



The Collaborators for Transforming Education

Half-Yearly Report: July – December, 2019

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Implementing Partners



Abbreviations

ASN	Adhyan Star Nishpatti
BDO	Block Development Officer
BEO	Block Education Officer
BRG	Block Resource Group
CPD	Continuous Professional Development
CRG	Cluster Resource Group
DEO	District Education Officer
DIECPD	District Institute of Education and Continuous Professional Development
DRG	District Resource Group
DSES	Department of School Education and Sports
DTP	District Transformation Program
GPF	Gyan Prakash Foundation
HM	Headmaster
HT	Head Teacher
KEF	Kaivalya Education Foundation
KP	Kendra Pramukh
PRI	Panchayati Raj Institutions
QEP	Quality Education Program
RCT	Randomized 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
ZP	Zila Parishad

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Executive Summary

Since its inception, EdelGive Foundation has considered education as a key component for human development. In 2016, after several deliberations with the Government of Maharashtra and other experts within the education sector, EdelGive Foundation created 'The Collaborators for Transforming Education' program, a Public-Private Partnership model supporting the Quality Education Program (QEP) of the state. The Collaborators program was initiated in four Special Focus Districts (SFDs) – Amravati, Gadchiroli, Nandurbar and Parbhani, in Maharashtra and was facilitated through two implementing partners – Gyan Prakash Foundation (GPF) and Kaivalya Education Foundation (KEF).

Through the School Transformation Program (STP) a few result-oriented best practices have been identified which have been scaled through the District Transformation Program (DTP). The intervention plans have been designed by aligning to government objectives. This has brought about significant improvement across the intervention areas. Based on the success of the program, in 2019, a decision was made to expand the program to two more districts – Satara and Solapur. Through DTP, the focus has been on stakeholder development, quality and regularization of processes.

It has been identified that the involvement of top-level district officials speeds up a lot of processes and interventions. Their participation in review and planning meetings also brings more accurate results. Presently through multiple interventions, over 1000 government officials (district and block level) have been engaged across academic and administrative units.

Continuous capacity building support is provided to 100% Kendra Pramukhs (KPs) for strengthening Shikshan Parishads (SPs) in all the six intervention districts. Through government forums such as District Resource Group (DRG), Block Resource Group (BRG) and Cluster Resource Group (CRG), teachers are becoming more active and accountable for improving student learning outcomes by working collaboratively. In the last six months, the program has aimed to involve the district level government officials extensively in the planning and review of cluster level and school level processes such as SP, child-wise action plans, strengthening School Management Committees (SMCs), and connecting with Panchayati Raj Institutions (PRI) members. The focus of the intervention was to regularize and adopt these processes in all the clusters across the intervention districts.

This year the program has also faced two major challenges. The first being the transfer of teachers and government officials across the districts, which led to a change in the entire cohort of STP teachers and government officials. The implementing partners had to orient the new group of teachers and government officials, resulting in a slow-down of the program process. The second challenge was the occurrence of the State and Zila Parishad (ZP) elections. As teachers and government officials were involved in the election work, their participation in the program process was affected. However, in spite of the challenges on ground, the collaboration of all the partners and the involvement of the government is leading to improvements in the student learning outcomes.

Introduction

The Government of Maharashtra has achieved almost universal enrolment in the last few years. However, there continues to be the desired improvement in learning outcomes for the state. To address the urgent need for quality primary and elementary education in the state, the Government of Maharashtra (GoM) has launched a state-wide Quality Education Program (QEP) in June 2015. The program aims to ensure *“not a single child remains below the expected norms, and gains age-appropriate proficiency in reading, writing, and arithmetical concepts and operation”*.

The Collaborators for Transforming Education

To support the state in its endeavor, **‘The Collaborators for Transforming Education’** a public-private partnership with the Department of School Education and Sports (DSES) has been strategized by EdelGive Foundation. Through this coalition, EdelGive Foundation aims to solve the complex problem of education by bringing reforms at a systemic level. To do this, EdelGive has collaborated with highly respected NGO partners such as **Gyan Prakash Foundation** and **Kaivalya Education Foundation**. Both these NGOs work with the Government’s education machinery and the local community to transform last-mile delivery of education to children. The intervention is currently operational in **six districts** and is focused on three main objectives below:

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

The Collaborators program works on the principle of “demonstrate and scale” and thus the entire intervention approach is divided into two phases. The first phase is the **School Transformation Program (STP)** through which the model has been demonstrated; and the second phase is the **District Transformation Program (DTP)**, where the program is scaled further.

Phase I: School Transformation Program

STP was initiated in 2016, with 272 schools in four special focus districts of Amravati, Gadchiroli, Nandurbar, and Parbhani in Maharashtra. STP was initiated as a pilot to identify best practices, which would bring about changes at the school level, including improvement in student learning outcomes. Over the last three years, substantial changes have been observed at the school level including improvement of student learning outcomes, capacity building of teachers and KPs, and increased community engagement.

Phase II: District Transformation Program (2018 onwards)

DTP follows a bottom-up approach for learning and a top-down approach for implementation. In this model, the STP functions as a lab for identifying result-oriented best practices. These practices are further implemented in the districts through the DTP, in collaboration with the block and district level government functionaries in the system. In 2018-19, DTP started its intervention in four districts as a scale-up process of STP in which the program connected the DRG, BRG, and CRG together, to bring systematic reforms. The initial success of the intervention encouraged the program to spread its intervention in two new districts (Solapur and Satara) in the current year.

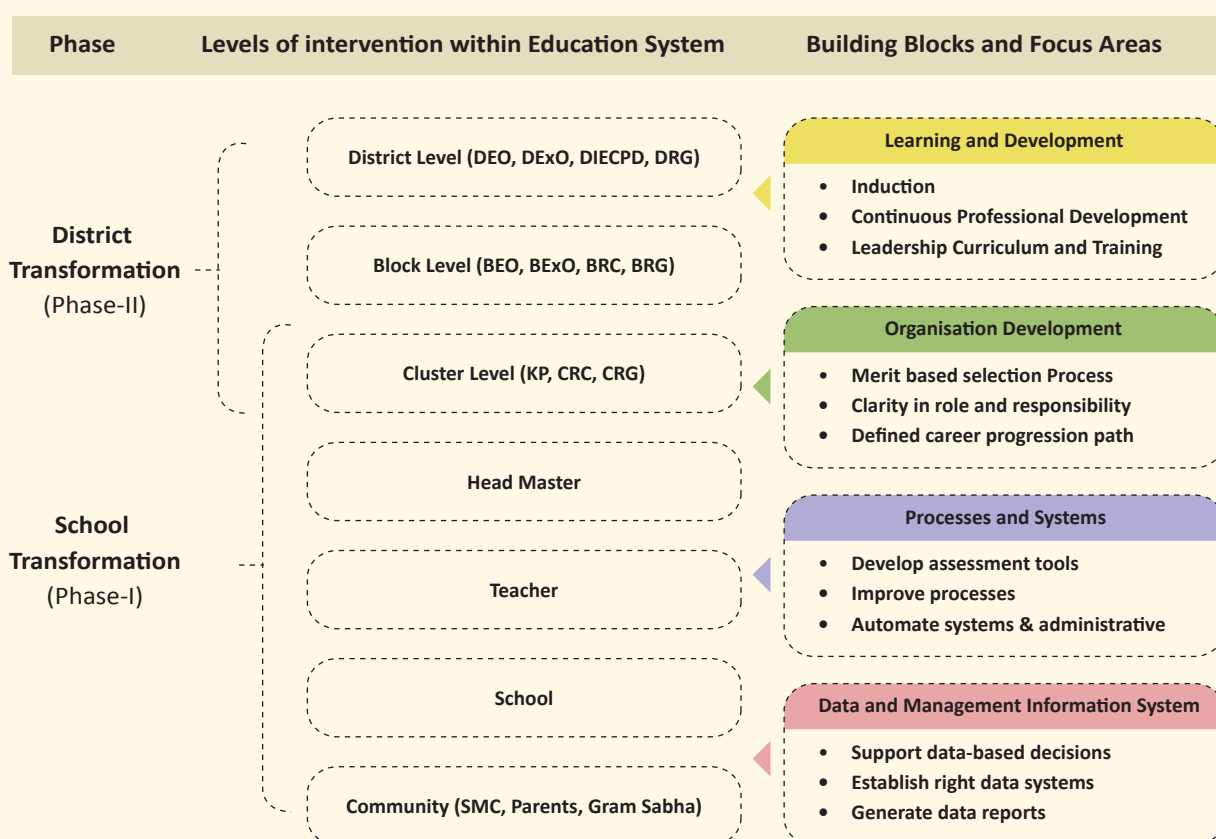
Currently, there are two kinds of DTP models being implemented on the ground, one Direct Field Support DTP, and the other is Virtual Field Support (VFS) DTP. In Direct Field Support DTP, identified result-oriented processes of STP are scaled-up through on-field support, workshops, and training by using different government forums

such as the KP collective at the block level and the SP at the cluster level. The support is provided from the district level to the 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 until a program becomes sustainable. VFS is a technology-based delivery platform created to provide support to teachers, government officials and parents through call-center. It has been adopted to pilot a cost-effective result-oriented model for scale which can effectively reach the last mile of delivery. In VFS, 80% of the support is provided through a virtual support system and 20% is through on-field support based on needs.

Direct Field Support DTP is implemented in five districts namely Gadchiroli, Parbhani, Nandurbar, Satara and Solapur, while in Amravati the DTP is implemented through the VFS methodology.

Program Model

The program model is demonstrated in the following diagram:



Program Coverage

In 2019, the program was extended to 6 districts covering 1,044 Government functionaries, 45,388 teachers, 13,29,696 children and 11,826 schools. The details are given below:

Details	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

Program Updates: July - December 2019

Last year (2018-19), the Collaborators program focused on systematic relationship building with the Government system and community, particularly at the block and district level. This year, along with relationship building, the program is focusing on quality and regularization of the key processes and capacity building of the key functionaries through facilitation and training.

The highlights of both the programs from July – December 19 are stated below:

Highlights of School Transformation Program

Since the STP was initiated 3 years ago, the focus of the program has been on sustainability and deep-dive on quality, which will lead to improvements in student learning outcomes. The major achievements of STP are:

Sustainability of SP as a peer learning platform under the leadership of KPs and collaboration of teachers

In 2018-19 around 92% SPs were independently run by KPs and have become a peer learning platform, providing capacity building inputs to teachers for improving classroom processes by collaborating with CRGs and District Institute of Education and Continuous Professional Development (DIECPD). In the last six months (July to December 2019) the implementing partners reinforced KPs to focus on the quality of the inputs given in SPs. The process has resulted in significant improvements:

- CRGs have demonstrated best practices by using audio visual aids
- Integration of technology is an important aspect of the capacity building of the teachers in SP - DIKSHA app and BOLO app (created by Google) have been demonstrated to teachers and they are encouraged to use them in the classroom
- Around 100% teachers have received quality inputs through 85% of SPs. This has led to 62% of teachers demonstrating innovative practices in the classroom

Utilizing student assessment data (Adhyan Star Nishpatti - ASN) for child wise action plan

ASN is an assessment process initiated by the Government of Maharashtra to assess the minimum grade level language and numeracy skills of the children. In the last six months two summative assessments were conducted. Implementing partners have been encouraging government officials to use student assessment data for decision making. The process has led to the following outcomes:

- Across the intervention clusters, BEOs and KPs helped teachers to enter child wise data in the tool
- Under the guidance of the implementing partners, the government officials have analyzed the data and reinforced the need to create child-wise action plans
- In 85% SPs, the KPs have reinforced teachers to understand and analyze the data and create child-wise action plans
- Around 63% of teachers are creating child wise action plan based on student assessment data and are designing classroom process

Capacity building of Kendra Pramukhs (KPs) for Cluster development

KPs are a key lever for change. In 2018, implementing partners provided continuous support to KPs and created a process of evaluating SPs on the basis of regularity, agenda, and discussion on classroom practices. This year the focus was also on capacity building of KPs, to be able to lead the clusters independently. Implementing partners are supporting the block officials in strengthening the KP collective forum. The process has led to the following outcomes:

- Capacity building sessions for KPs were co-facilitated by BEOs/DIECPD
- Data based decision was the focus area of the sessions, KPs are also encouraged to consider school visit observations along with students' assessment data for strategizing cluster development plans
- Almost 100% of KPs have been trained in data analysis, school and classroom observation by BEOs/DIECPD
- The whole process has helped to improve school visit observations and feedback processes for teachers and HMs
- KPs are guiding CRGs to strategize SP in line with ground observations. As a result needs-based capacity building support is provided to teachers

Strengthening School Management committee (SMC)

SMC is a group of parents, teachers and students who take an active role in the planning, implementation and monitoring of developmental programs for the school. For the past few years, implementing partners have supported HMs to regularize SMC meetings and make it more agenda based. As a result in 2018-19 about 92% of SMC meetings observed were regular and agenda based, with the aim to reach 100% and focus on developing accountability of the SMC members towards the overall development of the school. Implementing partners have also backed the KPs and HMs to strengthen community engagement in the program. The process has led to the following outcomes:

- Collaborative workshops have been conducted on the roles and responsibilities of SMC members which is co-facilitated by KPs and HMs
- The engagement of SMCs in school related activities have started in the recent time. It will require time to standardize and structure the engagement
- With the support of BEOs, KPs and teachers / HMs, SMC members and youth groups are coming together and conducting evening study classes for the students in the community, which helps in bridging the learning gap in children

Challenges of STP over the last six months which have impacted the outcome of the processes include:

- Transfer of teachers and government officials leading to a slow-down in the processes of STP
- Teachers and government officials have been busy in state election and ZP elections, limiting their participation in the field activities
- The moral code of conduct issued by the Government in lieu of the state elections, has also affected the field-level community activities

Case Study: Transforming Schools into Better Learning Hubs

The ZP School, Varul (Shinde Cluster of Nandurbar Block) is 20 km from the district of Nandurbar (Maharashtra). It is a small tribal village with a population of less than 1000, mostly consisting of farmers and farm laborers. The school has two teachers and a total student strength of 60 students. The majority of the students are from the tribal community.

The teachers Mr. Anil Mali and Mr. Dayanand Jadhav, teach all the classes in the school. Both are determined and believe in the impact that experiential learning can have on children. They believe that only classroom learning is not enough for a child to achieve the expected learning outcomes. Children must be taken outside the classroom to get practical experience through which they can observe, experience, explore and express their views and ideas. Both the teachers have maintained individual portfolios for each of the children and are ensuring that they get a lot of exposure outside the school.

GPF had earlier analyzed the data of the end-line assessment during the last academic year. The School Report Card identified specific learning needs of children, which was shared with both the teachers. Using this data, GPF supported both the teachers in the preparation of individual child-wise action plan. Mr. Wankhede, the KP of the cluster, also contributed to the preparation of this plan and supported both the teachers in the execution of their plans, through continuous visits to the school.

Both the teachers mapped the human resource available in the village. In one of the SMC meetings, they discussed their plan with all the members to seek support from the parents. Regular interaction with the parents resulted in active participation in the various activities of the school. Parents themselves planned to take children for the exposure visits in the field, bank, fabrication workshop, railway station, weekly bazaar and to the river too. Different learning projects like water conservation, waste management, preparation of food, etc. were also explored with the help of parents. The role of teachers is to implement the plan and support parents wherever needed.

The assessments conducted by DIECPD in September 2019 showed significant growth in learning levels of students in comparison to the last academic year end-line assessment.

The school has its own Library and all the children have access to the books they need. During the breaks, any child can get a book according to his / her interest. Today, children can write meaningful stories based on their exposure visits, discussions with parents and teachers and pictures given to them. More than 90% of the children in class III and IV can write meaningful small stories in their own words.

One year ago, the migration of the students along with their parents was the major issue. This year, not a single child has migrated, and the average attendance of the students has reached 96%. Other teachers in different schools of the cluster have also adopted some of the practices that were used effectively in this school. Mr. Jadhav has now become a member of the CRG and continues to support other teachers from the cluster with concerns related to the learning of the children.

Highlights of District Transformation Program

DTP was initiated in 2018-19, a year that was mostly spent in setting up the program. This year DTP is focusing on standardization of the STP scaled-up processes. The two most important components of the program are stakeholders and processes. The program focuses on capacity building of stakeholders and quality improvement and regularization of the processes. Both these components are integrated in DTP with the aim of improving student learning outcomes.

The representation of the model is given below:

Constituency	Process	Stakeholders
District	Zila Parishad District Resource Group (DRG) Planning and Review meeting	CEOs DIECPD DEO/ Dy. EO
Block	Block Resource Group (BRG) Planning and Review meeting Panchayat Samiti	BEO Extension Officers BRCs and RPs
Clusters	Shikshan Parishad	KPs HMS/Teachers
Community	Gram Sabha SMC	PRI members SMC members

Through DTP, the Collaborators program is aiming to impact the bottom-up processes like SP, child-wise action plan and SMC reconstitution and full participation. On the other hand, in the case of the top to bottom approach, the program is connecting the DRG, BRG, and CRG. The entire process helps to create action plans which are more contextualized and customized as per input from each level.

This year the intervention has extended to two new districts in which more focus is provided to government liaising and relationship building.

In the last 6 months following measures have been taken to standardize the processes by involving the block and district level officials.

District and Block level Planning and Review meetings

District and Block level planning and review meetings are an important forum for planning and review of all the aspects of the District and block. District level review and planning meeting is chaired by the CEO and at the block level it is chaired by the BDO. Both the implementing partners are participating in the district and block level planning and review meetings and trying to push the quality of education as one of the important agendas. At present, the implementing partners are participating in meetings and updating the education status of the district and block. In Satara and Solapur, the intervention is at a nascent stage, with more focus on the orientation of government officials on the program.

Strengthening District Resource Groups (DRG)

DRG is a forum which is responsible for the academic improvement at the district level. DRG meetings are chaired by the DEO. With the support of the implementing partners, the DRG is now focusing more on making the platform active, regular and focused on academic improvements. In all the intervention districts 26% of DRG meetings are conducted regularly and 14% have focused discussions on improving student learning outcomes. The process has led to the following outcomes:

- In all the intervention districts, the DRG meetings are co-facilitated by implementing partners
- The Government of Maharashtra has launched the 'Shikshan Parishad handbook', created jointly by implementing partner, at the DRG meeting, to standardize all SP activities
- The handbook has been promoted as a reference for conducting effective SP in all the clusters across the intervention districts

In Satara and Solapur implementing partners are trying to bring the academic and administrative unit together at the district level. This is currently in progress.

Strengthening Block Resource Groups (BRG)

BRG is a forum that is responsible for academic improvement at the Block level. BRG meetings are chaired by the BEO. With the focus of the implementing partners, BRG meetings have been regularized and been made agenda-based. Last year, the implementing partners were participating in the meeting and trying to direct child-centric discussions as part of the meeting. This year the focus is on structuring the Block level interventions and making them more solution-oriented. In the last six months, the implementing partners have collaborated with district officials and facilitated BRG meetings. The process has led to the following outcomes:

- Around 27% of BRG meetings have been conducted regularly
- The focus of the meeting was to understand the cluster level problems and challenges, recognition, and appreciation of the commitment of KPs, discussion on future planning of clusters with the respective KPs and understanding the use of data for decision making
- Over 29% of BRG meetings have been conducted focusing on sharing of ideas for developing child wise action plans based on ASN, the introduction of the Nishtha app, and data-based decision making

In both the new districts, BRGs have started meeting but they need to be regularized and made agenda-based.

Institutionalizing Shikshan Parishads across the intervention districts

CRGs are identified as a group of motivated teachers conducting innovative practices in their respective classrooms. Across the intervention districts, CRGs have been initiated to facilitate and demonstrate best practices at SPs and provide on-field support to other teachers for leveraging classroom processes. Under the leadership of KPs, CRGs are leading the SP and enhancing the platform for teachers for sharing and learning. Through STP the formation of peer learning platforms has been demonstrated which enables teachers to share the academic needs and challenges and plan effective strategies for improving quality education in the cluster. This year to strengthen the process across the district, implementing partners reinforced district and block level government officials (DEO/ CEO and BEO). The process has led to the following outcomes:

- The involvement of the district leadership helped to regularized SP across the intervention districts
- Continuous meeting and discussions have been conducted with the government officials at the district and block level to decide the topic of discussion and plan for SP
- DIECPD is working with CRGs on academic inputs for teachers
- Before SP, CRGs conduct half-day meetings to plan and set the agenda of SP with KPs
- Across the intervention districts, 53% of clusters conducted regular SP
- Through SP, 28% of teachers have been trained on understanding student assessment data
- Around 13% of trained teachers are using assessment data to create child wise action plan

In Amravati, this process has been initiated with the help of VFS. Initially, the meeting was conducted with the district and the block officials to understand the needs of KPs. Then through outbound calls, inputs have been provided to KPs for conducting effective SP.

In Satara and Solapur, only 17% of clusters have conducted SP regularly. The intervention focuses on strengthening CRGs and improving their participation in SP.

Strengthening SMCs with the involvement of government officials

Community is an important aspect of a child's life. Community stakeholders, especially Gram Panchayat members, SMC members and parents have an important role to play in the overall school development. Last year, the STP processes have been scaled up to DTP, but this year the focus is more on the involvement of government officials to strengthen the processes. To reinforce government officials' participations various measures have been initiated at ground level. The outcome of the processes are:

- With the support of implementing partners, BEOs and KPs have conducted block and cluster level SMC workshops on their roles and responsibilities
- The workshops also cover SMC reconstitution processes and School Development Plan (SDP) preparation
- These workshops were co-facilitated by BEOs and KPs
- The involvement of the government officials has sped up the process of SMC reconstitution and School Development Plan
- Around 12% of SMCs are discussing and reviewing child learning

It has been only six months that the intervention in Satara and Solapur have started, community engagement is at an initial level.

As code of conduct for State and ZP election, organizing large forums of community members were prohibited. As a result, community participation was affected.

Major challenges of DTP in six months which has affected the outcome of the processes

- Transfer of teachers and government officials have slowed down the program processes
- Teachers and Government officials were involved in the State and ZP election which has resulted in a decrease in participation in the program processes
- The moral code of conduct issued by the Government in lieu of the state elections has also affected the field-level community activities

Case Study: Standardizing the Shikshan Parishad (SP)

SP is a Maharashtra Specific learning platform of teachers, HMs and KPs; where these stakeholders discuss various subjects. It is the responsibility of KP to lead the platform at a cluster level. During the observations by DTP, KEF Fellows and government officials, it was found that few SPs are running well and have been evolving as a Peer Learning Community (PLC) whereas some SPs are not performing as per the expectations. It was also observed that there was no uniformity in SP across the district. These Parishads remained idle or merely a platform for seeking data from teachers/HMs.

A meeting was called at TADP Planning Office of Gadchiroli on 21st August 2019 by Mr. Badrinath to discuss "If the SPs can be more regularized and standardized". A lot of emphasis was given on theme based Parishads, pre-test and post-test of participants to ensure outcome and learning. Participants of this meeting were Program Leaders Mrs. Deepti Hajari, Mr. Javed Akhtar and Gandhi Fellows from Kaivalya Education Foundation and Prime Minister Rural Development Fellows Mr. Badrinath Ganpathy and Mr. Sudhakar.

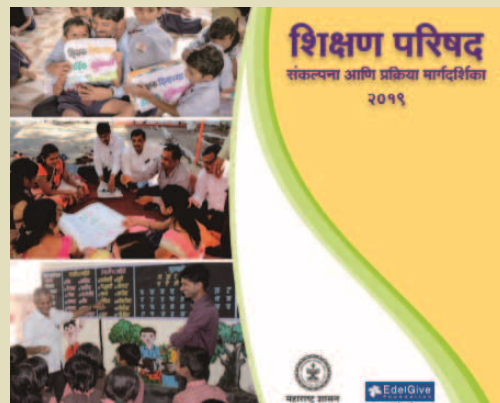
After a healthy discussion, the team jointly visited the DIECPD office and interacted with Mr. Sharad Chandra Patil, Principal of DIECPD. Considering the observations, need analysis and ideas to standardize SPs, it was decided to organize a district level workshop of KPs, seeking suggestions from them to improve the Parishad further. The idea being "the need and solution should come from the beneficiaries itself for more acceptance". It was thus decided that a workshop would be held on 27th August 2019 at the DIECPD campus, through an office order issued from the Principal DIECPD.

To conduct the workshop, the KPs of 5 blocks – Desaiganj (Vadasa), Armori, Gadchiroli, Chamorshi, and Dhanora, were invited in which 43 KPs and 5 Resource Person (RPs) participated. Other participants were Principal DIECPD, PMRDF Mr. Sudhakar and Badrinath, Program Manager and Program Leaders of KEF and Gandhi Fellows. During the workshop, inputs from DIECPD Faculties were also taken into consideration.

The workshop began with an assembly led by KEF fellows. All the participants sang Bal Geet and Chetna Geet in the open space. This was followed by a keynote address by Principal Dr. Sharad Chandra Patil, where he insisted on the uniformity of SP and the roles and responsibilities of KPs. After general information, the participants were divided into groups of six and each group was given a different topic around SP. The group then discussed the topic collectively and presented before the other groups.



Launch of the Shikshan Parishad handbook



Shikshan Parishad Handbook

Case Study: SMCs impact in Zila Parishad Primary School, Tuljapur

Tuljapur is a small village of 548 population in Parbhani block of the Parbhani district. The village had only one ZP Primary School, established in 1964 in Tuljapur, with education available up to the IVth standard. The students had to walk more than 4 kilometers to a nearby village called Hasanapur for higher studies (i.e. Vth - VIIth standard) and then to Parbhani city. This led to a sharp decrease in the number of students in school every year.

Mr. Daulat Khade and Smt. Kalshetty, the teachers at school, decided to act and try to address this issue. They also realized that the dropout rate of the girls were increasing especially after the IVth standard. Mr. Khade concluded that starting at least one further grade (Vth Standard) will reduce the school dropouts. He approached the district and block education system who assured him of support. However, there was still no concrete action taken on his request. The teachers then decided to address this issue through community participation.

Initially, they found it extremely difficult to gain support from the community. Apart from this, the school did not have an SMC in place. Therefore, as a first step, Mr. Khade started working directly with parents to discuss the progress of their children with them. He also discussed the need for the formation of an SMC with the parents. Through these efforts, Mr. Khade was successful in setting up the SMC at the beginning of the academic year. This was a small step towards gaining community participation.

In February 2019, Mr. Khade and Smt. Kalshetty organized an Educational Gram Sabha (EGS) in the village with support from GPF. Through EGS, the teachers were able to put forth school needs to expand the school classes and other related issues of school to the Sarpanch and villagers. As a result, the SMC and Gram Panchayat agreed to start the Vth Standard in the school. In June 2019, teachers along with SMC and Sarpanch convinced parents and community to retain their children after the IVth standard in the same school. Alongside this, the Sarpanch and SMC also put pressure on Block administration to issue the grant for establishing the new standard. Finally, in September 2019, permission was granted by the Block and District administration. The Tuljapur School is a fine example of community power in the development of a school.

Today, the dropout rates after the IVth standard have been reduced to zero. SMC meetings are regularized, and parents come together every month to discuss the needs of the school. SMC is now planning to develop their school in terms of infrastructure through community contribution. There are good coordination and collaborative efforts between the school management, SMC, and Gram Panchayat.



Educational Gram Sabha in progress

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	Targets Cumulative over period	Target	Progress	% Progress
1	Process	Number of school visits conducted for providing on-field support	Yes	3259	3382	104%
2	Process	Number of school visits conducted by KPs	Yes	1068	901	84%
3	Process	Number of SP conducted in the intervention area	Yes	185	102	55%
4	Process	Number of Government functionaries (DEO/BEO/ Extension officers/DIECPD) oriented/updated/ trained about various aspects of the program	Yes	67	38	57%
5	Output	Percentage of teachers creating child wise action plan	Yes	95%	63%	66%
6	Output	Percentage of agenda based SP conducted	Yes	95%	86%	90%
7	Process	Number of teachers trained / Head teachers trained in various aspects (data analysis / pedagogy/ leadership etc.)	Yes	958	1133	118%
8	Process	Number of KPs trained in various aspects (data analysis/ classroom observation / Leadership)	Yes	36	33	92%
9	Process	Total number of SMC meetings participated as observer / Facilitator	Yes	309	214	69%
10	Output	Percentage of teachers applying constructivism in the classroom	Yes	87%	83%	95%
11	Output	Percentage of agenda-based SMC meeting participated in as observer / Facilitator	Yes	87%	92%	105%

District Transformation Program (DTP)

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.

Sr. No.	Indicator Level	Indicator	Targets Cumulative over period	Target	Progress	% Progress
1	Process	Percentage of District level review meetings (DRG) conducted for planning and review regularly	Yes	31%	36%	115%
2	Output	Percentage of District level review meetings (DRG) conducted using student learning data	Yes	14%	18%	130%
3	Process	Percentage of block level planning and review meetings (BRG) conducted regularly	Yes	30%	27%	91%
4	Output	Percentage of Block level planning and review meeting (BRG) conducted using student learning data	Yes	16%	29%	187%
5	Output	Percentage of KPs trained on understanding student assessment and reviewing child wise action plans	Yes	26%	40%	154%
6	Process	Percentage of Clusters where SPs are conducted regularly	Yes	35%	53%	150%
7	Output	Percentage of teachers trained on understanding Student assessment data and creating child wise action plan	Yes	31%	28%	90%
8	Outcome	Percentage of Teachers using student assessment data for creating child wise action plan	Yes	37%	25%	68%
9	Output	Percentage of Government functionaries (DEO/ BEO/Extension officers / DIECPD) oriented/ updated/trained about various aspects of the program	No	59%	58%	99%
10	Process	Percentage of Gram Panchayats where educational Gram Sabhas is initiated	Yes	18%	15%	79%
11	Output	Percentage of SMCs discussing reviewing child learning	Yes	12%	12%	102%

Budget for the Reporting Period: July - December 2019

Job Description	Budget	Actuals	Variance	% Variance
Human Resources (HR)	4,23,86,717	3,05,56,764	1,18,29,953	28%
Training related costs (TR)	35,62,650	15,38,376	20,24,274	57%
External Professional services (EPS)	22,39,178	13,91,985	8,47,193	38%
Infrastructure & Equipment (I&E)	24,86,500	18,62,529	6,23,971	25%
Communication Material and Publications (CMP)	9,22,500	12,18,266	-2,95,766	-32%
Program & Administration costs (P&A)	83,15,784	31,92,444	51,23,340	62%
Monitoring & Evaluation (M&E)	51,39,681	12,39,201	39,00,480	76%
Overhead cost (OHC)	6,12,000	9,61,971	-3,49,971	-57%
Special Educational Supplies (SES)	1,00,000	0	1,00,000	100%
Special Events (SE)	4,70,136	0	4,70,136	100%
Total	6,62,35,147	4,19,61,536	2,42,73,611	37%

Conclusion

The Collaborators program has been able to establish itself as a model of a demonstration by driving changes from top to bottom and bottom to top, using KPs as the key lever for change. The strong connection with all the functionaries in the district, block and cluster level has helped to standardize processes leading to significant improvement in student learning outcomes. Building capabilities of government functionaries and activating government forums like DRG, BRG, CRG, and SP are enabling change at a systemic level. The interventions have also been able to create a supportive environment for all the stakeholders at the ground level. After successfully displaying changes in STP, the DTP is now trying to percolate these changes across the intervention districts with a focus on developing ownership and accountability in the system. All these changes are creating momentum within the system and improving coordination and collaboration between districts, block and cluster level officials. Further, the government and implementing partners' contribution and co-ordination have enabled the program to scale further across the six districts.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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