 4 - confidence / 5 - very confidence	1	2	2	3
Lesson planning	1 - none / 2 - some / 3 - quite a bit / 4 - good / 5 - well	2	2	1	2
Content					
Subject matter	1 - incorrect / 2 - occasional correct / 3 - occasional incorrect / 4 - proper / 5 - correct	2	2	2	2
Variety in teaching activities	1 - 1-2 / 2 - 3-4 / 3 - 5-6 / 4 - 7 or more	2	1	1	2
Didactics	1 - no instruction / 2 some instruction / 3 - quite a bit instruction / 4 - good instruction / 5 - clear instruction	2	2	1	2
Instruction	1 - mainly classical / 2 - more classical than individual / 3 - both individual as classical / 4 - more individual than classical / 5 - mainly individual	1	1	1	2
Pedagogic competence					
Facilitate moral development	1 - never / 2 - rarely / 3 - sometimes / 4 - very often / 5 - always	-	-	-	-

Facilitate social- emotional development	1 - never / 2 - rarely / 3 - sometimes / 4 - very often / 5 - always	-	-	-	-
Class environment	1 - insecure / 2 - neutral / 3 - secure	1	1	1	2
<b>Learning</b>		Day 1	Day 2	Day 3	Day 4
<b>Involvement</b>					
Motivation	1 - none / 2 - some / 3 - quite a bit / 4 - much / 5 - very much	1	1	2	2
Response students	1 - never / 2 - rarely / 3 - sometimes / 4 - often / 5 - always	2	2	3	2
Questions from students	1 - never / 2 - rarely / 3 - sometimes / 4 - often / 5 - always	1	1	2	2
<b>Students activities</b>					
Variety	1 - none / 2 - some / 3 - quite a bit / 4 - much / 5 - very much	3	1	2	3
Students on task	1 - 0% - 20% / 2 - 20% - 40% / 3 - 40% - 60% / 4 - 60% - 80% / 5 - 80% - 100%	2	2	1	2
<b>Materials</b>					
Textbooks	1 - none / 2 - some / 3 - quite a bit / 4 - much / 5 - very much	1	1	1	1
Educational materials	1 - none / 2 - some / 3 - quite a bit / 4 - much / 5 - very much	1	1	1	1
<b>Curriculum</b>		Day 1	Day 2	Day 3	Day 4
<b>Type of methods</b>					
Storytelling	1 - none / 2 - some / 3 - much	1	1	1	2
Singing	1 - none / 2 - some / 3 - much	3	1	1	2
Demonstrating	1 - none / 2 - some / 3 - much	1	2	1	2
Explaining	1 - none / 2 - some / 3 - much	1	1	1	2
Repeating	1 - none / 2 - some / 3 - much	2	3	1	1
Individual questions	1 - none / 2 - some / 3 - much	1	1	1	1
Copying	1 - none / 2 - some / 3 - much	2	3	2	2
Providing instructions	1 - none / 2 - some / 3 - much	1	2	2	2
<b>Subject matter/content</b>					
English	1 - none / 2 - some / 3 - much	1	1	2	1
Hindi	1 - none / 2 - some / 3 - much	2	2	2	2
Gujarati	1 - none / 2 - some / 3 - much	3	2	2	2
Mathematics	1 - none / 2 - some / 3 - much	1	1	1	2
Country information	1 - none / 2 - some / 3 - much	1	1	1	1
Personal Hygiene	1 - none / 2 - some / 3 - much	1	1	1	1
Creative work	1 - none / 2 - some / 3 - much	3	3	2	1
Lifeskills	1 - none / 2 - some / 3 - much	1	1	1	1
<b>Relevance</b>					
Attention drawn to real life practice	1 - never / 2 - rarely / 3 - sometimes / 4 - very often / 5 - always	1	1	1	1

## Appendix 9: Data analysis Vasna

General information		Day 1	Day 2	Day 3	Day 4
Number of students		23	35	NOKD	
Condition of the classroom	1 - neat / 2 - both neat and untidy / 3 - untidy	3	3	NOKD	
Teaching materials	1 - present for all / 2 - some have / 3 - few have / 4 - none have	3	3	NOKD	
Sitting arrangement	1 - on the ground / 2 - chair and desk	1	1	NOKD	
Sitting arrangement	1 - random / 2 - fixed	1	1	NOKD	
Teaching		Day 1	Day 2	Day 3	Day 4
Class controle					
Class management	1 - very poor / 2 - poor / 3 - fair / 4 - good / 5 - very good	2	2	NOKD	
Rule setting	1 - no clear rules / 2 - little clear rules / 3 - some clear rules / 4 - substantial clear rules / 5 - clear rules	1	1	NOKD	
Enforcement of rules	1 - never / 2 - rarely / 3 - sometimes / 4 - very often / 5 - always	1	1	NOKD	
Interaction with students					
Encouraging learners' confidence	1 - never / 2 - rarely / 3 - sometimes / 4 - often / 5 - always	1	2	NOKD	
Interaction with students	1 - mainly classical / 2 - more classical than individual / 3 - both individual as classical / 4 - more individual than classical / 5 - mainly individual	2	3	NOKD	
Assesment	1 - mainly classical / 2 - more classical than individual / 3 - both individual as classical / 4 - more individual than classical / 5 - mainly individual	1	1	NOKD	
Assesment	1 - never / 2 - rarely / 3 - sometimes / 4 - often / 5 - always	1	1	NOKD	
Preparation					
Motivation teacher	1 - none / 2 - some / 3 - quite a bit / 4 - much / 5 - very much	2	2	NOKD	
Confidence teacher	1 - insecure / 2 - nervous / 3 - little confidence / 4 - confidence / 5 - very confidence	3	3	NOKD	
Lesson planning	1 - none / 2 - some / 3 - quite a bit / 4 - good / 5 - well	1	1	NOKD	
Content					
Subject matter	1 - incorrect / 2 - occasional correct / 3 - occasional incorrect / 4 - proper / 5 - correct	4	4	NOKD	
Variety in teaching activities	1 - 1-2 / 2 - 3-4 / 3 - 5-6 / 4 - 7 or more	1	1	NOKD	
Didactics	1 - no instruction / 2 some instruction / 3 - quite a bit instruction / 4 - good instruction / 5 - clear instruction	1	1	NOKD	
Instruction	1 - mainly classical / 2 - more classical than individual / 3 - both individual as classical / 4 - more individual than classical / 5 - mainly individual	5	4	NOKD	
Pedagogic competence					

Facilitate moral development	1 - never / 2 - rarely / 3 - sometimes / 4 - very often / 5 - always	-	-	NOKD
Facilitate social- emotional development	1 - never / 2 - rarely / 3 - sometimes / 4 - very often / 5 - always	-	-	NOKD
Class enviroment	1 - insecure / 2 - neutral / 3 - secure	2	2	NOKD
<b>Learning</b>		Day 1	Day 2	Day 3 Day 4
<b>Involvement</b>				
Motivation	1 - none / 2 - some / 3 - quite a bit / 4 - much / 5 - very much	1	2	NOKD
Response students	1 - never / 2 - rarely / 3 - sometimes / 4 - often / 5 - always	2	1	NOKD
Questions from students	1 - never / 2 - rarely / 3 - sometimes / 4 - often / 5 - always	1	2	NOKD
<b>Students activities</b>				
Variety	1 - none / 2 - some / 3 - quite a bit / 4 - much / 5 - very much	2	1	NOKD
Students on task	1 - 0% - 20% / 2 - 20% - 40% / 3 - 40% - 60% / 4- 60% - 80% / 5 - 80% - 100%	1	1	NOKD
<b>Materials</b>				
Textbooks	1 - none / 2 - some / 3 - quite a bit / 4 - much / 5 - very much	1	1	NOKD
Educational materials	1 - none / 2 - some / 3 - quite a bit / 4 - much / 5 - very much	1	2	NOKD
<b>Curriculum</b>		Day 1	Day 2	Day 3 Day 4
<b>Type of methods</b>				
Storytelling	1 - none / 2 - some / 3 - much	2	1	NOKD
Singing	1 - none / 2 - some / 3 - much	2	1	NOKD
Demonstrating	1 - none / 2 - some / 3 - much	1	2	NOKD
Explaining	1 - none / 2 - some / 3 - much	1	1	NOKD
Repeating	1 - none / 2 - some / 3 - much	2	1	NOKD
Individual questions	1 - none / 2 - some / 3 - much	1	1	NOKD
Copying	1 - none / 2 - some / 3 - much	2	2	NOKD
Providing instructions	1 - none / 2 - some / 3 - much	1	1	NOKD
<b>Subject matter/content</b>				
English	1 - none / 2 - some / 3 - much	1	1	NOKD
Hindi	1 - none / 2 - some / 3 - much	2	1	NOKD
Gujarati	1 - none / 2 - some / 3 - much	2	2	NOKD
Mathematics	1 - none / 2 - some / 3 - much	1	1	NOKD
Country information	1 - none / 2 - some / 3 - much	1	1	NOKD
Personal Hygiene	1 - none / 2 - some / 3 - much	1	1	NOKD
Creative work	1 - none / 2 - some / 3 - much	1	1	NOKD
Lifeskills	1 - none / 2 - some / 3 - much	1	1	NOKD
<b>Relevance</b>				
Attention drawn to real life practice	1 - never / 2 - rarely / 3 - sometimes / 4 - very often / 5 - always	1	1	NOKD