

The Collaborators for Transforming Education

Annual Report Year 3: 2018-19

Supported by



Implementing Partners



Abbreviations

ASN	Adhyan Star Nischiti
BDO	Block Development Officer
BEO	Block Education Officer
BRG	Block Resource Group
CRG	Cluster Resource Group
CPD	Continuous Professional Development
DEO	District Education Officer
DRG	District Resource Group
DTP	District Transformation Program
DIECPD	District Institute of Educational and Continuous Professional Development
GPF	Gyan Prakash Foundation
HT	Head Teacher
HM	Head Master
KEF	Kaivalya Education Foundation
KP	Kendra Pramukh
PR Institutions	Panchayati Raj Institutions
QEP	Quality Education Program
RCT	Randomised Control Trial
SDP	School Development Plan
SFD	Special Focus District
SMC	School Management Committee
STP	School Transformation Program
The Collaborators	The Collaborators for Transforming Education
VFS	Virtual Field Support

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Executive Summary

At EdelGive Foundation we believe that every child has the right to go to school, stay in school and learn in school. Since its inception, EdelGive has considered education as a key focus area for its work. After spending more than ten years in the social development space and working with multiple organisations, EdelGive has put together 'The Collaborators for Transforming Education', a Public-Private Partnership model, to support Quality Education Program (QEP) in Maharashtra. EdelGive is currently working with two implementing partners - Gyan Prakash Foundation and Kaivalya Education Foundation.

Since 2016, the program has been working in four Special Focus Districts (SFD's); Amravati, Gadchiroli, Nandurbar and Parbhani, in Maharashtra. Three years of hard work and effort has helped in building a strong collaboration at the district and state level. By aligning with government objectives, our efforts have brought about a significant change in the intervention areas.

Through multiple interventions, 445 government officials (district and block level) have been engaged across academic and administrative units. Continuous capacity building support on coaching and facilitation skills, strengthening Shikshan Parishads, assessment data analysis, data-based planning, and evidence-based decision making skills have been provided to all the Kendra Pramukhs (KPs) at district level. Over 6000 Head Masters (HMs) and Head Teachers (HTs) have been trained on coaching and data analysis, and their focus has now shifted from administrative issues to the academic performance improvement of their students. Focused interventions were conducted with over 25,000 teachers from intervention schools to improve classroom processes and pedagogy skills. On-field support and workshops have helped government functionaries strengthen district, block and cluster level processes. As a result, 73% of the KPs are now able to understand and decipher the learning level data and have started creating development plans with its help. Around 69% Shikshan Parishads are being used as a peer learning platform. The intervention has been able to connect the community with the Panchayati Raj Institutions (PRIs) and is in the process of building linkages between PRIs and administrative units.

This year we have conducted third party evaluation in collaboration with IMPACT: Partners in Social Development. The program evaluation followed quasi experimental design, and includes results for both student assessment and program process. We have taken district Beed as the control district. The result shows significant improvement in learning outcomes. The results of evaluation will help us further provide guidance for improving our intervention strategies.

In 2019-20, our aim is to expand in two or more districts of Maharashtra to reach over 13,00,000 children. Along with the learning of the School Transformation Program (STP), we will commence the District Transformation program (DTP) in full scale.

Introduction

Since 2016, EdelGive Foundation in collaboration with the Department of School Education and Sports (DSES), Government of Maharashtra has initiated a program, **The Collaborators for Transforming Education**. The program is designed to support the objectives of the Quality Education Program (QEP) – an initiative of the Government of Maharashtra with the aim to raise education standards in all the schools across the state and ensure that each child achieves grade appropriate reading, writing and numeracy skills. The Collaborators program is aligned with QEP to transform the quality of education in four special focus districts of Maharashtra, namely Amravati, Gadchiroli, Nandurbar and Parbhani. Kaivalya Education Foundation (KEF) and Gyan Prakash Foundation (GPF) are the implementing partners for the program on ground.

The Collaborators program has three specific objectives set in alignment with the QEP. These are:

- Enhancement in learning outcomes of children resulting in transformation of schools
- Support to, and capacity building of system beneficiaries at the school, cluster and block level for access to, and utilisation of education data, for evidence driven decision making
- Improved community engagement for ensuring sustainability and support to interventions

The Collaborators initiative works on the principle of “demonstrate and scale” and thus the entire intervention approach currently has two phases.

Phase I: School Transformation Program (2016 onwards)

The School Transformation Program (STP) was initiated in 2016, in 272 schools in four special focus districts of Amravati, Gadchiroli, Nandurbar and Parbhani in Maharashtra. STP has been initiated as a pilot to identify processes and platforms, which will bring required changes to the student learning outcomes. Over the last three years, the implementing partners, have worked at multiple levels through a scaffolding approach towards this. They have been able to achieve substantial changes at school level including improvement of student learning outcomes, capacity building of teachers and Kendra Pramukhs, and increased community engagement.

Phase II: District Transformation Program (2018 onwards)

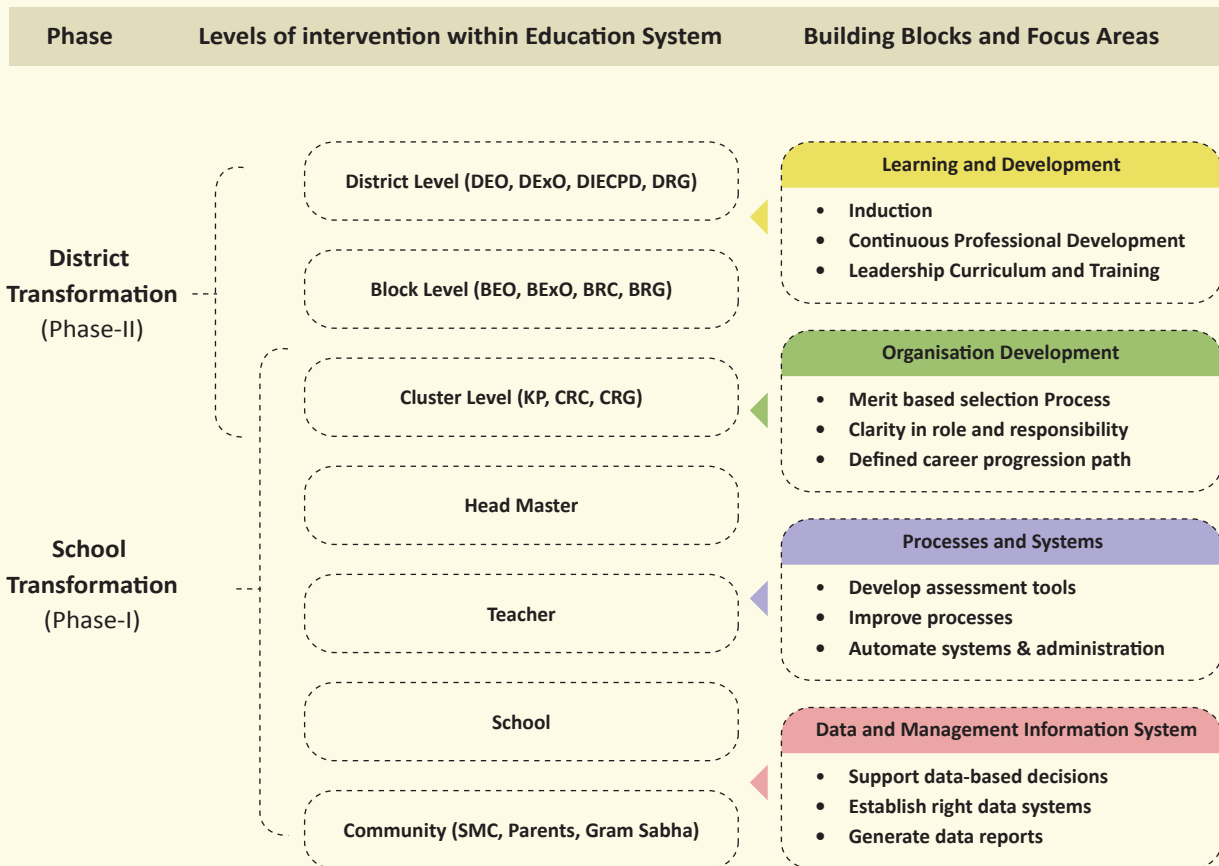
From July 2018 (year 3 of the program), the DTP has been adopted in all the four intervention districts, alongside the STP. While STP is focused on building sustainable processes for better student learning outcome, the DTP is focused on scaling up these processes. There are two kinds of DTP implemented on ground; one is a full-scale DTP and the other is DTP through Virtual Field Support (VFS). In the full scale DTP, identified result-oriented processes of STP are scaled-up through on-field support, workshops and training. This support is provided from the district level to cluster level thus ensuring that the identified processes are owned by the system. This program follows a process maturity model in which support is provided till a program becomes sustainable.

VFS is a technology-based delivery platform created to provide call-center support to teachers, government officials and parents. It will help cover large areas in a cost-effective manner and will benefit the areas which are largely inaccessible by the government officials. In VFS, 80% of the support is provided through virtual support

system and 20% is through on-field support based on needs. In three districts namely Gadchiroli, Parbhani and Nandurbar, full scale DTP is implemented through full-scale approach, whereas DTP in Amravati is implemented through the VFS approach.

Program Model

The coalition takes a scaffolding approach in its intervention which has been mapped in the table below:



Program Coverage

Details	Amravati	Gadchiroli	Nandurbar	Parbhani	Total
Government Functionaries	112	109	121	103	445
Schools	1,791	1,618	1,505	1,165	6,079
Teachers / Head Teachers / Head Masters	6,336	4,060	10,794	4,489	25,679
Children	1,17,905	63,745	3,49,342	4,17,188	9,48,180

Program Updates

In 2018-19, the Collaborators focused on systematic ownership building and sustainability through community engagement which led to consistent change in student learning outcomes.

Last year, the STP program focused more on building system ownership of the processes. In the case of DTP, the identified result-oriented processes of STP are being scaled-up by involving district administration for sustainable systemic change.

School Transformation Program (STP)

Under STP, several processes initiated have demonstrated sustainable change at the ground level. These have been stated below:

Cluster Resource Groups (CRGs) as Change-Agents

From 2016-17, KPs (Cluster Heads) are an identified group of motivated teachers conducting innovative practices in their respective classrooms. They have also formed CRGs to support each other which acts as facilitators called to demonstrate best practices at Shikshan Parishads and provide on-field support to other teachers for leveraging classroom processes. In 2018-19, 50% of CRGs facilitated Shikshan Parishad under the guidance and leadership of KPs. The entire process has brought sustainable change in teacher capacity building, which has led to improvement in student learning outcomes.

Capacity Building of Kendra Pramukhs (KPs) and Creating Effective Shikshan Parishads

KPs are the key lever of change for the program. From 2016-17, 100% KPs were supported to facilitate effective Shikshan Parishads. They have created a process of evaluating the Shikshan Parishad on the basis of regularity, agenda, discussion on classroom practises. In the academic year 2018-19, almost 92% Shikshan Parishads were independently run by KPs and have become a peer learning platform, providing capacity building inputs to teachers for improving classroom process by collaborating with CRGs and District Institute of Educational and Continuous Professional Development (DIECPD)

Utilising Adhyan Star Nischiti (ASN) data and Creating Child-Wise Action Plans

From 2016-17, 100% teachers were trained to understand assessment data, identify the competency gap and create child-wise action plans. ASN is a process initiated by state government in October 2017, where teachers assess children based on age appropriate basic numeracy and literacy skill and create child-wise action plans for their development. When ASN was introduced, teachers in our intervention areas were equipped enough to execute the process effectively. In 2018-19, 97% of teachers were using assessment data and creating child-wise action plans. This has now become a culture within the intervention block. As a result, classroom practices and student learning outcomes are improving.

Community Engagement

School Management Committee (SMC) is a group of parents, teachers, students who are involved in the functioning of the school. As per the Right to Education (RTE) Act, the SMC will work towards enhancing community participation in the functioning of the school and provide mechanisms for more effective

management at the school level. From 2016-17, capacity building support has been provided to Head Masters (HMs) to reconstitute SMC as per RTE compliance, and conduct regular agenda based monthly meetings. Due to intensive intervention in 2018-19, 100% of SMCs were reconstituted as per RTE compliance and also have more clarity about their roles and responsibilities. To develop ownership of the community, SMC members and HMs are encouraged to participate in Gram Sabhas and create awareness about the status of education in the community. Around 69 % of SMCs participated in creating school development plans.

Enhanced School Processes

Specific measures have been taken to improve school processes such as Assembly, Library and Bal Sansads (student councils). These processes are important aspects of school life and contribute to the learning of the child. Assembly and Bal Sansad help in the holistic development in children. Morning assemblies of 135 schools have been reconstituted. In these schools, different child centric activities are being used to conduct the morning assemblies. Children have started reciting poems, sharing stories, conducting extempores, etc. These small steps have helped improve the participation and confidence of children in school.

Libraries provides access to various age appropriate books, reading materials and resources for information and knowledge. They provide a space to children to think, create, share and grow. Implementing partners, HMs, teachers, and SMC members came together and made libraries in 135 intervention schools functional. Libraries have appropriate books (age, genre, and class appropriate), are functional, and easily accessible to all children. This has also improved their language comprehension skills.

Bal Sansad is an initiative by Government of India, in which student parliaments are conducted and children learn about democratic decision-making. Considerable efforts have been put in to make Bal Sansad sustainable, with children finding solutions to the problems they face on their own. Presently Bal Sansad members are leading school level processes such as assembly and library. They also help teachers in execution of school related sanitation, ensuring increased attendance in irregular students and improving the quality of mid-day meals. Altogether these processes, both inside and outside the classroom, have created a conducive environment for learning and helped increase the learning outcomes of students.

Case Study: Shikshanachi Wari 2018

Background:

‘Shikashanachi Wari’ is a state government initiative, where schools and organisations present an exhibition of innovative practices for improving the quality of education. The purpose of this initiative is to create a state level platform for sharing best practices. The theme for year 2018-19 was **‘Scalable and Sustainable practices of School Management Committees to Improve Quality of Education’**. The state government appreciated the work done by GPF in ensuring the effectiveness of the SMCs of Manwat and Nandurbar block, and shortlisted it as an example of best practice. GPF was also invited to demonstrate the work they have done in the field.

Details:

This exhibition was organised between November 2018 and February 2019 at five locations across Maharashtra. The SMC members and Sarpanchs from intervention blocks participated in the Shikshanachi Wari and manned the GPF stall along with Block Education Officer (BEO). The presence of the BEO at the stalls indicated that the government has taken full ownership of the processes and changes that are happening on ground. The stalls were jointly hosted by GPF and the Block Education Officers. The stall showcased following processes:

- Block leadership for effective SMC processes
- Educational Gram Sabha, Sarpanch workshop, block level educational review and planning by Block Development Officer (BDO) and Block Education Officer (BEO) as processes for coordination between education department and village development department
- Review of School development plan and status of actions completed against it

Summary and Outcome:

- The exhibition provided visibility of GPF's work in the state.
- Interactions with other participants and various officials helped in reviewing the tools used by GPF, and in validating the processes adopted to scale.
- Almost 1500 people visited GPF's stall. These included the then State Education Minister Shri. Vinod Tawade; State and District levels Education Officers, Block Officers, KPs, teachers, Gram Panchayat, Panchayat Samittee members, and SMC members.
- SMC members and Gram Panchayat members from Parbhani also participated and explained the work done in their Block. It was a good opportunity for system officers and SMC members to get recognition for their work.
- GPF's work was appreciated as a good practice towards scalability and sustainability of quality education.



Shri. C.K. Patil (Block Education Officer, Nandurbar Block), at GPF's stall talking about the importance of BEO leadership in creating effective SMCs.

November 2018, Shikshanachi Wari- Mumbai



Shri. Shirish Lohat (Kendra Pramukh, Manwat Block-Parbhani), at GPF's stall, explaining the collaborative efforts of the government and GPF in making SMCs effective.

3rd January 2019, Shikshanachi Wari- Wardha

District Transformation Program (DTP)

The entire focus of the DTP intervention is at the District, Block and Cluster levels. Both the implementing partners facilitate workshops, training and provide on-field support to the government officials. All the changes below the cluster level will be driven by the transformed education system.

Establishing strong relationships with the District Functionaries

Just like CRGs, the Block Resource Group (BRG) and District Resource Group (DRG) are government-mandated committees with the vision of streamlining planning and reviewing mechanisms for achieving 100% learning levels in the district. The administrative (DEO's office) and the academic units (DIECPD) conduct these meetings jointly. Earlier, the meetings that were held used to be more focused on solving administrative issues compared to the discussions around the status of student learning and challenges at both block and district level. As the intervention began, the implementing partners collaboratively started facilitating these meetings with government officials and took efforts to make them more regular and agenda based.

At the district level, the quarterly meetings that are now being conducted with the district officials, includes updates, discussions on the training needs of the KPs, HMs and teachers and sharing of the findings from the assessment data. Ground level challenges are also discussed such as migration and drop-out rates of children and seasonal absentism. The implementing partner's team and DEOs conducted joint visits in the intervention schools to understand the issues related to the academic growth of the students. The strengthening of these forums resulted in greater alignment between administrative structures like District and Block Education offices led by the DEO and BEO respectively.

Institutionalised Shikshan Parishad

Capacity building of teachers is directly proportionate to improvement in student learning outcomes. Through STP, Shikshan Parishads have become more agenda-based, and have adopted an academic lens in their discussions. KPs, HMs and teachers are encouraged to use the Shikshan Parishad as a platform for peer learning and sharing best practices. The DTP intervention converted this government forum into a capacity-building venture in collaboration with DIECPD. DIECPD is providing academic inputs and creating a more positive and comfortable environment at SP for teachers to participate in and learn. They are also taking ownership by facilitating Shikshan Parishad in collaboration with KPs and CRGs and providing academic inputs to teachers regarding implementation of ASN and creating child wise action plan across the districts.

Across all four districts, 69% agenda based Shikshan Parishads have been conducted by Kendra Pramukhs in collaboration with DIECPD. Discussions in these meetings focus on promoting child-wise action plans, sharing of innovative teaching practices, creating appropriate Training and Learning material and its demonstration, and alignment with education indicators of state government. Through Shikshan Parishad, DIECPD has addressed teacher's needs with the analysis of the ASN data.

Improving Community Engagement

Community plays an important part in every child's well-being. Community stakeholders, especially Gram Panchayat members, SMC members and parents have an important role to play in school development and in

enhancing the standards of education in their village. Through the STP program it has been experienced that in order to strengthen the alignment between school and community, strengthening SMC and community engagement is important.

To scale up the program using the learnings of STP in DTP, KPs have taken up the responsibility of reconstituting the SMCs, regularising their monthly meetings at the school level, and preparing School Development Plans (SDPs). To make the process more sustainable Educational Gram Sabhas have been constituted. These influence the fund for school development from the budget of the 14th finance commission. At present 59% Gram Sabhas have been constituted. So far, discussions were restricted to infrastructure, toilets, drinking water and playground; but with the joint effort of government officials, the discussions are slowly focusing on children and learning. In all the intervention districts SMC meetings are conducted every month at the same time. This process has been institutionalised by our implementing partners, with the support of the BEOs.

Case Study: Balak Palak Sabha – “Mi SMC, Majhi Shala”

Background:

When the Kendra Pramukh (KP) and KEF fellow went on their planned joint visit to the zilla parishad upper primary school at Sonapur, Chamorshi block, Gadchiroli district, they deduced from the records of SMC meetings that the participation of SMC in issues related to the development of the school was low (approximately 50%).

Details:

To strengthen and empower the SMC, they engaged with the overall community to spread awareness about the important role that the SMC plays in shaping the future of the children of their areas, through various activities. The students, community members, sarpanch and the SMC team were all a part of these activities.

The KEF team initiated and organised an event titled “MI SMC MAJHI HALA” with the support of the Block Sevak and other government officials. KEF team also designed the framework of the program. The KP and the Gaon Patil (Village Head) delivered a motivational speech on SMC and its roles and responsibilities for the gathering. Thereafter, KEF team conducted an art and quiz competition for the primary class students and for the community. At the end of the event, a prize distribution was held for the participants and SMC members to boost their confidence and morale.

Outcome:

After a month during one of their school visits, when the team attended the SMC meeting, they observed that the participation of the SMC team members has increased. Almost 80% of the members have started attending these meetings. As a result, the BEO has decided to conduct this program in every school, in the upcoming session in his block.

Case Study: Shikshan Parishad

Background:

Teachers are more likely to listen to the solutions offered by fellow teachers rather than an outside advisor. The teachers are now assured that if they are facing any roadblock and need solutions or advice, they can turn towards the collaborative community, Shikshan Parishad. Peer learning has been proven to be one of the most successful ways of learning for children and adults. It boosts confidence in the learners, develops collaboration and enhances problem-solving skills.

Details:

Gyan Prakash Foundation has been working very closely with over 2000 teachers and Kendra Pramukhs/CRPs in around 200 clusters in two districts – Nandurbar and Parbhani for past three years. With the approach to strengthen the existing government platforms, and effective implementation of policies, a number of powerful insights have emerged through the Shikshan Parishad in a short span of time. GPF has established that for impacting learning outcomes, it is essential to view the ‘cluster’ as a unit of change and focus on Shikshan Parishad for enhanced change. Leadership capabilities of KPs have been developed by enabling planning, implementation and review of cluster/school level activities in the Shikshan Parishad, co-facilitating teacher collaboration and sharing of best practices.

The KP/CRP holds the meeting as per Government mandate and facilitates it based on their data of learning levels. Shikshan Parishads that are data-driven and collaborative in nature have immediate influence on the classroom processes. Experience of more than 200 Shikshan Parishads show that these solutions are far more acceptable, applicable and effective as opposed to pre-decided traditional practices. Thus, the transformation in each school, and in each class is being triggered through a collective power at the cluster level. Teacher training usually deals with knowledge and skills. However, these efforts seldom affect or influence mind-set. Shift in the mind-set of teachers has now become a natural outcome of the Shikshan Parishad process.

Following are some of the guiding principles that GPF has followed to activate and strengthen the Shikshan Parishads:

- Building capacity within the system rather than outside it
- Working with Kendra Pramukhs and teachers for facilitating Shikshan Parishads rather than leading it from outside
- Focus of the discussion - ‘How can each child learn?’
- Shifting from administrative tasks to discussions on teaching-learning processes
- Use of learning levels data for planning activities of the classroom
- Constantly referring to the learning competency achievement of the child and planning. Using the child-wise analysis of state baseline and end line.
- Sharing of successes, challenges of the classroom and recognition of best practices

Indicator Progress

The intervention has a set of indicators against which the performance is evaluated. Following table provides progress against set targets. It is observed that most progress is more than 90% against set targets.

School Transformation Program (STP)

Sr. No.	Indicator Level	Indicator	Target	Progress	Percent Progress
1	Process	Number of school visits conducted for providing on-field support	5526	5102	92%
2	Process	Number of school visits conducted by KPs	3040	2510	83%
3	Process	Number of Shikshan Parishad Conducted in the intervention area	300	218	73%
4	Process	Number of SMCs reconstituted according to RTE compliance	272	272	100%
5	Process	Number of Government functionaries (DEO / BEO / extension officers) oriented/updated/trained on various aspects of the program	58	47	81%
6	Output	Percentage of teachers creating child-wise action plan	95%	97%	102%
7	Output	Percentage of agenda based Shikshan Parishad conducted	100%	91%	91%
8	Process	Number of teachers trained / head teachers trained in various aspects (data analysis / pedagogy / leadership etc.)	1112	1088	98%
9	Process	Number of KPs trained in various aspects (data analysis / classroom observation / leadership)	37	38	103%
10	Process	Total number of SMC meetings participated as observer / facilitator	643	673	105%
11	Output	Percentage of teachers applying constructivism in the classroom	50%	65%	130%
12	Output	Percentage of agenda based SMC meeting participated in as observer / facilitator	98%	92%	94%
13	Outcome	Percentage of schools where SMC members actively participated in creating school development plans	83%	69%	84%
14	Impact	Percentage increase in learning levels of children in Mathematics and Language	24%	7%	32%
15	Impact	Number of SMC contributed in Cash and Kind	206	69	33%

District Transformation Program (DTP)

This was the first year for DTP, therefore the target indicators were set in more conservative manner. This has resulted in achievements being much higher than the targets.

Sr. No.	Indicator Level	Indicator	Target	Progress	Percentage Progress
1	Process	Percentage of total teachers (district number) engaged in CPD at Cluster level	30%	70%	232%
2	Process	Percentage of BEO analysed learning level data of block and create improvement plan	57%	67%	118%
3	Process	Percentage of KPs understanding learning level data of the cluster and creating cluster level plan	47%	73%	156%
4	Process	Percentage of teachers creating child-wise action plan based on learning level data	27%	8%	29%
5	Process	Percentage of Government officials (BEO / extension officer +KPs) engaged in CPD	33%	75%	224%
6	Process	Percentage of Gram Sabha conducted at Panchayat level	43%	53%	123%
7	Process	Percentage of SMCs reconstituted as per RTE guidelines	27%	53%	199%
8	Output	Number of teacher training conducted in collaboration with DIECPD	28	31	111%
9	Output	Percentage of BRCs / RPs facilitate implementation of formative assessment integrated with classroom processes	16%	57%	369%
10	Output	Percentage of SMCs participating in School Development Plans	70%	37%	53%
11	Output	Percentage of Shikshan Parishad regularised and agenda based	7%	69%	1031%
12	Output	Percentage of Government functionaries (DEO / BEO / extension officers) oriented / updated / trained about various aspects of the program	24%	99%	404%
13	Outcome	Percentage of teachers implementing formative assessment integrated as part of classroom processes	15%	46%	310%
14	Outcome	Percentage of clusters supported by DIECPD in implementation of formative assessment integrated with classroom processes	18%	49%	274%

Sr. No.	Indicator Level	Indicator	Target	Progress	Percentage Progress
15	Outcome	Percentage of SMCs reviewing learning levels on a Half Yearly basis	50%	13%	26%
16	Impact	Percentage of government officials trained to become academic facilitators	23%	6%	25%
17	Impact	Percentage of Shikshan Parishad being used as peer learning platform	27%	59%	220%
18	Impact	Percentage of SMCs contributed in cash and kind for school development	30%	18%	60%

District Transformation Program (DTP-VFS)

VFS program started as a pilot basis from December 2018-19, therefore the target indicators were set in more conservative manner. This has resulted in achievements being much higher than the targets.

Sr. No.	Indicator Level	Indicator	Target	Progress	Percentage Progress
1	Outcome	Percentage of DIECPD functionaries / DEO / BEO trained about various aspects of the program	50%	33%	66%
2	Process	Percentage of blocks supported by DIECPD / BEO / RP in VFS content accreditation and creation	35%	29%	83%
3	Process	No of RPs / KPs supported with professional development	30%	16%	53%
4	Process	Number of teachers supported with Improvement in classroom practices	634	901	142%
5	Impact	Percentage of teachers supported in classroom processes strengthening	5%	8%	160%

“Taken up as a pilot intervention with the Government, EdelGive Foundation’s intention was to strengthen the existing machinery with the help of Government and other notable partners. This endeavor has led to significant improvement in not just the learning outcomes of children but has also led to improved teaching methodology, better community understanding of the importance of education and involvement of community as a whole in ensuring last mile delivery of education. Looking at the results, we feel encouraged to scale it up as much as possible.”

**- Dr. Vandana Krishna,
Additional Chief Secretary, Department of School Education and Sports, Government of Maharashtra**

Achievements: Third Party Assessment Results

EdelGive conducted a third party assessment in Year III (2018-19) of the program across four districts for School Transformation program (STP) using a case-control study design. As the control district, Beed was selected. The results show substantial progress of children in terms of learning outcomes, in comparison with Beed, which was one of the top most districts as per National Assessment Survey (NAS) 2017. The assessment measured grade level competency for STD I, III and V. Besides this it also evaluated program processes. This learning will be useful going ahead, for next level program implementation.

Proportion of Students with Grade level Competency in Language						
Districts	GRADE I		GRADE III		GRADE V	
	STP	DTP	STP	DTP	STP	DTP
Amravati	45%	65%	33%	47%	45%	65%
Gadchiroli	79%	43%	30%	25%	79%	43%
Nandurbar	89%	88%	72%	60%	89%	88%
Parbhani	86%	84%	86%	73%	86%	84%
Beed	61%		24%		83%	

Students with Grade level Competency in Mathematics						
Districts	GRADE I		GRADE III		GRADE V	
	STP	DTP	STP	DTP	STP	DTP
Amravati	64%	77%	40%	49%	52%	72%
Gadchiroli	72%	83%	85%	87%	75%	86%
Nandurbar	94%	90%	69%	81%	41%	36%
Parbhani	98%	97%	89%	86%	92%	80%
Beed	72%		53%		48%	

The results show improvement in student learning outcomes in STP districts and along with high proportion of children attaining grade level competencies. The process evaluation in the study demonstrated that cluster level processes like regularized Shikshan Parishad, school visit by KPs, SMCs have shown marked improvements.



Students of grade I and II enjoying activities during children camp in the Gongwada cluster



The Assembly at Kulnagana

Conclusion

Intensive intervention has created a strong impact across all levels of the administrative and academic system of education. The program has been able to establish itself as a model of demonstration, driving changes from top to bottom making KPs, the key lever for change. The strong connect with all the functionaries in the district, block and cluster level has helped to mobilise strong support for the intervention. The model is a replicable, scalable and sustainable solution. 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 the discussion of district / block / cluster level forums, classroom processes and community engagement by connecting SMCs with Gram Sabhas. All these have created a momentum within the system. Strengthening of DRG, BRG and CRG have brought alignment and improved coordination and collaboration between district, block and cluster level officials. The system recognises government functionaries' development and community participation; which has scaled the impact in all 4 districts.

Way Forward 2019-20

DTP will be extended in two more districts from July 2019, namely Satara and Solapur. In year four, both the School Transformation Program (STP) and District Transformation Program (DTP) will simultaneously be 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 will establish strong processes for continuous professional development and mentoring at every level, across the structure.

Intervention Coverage

Coverage	Amravati	Gadchiroli	Nandurbar	Parbhani	Satara	Solapur	Total
Government Functionaries	119	117	132	112	277	287	1,044
Students	1,17,905	63,745	3,49,342	4,17,188	1,50,634	2,30,882	13,29,696
Teachers	6,336	4,060	10,794	4,489	8,835	10,874	45,388
Schools	1,791	1,618	1,505	1,165	2,773	2,974	11,826

Once the DTP model is established, the focus will move to the state as a whole. Learnings from DTP will be taken into consideration while designing and implementing the State Transformation Program. The program, Collaborators for Transforming Education, will focus on solving the bottlenecks that have been experienced at the district level, and will aim to eventually influence policy level issues.



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