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Conceptual Model to Assess the Outreach Programmes Providing Education to Children

Abstract

Present paper is an attempt to develop a conceptual model to assess the effectiveness of the outreach programs, which are providing education to the children who are not able to attend formal schooling due to many reasons. The model was developed after analyzing three ground theories related to right to education; UNICEF's Human rights based approach, Amartya Sen and Martha Nussbaum's Capabilites approach and Piggozi's two level model. The conceptual model explains as how the main concepts and ground theories are connected, defines the criteria to evaluate the outreach programs and measures the ability of the outreach programs in providing access to education on one hand and the extent to which these programs are able to help children in gaining skills, values and knowledge that will help them in escaping poverty and leading valuable lives on the other hand.

Keywords: Outreach programs, human rights based approach, capabilities approach, piggozzi's two level model, conceptual model

Introduction

The traditional education system fails to retain children before they acquire basic skills and recognized qualifications that is needed for their adulthood. This is due to rigid time schedules, non-individualized teaching methods and process that rarely suit children needs. Traditional education system is of a mediocre quality that does not help children in acquiring social skills that are needed to adapt in a complex environment (IIEP 1997, p.4).

Failure of formal education system to provide education calls for alternatives. Alternatives mean providing education outside the formal education system that serve specific clientele with identifiable instructional objectives. The report *Learning to be* draws attention towards the act of learning rather than educational institution or content of teaching as the main aim of education. The report was published by the International Commission on the Development of Education in 1972. This approach inspired the EFA Declaration at Jometien in 1990 (IIEP 1997, p.4).

After the declaration, in the last three decades many alternative programs were started by private organizations, NGOs, religious groups, village communities, international bodies and even by ministries of education to support education. Many studies of these programs have been conducted by international bodies UNESCO, UNICEF and World Bank (IIEP 1997, p.4). Qualified teachers and classroom settings of national standards are not available in all circumstances this call for alternatives to national school system for non-school goers. Such programs help in reinforcing self-esteem of children and they can contribute to their community (Nicolai 2003, p.44).

Outreach programs however, can be programs where the certificate and validity of learning is not assured, as they are non-formal educational programs. These programs are substitutes for country's

formal education system and differ in their approaches towards educating children and types of intervention (IIEP 1997, p.10, Baxter & Bethke 2009, p. 27).

Outreach access programs provide standard curriculum in non-traditional environments with limited resources. These programs are focused on groups of children not enrolled in formal schools. Different curriculum and methods often developed by NGOs operate in different geographical locations. They generally use formal curriculum, learner centred and participatory pedagogy but with untrained teachers (those who may not have received formal teachers training). **Outreach bridge programs** help re-enter children in to schools. Some of the famous outreach bridge programs are Complementary Rapid Education Program of Sierra Leone, Community Oriented Primary Education Program of Uganda and Alternative School Program of Nepal.

Another type of outreach programs are **parallel programs.** These often look like formal schools, but are run in places other than formal schools. This is like community schools that are operated and supported by the community. Community schools of Sierra Leone, Liberia and Afghanistan are such type of parallel programs.

Outreach curriculum or subject programs provide alternative curriculum and particular topics according to the additional needs of children like HIV and AIDS education, psychological programs and after-school clubs.

Active learning, child centred pedagogy, multi-grade classrooms, peer-tutoring, self-guided learning material, involvement of community members and parents in school, locally adapted changes, free flow of children and more focus on learning rather than teaching are some most important characteristics of these programs (Uemura, 1999; Nicolai, 2003; Hartwell, 2006; Baxter & Bethke, 2009)

Some of the successful program are: 'Escuela Nueva' (New school) in Colombia that started in 1970s and has spread to about 8000 schools. This model was later adapted by 10 other Latin American nations, Africa, Middle East and Asia. Another successful program was that of Bangladesh Rural committee, which became famous by the name of Non-formal Primary Education program. The program was started in mid-1980s and later has grown to 35000 schools. The program was then adapted by nations such as Uganda, Sierra leone, Afganistan, Ethiopia, Sudan and Somalia (Ahmed, 1993; Sarker, 1994; Sweetser, 1999; Haiplik, 2004). The community schools program of Egypt started in 1990s for girls and boys who did not attend schools was later adapted by Islamic nations of Middle East (Zaalouk, 1995 and 2004).

Solely focussing on quantitative outcomes to achieve universal primary enrolment is a matter of concern, and there is a need to provide quality education to retain children. NFE and outreach programs are best suited to the needs of underprivileged children in terms of their curricula, processes and flexible strategies. But this important question remains.

But still a question arises as:

What role outreach programs play and how effective outreach programs are in improving access to education for underprivileged children?

Whether these programs are effective or not, it cannot be judged unless or until one goes into the ground level reality of these programs. In the present paper a bottom-up criterion based on Human-Rights Based Approach and Amartya Sen and the Martha Nussbaum's Capabilities Approach has been used for evaluating the programs. By using the two approaches and Piggozi's two level model, a conceptual model has been developed that measures the ability of the outreach programs in providing access to education on one hand and the extent to which these programs are able to help children in gaining skills, values and knowledge that will help them in escaping poverty and leading valuable lives.

Theoretical Framework

This research is framed on the basis of two approaches as mentioned above. Piggozi's two level model was analyzed and used to set the parameters for assessing the outreach programs. The two ground theories that frame this research are related to right to education and particularly focus on underprivileged children.

Ground Theories

Human right-based Approach

The HRBA includes goals, standards and norms of human rights system that are helpful in the planning, designing and implementation of development programs (Boesen & Martin 2007, p.9). HRBA approach recognizes the complexity of poverty as a root cause of human rights violation (Boesen & Martin 2007, p.9).

HRBA does not consider need to be merely physical, but considers it holistically in terms of political, civil, economic, cultural and social rights. According to HRBA there is a distinction between right-holders and duty bearers. Thus, government is the main duty-bearer that plays a major role in providing educational services. According to HRBA, outcomes are equally important as are processes undertaken to realize rights. HRBA considers and portrays deprived section of the population as equal human being not as victims; instead they are people who need support to exercise their rights (Boesen & Martin 2007, p.10). HRBA aims to empower most deprived and vulnerable population by placing individual's agency as the main actor in their development. According to HRBA, human rights principles should guide planning, designing, implementation, monitoring and evaluation of development programs. The principles of HRBA are stated in Table 1.

Table 1
Principles of HRBA

Human Rights Based Approach Principles	
Principle	Definition
Universal and inalienable	People are entitled to their rights from birth.
Indivisible	Each right is equal
Non-discrimination and equality	Rights are equal for everybody without any discrimination
Interdependent and interrelated	All rights are dependent on each other
Participation and inclusion	All individuals are free to participate in, contribute to and enjoy their rights.
Accountability	Government should promote and protect the rights otherwise right holders can redress.

Source: UNICEF 2007, p.10-11

As per Rights based approach, education should develop capacities among poor children and their parents to claim, understand and realize their educational rights. Unlike charity approach that focuses on 'inputs' and need-based approach that focuses on 'input and outcome', RBA focuses on 'process and outcomes' (Boesen & Martin 2007, p.10) and addresses participation of stakeholders in education as necessary (UNICEF 2007, p.14).

HRBA divides the right to education in three categories. These are right to access, right to quality and right to respect. HRBA respect the rights of children when they attend any educational program. If rights of children are respected then it will positively affect the retention rate (Unicef 2007, p.28).

The conceptual framework of HRBA reflects the universality and indivisibility of human rights by highlighting holistic approach to education. The three central dimensions of HRBA are give in Table 2:

Table 2
Central dimensions of HRBA

HRBA Conceptual Framework for Education	
1. The right of access to education	Education should be available to all children irrespective of gender, class, creed and should be accessible
2. The right to quality education	Curriculum should be inclusive and relevant for all. Learning environment should be child-friendly, safe and healthy
3. The right to respect in the learning environment	There should be respect for identity, participation and integrity in the class

Source: UNICEF 2007, p. 28

The Capabilities Approach

The capability approach centered around what people are effectively able to do and be. The approach is about the *capabilities* of people (Nussbaum, 1988, 2003; Sen, 1993, 1999; Robeyns, 2005; Unterhalter 2003; Radja et al. 2008). This approach that has been pioneered recently but by Amartya Sen can be traced back in the work of Aristotle. Adam Smith and Karl Marx provide the framework for the foundation of human development. The approach has been later developed by Martha Nussbaum (1988, 1992, 1995, 1998, 2000, 2003, 2004) and other scholars too those working in the field of formal, informal and non-formal education (Robeyns, 2005; Unterhalter et al., 2005; Radja, 2008).

According to the approach, 'functioning' is a valuable idea that makes up people's well-being, justice and development. Functioning are achieved with the help of people's capabilities. Capabilities are opportunities and substantive freedoms to undertake the activities and actions that a person wants to do for leading the kind of life s/he has reason to value (Sen, 1999). Functioning includes healthy body, being safe, being literate, being a part of community, having a good job, being respected and anything else that makes a life valuable. Capabilities are valuable options from one can choose and

functionings are achievements. Functioning means "Realized" while capabilities mean "Effectively possible". People should have capabilities (opportunities or freedom) to lead the life they want to; to do what they want to do and to become a person they want to be (Robeyns, 2005; Unterhalter 2005; Radja, 2008). People have different body fitness, different intellectual capacities, emotional capacities and personality traits. People have different set of internal capabilities that include leadership and analytical skills, self – confidence and esteem, mathematical aptitude and many more. Apart from that people develop internal capabilities as a result of continuous interaction with their political, social and family environment. These are called combined capabilities (Nussbaum 2011, p. 20-21). The combined capabilities of a person reflect the potential functioning of that person. A functioning is what a person achieves or does to achieve. So his/her capability is a reflection of the freedom s/he enjoys to choose between different ways of living (Nussbaum 2011, p.20).

Education is a means to fight poverty and reduce vulnerability for disadvantaged groups. Increasing the 'ability' to escape from poverty and increasing 'potentiality' for not to fall into poverty, is required for enhancing the capability of an individual. Quality education helps people in escaping

from monetary poverty, vulnerability and increases their potentiality. To achieve these objectives: content, delivery and quality of education is more important than access and completion (Radja, Hoffmann and Bakhshi, 2008 p.4). Tikly & Barrett have suggested: '... a key role for a good quality education becomes one of supporting the development of autonomy and the ability to make choices in later life...' (Fertig, 2012). Quality education is an enabling process that provides people with opportunities which help them in developing capabilities and thus converting it into functioning (Sen, 1999; Nussbaum, 2007, 2011; Fertig, 2012).

The capability approach provides framework for evaluating educational policies by evaluating several aspects of people's well-being (Roybens, 2005). Unterhalter (2005 p.5) explains with an example as to why Educational evaluations should take into account individual freedoms and capabilities as much as observed functioning. The relation between people and the social organisation to which they are members is explained by Sen and Roybens, 2006. The framework developed by Roybens involves three 'conversion factors' (Roybens, 2005; Fertig, 2012) that can impact ability of a person to convert capabilities into functionings. Roybens suggested 'personal', 'environmental' and 'social' factors as conversion factors and Tao, suggested these conversion factors as important and need to be expanded. They are shown in Table 3.

Table 3
The Conversion Factors

Conversion Factors		
Conversion Factor	Definition	Example
Personal	Converting the characteristics of the commodity into a functioning	Most of the children has to work hard to help their family financially. They do not have awareness of Education as right.
Social	Public policies, legislations, social norms, hierarchy and practices	Boys from in financially poor families are given preference of getting education than girls. This social obligation prevents girls from exercising their right to education.

Source: Roybens, 2005 p. 99

Outreach programs are flexible and better place to take care of these conversion factors, as their innovative educational process facilitates conversion of educational services into valuable functioning. These outreach programs can also help in developing the capabilities and well-being of the underprivileged children.

Piggozi's two-level Model for Quality of Education

Mary Joy Piggozi supports UNESCO HRBA approach to education that considers participation in quality education as a right of all human beings or Quality education as a Human Right. Pigozzi developed a model. To assess the quality of education at two levels:

(i) At learner level

(ii) At system level that creates and supports learning.

The model has at the Centre at 'Learning', which in turn is surrounded firstly by learner level and then by system level. The model is divided into ten dimensions that are related to quality of education (Figured).
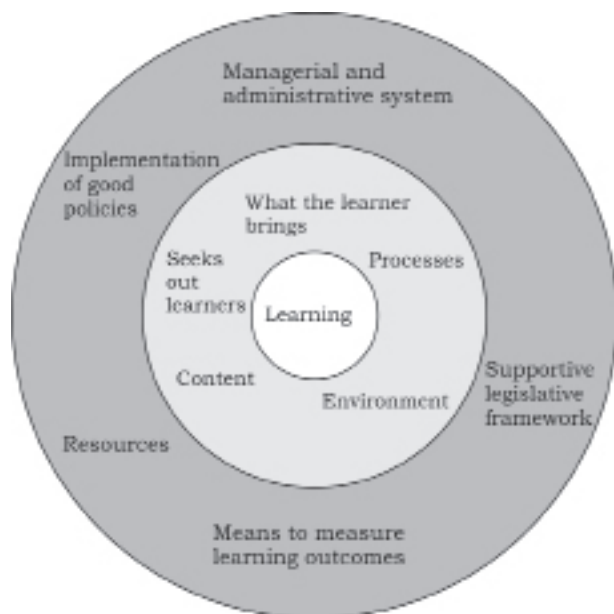
Figure 1: Piggozi's Two-level model for quality of education

Source: Adapted from UNESCO 2004 p.30, Pigozzi 2006 p.45.

(i) At learner level

Learner level is the inner level that centred around what is happening around children and inside the classroom on daily basis. It includes five dimensions of quality of education which are:

1. *Seeks out learners*

Education should be accessible for all those who are still out of school due to any reason. Educational programs should adopt progressive approach to education by continuously finding children who are not going to schools and ensure access to education for them. Quantity is a not the only concern and a high-quality and inclusive education should be provided by seeking out children's experiences, language, cultural-practices, interests, skills and abilities without discrimination on sex, age, language and religion (Pigozzi 2006 p.43, Baxter & Bethke 2009 p.38).

2. *What the learner brings*

Learner brings all types of elements in the classroom whether they are positive or negative. Therefore the experiences of children must be considered while designing the quality educational programs. Learner should be considered as active participant in the educational settings. Learners have different characteristics and bring experiences and skills to the learning environment. These can present obstacles and opportunities for learns and in turn determine how they learn and behave with the group and teacher (Pigozzi 2006 p.43-44, Baxter & Bethke 2009 p.38-39).

3. *Content*

Curricula content and educational materials should be reviewed as per the changes in the world. Curricula should be modern and relevant and includes literacy, numeracy and 'facts and life skills'. It should convey about rights and responsibilities. All stakeholders should be included while designing curriculum so as to know the real needs of the learners. (Pigozzi 2006 p.44, Baxter & Bethe 2009 p.39).

4. *Processes*

Any high-quality educational process has an open learning environment in which learners can express their views, thoughts and ideas. Successful educational programs are characterized by learner centred methods of teaching and learning, where learners are active participants, they are encouraged to participate fully and associate freely. A high quality educational process must provide same rights and respect to all people involved in it whether it is learner, teachers, administrators or families and communities. (Pigozzi 2006 p.44-45, Baxter & Bethke 2009 p.40, Farrell and Hartwell 2008).

5. *Environment*

Environment means physical and mental environment. Hygenic environment with

health and nutrition services contributes towards the quality of education. Educational programs must provide safe and secure environment. The environment should be psycho-social where there is no discrimination on the basis of gender, no corporal punishments, no bullying nor any kind of violence. Apart from healthy physical environment high-quality educational programs must provide healthy mental or psychological learning environment (Pigozzi 2006 p.46, Baxter & Bethke 2009 p.40).

(ii)   System Level

System level is the outer level that includes three dimensions which are as follows:

1.   *Administrative and managerial system:*

Pigozzi (2006: 46) writes:

> An education system must be structured and organized so that it is learner-centred. The system must be fair and transparent to all those in it. Rules and regulations need to be clear, with responsibilities and related procedures well articulated and implemented. Teachers need to be facilitated in their work by a managerial and administrative system that is designed to foster improved learning outcomes. Timetables must also be flexible enough to be able to keep children at risk from dropping out, or otherwise losing their right to education. Education must be approachable by parents and communities. They must feel comfortable and positive about their roles in the educational process.

The outreach program's managerial and administrative system should be transparent to all, most importantly for the key stakeholders. Education must be approachable for parents and community people by making them comfortable about their importance and roles in the program. The program should be well-structured.

2.   *Implementation of good policies*

Policies set by ministry of education are not widely known and understood by all particularly to those for whom policies are made. All policies set up by the program should be consistent with national laws and legislations. The educational programs should make such mechanisms that implement, enforce and raise awareness about the set policies among the society, as education is not independent of the society (Pigozzi 2006, p.47). For example, most of the people are still unaware of their right to education according to RTE Act 2010.

3.   *Supportive Legislative framework*

Legislative framework is important to enforce any law related to a child's education whether it is RTE or CRC (United Nations, 1989) to make sure the equality of educational opportunity, specially for those negatively affected by discrimination (Pigozzi 2006 p.48, Baxter & Bethke 2009 p.42).

4.   *Resources*

Quality of education depends on the utilization of all resources (human, material and financial) to the full extent. Universality and free education is an International Call which is still not a reality for many countries. Not all countries are able to provide high quality education that is available and accessible to all due to lack of budgets but plans and actions should be initiated towards achieving the goal of free availability and accessibility of education (Pigozzi 2006, p.48).

5.   *Measure learning outcomes:*

As the main focus of Pigozzi's model is on Learning (Figure 2). High quality of education is better understood by learning outcomes. Learning outcomes refer to the following:

Figure 2: Pigozzi's mode on Learning.

Source: Pigozzi, 2006 p.49

a) Knowledge that includes cognitive achievement in literacy, numeracy and core subject.

b) Values of gender equality, tolerance, mutual understanding, non-violence, solidarity, respect for human rights, life and dignity.

c) Competencies as how to solve daily life problems, live and work together and to learn how to learn.

d) Behaviour having capacity of implementing whatever has been learnt, in daily life.

Conceptual Model

A conceptual model has been developed by the researcher to assess the outreach programmes. The model combine the elements from UNICEF's Human Rights Based Approach and Pigozzi's two level model of quality of education. Both the approaches are related to education and have guided the researcher in developing the conceptual model. The programs could be assessed in the light of important components of Capabilities Approach (Figure 3).

The model followed the framework of Pigozzi and evaluates the programs on two levels: learner level and system level.

Learner level is related to learners and how learning takes place. Learner level is assessed on three dimensions that

correspond to UNICEF'S HRBA right to education. These three components are: right to access, right to quality and right to respect. Pigozzi's five conditions for assessing quality at learner's level are incorporated in the three components.

At the system level, program is evaluated on the basis of three components that are: functioning of the system, measuring of learning outcomes, involvement of stakeholders and transparency.

The evaluation of outreach programs is divided into two dimensions that is 'outcome' and 'impact'. Impact is a big term that in this paper refers to the extent to which outreach programs improve child's well being. Well being is assessed by the increase or decrease in the capability set of the child. Outcome is assessed by the number of children mainstreamed by the outreach program which is also the result of increased capability each child as a positive impact of the outreach program. The term well-being and capabilities are explained in the capabilities approach.

The model explains as how the main concepts and ground theories are connected. The conceptual model defines the criteria to evaluate the outreach programs by answering the following questions:

At the Learner Level

1. Do the outreach programs proactively seek children to ensure their access and equality to education?

2. Do the outreach programs take into account children's experiences and skills they bring into the class as valuable inputs?

3. Is the curriculum content in line with the context and needs of the children?

4. Are the educational processes followed by the outreach programs participatory and inclusive?

5. How and within which environmental factors these program works? Is the learning environment safe and healthy in which rights of children are respected?
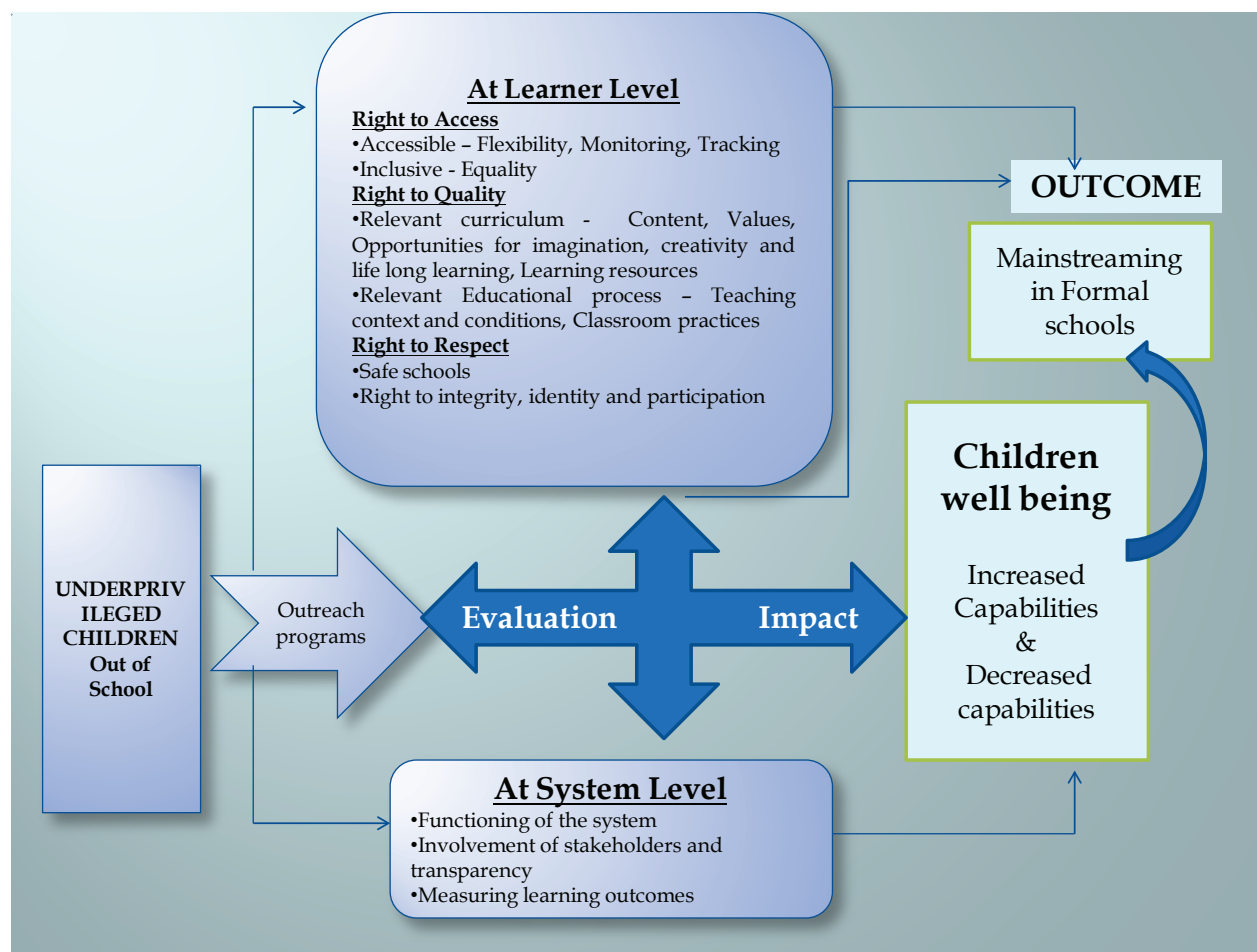
At Learner Level

Right to Access
•Accessible – Flexibility, Monitoring, Tracking
•Inclusive - Equality
Right to Quality
•Relevant curriculum - Content, Values, Opportunities for imagination, creativity and life long learning, Learning resources
•Relevant Educational process – Teaching context and conditions, Classroom practices
Right to Respect
•Safe schools
•Right to integrity, identity and participation

OUTCOME

Mainstreaming in Formal schools

Children well being

Increased Capabilities & Decreased capabilities

UNDERPRIVILEGED CHILDREN Out of School

Outreach programs

Evaluation   **Impact**

At System Level
•Functioning of the system
•Involvement of stakeholders and transparency
•Measuring learning outcomes

Figure 3: Conceptual Model

At System Level

1. Do the programs have enough physical and academic infrastructure facilities?
2. To what extent these programs are effective enough to break the cycle of illiteracy? Do the outreach programs have a systematized record on learning outcomes?
3. How closely do the outreach programs work with the stakeholders to ensure involvement and transparency in the system? How do different stakeholders associated with the program address various issues of the program?
4. What if any is the impact of the outreach programs on children's capabilities and their present and future well being.

    The model explains the relationship between different variables and thus helps in achieving the following objectives.

1. Assesses the effectiveness of outreach programs in providing accessibile and inclusive education to children
2. Assesses the effectiveness of outreach programs in providing quality education to children.
3. Assesses the effectiveness of outreach programs in providing safe and respectful learning environment to children
4. Assesses the effectiveness of managerial and administrative functioning of outreach programs.
5. Assesses the impact of outreach programs on the learning outcomes of the children.
6. Assesses impact of the outreach programs on the well-being of the children attending it.

Operational Definitions

1. Accessible and inclusive Education - Education that is easily available to all children and caters to the needs of children belonging to different socio-economic status/ gender/ learning levels.
2. Quality Education - Education that has relevant curriculum and a relevant educational process.
3. Safe and Respectful learning Environment - Environment that is gender sensitive and incorporated by right to identity, integrity and participation.
4. Managerial and administrative functioning - Program with availability of physical and academic infrastructure and proper involvement of stakeholders.
5. Learning outcomes – Level of cognitive knowledge children acquired in literacy, numeracy and EVS by studying in the program tested through the marks obtained in achievement test.
6. Well–being – Have the capabilities of the child increased or decreased.

Explanation of the Terms

Explanation includes the meaning of all the terms. Mode of achievement includes parameters to measure the particular term.

Accessible and Inclusive Education

Accessible means education that is easily available to all children. Education that is flexible, having monitoring and tracking system.

- Flexibility – Education should be provided in such a place and time that is within the reach of all children.
- Monitoring – Reporting of children who are studying in the program or mainstreamed through the program.
- Tracking – Reporting of children who leave or drop out from the program.

Inclusive here implies education that is equal for all.

Parameters

Accessible –

i) Flexibility –identification of locality and children for the program, timings and location of the program, regularity among children
ii) Monitoring and tracking – picking and dropping of children, counseling of children, meeting with parents, report of performance of mainstreamed children, maintenance of data of children, finding out the children who dropped out and the reasons for same, keeping in touch with children who left the program

Inclusive

i) Equality – enrolment data according to bory and religion.

Quality Education

Quality education depends on what is transacted. A class is full of children with diverse needs, experiences and behaviors. Curriculum should be in line with the needs of the children (Piggozi 2006, UNICEF 2007). Quality of education depends on what happens inside the classroom or how the curriculum is transacted in the classroom (NCF 2005, NCFTE 2009). Child-friendly classrooms are essential for retention, learning and optimum development of children's capacities (NCF 2005, Piggozi 2006, p.44, UNICEF 2007, p.34, NCFTE 2009).

In the present context Quality education is one that provides **relevant curriculum** and with **relevant educational process**.

Curriculum is relevant if,

- Content taught to the children is relevant for his daily life and formal schooling.
- Values of respect, discipline, responsibility, resilience, integrity, care and harmony are taught to children.
- It provides opportunities for imagination, creativity and lifelong learning by conducting different activities.

- Learning resources are available and used by teachers.

Educational process is relevant if

- Teaching context and conditions are as per the government standards
- Child-friendly classroom practices are followed.

Parameters

i) Curriculum

- Relevance of content for children – Admission procedure, subjects taught and relevance of content for formal schooling.
- Provision for value inculcation among children – changes seen in the children after joining the program by the teachers and parents.
- Opportunities curricula provide for imagination, creativity and life long learning - Activities undertaken by the program through which a child can use his own imagination and be creative. Activities undertaken by the program that motivate a person to be an independent learner that make them aware of the ways through which they can learn throughout life.
- Availability and usability of learning resources while transacting curricula - Teaching aids & equipments (Charts, Books, Audio-Visual aids, Use of waste material and others) and Textbooks available to the teachers as well as students.

ii) Educational process - how content is actually transmitted inside the classrooms.

- Teaching context and conditions - Teacher pupil ratio, the presence of teachers and children in the class at a time, instructional hours per day, grades taught, subjects taught.

- Classroom practices –
  - Teaching learning activities mostly liked by children and teachers.
  - Teaching methods adopted by teachers and liked by children.
  - Child Friendly classroom – on the basis of NCF following dimensions are used - mother tongue is used by the teacher, TLM is used in introducing the lesson, participatory approach is used for transacting the lesson, child centered approach is used for teaching, real life experience based questions asked during teaching, questions are frequently asked by children, small group/Individual activities are conducted, teacher smiles or jokes with at least some children.
  - Continuous Evaluation – on the basis of NCF following dimensions should be used – continuous assessment by teachers, written and oral modes to be used, homework regularly assigned, recapitulation of lesson, remedial teaching for children who face difficulty.

Safe and Respectful Learning Environment

Meaning - Environment refers to physical and psychological or pysho-social environment (Pigozzi 2006 p.46, Baxter & Bethke, 2009 p.40). Since outreach programs generally operate in existing schools, centres, homes or on streets, so providing healthy physical environment is difficult.

The right to education must be incorporated by right to identity, integrity and participation. (UNICEF 2007, p.35). According to Article 30 in the Convention on the Rights of the Child (CRC), "Children have the right to enjoy their own culture, practice their own religion and use their own language". According to Article 12 of convention of child rights, children have

right to express their views in every matter that is related to them (UNICEF 2007, p.36).

Parameters

i) Gender sensitive – separate toilets for girls.

ii) Safe schools – distance of school from home.

iii) Right to identity – No discrimination in the class by classmates/teachers on the basis of gender, ethnicity, religion and socio-economic background.

iv) Right to integrity – No use of violence by teachers to discipline children in the class. No use verbal, physical or sexual violence by classmates or teachers.

v) Right to participation – Opportunities given by teachers to encourage children to express their views/opinions and appreciate their inputs.

Managerial and Administrative Function

Meaning

i) Functioning - It refers to the availability of physical and academic infrastructure facilities with respect to different dimensions, namely, facilities available to the students in the classroom and facilities available to the teachers for organizing the classroom teaching.

ii) Involvement of stakeholders and transparency – Roles, responsibilities should be clear to all. Proper information about the progress, performance, working and impact of the program should be communicated to all involved either directly or indirectly in the program.

Parameters

i) Functioning – Availability of physical and academic facilities – blackboard, chair & benches, electricity, fan, natural light, ventilation and sitting space, playground.

ii) Involvement of stakeholders and transparency – Knowledge among parents, teachers and community heads about

the NGOs, Responses of parents as how often their opinions were taken and valued.

Learning Outcomes

Meaning

Level of cognitive knowledge children acquire by studying in the program. Measuring learning outcomes enables identification of the learning needs and helps in assessing whether program has achieved the educational objectives or not which in turn helps in developing initiatives to support individual children and to adjust resources accordingly (Pigozzi 2006, UNICEF 2007 p.34, Baxter & Bethke 2009, p.43).

In the present context, it refers to level of cognitive knowledge children acquire in literacy, numeracy and EVS by studying in the program.

Parameters

i) Recording of learning outcomes – way of compiling data of evaluation of children.

ii) Measuring learning outcomes – Knowledge among children of literacy, numeracy and EVS.

iii) Competencies among children in solving daily life problems.

Well-being

Meaning – Well-being of a person is whether he/she is happy or unhappy, satisfied or unsatisfied with his/her life. In the views of Amartya Sen, well-being in terms of capabilities is the possibilities and choices that a person has, to achieve valuable functioning. Education must work towards fighting all types of poverty and reducing vulnerability by enhancing capabilities, choices and potential by building different dimensions of well-being of individuals (Radja, Hoffman & Bakshi, 2008).

Well–being in the present context, is measured on the basis of increased and decreased capabilities. Increased

capabilities refers to when child successfully acquire useful knowledge, skills and values, which helps them in doing multiple things. Decreased capabilities refers to if a child has suffered from abuse in the educational setting which s/he has attended which in turn damaged his/her self-esteem and self-confidence. Due to this it is not easy for a child to gain knowledge, skills and values, due to which s/he will not be able to enjoy a good living standard.

Parameters

Increased Capabilities – If the program helps children in gaining knowledge of literacy and numeracy, acquiring values and applying knowledge in solving daily life problems.

Decreased Capabilities – If the program does not help children in gaining knowledge of literacy and numeracy, acquiring values and applying knowledge in solving daily life problems. If the child suffered from abuse in the educational setting.

Conclusion

Right to education is a basic human right that is important to enhance the capabilities of individuals in leading them to the life they reason to value. Though the state is in-charge of providing free and compulsory education of quality, however the formal school system excludes many children due to many reasons. Outreach programs are designed in such a way so as to reach the children not able to attend formal schools and provide them the knowledge of basic literacy, numeracy and life skills. As these outreach programs claim to provide help to children in exercising their right to education, it is important to assess the effectiveness of these outreach programs in increasing the capabilities of children by increasing access to education. The paper presented the conceptual model based on the ground theories which Human rights based approach, Capabilities approach and Piggozi's approach advocate. The model explains the criteria to evaluate the effectiveness of outreach programs at two levels (learner level and system level) with detailed operationalization of concepts in quantifiable variables.

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