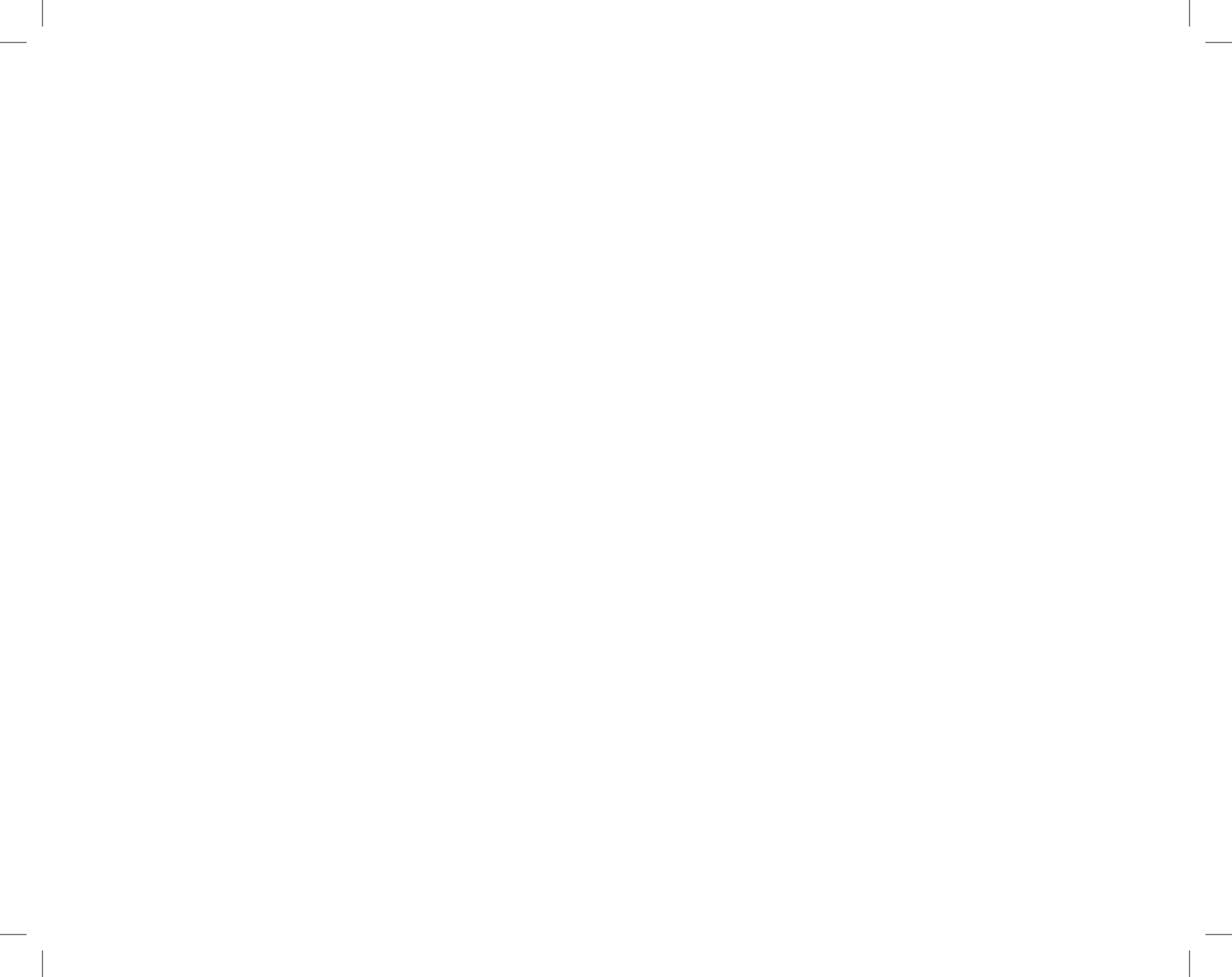


KNOWLEDGE PARTNERSHIP

EU India Cooperation in Education



EUROPEAN UNION



M E S S A G E



It gives me great pleasure to introduce readers to this publication on the European Union's cooperation with India in the field of education.


Education and training are fundamental to Europe's conception of human rights and democracy, but they are also cornerstones of the EU's strategy for growth and jobs. In its *Strategic Framework for European Cooperation in Education and Training*, agreed in 2009, the EU set itself the aims of making lifelong learning and mobility a reality; improving the quality of education at all levels; promoting equity and social cohesion and active citizenship; and enhancing creativity and innovation in the educational system.

These aims have been translated into measurable objectives for the year 2020: for example, at least 85% of children should be up to standard in reading, mathematics and science; and at least 40% of those between 30 and 34 should have a college or vocational qualification after finishing school.

But knowledge knows no frontiers, and this is why Europe's educational strategy also has an external dimension. In 1999, the so-called Bologna Process launched measures to develop a European Higher Education Area so that students could earn a degree by taking courses in more than one country. This movement has grown from strength to strength so that, today, 47 countries – including of course the 27 Member States of the EU, but going as far as Kazakhstan – are signatories of the Bologna Process.

The recognition of courses in the universities of other countries has enabled students to travel as part of their education; EU programmes like Erasmus and Tempus have supported them with financial grants. The European Commission's proposed 'Erasmus for All' programme for education, training youth and sport, which will start in 2014, aims to significantly extend opportunities for young people to study, train and volunteer abroad.

As part of the EU's contribution to the achievement of the Millennium Development Goals, millions of children across the world have also been educated with EU support. For the European Union, however, the improvement of knowledge development and delivery systems is



no longer one-way traffic: the Strategic Framework has, as one of its guiding principles, the reinforcement of policy dialogue with third countries.

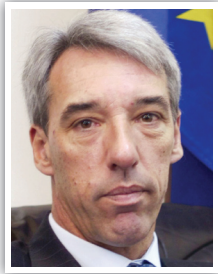
Cooperation in education and training has four distinct goals: to bring peoples and cultures closer together; to support the spread and modernisation of education; to advance the EU as a centre of excellence; and to improve the quality of educational services in the EU through exchange of information and good practices. All these goals are uppermost in our minds in our partnership with India.

I hope you are encouraged, as I have been, by the evidence of cooperation between the educational systems of two of the great traditions of learning in the world.

Androulla Vassiliou

Member of the European Commission responsible
for Education, Culture, Multilingualism and Youth


F O R E W O R D



Two decades ago, the idea of human development captured the attention of economists, displacing the notion that rising GDP alone matters. In the construction of a composite human development index, education and health were among the foremost additional indicators of capabilities and, eventually, of the freedom to make choices. Accordingly, the Millennium Development Goals formulated and agreed by the UN in 2000, set targets for international development in 8 areas of which poverty reduction, education and health were the first three. Simultaneously, the meteoric rise in the importance of the knowledge economy has brought education, training and innovation to the attention of policy makers throughout the world. It is no surprise, therefore, that these subjects now occupy a prominent position in cooperation between the European Union and India.

The importance of education and training in cooperation with India has grown steadily since the early nineties when India decided to make a decisive move to eradicate illiteracy. Since then, the European Union has been a partner in two successive flagship programmes of the central government – the District Primary Education Programme (DPEP, 1993) as well as its successor, the Sarva Shiksha Abhiyan (SSA, 2001) for elementary education. The EU's support for these sector programmes is based on the conviction that India's own efforts to bring about progress in literacy and education through reforms should be supported through a strong partnership. Alongside, as this brochure shows us, the EU has also supported selective and innovative education projects with national and state-level NGOs to reach out to remote areas and disadvantaged communities. The field of vocational education and training is also being explored through 9 projects in several states.

A Joint EU-India Declaration on Education in 2008 has established a sector policy dialogue to promote cooperation at different levels of the educational spectrum, among them a reform agenda for higher education (including teacher education and quality assurance); and new initiatives in the field of vocational education and training.



Education is seamless; and learning must be a lifelong process to take account of rapid changes in technologies and economic structures. We believe this is as true for Europe as it is for India. With complementary strengths and broadly compatible structures in the education and training field, the scope for cooperation between the European Union and India is enormous. My best wishes for the establishment of a dynamic and fruitful partnership based on the excellent work done so far.

João Cravinho

Ambassador and Head of Delegation to India



Progress in Elementary Education

The European Union has been working with India since 1994 in the context of its objective of universal elementary education. The District Primary Education Programme (DPEP, 1994–2000) was the first nationwide central scheme to take up this objective, and the European Union was the first international partner to pledge support to this programme, with a grant of €150 million. The distinguishing feature of DPEP was central support for more schools with more teachers based on gaps and needs identified at the district level. The programme led to the construction of classrooms and school toilets, hiring and training of teachers, improvements in the curriculum and involvement of elected village-level committees to participate in the supervision of local schools.

The success of DPEP in increasing enrolment and retention of students up to Class V meant that more students were going up to Class VI and above, so a second national sector programme called the *Sarva Shiksha Abhiyan* was launched in 2002 to make elementary education till Class VIII universal as well, at the same time bridging social and gender gaps and improving the quality of learning. The EU contributed €200 million to the first phase of SSA which concluded in 2008 and has contributed another €70 million to a second phase. It is likely to approve an additional amount of €80 million to the programme - including to secondary education - from 2012. These contributions do not include substantial grants to both DPEP and SSA from the UK through its Department for International Development (DFID). Nor do they reflect European Union contributions to the World Bank which is the third major development partner in these education sector programmes.

Training Teachers and Building Model Schools

As part of its contribution to SSA, the European Union is funding a capacity building project titled *International Best Practice Leading to Innovation*, which will offer training to national and state level institutions and departments of education, and support 625 model schools in Rajasthan, Andhra Pradesh, Jammu & Kashmir, Orissa and Delhi. This project is being implemented through an NGO – Save the Children, UK.

To reflect its appreciation of the role of non-governmental agencies, the EU has also made sizable contributions to civil society initiatives in education through the Programme for the Enrichment for School Level Education (see box on next page).

PESLE: Grassroots Initiatives in Primary Education

The Programme for Enrichment of School Level Education (PESLE) project, supported by the European Union with a grant of €11 million, ran from 1999 to 2007 and its primary objective was to develop, test and then mainstream innovative teaching and learning methodologies for children from low-income and educationally deprived backgrounds. Management and co-ordination for this project was provided by the Aga Khan Foundation, and field-level work was carried out by the Society for All Round Development (SARD), *Bodh Shiksha Samiti* (BSS), Aga Khan Educational Services India (AKESI) and Dr. Reddy's Foundation (DRF). An independent evaluation carried out towards the end of the project found that the project objectives of refinement, application and upscaling of innovative strategies focussing on disadvantaged groups, and the promotion of partner NGOs institutional capacities had been clearly met. It went on to observe that "all NGOs have developed robust and sustainable relationships with governments, communities and teachers". The project has been able to motivate more parents to send their children to school and come up with new ways of teaching children of different ages and abilities in a single classroom.

Through these programmes the EU is helping India to meet its obligations under the Right of Children to Free and Compulsory Education (known, more commonly, as the Right to Education Act) which was passed by India's Parliament in 2009 and entered into force from April 2010.





Improving the Quality of Elementary Education in Jammu & Kashmir

Save the Children is implementing a 3 year project in Jammu & Kashmir, entitled *Improving the Quality of Elementary Education in Jammu & Kashmir* with the support of EU funding. The overall objective of this project is to involve local communities in the development and implementation of elementary education, and strengthen community-based monitoring so as to hold government education officers accountable for access to schools and quality of teaching.

This initiative builds on an earlier project piloted in 50 villages across 10 districts, with substantial refining and scaling up to replicate and improve its impact over a far wider target area. The initiative focuses on 11 blocks within the State of Jammu and Kashmir, covering a total of 400 villages/urban wards in eleven targeted districts (Leh, Kargil, Doda, Rajouri, Poonch, Baramulla, Anantnag, Pulwama, Kupwara, Budgam and Srinagar). The project is being implemented with support of government and six local partner NGOs – the Jammu & Kashmir Yateem Trust, the Jammu & Kashmir Yateem Foundation, Jay Key Women Welfare Society, Modern Cultural Club, the Leh Nutrition Project and the Kargil Development Project. By mid 2012 the project aims to ensure enrolment and retention of 3,000 out of school children and enhancing the learning performance of 24,000 children attending elementary schools in the selected villages and towns.

The project is based on the premise that meeting targets set by the Millennium Development Goals (for universal education and gender equality) cannot simply be achieved by directing more funding towards underperforming structures and expecting that this will improve outcomes. While additional funding is pivotal, it is also necessary to improve the existing system by targeting improved performance, cost effectiveness and the reduction of bureaucratic procedures. Strengthening the school-community bond and training teachers are two major priorities under the project. Consequently, activities include generating awareness about the rights of children to a quality education and strengthening local institutions such as Village Education Committees (VECs) to monitor and support teaching in the schools. Marginalised communities such as nomads, tribals and those living in extreme poverty are receiving special attention, as are girls and children with disabilities.



The EU's Partnership with the State of Chhattisgarh

The EU has development partnerships with the two Indian states of Rajasthan and Chhattisgarh. While water policy and the management of water resources is the dominant theme of the Rajasthan partnership, work in Chhattisgarh is targeted at the equitable delivery of and access to health and education services as well as improved forest based tribal livelihoods.

Of the total budget of €80 million for the state, €32 million goes towards budget support for education. The ambitious objectives of this partnership in education include improved access to schools for all children especially those in remote areas; developing and implementing a policy for vocational education at the secondary level; and strengthening the capacities of state level and *Panchayati Raj* (local governance) institutions and NGOs working in the field.

The programme has already had some notable successes since implementation began in August 2006:

- ❖ Multi-grade teaching has been started in 26,000 schools in the 146 administrative blocks in the state.
- ❖ Training in pedagogy and school programme management has been conducted for district institutes of educational technology.
- ❖ The early childhood care initiative, has helped to enrich pre-school education; and learning kits along with training have been given to 20,000 centres or *Anganwadis*.
- ❖ Equipment for 12 vocations has been provided to higher secondary schools.



Vocational Education and Training

Vocational training was included as a priority for the wide-ranging EU-India dialogue on education initiated in November 2008. As a first concrete step the European Union decided to concentrate its financial assistance for non-state agencies in 2010 on vocational education and training, and approved 10 projects for support (see table) covering 22 states in India and taking, as guidance for their location, the 250 BRGF (Backward Regions Grant Fund) districts where regional imbalances in development need to be redressed.

The EU contribution to these projects is €8.4 million. Programme objectives include the development of state-level policy frameworks; assessing demands for various skills; and building these skills in sectors such as horticulture, agricultural support services, healthcare, tourism, water conservation technologies, information technology and renewable energy. While several trades are useful for micro enterprises, linkages will be developed where necessary with potential employers in industry. With the projected increase in training facilities, the development of curricula as well as toolkits for trainers will be an essential feature of all these projects. The European Union's objective is to increase employment opportunities for young people, for women, and for those from poor families and disadvantaged communities. Project partners are now involved in the restructuring of the skills development part of the Government's National Rural Livelihoods Mission.

This experience and knowledge will also be of use in working with the Directorate General for Employment and Training (DGET) of the Ministry of Labour and Employment on a skill development programme beginning 2012. The programme, with an outlay of €6.5 million, will support the establishment of a *National Vocational Qualifications Framework* in India, contribute to the setting up of a Labour Market Information System, enhance the capacities of the DGET and provide training based on agreed models of best practices in skill development.



The Importance of Skill Development

At a time when populations in many developed and developing countries will fall, approximately 200 million Indians will join the workforce in the next two decades. If they can be productively employed, India will reap a rich harvest in terms of the so-called 'demographic dividend' where a high proportion of the population is in the age group 18–60. The Government of India launched the National Policy on Skill Development in 2009, and a National Council on Skill Development was set up under the chairmanship of the Prime Minister with ministerial colleagues and representatives of both the public and private sectors as members. The National Skill Development Corporation (NSDC) was set up as a public-private (49:51) partnership the same year and its objective is to meet 30% of the overall skill provision target of 500 million people by 2022, with women's participation rising to at least 30%.

VOCATIONAL TRAINING PROJECTS WITH NON STATE AGENCIES

NGO	Grant in euros	State	Project focus	Local partners
Katholische Zentralstelle für Entwicklungshilfe e.V (ended in Dec. 2009)	444,050	Maharashtra, Gujarat, Orissa, Chhattishgrah, Jharkhand, Uttaranchal, Haryana & northwestern region of Uttar Pradesh	Functional vocational training in viable trades & skills for youth, women, tribals, etc. of marginalized communities.	Functional Vocational Training and Research Society and Caritas India
Aide et Action, France	750,000	Andhra Pradesh	Re-orienting the vocational education system in Andhra Pradesh to create sustainable market-oriented employment opportunities for marginalized youth.	Aide et Action India Private Limited
PRADAN	1,000,000	Jharkhand, Madhya Pradesh, West Bengal, Chattisgarh, Orissa, Bihar and Rajasthan	Building skills in agriculture support services by training 6000 youths in such livelihood services for women producers.	
CAP Foundation Trust	999,500	West Bengal, Chattisgarh, Jharkhand, Haryana, Bihar, Uttar Pradesh, Orissa, Andhra Pradesh, Maharashtra and Rajasthan	Developing employable skills for 15,500 disadvantaged youths from 22 BRGF districts mainly in the healthcare and tourism sector. It builds on the existing model of employability skills training (market-oriented competence and placement).	
Confederation of Indian Industry (CII)	896,500	Uttar Pradesh and Haryana	Building a framework for employer engagement in skills development with the following key components: 1) creation of sector skills councils; 2) delivery of demand driven benchmarked training across the manufacturing, agro-processing and tourism sectors; 3) development of delivery mechanism for soft skills including English for employability.	British Council; City and Guilds
Deutsche Welthungerhilfe	562,500	Jharkand, West Bengal and Orissa	Building skills among tribals, dalits and OBC youths in 13 BRGF districts in 3 eastern states in India based on specific local needs in the fields of sustainable agriculture, non-timber forest produce, water conservation technologies, renewable energy and health.	Aragamee; Center for World Solidarity; Development Research Communication & Services Centre; Ramakrishna Mission Ashrama

VOCATIONAL TRAINING PROJECTS WITH NON STATE AGENCIES

NGO	Grant in euros	State	Project focus	Local partners
SEWA	995,900	Gujarat and Rajasthan	Skill development for 25,000 self-employed women, in both textile and garment sectors as well as other economic fields such as agro processing and renewable energy.	
Udyogini	507,500	Jharkhand, Bihar, Uttarakhand and Rajasthan	The project builds on existing Rural Business hubs which are focal points for skills development in the concerned supply chain (vegetables, honey, non-timber forest products and bamboo products) for women. Activities include training in quality segregation, value addition and packaging; training in enterprise management.	
Functional Vocational Training and Research Society	868,500	Rajasthan, Himachal Pradesh, Madhya Pradesh, Assam, Tripura, Manipur, Nagaland, Sikkim, West Bengal, Andhra Pradesh, Karnataka and Tamil Nadu	Strengthening quality Vocational Education & Training (VET) in BRGF districts for underprivileged youth in three focal regions in India, to contribute to livelihood promotion, mainly in the informal sector, for excluded communities.	
MYRADA	810,600	Andhra Pradesh and Karnataka	Establishing rural VET centres in collaboration with the Karnataka State VET programme and the Rajiv Gandhi Udyogshree programme in Andhra Pradesh. The project will be implemented in 2 southern states of India covering 3 BRGF districts and reaching out to 2500 youths.	
TREC-STEP	1,000,000	Tamil Nadu, Maharashtra and West Bengal	Developing, implementing, institutionalizing and promoting, New Emerging Technology Skills (NETS) curriculum in the backward regions of the southern, eastern and western parts of India for youth from the most vulnerable and marginalized sections of society.	Vivekananda Institute of Bio Technology Sri Ramakrishna Ashram Nimpith, Science and Technology Park, University of Pune

ERASMUS MUNDUS: an Opportunity to Study in Europe

An exciting and popular education initiative promoted by the European Union is Erasmus Mundus, an international student and researcher mobility programme. The Erasmus Mundus programme supports two separate initiatives.

Action 1 comprises Masters Courses and Joint Doctorates at two or more European universities. Curriculum is developed jointly by institutions in different Member States of the European Union, allowing scholarship winners to benefit from specialisation and experience their cultures and traditions. There are nearly 150 Masters level courses and 35 Ph.D programmes to choose from. The facility also allows short-term visits by faculty members in both directions to carry out research and teach courses.

Under *Action 2* there are grants for consortia of European and partner country institutions who wish to exchange faculty and students. Consortia must have a minimum of five institutions from at least 3 EU Member States and an unlimited number of institutions from partner countries like India.

Between 2004 and 2010, more than 2500 Indian students have been awarded scholarships of varying durations under Actions 1 and 2. Interested students can be guided in how to apply for these scholarships by following the link below.

How to apply for Erasmus Mundus

Masters Courses and Joint Doctorates (Action 1)

First, go to the Erasmus Mundus website:

http://eacea.ec.europa.eu/erasmus_mundus/funding/scholarships_students_academics_en.php

Click on the link to:

Erasmus Mundus Masters Courses (EMMCs) or

Erasmus Mundus Joint Doctorates (EMJDs)

You can view all available courses or search for courses in a specific discipline.

Once you have made your selection, go to the website of your chosen course. The course website will give you the details you require about tuition, fees, application procedures, etc.

Please remember to send your application directly to the co-ordinator of your selected course.

Erasmus Mundus Scholarships for Mobility (Action 2)

Students of European and Indian partner universities that belong to consortia selected under Action 2 can apply directly within the consortium. These consortia may also accept applications from students of non-partner universities.

For information on scholarships for Indian students, go to:

http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_en.php and click on the link for Action 2. There is a list of countries covered by each project.

How Much is the Scholarship Worth?

The size of the scholarship may vary according to the level of your studies, their duration (3 months to 3 years) and your nationality. For Indian students, the amounts are:

- ❖ Up to €24,000 per year for Masters Courses (Action 1)
- ❖ €60,000 - 130,000 for three-year Joint Doctorates (Action 1)



The experiences of some Indian Erasmus Scholars

- ❖ "The programme helps students to build on their competencies thus enabling them to contribute extensively towards the social development process in their home countries." *(Indian Student)*
- ❖ "This is a wonderful chance for me to complete my research work at the highest scientific level." *(Indian Student)*
- ❖ "The scholarship has made it possible for me to come to Norway and study at a university which is known to be the best in my field (industrial ecology). The financial assistance has made this possible. It would have been next to impossible for me to have come here without a loan. Apart from that, it is a wonderful experience to be in a new country. The cultural exchange and learning is tremendous! It has given me a wider perspective to life and shown me how different, yet similar people are from different parts of the world." *(Indian Student)*
- ❖ "The student exchange programme has opened vistas of global higher education to the meritorious, but financially deprived students from India. At the same time, European students have identified areas of innovative studies in India's developing environs. For both European and Indian exchange students, the experiences of studying and staying in cultural milieu other than their own have been challenging and have served to broaden their outlook towards life in general." *(Indian Professor)*

EU India Study Centres

As part of a Joint Action Plan, EU-India Study Centres are being supported in 15 institutions of higher education in India and Europe. Their objective is to provide depth to academic courses on modern India in Europe and vice versa.

- ❖ Aarhus University, Denmark
- ❖ Indian Institute of Technology, Chennai
- ❖ Manipal University, Karnataka
- ❖ Reutlingen University (FH), Germany
- ❖ University of Warsaw, Poland
- ❖ University of Delhi
- ❖ Hochschule Bremen University of Applied Sciences, Germany
- ❖ Jawaharlal Nehru University, New Delhi
- ❖ Leiden University, Leiden, the Netherlands
- ❖ Mangalore University, Karnataka
- ❖ Manonmaniam Sundaranar University, Tamil Nadu, India
- ❖ Pondicherry University, Puducherry
- ❖ Symbiosis Centre for International Education, Pune
- ❖ University of Rajasthan, Jaipur, Rajasthan
- ❖ Università Degli Studi di Milano, Milan, Italy

These study centres have met several times to discuss political, economic and social changes in Europe and India. Apart from a better understanding of developments in contemporary societies, both sides have been keen to know how the higher education systems work on the other side and how they can be harmonised. EU support is also being used to organise workshops on specific themes and develop courses and course material so that academic exchanges can continue after the programme concludes.

EU and Indian Studies

- ❖ *Aarhus University* has developed a BA and an MA in Contemporary India Studies.
- ❖ The *University of Rajasthan, Jaipur* is offering MA in European Studies.
- ❖ *IIT, Madras* has developed course in the Theory and Practice of Democracy with a section on Europe and its Impact on India; and there are 2 Masters courses on European literary, cultural, philosophical and historical themes.
- ❖ *Warsaw University* has introduced 4 compulsory courses on Indian politics at MA level.
- ❖ *Delhi University's Department of Sociology* has introduced 2 optional M. Phil courses on art and modernism, and transnational migration, gender and identity.
- ❖ *SP Jain Institute of Management Studies* in collaboration with *Reutlingen University* has introduced a course in European Business Studies.
- ❖ *Manipal University* has launched a Masters course on European Studies and Management.

Jean Monnet Chair

The Jean Monnet programme, with activities in 62 countries, is designed to increase knowledge and awareness about European integration by promoting teaching, research and debate on European Union matters including the EU's relations with other regions in the world. The prestigious Jean Monnet Chair in India for specialisation in the field of European integration is held by Prof. R.K. Jain of Jawaharlal Nehru University.

Area Studies

By the end of the project two of the Indian EU Study Centres – the University of Pondicherry and University of Rajasthan – had applied successfully for the Area Studies Grant under the UGC scheme. After 25 years with only JNU as a European Studies academic reference point in India, the project has thus managed to pave the way for this important recognition. Out of the 53 Area Study centres sponsored by UGC nationwide, 3 are now for European Studies.





EU Assistance to Secondary Education is Now Planned

With the increase in the number of schools and students at the elementary level there is now pressure to increase capacity in the secondary education sector, for which the Government of India has launched a programme called the *Rashtriya Madhyamik Shiksha Abhiyan (RMSA)*. This programme targets the age group 14–18 with the objectives of:

- ❖ Providing secondary and higher secondary schools at distances of 5 and 10 km of all habitations respectively.
- ❖ Ensuring universal access by the year 2017 and universal retention by 2020.
- ❖ Reaching out to disadvantaged groups and communities such as girls, scheduled tribes and castes, the economically weak and the physically disabled.
- ❖ Increasing the number of vocational schools by 10,000 in partnership with industry so that the vocational stream is able to absorb 25% of the total number of students at the higher secondary level. For this purpose a model vocational school will be set up in each of the 6,000 blocks in the country.
- ❖ Strengthening infrastructure - including information and communication facilities - in 44,000 existing schools.
- ❖ Employing 90,000 additional teachers.

The European Union sees the success of the *Rashtriya Madhyamik Shiksha Abhiyan* as critical to India's future and, in agreement with the Government of India, will participate in this programme with a grant of approximately €80 million - for both elementary and secondary education - from 2012.







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