

The Collaborators for Transforming Education

Annual Report Year 2: 2017-18

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Implementing Partners



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Executive Summary

Since its inception, EdelGive Foundation has considered education as a key focus area for its work. EdelGive believes that education is an intrinsic need that enables critical thinking and problem solving, and is therefore synonymous with empowerment. This approach has led to a variety of work that has contributed to improved Primary and Secondary Education via capacity building of teachers from Government and Private Schools, in which innovative and alternate modules of programme implementation have been tested and enforced.

After spending over 8 years in the social development space and working with multiple organisations, EdelGive has put together 'The Collaborators for Transforming Education' (erstwhile EdelGive Coalition for Transforming Education), a Public-Private Partnership model to support the **Pragat Shaikshanik Maharashtra (PSM)** programme. The objectives of the program are: 1) Enhancement in learning outcomes of children resulting in transformation of schools to Pragat school 2) Systemic capacity building 3) Enhancing community engagement.

To achieve the above mentioned objectives, EdelGive is currently working with two implementing partners - Gyan Prakash Foundation and Kaivalya Education Foundation.

Since 2016, the coalition has been working in 4 Special Focus Districts (SFD). The two years of hard work and effort has helped in building strong collaboration with teachers, Kendra Pramukhs (KPs). Our efforts, by aligning with the government objective, has brought about a significant change in the intervention areas. Through multiple interventions, 250 government officials (district and block level) have engaged with and provided support to functionaries working at the lower levels of administration units. Continuous capacity building support on coaching & facilitation skills, strengthening Shikshan Parishad, assessment data analysis, data-based planning, and decision making has been provided to all 37 KPs. Over 270 HMs have been trained on coaching and data analysis, and their focus has shifted from administrative issues to the academic performance improvement of their students. Focused interventions were conducted with 990 teachers from intervention schools to improve classroom processes and pedagogy skills. On-field support and workshops have helped teachers enhance their subject specific facilitation skills. As a result, 96% teachers are now creating childwise action plans. About half of the intervention schools improved their processes through restructuring of assembly, activation and development of school library and Bal-Sansad or Bal Sabha. As per RTE compliance, 100% SMCs were reconstituted and orientation of them on their roles and responsibilities were undertaken. Agenda-based SMC meetings were reinforced, with a focus on academic-centric discussions over infrastructure development.

Student learning outcomes show a significant improvement. Overall results reflect a 14% increase in student learning outcomes. In Nandurbar and Parbhani, the average scores of IIIrd and Vth std. children assessed on Language and Mathematics skills are higher than the National and State averages as per the National Assessment Survey (NAS, 2018). In Amravati and Gadchiroli, the average scores are close to the National and State averages. As per the Government definition, the number of Pragat Children (children scoring 40 percent and above) has also increased. In supported schools in Nandurbar, every 9 out of 10 children are Pragat. In EdelGive supported schools in Parbhani and Amravati, every 8 out of 10 children are Pragat¹ while in Gadchiroli, every 7 out of 10 children are Pragat².

¹ Data only available for IIIrd and Vth standards. ² Data only available for IIIrd and Vth standards

Since July 2016, Phase I which includes the School Transformation model – is being implemented in the intervention districts. Two years of sustained interventions have demonstrated a successful model of change. From July 2018, the District Transformation model will be implemented along with the School Transformation model. The District Transformation programme will scale-up the intervention to cover the entire district. It will work within the system on interventions at the Cluster, Block and District levels. The actions below cluster levels, i.e., with the School, Teacher, Head Master and Community will be driven by the KPs, creating ownership and accountability of the education model.

1. Introduction

Maharashtra is one of the largest states of India and comprises of 35 districts, which are divided into six divisions. Sarva Shiksha Abhiyan (SSA) has designated certain districts as Special Focus Districts (SFDs)³ in each state. Difficult topography in remote, hilly regions pose a significant challenge in education – teachers are scarce, and NGOs are not able to easily access these areas, leading to a poorly functioning public school system. Schools in these districts often lack necessary resources and children face several difficulties in accessing quality education. In order to improve the state of student learning outcomes, the Government of Maharashtra (GoM) launched the Pragat Shaikshanik Maharashtra (PSM). Under PSM, the government has adopted a more inclusive approach to education and has appealed to the corporate/private sector to collaborate with the government to help improve the public education system. This has created an opportunity for the private sector to support the government in strengthening the public education system and making it quality focused. In alignment with this approach, EdelGive Foundation has initiated a Public Private Partnership (PPP) model to help achieve PSM goals.

To meet the multiple and complex needs of the identified regions, the model has adopted a scaffolding approach. The example of the Kumthe block has proved that willingness and motivation of teachers can improve student learning outcomes under any circumstances. The Collaborators for Transforming Education has adopted a comprehensive approach towards ensuring growth and development of the public education system. It focuses on the capacity building of government officials through the top down approach, aiming to ensure that these officials are perceived as academic facilitators instead of supervisors with punitive powers. On-field support is provided at every level of the government system to strengthen the process of implementation of the programme.

The programme is divided in two phases. Phase I includes the implementation of School Transformation Model and Phase II includes execution of both District Transformation Model and School Transformation model alongside.

2. Objectives of the Collaboration

The coalition has three specific objectives set in alignment with the PSM programme. These are-

- Enhancement in learning outcomes of children resulting in transformation of schools to Pragat school
- Support to and capacity building of system
- Improved community engagement

³ **Special Focus Districts** (SFD) are identified on the basis of key indicators such as programme indicators (infrastructure gaps, gender gaps, retention rate, out of school children, etc.) and Social indicators (SC and ST concentrated Districts, Minority Concentrated districts, Naxalite affected and Border Area Districts).

3. Phase-I: School Transformation Programme (2016-18)

The implementing partners have worked at multiple levels to achieve the target of PSM Programme in the intervention blocks of Nandurbar, Parbhani, Amravati and Gadchiroli districts. Phase I comprises of the School Transformation Programme (STP), in which continuous on-field and capacity building support has been provided to KPs at the cluster level, Headmasters, head teachers and teachers at the school level, and School Management Committees at the community level.

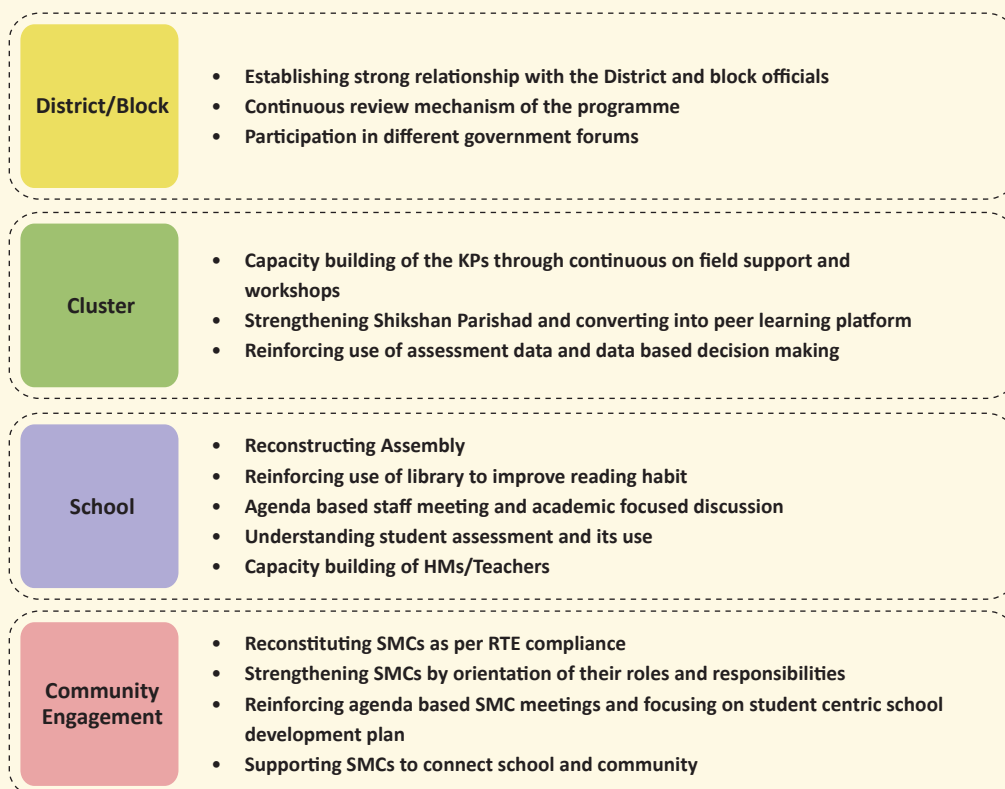


Diagram 1: Intervention approach for Phase I

3.1 The Intervention Coverage

This table provides information on the coverage area and target group under the STP

Details	Nandurbar	Parbhani	Amravati	Gadchiroli	Total
Implementing Partner	Gyan Prakash Foundation		Kaivalya Education Foundation		2
No. of Schools covered	48	71	53	100	272
No. of Clusters	4	5	17	14	40
No. of Teachers	162	356	203	269	990
No. of blocks	01 (Nandurbar)	01 (Manvat)	01 (Chikhaldara)	02 (Gadchiroli & Bhamragad)	05
No. of children	13947		11846		25793

Table 1: Coverage under STP

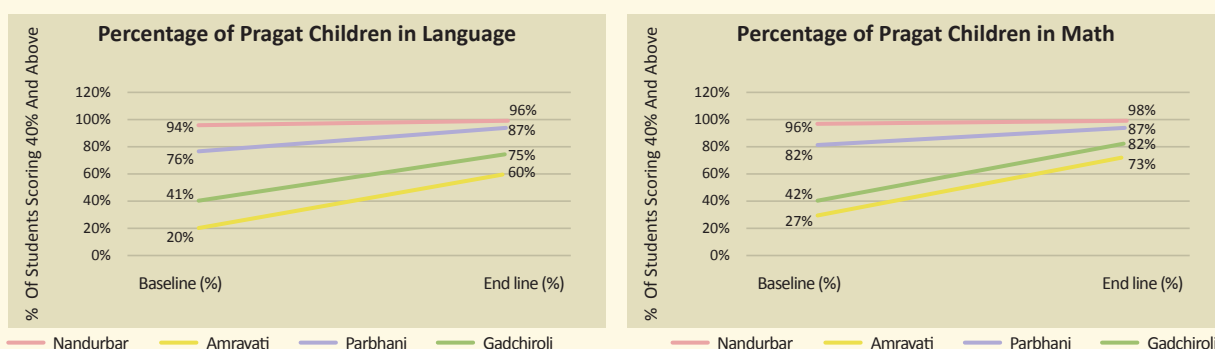
4. Achievements of Phase-I: School Transformation Programme

This section highlights the programme achievements and outcomes of the processes initiated in the intervention areas, as per programme objectives.

4.1 Objective-1: Enhancement in learning outcomes of children resulting in transformation of schools to Pragat School⁴

A. Key Achievements

- The average scores of IIIrd and Vth standard children, in terms of Language and Mathematics skills, are above National and state averages (NAS data, 2018) in Nandurbar and Parbhani
- For Amravati and Gadchiroli the average scores are close to National and state average
- Every 9 out of 10 children are Pragat in EdelGive supported schools at Nandurbar
- Every 8 out of 10 children are Pragat in EdelGive supported schools at Parbhani
- Every 7 out of 10 children are Pragat in EdelGive supported schools at Gadchiroli



Percentage of Pragat children in Language and Math, by district.

B. Details of the Achievement

To achieve the programme objectives, several processes have been implemented in the intervention areas, the most important being:

1. Strengthening the Shikshan Parishad
2. Streamlining the functioning of the Cluster Resource Group (CRG)
3. Capacity building of Headmasters and teachers
4. Active functioning of the library

⁴ Pragat refers to children scoring 40% and above in Language and/or Math.

⁵ In Amravati and Gadchiroli, IIIrd and Vth standard students have been tested. Implementing partners have conducted internal assessment by using Education Initiative papers

1) Streamlining Shikshan Parishad

Shikshan Parishad is a monthly cluster-level meeting with school teachers, conducted by the KP. This meeting is mandated by the government and aims to establish a learning community for teachers, which will serve as a peer learning platform. In the initial phase, the Shikshan Parishad focused on administrative issues rather than academic or pedagogy oriented discussions, with a lack of planning and preparation by the KPs. In order to strengthen Shikshan Parishad in 4 districts, implementing partners focused on developing the capacity of the KPs, enabling them to play an active role in planning, organising and executing cluster and school-level activities, enhancing their academic/pedagogical knowledge, and providing technical support to make these meetings data-driven.

Shikshan Parishad have become more agenda-based and academic focused during all their discussions. KPs, HMs and teachers are encouraged to use the Shikshan Parishad as a platform for peer learning and sharing best practices.

Success Highlights

- Across all four districts, 281 agenda-based Shikshan Parishads have been conducted by KPs.
- Shikshan Parishads have been converted into peer learning platforms. Discussions in these meetings focus on promoting child wise action plan, sharing of innovative teaching practices, creating appropriate TLMs and its demonstration, alignment with Jalad PSM and its indicators etc.

2) Streamlining the functioning of Cluster Resource Group

Cluster Resource Group (CRG) is a group of like-minded, motivated teachers who are willing to undertake new initiative in school and cluster transformation, and have the leadership potential to share their practices, as well as guide and motivate other teachers in their cluster. In Nandurbar and Parbhani, CRGs were formed in all nine selected clusters in 2017. As per Government mandate, CRG constitutes 3 Language teachers (at least one who is technologically savvy), 3 Math teachers (at least one who is technologically savvy), 2 English teachers, 2 Science teachers and 2 Social Science/Sports teachers from each cluster. Implementing partners have collaborated with CRGs and created a strong governing body of teachers within each cluster to support and train other teachers.

The implementing partner's team facilitated KP's understanding regarding CRG, its functions and the role CRGs (i.e. teachers) can play in cluster transformation, resulting in active involvement of the KPs in CRG formation and streamlining of its functions.

The first year of the programme was more focused on strengthening the foundation of the CRG. Teachers who had been a part of the monthly Shikshan Parishads and had already interacted with each other in their respective clusters were asked to form the CRG. Therefore, the emergence of the CRG seemed more organic and less mandated, allowing for greater buy-in from the teachers.

Success Highlights

- Currently, CRG meetings are conducted on a monthly basis under the leadership of KPs. The focus is on empowering and supporting these teachers to co-facilitate Shikshan Parishad with KPs.
- Since 2017, 54 CRG meetings have been conducted in nine clusters of Parbhani and Nandurbar districts.
- These meetings have helped create a platform for CRG teachers to discuss: pedagogy, child-centric action plans, use of teaching aids for effective classroom delivery of concepts, etc.
- The KPs, especially from 6 of 9 clusters in Nandurbar and Parbhani, are actively and effectively using the strength of their CRG teams for academic discussion and planning.

3) Capacity building of Head Masters and Teachers

In Amravati and Gadchiroli, demand-based workshops have been organised for HMs and teachers by the implementing partner's team. Focus areas of workshop are stated below:

1. Leadership skills
2. Library development
3. Understanding the concept and Need of TNAT⁶
4. Improvement of teacher's capacity
5. PSM data analysis and preparation of child-wise action plan based on it

Success Highlights

- Presently 38% teachers from intervention schools of Amravati and Gadchiroli are reflective practitioners and are using TNAT and TIPPS⁷ tool
- In Amravati, teachers are improving their classroom teaching practices with the help of indicators from the TIPPS tool, and their self-teaching video analysis. During the year, around 70 TIPPS videos had been captured and analysed by teachers, KPs and HMs.
- In the intervention area of Amravati and Gadchiroli, 92% of teachers were doing classroom teaching through specific child-wise action plan based on the need assessed through the PSM as well as KEF assessment data analysis.
- 65% of teachers in Amravati and Gadchiroli are practicing constructivism approach in their classroom
- 49% of HMs have been identified as integral change agents who are influencing and supporting other Head masters.
- Similarly, 85% of teachers in the intervention schools have been serving as change agents.
- The process of setting up functional libraries has begun in all programme school by HMs and teachers.
- HMs in all 153 schools of Amravati and Gadchiroli have started leading agenda based staff meetings.

⁶ TNAT – Training Need Analysis Tool

⁷ TIPPS – Teacher Instructional Practice and Process System

4) Strengthening School processes

In Amravati and Gadchiroli, specific measures have been taken to improve school processes such as morning assembly, libraries and Bal- Sansad. These processes are important aspects of the school experience, and enables the school to serve as a facilitator of learning and growth.

a) Morning Assembly

Morning assemblies in 120 schools of Amravati and Gadchiroli have been reorganised. Innovative practices have been introduced in these schools where the regular assembly is conducted using a variety of child centric activities. Poems, storytelling, extempore, etc. are added to increase student engagement.

Success Highlights

- Students from all grades (Std. I onwards) today share this platform equally, with an improvement in the greater gender balance as well. The teachers are sure about the restructured assemblies and find much value in it.
- With innovative and child-centric activities that are being conducted during the assembly, the enrolment as well as participation of children in these activities, has increased significantly.
- In the reorganised morning assembly, the student participants now have greater clarity in terms of their roles and responsibilities.

b) Active Functioning of Library

Making school libraries more accessible has helped enhance the students' language comprehension skills. Implementing partners, HMs, teachers and SMC members jointly set up libraries in 81 intervention schools of Amravati and Gadchiroli. These libraries are functional, easily accessible, and have age, genre, and class-appropriate books for all children.

Success Highlights

- A weekly dedicated time to access the library has been allocated to students by HMs in 77 schools of Amravati and Gadchiroli.
- To optimally use the library, teachers have started integrating the lesson plan and class activities with the library.
- More than 4700 students in Amravati and Gadchiroli intervention schools have started accessing and reading books from the school library.
- More than 1500 library books have been donated by Lok Biradari Prakalp, Hemalkasa to the intervention schools of Bhamragad block, Gadchiroli.

c) Bal-Sansad

Bal- Sansad, an initiative by the Government of India, is a student parliament where children learn about democracy and responsibility. In Amravati and Gadchiroli, considerable efforts have been taken to make Bal-Sansad sustainable, with a focus on encouraging students to take ownership of the challenges they face, and resolve these issues themselves.

⁸ In Amravati, more than 3000 books have been mobilised through other sources (different agencies) and community contribution for school libraries.

Success Highlights

- Bal- Sansad members are leading school level processes such as the assembly and library upkeep. The members also help teachers in the execution of school-related sanitation campaigns in 22 schools.
- Bal- Sansad members prepare plans with teachers for improving student attendance in the villages.
- Bal- Sansad meetings are conducted on a weekly basis, during which representatives give feedback on issues like the quality of the mid-day meal.
- Through the Bal- Sansad initiative, children have become more self-reliant and confident.

4.2 Objective-2: Support to and capacity building of system

A. Key Achievements

- The District Institute of Education and Continuous Professional Development (DIECPD) is actively participating in the Shikshan Parishad and providing academic inputs where necessary
- Based on the ground need, DIECPD has planned trainings for the teachers
- Joint visits with district functionaries and government officials have been initiated to understand the issues schools are facing on the ground
- In most government forums like CRG, BRG and DRG, discussions have become academic-focused and child-centric
- In all four districts, 100% KPs have been trained on leadership and facilitation skills, as well as on how to analyse the PSM data
- 120 schools in Amravati and Gadchiroli have reconstituted their morning assemblies
- Bal-Sansad is actively working in 39 schools in Amravati and Gadchiroli

B. Details of the Achievement

The above mentioned achievements are a result of several processes which have been initiated at the cluster, block, and district levels. These include:

- 1) Collaboration with DIECPD
- 2) Establishing strong relationship with district functionaries
- 3) Developing cluster leadership
- 4) Strengthening school processes

1) Collaboration with District Institute of Education and Continuous Professional Development (DIECPD)

In all four districts, 64 meetings were conducted with the Principal and lecture staff of DIECPD to share information on various aspects of the programme, including field progress updates, and best practices from the programme, assessment findings, and inputs regarding organising demand-based training for teachers and HMs.

On the basis of the inputs provided, DIECPD has organised workshops for KPs, HMs and teachers on Ganit Sambodh i.e., mathematic teaching skill training, and workshops on language teaching skills in Amravati and Gadchiroli. The training has helped teachers to learn and use new teaching techniques in the classroom.

Through Shikshan Parishad, DIECPD has addressed the teacher's needs with the analysis of the PSM assessment data in 9 clusters of Nandurbar and Parbhani. The academic inputs provided by DIECPD in the Shikshan Parishad has created a more positive and comfortable environment for teachers to participate in and learn from existing government forums.

Success Highlights

- Established a strong relationship with DIECPD
- Joint trainings such as Ganit Sambodh are regularly conducted for the teachers
- DIECPD is participating in Shikshan Parishad and providing academic inputs
- Multilingual teaching module has been created in collaboration with DIECPD in Amravati
- In Nandurbar and Parbhani through Shikshan Parishad, DIECPD has addressed teachers' needs with PSM data analysis

2) Establishing strong relationship with District Functionaries

At the district level, 64 meetings were conducted with district officials to carry out the following tasks:

- Update them on ground level interventions
- Address the training needs of the KPs, HMs and teachers
- Discuss the execution of the "Adhyayan Star Nishchiti" (Benchmarking Basic Numeracy and Literacy Level) process
- Share findings of assessments from the intervention schools
- Address the issue of migration and drop-out of children
- Tackle absenteeism during the Mahua flower collection season

Success Highlights

- In Amravati and Gadchiroli, joint visits have been conducted with the implementing partner's team and District Education Officials in the intervention schools to work on educational issues and issues related to the academic growth of the students.
- Joint visits to 34 schools in Gadchiroli and 21 schools in Amravati have been planned and executed along with the BEO and Extension officer
- Participated in "Gudhi Gunvattechi" campaign in Chikhaldara block to assess and announce the status of Prगत schools

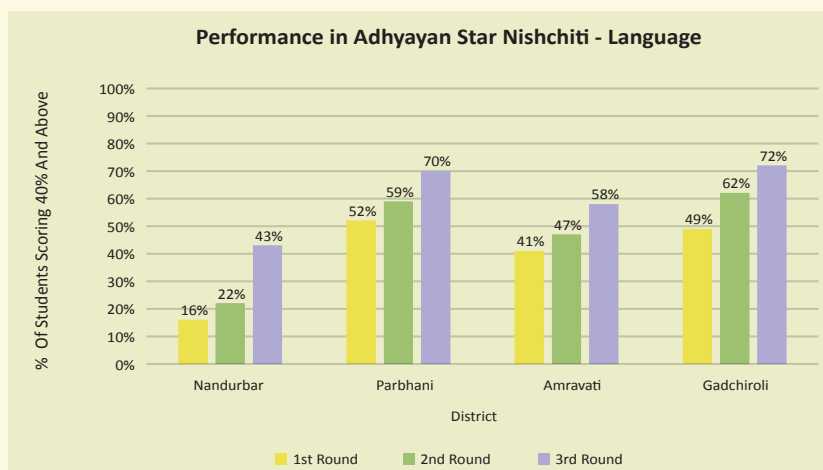
- In Nandurbar and Parbhani, Block Resource Groups (BRG) and District Resource Groups (DRG) were formed in 2016 to build alignment with the key stakeholders at the block and district level
- Just like CRG, the BRG and DRG are government-mandated committees with the vision of streamlining planning and review mechanisms for achieving 100% learning levels in the district.
- The implementing partners facilitated formation of these forums and ensured that district and block officials were aligned on policies for effective implementation of “Adhyayan Star Nishchiti” (Benchmarking Basic Numeracy and Literacy Level)
- Consistent meetings of BRG and DRG in Nandurbar and Parbhani ensured planning and streamlining of key activities from district to cluster levels, with the active involvement of officials at each level. The strengthening of these forums resulted in greater alignment between administrative structures like District and Block Education offices led by DEO and BEO respectively.

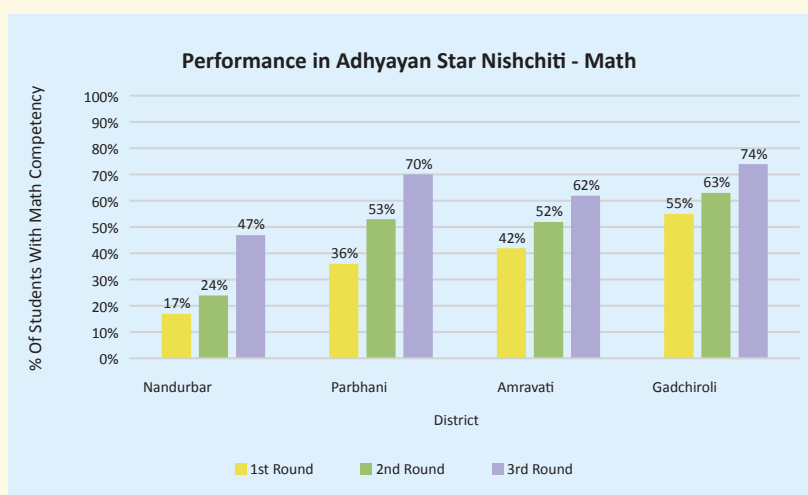
3) Developing Cluster leadership

KPs have been identified as key enablers of development as they are the bridge between the system and schools. In all 4 districts, special focus has been given to developing the capacity of the KPs and improving their leadership qualities.

Success Highlights

- Across all four districts, the focus area of discussion in the Shikshan Parishad has shifted primarily from administrative issues to academic ones.
- Joint school visits have been conducted with KPs to sensitise them about classroom issues, based on which they can address these issues in Shikshan Parishad.
- KPs have taken initiative to track progress in TNAT tool execution in Gadchiroli and TIPPS tool in Amravati.
- KPs have effectively led the “Adhyayan Star Nishchiti” (Benchmarking Basic Numeracy and Literacy Level) process in all four districts, and an improvement in number of competent children has been witnessed in each of them.





STP (Phase I) focused on supporting the KPs, teachers, and headmasters with leadership, pedagogy and data management skills to improve learning levels of children. The KPs have effectively led the Shikshan Parishad in their clusters to make it a peer learning platform. The KPs also effectively led the “Adhyayan Star Nishchiti” process, in which an improvement in the percentage of competent children has been seen from Round 1 to Round 3 in all the four districts.

4) School staff meeting

According to the government norm, staff meetings are supposed to be conducted every month and chaired by the HMs. However, staff meetings in all the four districts were not conducted regularly at school level and the discussions that took place in the meeting were mostly on administrative matters. Implementing partners have continuously supported HMs to regularise staff meetings and making it more agenda based.

Success Highlights

- With the required support and handholding, staff meetings are being conducted regularly, and the discussions are focused on academic improvement of students.

4.3 Objective-3: Improved community engagement

A. Key Achievements

- In all the 4 districts, 166 schools have reconstituted SMCs as per RTE compliance.
- With the support of HMs, 125 intervention schools (46%) have created school development plans with the participation of SMC members.
- Participation of women has significantly increased in 35% of the intervention schools.
- In Nandurbar and Parbhani, SMC members are strongly aligned with the Gram Panchayat and are conducting Educational Gram Sabhas.
- In Amravati, 125 drop-out children were brought back to school from brick-kiln areas.

B. Success Details

For effective community engagement, school management committee needs to be strengthened as they are the bridge between the community and schools.

1) Strengthening School Management

Strong community participation is essential to achieve greater school development. The involvement of parents and community members in school activities is directly linked with students' learning outcomes. As per the Right to Education Act, the School Management Committee (SMC), Parents' Committee, Education Gram Sabha, etc. have a significant role to play in proper management of schools, which further enables parent and community involvement in child learning and school development. Reconstituting the SMC, regularising monthly meetings at the school level, and preparing School Development Plans (SDPs) are some of the key activities that the district has conducted for empowering SMCs and enabling community participation.

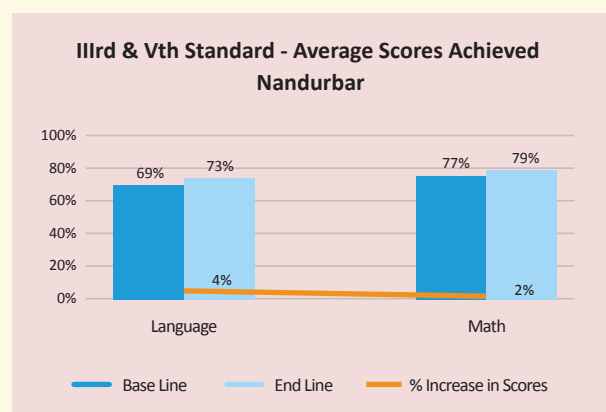
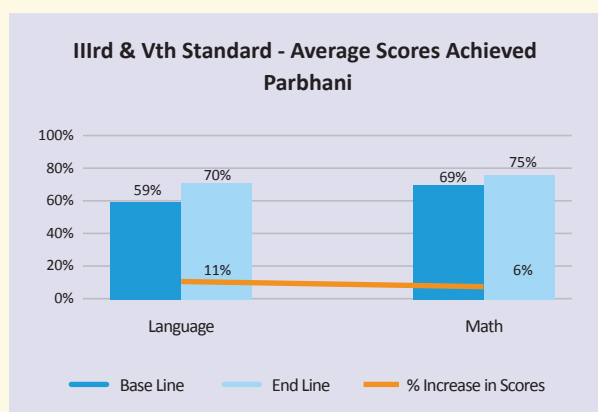
Success Highlights

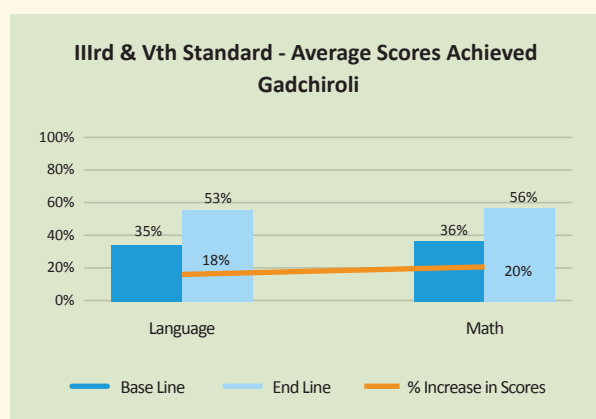
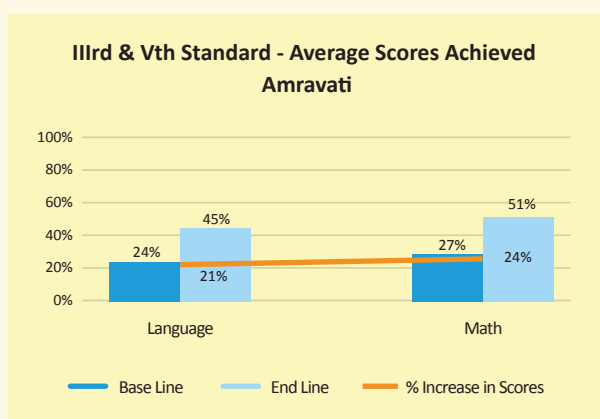
- Reconstitution of SMCs as per RTE compliance
- Increased participation of women in SMC meetings
- Agenda-based SMC meetings
- SMC participation in developing School Development Plans
- Educational Gram Sabha conducted with the Gram Panchayat
- In the Chikhaldara block, Amravati, the BEO has regularised PTMs in the entire block after seeing the impact of PTMs in the intervention schools.

5. Achievements

5.1 Learning Levels: 2016 - 18

Baseline and endline assessment comparison show a significant increase in learning levels in all four districts, in both language and math.





5.2 Other achievements 2017-18

The intervention has a set of indicators against which the performance is evaluated. Following table provides progress against set targets. It can be observed that most indicators record a 100% progress against set targets.

Table-2: Intervention Progress against set indicators

Indicator Level	Indicator	Targets Cumulative over period	Target	Progress	Percent Progress
Process	Number of school visits conducted for providing on-field support	Yes	2853	3016	106%
Process	Number of school visits conducted by KPs	Yes	973	870	89%
Process	Number of Shikshan Parishad conducted in the intervention area	Yes	158	112	70%
Process	Number of SMCs reconstituted according to RTE compliance	Yes	75	56	75%
Process	Number of Government functionaries (DEO/BEO/Extension officers) oriented/updated/trained about various aspects of the programme	Yes	20	36	182%
Process	Number of teachers trained/Head teachers trained in various aspects (data analysis/pedagogy/leadership, etc.)	No	306	370	121%
Process	Number of KPs trained in various aspects (data analysis/classroom observation/leadership)	Yes	24	15	60%
Process	Total number of SMC meetings participated as observer/Facilitator	Yes	312	312	100%
Process	Number of meetings with DIECPD to provide specific inputs on teacher capacity building	Yes	16	29	182%
Output	Percentage of teachers creating child-wise action plan	Yes	49%	96%	195%

Indicator Level	Indicator	Targets Cumulative over period	Target	Progress	Percent Progress
Output	Percentage of agenda based Shikshan Parishad conducted	Yes	95%	89%	94%
Output	Percentage of teachers applying constructivism approach in the classroom	Yes	46%	53%	116%
Output	Percentage of agenda based SMC meeting participated in as observer/Facilitator	Yes	87%	62%	72%
Output	Number of training programmes conducted by DIECPD basis inputs by implementing partner	Yes	10	8	77%
Outcome	Percentage of schools where SMC members actively participated in creating school development plan	Yes	55%	59%	107%
Outcome	Number of change agents within the system (teachers/HMs/KPs/Extension officers/BEO/DEO)	Yes	130	179	137%
Impact	Percentage increase in learning levels of children in Mathematics and language	Yes	17%	14%	82%
Impact	Percentage of Pragat school	Yes	60%	73%	121%
Impact	Percentage of Pragat children	Yes	63%	79%	126%

6. Budget Utilisation

Sr. No.	Indicator	Targets Cumulative over period	Target	Progress	Percent Progress
1	Human Resources	34366204	33682580	683624	2%
2	Training Related costs	3003832	1672125	1331707	44%
3	External Professional Services	442000	237101	204899	46%
4	Infrastructure & Equipments	2686909	409610	2277299	85%
5	Communication Material & Publications	1405273	297706	1107567	79%
6	Programme & Administration Costs	5111580	3293498	1818082	36%
7	Monitoring & Evaluation	10502530	5592881	4909649	47%
8	Overhead costs	3703065	2461570	1241495	34%
9	Special Education Supply	859432	0	859432	100%
	Total	62080825	47647071	14433754	23%

Note: Amounts are unaudited.

7. Way forward: Launch of Phase II

As part of Phase II, the District Transformation Programme (DTP) has been initiated in all four districts since July 2018. In Year-3 both the STP and the DTP will be simultaneously implemented. The STP will demonstrate the nuances and depth of change, and the DTP will ensure that this change is experienced across the district.

Through the DTP, district functionaries will provide support to the cluster level. This process will establish strong processes for continuous professional development and mentoring process at every level. The following diagram will explain all the components of the DTP explicitly.

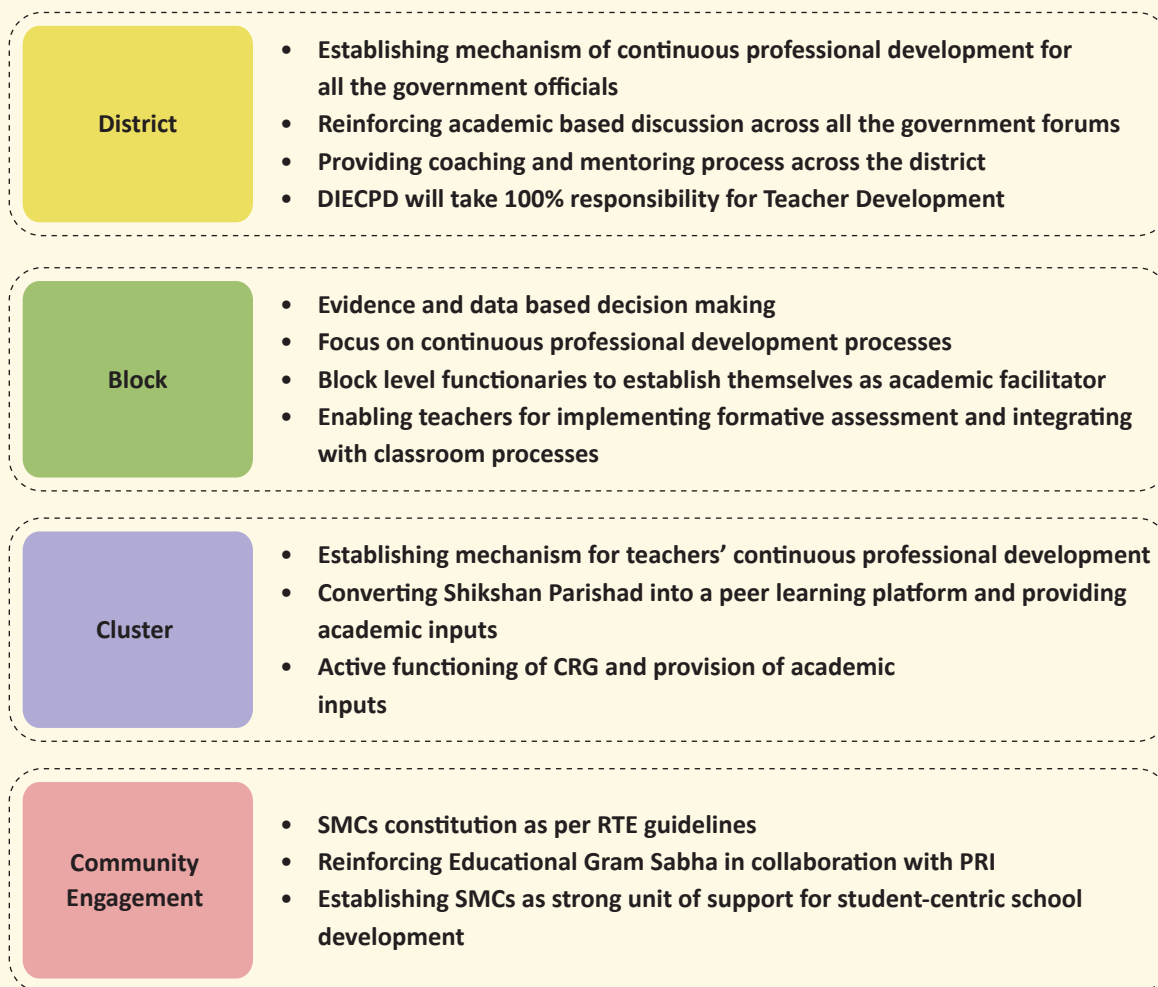


Diagram 2: The District Transformation Model

8. Conclusion

The continuous support in the intervention areas have created a strong impact across all levels of the education system. The programme has been able to establish itself as a model of demonstration, driving changes from top to bottom. The strong connect with all the functionaries in the district and state has helped mobilise strong support for the intervention. The model has proven to be a replicable, scalable and sustainable model with KP-led cluster transformation even in the most difficult geographies of Maharashtra. Building the KPs' capabilities for cluster development has in turn led to the creation of a supportive environment for teachers. The intervention has brought about significant change in classroom processes, with teachers creating an energised, open and child-friendly atmosphere, and using learning-conducive teaching methods. All these have created a momentum in the system. Streamlining SMC meetings in all the clusters on a monthly basis and creating a child-centric agenda has helped to further support and strengthen programme achievements. Formation and strengthening of DRG, BRG and CRG have brought alignment and improved coordination and collaboration between district, block and cluster level officials. Thus, recognition from the system for teacher capability and community participation has scaled the impact in all districts.

9. Photos from the Field



Students learning concept of weighing measurement using local resources in ZP School Shejave



Students at the school assembly



A student of ZP school Kumarguda, Bhamragad



Students using TLM in Group Work



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