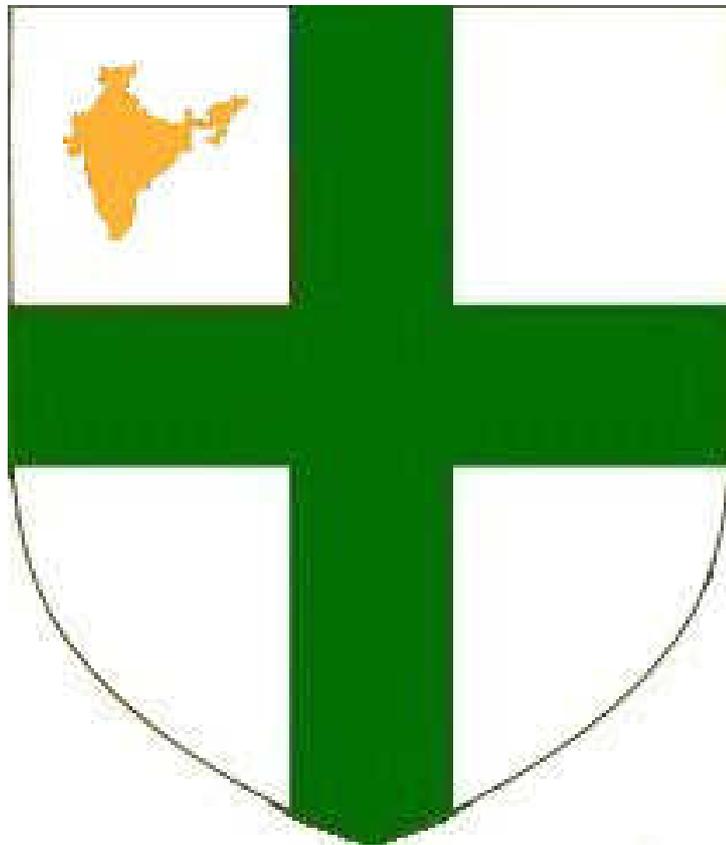


# Lazarus in India

## Education strategy

2013 – 2019



Children and young people have the right to education

#### **Lazarus Public Charitable Trust - LPCT**

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# Lazarus in India – Education strategy

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# Lazarus in India – Education strategy

## Preface

The Lazarus Public Charitable Trust - LPCT, which Order of St. Lazarus and the Lazarus welfare organization LHW, here in short form “Lazarus”, have the vision of a world, in which **all children can exhaust their full potential**, which is efficient and attainable, because human rights and social justice are inherent principles. Reaching this vision is valid both for girls and boys. They are a right to a good education, particularly also on a good professional training.

Education is a means of the individual and social transformation. We must it as beyond passive learning, which helps only, which status quo presents to strengthen. We know the fact that millions of children and young people make few for parts of the world in by the public education or does not learn anything and few different promotions in the respective life to make. Also so-called “quality of the training” is reduced often only to reading, letters, counting and uncritical learning. “Lazarus” is obligated, holistic education, the values of the Christian brotherly love to promote the human rights and the promotion of the equality of the sexes.

For the next seven years “Lazarus” commits this strategy, around three strategic priorities: **Improvement of the equal entrance**, the **improvement of the quality** and the **stabilization of the education by the government**. These priorities are connected. During the argument with them, we will concentrate on both, politics and practices. Education as government topic such as participation, finances, long-term planning, politics and accountability, further the challenges for the right to education of girls and boys to promote young women and men. Our strategies is it from there partnerships and co-operation **with obligation carriers**, in particular **local and national governments** to be received and the **holders of a right**. Stabilization of the voice and ability of young people and their communities, in particular of children, must be important aspects of our strategy.

The aspects of the equal entrance and the quality of the education are current priorities for “Lazarus”. Many current and past education initiatives helped to improve already girls and boy the situation. Constructing on the experiences of these initiatives, we improve our strategy and our support to education from three compelling reasons, first of all belong it to the Christian tradition and obligation, secondly are it since years a basic human right and thirdly are it a stabilization of children, young people and their communities and a crucial protection of their human rights. We hope sincerely that this strategy will in the future help to align as support for education us fully for a child-centered municipal development which is based on our rights.

"Lazarus" August 2013

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## Overview

“Lazarus” engages itself for qualitatively high-quality education for children and young people and the **creation for life perspectives for young and old** and remains so strongly as always. This strategy concentrates on the four priorities into senses of Christian brotherly love of “Lazarus”: Education entrance, supply of the older quality and government - for the right on education for girls, boys and young women and men are based and on the supply of older persons.

Each strategic priority developed a set of clear most important measures, in order to cause changes, not only for families, schools and communities, but also on national and international level. The strategy puts special value on the necessity, discrimination due to the sex as well as focusing on other challenges to eliminate like the inclusion from excluded children to.

This strategy which developed, more over:

- “Lazarus” helps to respond government administrative teams effectively to the most important educational questions of the entrance, the quality and government
- As guide for the development of context-specific strategies and measures
- To improve and increase the influence of “Lazarus” to the national and international policy and practice in the training and the supply of older humans
- To help to support the balance of power between the most important participants in the education in a way which makes the rights from children to first priority.

“Lazarus” becomes education, planning processes and initiatives on all levels leads until 2019.

Effective application this education strategy on different levels requires deep understanding of **“Lazarus” for child-centered municipal development approach**, which educational policy and - financing, which can arrange and provide role of the civil society and the protections of interests, and like governments democratic area, in the countries, in which we work. It becomes also a critical analysis of discrimination - in particular sex specific discrimination and exclusion. Above all it will require confidence in humans to fight for own ability and call their rights in.

This strategy concentrates on children and young people at the age between 6 and 18 years, the support of the formal and non-formal pre, Primary and secondary school, including vocational education for children and young people. We cooperate particularly also with the youth over 18 years, if these to a permanent result for persons under 18 years help to reach an occupation conclusion. We work even with older alone standing humans, if it helps, orphans “new” “grandparents locally to get in such a way.

Early childhood support and development are one of the priority programs of “Lazarus”. The earliest childhood covers the period of the generation to 8 years. This time is an important basis for success at school and in the life. It covers maintaining and development programs and the early childhood education. “Lazarus” strategy recommends services of the integration early stimulation, the development of

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children and parents, information in prenatal and early health, nutrition and education. It is from there of basic importance for our education system strategy.

The strategic priorities and goals, which are contained in this document, are based on a comprehensive situation analysis of the education trend, challenges, opportunities and participants, including which global progress became with the education for all, education and assistance in the political and strategic positions of other INGO's. the strengths and the weaknesses of the own strategies and experiences also with the development of this strategy considered.

This strategy covers a set of additional materials, which were written on the planet, you can with the most well-known welfare organizations be loaded down separately and used.

Finally we would like to thank all our “Lazarus” colleague and friends in other organizations, which contributed some basic questions and answers to this strategy.

**Above all it will require confidence in humans to fight for own ability and call their rights in.**

**This strategy concentrates on the education formations of “Lazarus” - entrance, quality and government - which are based on the right on education.**

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## 1. External analysis

### *Global promises and progress*

World-wide to transform a rapid expansion of the education systems inspired the faith in the power of the education for individuals and communities. And with the globalization and the focus on a knowledge-based economy, increasing world-wide, is the education more importantly ever. It is today a world-wide acknowledgment that humans have the right to training, which its abilities respect and socio-economic and cultural background. The progressive vision of education for all and the Millennium development targets of the United Nations are rooted in the basic human rights.

But this conception for effective programs remains a challenge. While a conceptual strategy covers more than only the switching of information, a conversion is to a large extent concentrated on entrance. Relevant learning for children and adults, the acquisition of life authority and values and improvements in abilities remain to a large extent ideals instead of realities. Times minimum authority does not achieve a large number of learning. Despite clear progress in the quantitative aspects of the education, goals remain seizing with difficulty.

**Relevant learning for children and adults, the acquisition of life authority and values and improvements in abilities remain to a large extent ideals instead of reality.**

### **The UNESCO presents in “education for all (EFA)” in the “global monitoring report (GMD's)” mixed achievements for last ten years**

- There is remarkable ones of progress during the general primary education (EFA a goal 2) and sex parity (EFA a goal 5) made.
- The number of the children at the schools fell from 1999 to 2007 by 33 million. But,
- The portion of the girls of the schools went only from 58 percent to 54 percent. In Africa south Sahara, can 12 million girl never a school visit.
- If the present trend continues, have about 56 million children until 2015, still no entrance to a primary education.
- South and west Asia and Africa south Sahara have the largest differences between the sexes in the secondary school.
- Although more girls in the primary school are now than ever before, this leads rarely to a gainful employment of women.
- Millions children leave the school without basic reading and computing talents.
- Education quality unfortunately also under heavy teacher shortage, bad training and conditions of work. Additional ones are needed 1.9 million teachers, above all teachers, in order to achieve the goal of the universal primary education until 2015. Teacher training must contain also a sex sensitization of teachers.
- More expenditure is necessary much, in order to ensure registration and retention beyond that in the primary school and.

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- Responsible government is necessary, in order to improve the accountability and participation and fight inequalities.

Discrimination is a large problem in the education. Losses in the removal of inequalities, stigma and discrimination in connection with wealth, sex, origin, language, place and handicaps brake progress in the education for all.

Children and young people experience both direct and indirect discrimination. All countries promised to eliminate the sex downward gradient in the prime work realm and secondary range until 2005. Although the gap between the sexes in the primary school in many countries is narrowed, an institutionalized disadvantage for young girls and women remains, particularly in south and west Asia and Africa southern Sahara. In 22 countries less than nine girls are at school on ten boys. Clearly the continuous gap between the sexes in the education reflects adult illiteratism. Two thirds of the 760 million adult illiterate in the world are women.

Most official requirements of the progress with EFA are based on official gross or net writing numbers. Despite increase with the registrations in all phases of the training, many pupils reach not even a minimum of authority, if they have their conclusion. Therefore the current monitoring process does not supply a true picture of the education and their various challenges, above all those, which have effects on girls and the ability for an entrance to education and success. The process generally excludes aspects, like improvement of the economic security of the families, the personal security and the security of the girls and boy, the conditions of work of teachers, sex sensitivity from instructors, importance from teaching methods and learning methods, learning achievements and participation of children and parents in training, government and administration.

Progress when the EFA goals of the expansion and improvement the early childhood support and education is further much dragging. Beyond that there is a serious problem in Burkina Faso, the Dominican Republic, Ethiopia, Ghana, Guatemala, Haiti, India, Kenya, Mali, Nepal, Nicaragua, the Niger and Pakistan outside of the school for the population. Many governments invested little attention on the learning needs of young people and adults. Thus the EFA goals of lifelong learning and the literacy remain heavy.

A knowledge-based economy depends not only on the same entrance to education, but also of the quality of the training, which the learning receives. The bad quality of the training remains a large challenge in most developing countries. This despite public and private investments, education, auxiliary payments and numerous innovations for the improvement of the quality of the education in the last fifty years.

### ***Public expenditures and training aid***

The financing gap is seen as one of the most important reasons for the failure of many challenges for the education in the developing countries. Although the EFA framework of 2000 calls a goal of the national expenditures for formation of at least 6 percent of the Gross Domestic Product, many countries invest on the average only 3.6 percent of the Gross Domestic Product for education (based on numbers for the

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years 2002 to 2005). It must be marked that a large portion of the public expenditures for education for teacher salaries is used. Only very little is spent on other resources. Es besteht die reale Gefahr, dass jetzt die globale Finanzkrise Fortschritte bei der Erreichung der EFA-Ziele verlangsamen kann oder sogar die Fortschritte in vielen Ländern umkehren kann.

### ***The civil society and the right to education***

In conformity with the declaration of the human rights and international agreements a broad pallet of organizations of the civil society (CSOs) and its networks support training: Basis organizations, religious communities, teachers' trade unions, parents teacher federations, local and international NGOs. Many of them work on several levels. Traditionally its leading role the supply of technical and material support of the national education systems or over partners is either direct. In some cases CSOs support parallel or complementary education programs in particular for disadvantaged groups of children, young people and adults, or lead them independently.

With the economic liberalisation and democratic consolidation in many developing countries for the 1990er years increasingly CSOs in national and international activities, like research, are taken part networking, consultation and campaigns. They help, in the training, until programs start international donor's conference and promote the development of the national education system plans, by influence into the educational policy and on the way to good budgets.

## **2. Promotion of the right to education: “Lazarus” position and approach**

“Lazarus” ([www.lazarus.li](http://www.lazarus.li)), 1978 based, supports the support of the children in concerns and emergencies for over 20 years. Until 2008 our education strategy concentrated almost exclusively on support by our “concern telephone for children and young person, it is a refuge for questions and problems of any kind” ([www.147.li](http://www.147.li)). In recent time “Lazarus” recognized and supports the connections between questions of the entrance and the quality and the national policy on education and responsibility initiatives in addition; since 2010 by the own welfare organization “LHW” ([www.lhw.li](http://www.lhw.li)) also in India. The activity in India leads 2013 to the establishment of the “Lazarus Public Charitable Trust - LPCT” ([www.lpct.in](http://www.lpct.in)) in India, as Sub trust of “Lazarus”. These initiatives contributed to implement a holistic and participatory approach to the improvement of the quality and responsibility. We understand that the fulfillment of the education depends as basic human right on the realization of the rights to health, nutrition, equal rights, participation and protection.

Annual examinations of the international Lazarus medal ([www.st-lazarus.net](http://www.st-lazarus.net)) would recognize itself the strengths of the approach of “Lazarus”, in particular the emphasis with the rights of children and long-term work with families and communities to concern as well as offering from occupation training to as important local and national topics. “Lazarus” supports the national and international work for the rights of the

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child. A focus lies also on the disproportionate challenges of girls and young women regarding the equality of the sexes in the education.

### ***The right to education and the role of the governments***

Each human, independently of race, sex, nationality, ethnic or social origin, religion or political preference, age or handicap, are a right to education. States have a legal obligation to guarantee this right.

- The governments must promote, protect and fulfill the rights of all children to education, without discrimination and exclusion of any kind.
- The right to education covers all levels (pre, Primary, secondary, high-school, occupation and university school) of public and private educational establishments.
- The formation of children, from the preparatory school to the 8th class and basic talents in the training of young people and adults, including letters and counting, should be free.
- The governments must also make possible that secondary, occupation and university formation become free, within a realistic period.
- Learning environment, curriculum and learning process should the development of the human personality, the promotion of the equality of the sexes, which support human rights and basic freedoms.
- The governments must guarantee that the educational facilities are aligned to learning, safe places are and standards and procedures to contain, in order to prevent sex specific force.
- Right owners as individuals, groups and communities must develop their abilities, in order to be able to meet sex-referred and other forms of direct and indirect discrimination and the refusal of the right to qualitatively high-quality education.

### ***“Lazarus” - position: The meaning of the quality in the education***

The challenges of exclusion excluded children and young people, particularly of girls, bad quality of the education, bad government guidance and underfunding must urgently be tackled, in order to ensure education for all. But better entrances to education and listener numbers are only the first steps on the way of the right to education.

Governments, UNESCO, donors and NGOs must take the quality of the education many more seriously. A learning and conclusion of the training depends on practical considerations, like well children and young people, girls and boys, to be respected and taught, like much them learn and like a learning them helps to be responsible and active citizens. Beyond that sex specific policies and practices are crucially with difficult discrimination and exclusion, in particular, where formal education can strengthen cultural convictions and practices. Aspects such as infrastructure, curricula, lehr and learning materials, school administration and the professionalism

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of the teachers have also effects on the quality. The participation of children, families and communities in education and administration plays an important role with the influence and improvement of the education quality.

**“Lazarus” will co-operate with the local governments and communities, in order to supplement and improve around education their initiatives...**

### ***“Lazarus” approach***

We work locally, national and internationally, in order to affect and improve educational facilities and the systems. We will discuss the institutional and systemic causes of the entrance, the quality and the education at the authorities. We promote and support child-orientated (UNICEFS manual: [www.unicef.org/publications/files/Child\\_FriendlySchools\\_Manual\\_EN\\_040809.pdf](http://www.unicef.org/publications/files/Child_FriendlySchools_Manual_EN_040809.pdf)) and sex specific learning environments by strategic partnerships with communities and alliances with other participants.

“Lazarus” has a spreading approach for the right to education, which is based on the understanding that the inequality of the sexes is a which is the basis cause of child poverty. The equality of the sexes in the education depends on the stabilization on girls and women and in professional training relating to crafts, also for boys and men. We will work in solidarity with the citizens, particularly with discharged children, young people, their families and communities. We will put special attention to discrimination and exclusion of girls, boys, young women and men in the education systems.

Our approach covers four nuclear ranges, with each other connected elements: Establishment and operation of facilities, contribution of services, organization and the stabilization and protection of interests.

### **Achievement contribution**

“Lazarus” will co-operate with the local governments and communities, in order to supplement their initiatives to improve and sensitize around education for child poverty and disadvantage of basic needs and the education. “Lazarus” works also even locally. However our achievement contributions are a means, in order to achieve long-term, strategic changes.

**We will place support with infrastructure, curriculum, learning materials, teacher training etc. in the following cases.**

- Where such a support is insufficient or is missing.

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- If the process of the supply children, families support that and communities helps for a qualitatively high-quality education and them thereby its right strengthens.
- Where our assistance is the only possibility, in order to make for humans possible a life perspective.

### Organization and stabilization

Organization and stabilization of the holders of a right are of crucial importance for the transforming strength and relations between individuals, families, communities, citizens and state. We will co-operate with families and communities, in order to increase the value, the education from girls and boys to. “Lazarus” supports the development of the abilities of the right owners, in particular that, discrimination experiences to reach their right to education. Besides to enable humans to have and influence on their own development take a voice. “Lazarus” will enter for the structure of the civil society by networks and social movements.

### Interest agency

People-oriented protection of interests, including research, campaigns and lobbying, is of substantial importance for the influence of the educational policy, the financing and practice. “Lazarus” becomes lobbying and campaigns for the conversion of all goals and strategies of the education for all in the Dakar strategy (<http://unesdoc.unesco.org/imageV0012/001211/121147e.pdf>) contain measures to support. “Lazarus” will also commit itself, relevant research on the most important questions over the right to education, including the research from a sex perspective, in order to strengthen the evident basis to the influence and improvement of the educational policy and practice.

## 3. “Lazarus” a goal, priorities and strategic objectives

The goal, the priorities and the strategic goals in this section are located in the center of working “Lazarus” in the education up to the year 2019. The most important measures of the individual specified goals are however not complete. The list can be changed if necessary, based on the analysis of situations and possibilities on local and national level.

### **Goal**

To enable children and young people to be able to enjoy their requirement on right to education.

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### ***Action emphasis***

“Lazarus” supports public and private educational establishments on local, national and international level in the pre, Primar, secondary, post office-secondary public and private educational establishments. “Lazarus” promotes in particular also own vocational training projects. This is concentrated on three linked with one another priorities:

- equal entrance to education
- the quality of the education
- national education programs.

“Lazarus” has many years experience in the work, in the questions of the entrance and the quality. “Lazarus” will help the equality of the sexes in all four strategic priorities - for girls, boys, young women and men - for reaching to compile the full potential.

### ***A strategic goal 1: Same entrance to education***

*Free and equal entrance to education to all times, also in emergencies to ensure as well as fair entrance to suitable programs for learning and life authority for young people.*

“Lazarus” supports the improvement of the entrance to education. However the inclusion of children and young people, above all that one with special needs, is since they are discharged by the society often, remains a large challenge. Therefore the primary school and the professional training are a special emphasis. Many factors are very complex in cultural practices and convictions, institutionalized and nearly always by limited resources embedded. Therefore our work carries out an improvement of the equal entrance to education and it considered also the availability of chances at education for all children and young people up to the completion of the training.

### **The most important measures for the same entrance to education**

- A. As part of the strategy of “Lazarus”, these analyze the local and national situations regarding the equal entrance to education, including the availability from learning possibilities, learning efficiency and completion to sex.
- B. Support of the local, national and global campaigns for education for all.
- C. Support for the increased requirements of the national expenditures for early childhood support and development and quality in primary, secondary and adult education.
- D. Support in context-specific and temporally bound interventions, which improve the entrance and the participation excluded children and young people.
- E. Support of family and community and initiatives the promotion of a positive attitude to the education and the challenges to overcome on same entrance to education for children and young people, above all girls, boys and humans with handicaps.

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- F. Support of education of children and young person in emergency situations. So far necessarily, bar for national policy over education in emergencies and for refugees.

**Support and lobbying with the governments, in order to redeem their promises for the improvement of all aspects of the quality of the education (EFA a goal 6).**

### **Strategy a goal 2: *The quality of the training***

*Children to secure and young person the right to qualitatively high-quality education, so that they can unfold their potential fully.*

The quality of the education is a dynamic and flowing concept, with ornate linked entrances. The right to education underlines the quality of the education. Quality means the appropriation of knowledge, abilities, attitudes, behaviors and important values for the implementation of the human rights and the freedom. Since the global educational policy stresses sex parity with the entrance to education, the priority of the sexes is considered, in co-operation with other organizations.

**The quality of the training depends on a set of inputs. In the following the most basic are here listed.**

- Secure and learn-friendly school environments. Both the physical and psychosocial environment of learning must help to feel surely and confidently. The environments must make possible also to meet in meaningful way decisions which affect themselves and contribute to it, their physical for them, to promote mental and emotional development.
- Relevant curricula.
- Qualified and motivated instructors.
- Lehr and learning process should be rooted in the principles of the equal rights, integration, the respect and the responsibility.

Both contents and the process of learning must encourage the learning to place questions to win and critically think relevant abilities of itself and their environment. The attitude of the teachers opposite girls and boys can cause a large influence on their participation and learning results.

**The most important measures for the promotion of the quality of the education**

- A. Support and lobbying at governments, around their promises for the improvement of all aspects of the quality of the education, which they made, in the EFA a goal 6.
- B. Professional associations are to contribute support of initiatives to the improvement of the quality of the instructors and the school administration by teachers.

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- C. Support of the national governments to take part to independent evaluations of learning achievements from children and young people to.
- D. Initiatives align attention of the human rights for the quality of the education to improve with campaigns and in families, communities and schools.
- E. The work with governments, teachers and their trade unions to improve and develop the conditions of work of the teachers and sex parity at qualified teachers/implement an ethics and a sex sensitization with the teachers in its codes of conduct.
- F. Relief and support of the introduction and/or extension on learning aligned and sex-sensitive schools and classrooms.
- G. Co-operation with governments, in order to guarantee that the curricula and school books are discharged freely by sex stereotypes, both in text and into pictures, and appropriate political language.
- H. Co-operation with governments, in order to guarantee that curricula contain disasters, conflicts, disaster preparation, disaster precaution and conflict resolution.
- I. Co-operation with governments and teachers, in order to strengthen sex authority on all levels.
- J. The work with families and communities, in order to achieve an acceptable and flexible education system - with the culture requirement, in particular in the contexts, in which ethnic, aligned by children and young person, religious or linguistic minorities live or indigener origin -.

### ***A strategic goal 3: Educational planning***

An active commitment of the citizens in educational decision making on all levels improve.

Educational planning refers to the distribution of power in decision making on all levels of the education system, from the Ministry to the school, and the pupil. This is crucial to guarantee in order that educational facilities effectively problems equal entrance, which quality and responsibility during a partizipativen process of decision making, which respects the voices of children, families and communities, to concern.

Educational planning, equal entrance and quality are linked closely with one another. Indeed neither the promise of the right to education still national obligations can be fulfilled to equal entrance and the quality of the training, if educational facilities and systems are not drawn to the account. For example, despite the public expenditures and education aids, corruption can lead to hidden costs of the training and as the discouragement in poverty of living families to send their children to the school. Bad school guidance and motivation of the teachers can lead to weak management and bottom quality of the instruction and learning, and in his worst form of the exploitation of girls and boys by employees of the school. Educational planning on local level contains the guarantee that children and young people financed a equal entrance too well public and private educational establishments and opportunities with well trained and motivated teachers have.

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**Improvement of the educational planning is crucial for the fight of the continuous inequalities, apathy of the learning and the families, bad quality and their responsibility.**

Although center governments are responsible primarily for it, and the extent of the corruption in the public sector in many countries, for organizations of the civil society the corresponding must have the responsibility of the educational facilities, in view of the challenges of governing in relation to strategies the governments to improve the government guidance and affect education. “Lazarus” is in a singular position. We want to co-operate and care with the responsible authorities us primarily for the poorest ones the arms. Thus discharged future valuable members become the community from, which taxes pay and help so the public again. We must use this advantage and the work in coalitions, in order to improve the citizens' participation and the stabilization of the public accountability, as well as for the rights of girls to promote boys and older humans and the equality of the sexes. The improvement of the general administration is crucial for the fight of the continuous inequalities, indifference of the learning and the families, bad quality and stabilization of the responsibility. It requires measures on all levels of all participants.

### **The most important measures for the improvement of the educational planning**

- A. Advocate its for a national education right and a citizen Charter, which contain also responsibility standards for education services.
- B. Support of the civil society during the collection of assistance for education and public expenditures for training and of them examine whether the public expenditures agree with the political obligations and are gender specific.
- C. Advocate for the acceptance and conversion of legislation or political strategies, which forbids sex specific force in and over to schools.
- D. Promotion and support of education management committees or parents teacher federations. They are to function democratically and to induce parents and learning to the active participation in decision-making processes.
- E. Templates to education management committees or parents teacher federations at school/local level, in order to develop sub national and national coalitions.
- F. Promotion and support of approaches, the learning, parents and teacher enable for schoolbased management.
- G. Support of UNESCO, donors and initiatives of the civil society to the improvement of the educational planning and the management on different levels.
- H. Support, participation and guidance of children and young person, in particular girl, during the school administration by child and parents federations on local and national level.

## **4. Monitoring, evaluation and research**

Monitoring, evaluation and research in connection with this strategy concentrate on the most important expected listed results. In connection with national and

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international courses of studies and framework programs are developed, these results flow over on different levels with “Lazarus” by direct and indirect measures. Additionally to the results down, specific changes, which were written on the planet and in the Internet to be found are, on the level of the right owners, obligation carriers and organizations of the civil society flow with “Lazarus”. These are used also for the monitoring, evaluation and research.

### ***Expected results***

#### **Equal entrance**

- That free, mandatory and by the state financed public and private basic formation and the opportunities are guaranteed by appropriate national legislation, for example by that setting right to education.
- The public policy and practice, which promote a equal entrance to education of children and young person to normal times and in emergencies.
- One hundred percent of first day at school and their conclusion of children and young people, in particular girl and young women, in public or private basic school institutions.

#### **Quality**

- Both the physical environment and lehr and learning processes are not learn friendly and children and young people are suspended kind of discrimination or abuse.
- All children and young person in all classes achieve the expected learning results, particularly in language, mathematics, natural sciences and eco (more ecologically, more economically) ethics.
- Increased opportunities for those, those successfully locked their training on a possibility for higher education.

#### **Educational planning**

- The Dakar action strategy for EFA is converted effectively by the national governments.
- Local one, national and international organizations and federations for children affect young people and parents, governments and givers on its political and financial obligations opposite EFA.
- Children, young people and parents organizations and federations are active on all levels in the educational planning.

**Children, young people and parents organizations and federations are active on all levels in the educational planning.**

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## 5. Questions frequently posed

### 1. Which value does this strategy have on our support in the education?

Depending upon interpretation and application to different levels, it becomes:

- , effective and important educational questions of the entrance, the quality and administration help us
- Guide for the development of context-specific strategies and policies
- our influence improve on the national and international policy and practice in the training
- help to transform the balance of power between the most important participants in the education.

### 2. How was the strategy produced?

The process referred systematic overviews and evaluations of our support for training; internal consultations; Analysis of the global trends, comparison of politics and strategies of other INGOS; “Lazarus” - collection of the strategic priorities and other organizations widens.

### 3. Who produces it?

The “Lazarus” and representative of external organizations and networks.

### 4. What means this replaces to the strategy?

The strategy replaces all previous guidelines regarding the education strategy, the part of our political position was.

### 5. Which concrete changes can we expect from the application of this strategy?

- All children and young people is the entrance to free and mandatory compulsory schools, Primary and secondary school, in our area to be made possible.
- Primary and secondary level schools and private “education centers” practice lernerzentrierten and gender specific training processes and learning processes.

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- Readiness of the local and national governments for the education in emergencies.
- At the program participating countries would drive through international evaluations of the school achievements.
- Federations and networks of children, young people and parents on local, national and international level are active in the education management and in the educational planning.

Please consider the tables on the planet, in the “Lazarus” Intranet for specific changes, which is to be expected as consequence of the application of this strategy with the training.

**Promotion, protection and guarantee of the right of the citizens to education are impossible, without the challenges of planning on all levels.**

### **6. Will “Lazarus” build further classrooms?**

The range of application of this strategy is not to be specified, which should not do “Lazarus” or should not. This strategy covers a set of measures, in whose frameworks each priority is located only as proposal. Which should “Lazarus” do, not do should not or stop should, is in each country and their program, in which the goals are contained of this strategy. Plans and strategies in the respective country are developed locally on the basis of a thorough analysis with “Lazarus”.

- The priorities, strategies, measures and plans of the other participants are above all those of the national governments in their programs and the international givers.
- Financial additions of “Lazarus” are regarding the structure of the capacities of the right owners and the transformation of the balance of power between the different participants in the education area on all levels.

### **7. Why doesn't this strategy have is not according to [4As] (accessibility, availability, adaptability and acceptance) or [AQR] (entrance, quality and respect) as strategic priorities like the UNESCO and UNICEF documents over the right to education it to do?**

“Lazarus” explains these two options and the reasons for the recommendation as follows:

- The concepts, accessibility and acceptance cannot be separated from availability and accessibility. Likewise the acceptance and adaptability can be combined in
- In some “Lazarus” - program countries are not entrance and availability large problems, while equal entrance is one.

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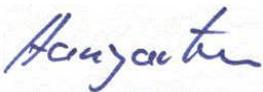
- Acceptance and adaptability can be seized in quality. Although the word “quality” can mean many things for many humans, it is understood better than acceptance and adaptability.
- A further reason for our recommendation of quality than priority is “Lazarus” consistent work in all countries concerning the quality. The quality contains respect.
- Neither the 4As nor the AQR contain the important question of planning. Improvements with the equal entrance contain quality, education depends much on which educational facilities and systems are subject and their responsibility in relation to children and communities. The promotion, protection and guarantee of the right of the citizens to education are impossible, without the challenges of planning on all levels.

### **8. Who should be contacted for further information about this strategy and/or, in order to give feedback, if at all?**

Please contact a member of “Lazarus” or the respective representative of its region, national “Lazarus” establishment or the international head office in Liechtenstein.

This education strategy was approved by the CEO of the LPCT and set into force:  
June 2013

For the executive committee



CEO Guido Hangartner, Ph.D.

Translated with Systran interactively Translator. As original the version into German is considered.