

Measuring Progress of Tribal Education

A Case Study on the Efforts of the Tribal Welfare Department, Government of Andhra Pradesh, India to measure the progress of their Education Programs



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Background: India's Indigenous People



- 84 million or 8.2% of total population (2001 census)
- Geographically spread across the country, but exist in few pockets
- Constitution of India gives special status of Scheduled Tribes
- Protect from all forms of exploitation
- Ministry of Tribal Affairs mandated as nodal policy and administrative body
- Primitive, socially and economically disadvantaged, historically exploited, and a majority are still isolated from the mainstream development

Background: About Andhra Pradesh



- Located in South Central India
- Fifth largest State by population, 76 million
- Tribal population of 5 million or 6.5 % of population
- Pioneering efforts since 1975 towards Tribal welfare
- ST literacy rate: 37%, Total literacy rate: 60% (2001 Census)
- “Naxal” (or anti-State actors) menace rampant, but now stemmed
- Globalization has presented threats and opportunities



Introduction: Tribal Welfare Programs



- Areas of intervention by Tribal Welfare Department (TWD), Government of Andhra Pradesh (GoAP):
 - Self governance
 - Education
 - Health
 - Economic activities and livelihood
 - Socio-economic unrest
 - Rehabilitation and resettlement
 - Infrastructure development
 - Development of Primitive Tribal Groups
 - Database Planning, e-governance initiatives, and IT applications

Tribal Education Programs



- 2008-09 budget is USD 170 million (Rs. 800 crores; 1 crore = 10 million)
- 79% of proposed budget allocated towards education
- India's planners have naturally felt that education is key for tribal development
- Given the tribal habitat, developing agriculture and industries is challenging
- Quality education helps in gearing up the tribals for the tertiary sector
- Globalization has presented new opportunities, but quality of education is of the essence...
- ...thus, the need to measure the progress of programs.

Tribal Education Programs



- Educational institutions
 - (442) hostels, (599) integrated schools, over 305,000 students enrolled, over 1 million students in elementary education
- Food and clothing as incentives
- Institutions of excellence
- Coaching for professional programs
- Scholarships for attending city-based private colleges
- Teaching in tribal languages

The Need for Quality



- Ample numbers, but does that translate?
- Education can bridge gap
- Improve access to better quality of life
- Check social unrest
- Attempts to measure performance, but in basic stage

TWD's Performance Measurement System



- Core Indicators were selected
- For each core indicator, a performance indicator was selected
- For each performance indicator, several guidelines were drafted as how to achieve the performance indicator: who is responsible for what work and how to go about it.
- **SAMPLE:**
 - Education
 - ✦ Admission and support of boarders in educational institutions
 - All incentives to boarders will be monitored.
 - The DTWO, ATWO, Wardens, headmasters responsible for implementing this scheme

TWD's PAS



- Each district against the core indicator was given a grade: A-D
- The grade is based on targets met.
- Performance Measurement and Reporting Format:

S. No	Departmental Indicator	Unit	Annual Target	Quarterly Target			
				QR 1	QR 2	QR 3	QR 4
1	Enrolment of children in educational institutions	No. of Students	68955				

- Similar reporting for each district and each officer in a district; based on which a grade was assigned.

TWD's Outcomes Budget



- The 2009-10 outcomes budget is a document details a few outcomes
- Format of the budget:

S. No	Scheme/Program Name	Objective/Outcome	Outlay 08-09 (Rs)			Quantifiable Deliverables	Projected Outcomes	Process/Timeline	Risk Factor
			NP	Plan	MSS				
1	Schemes under Article 275 (1)	The objective of the scheme is to bridge critical gaps in infrastructure by taking up infrastructure development facilities and to continue the residential schools and coffee plantations	0.00	20.44	0.00	<ul style="list-style-type: none"> •Coffee plantations scheme in 12,000 acres. •Residential schools with 5000 children out of which 1890 are tribal 	<ul style="list-style-type: none"> •Retention of tribal children in the schools •Bridging of critical gaps in infrastructure •Increased income for tribal farmers 	Sanctioning of the schemes by April 2008	Non response to tenders in the remote tribal areas. Excessive rains.

Key Research and Capacity Building Areas



- Leadership
- Scope
- Indicators
- Incentives
- Impact

The Way Forward



- Encourage research
 - Challenges | Facilitating Factors to Performance Measurement
- Identity indicators
 - Comprehensive | Specific | Index
 - ✦ For example: what indicators should we measure for a school?
 - Basic building with a surrounding wall
 - Toilets for boys and girls
 - Blackboard with chalk
- Involve the beneficiaries
 - Citizen participation | Pilot project
- Invest in Information Technology
 - Accountability | Improve Service Delivery

First Phase of Research



- Understanding the previous effort
- Pilot project with citizen engagement
- UNICEF-ASCI consultation on Tribal Education
- Four focus groups completed
- Organizational Assessment in progress
 - ✦ Performance by Relevance
 - ✦ Matching beneficiary responses from focus groups to Departmental programs

Thank You

