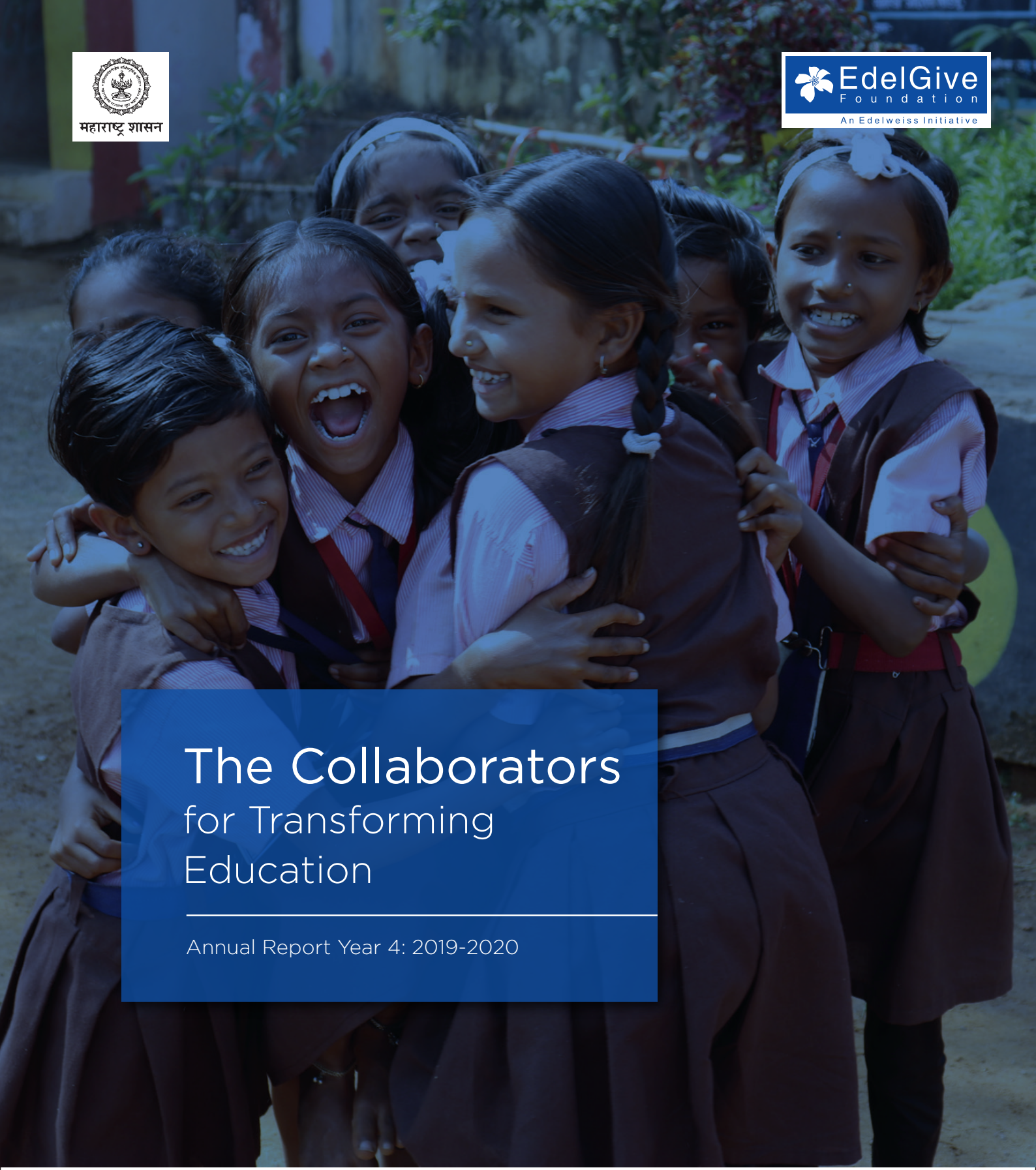

महाराष्ट्र शासन

EdelGive Foundation
An Edelweiss Initiative

The Collaborators
for Transforming Education

Annual Report Year 4: 2019-2020

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Implementing Partners

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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 Institution of Education and Continuous Professional Development
DRG	District Resource Group
DSES	Department of School Education and Sports
DTP	District Transformation Programme
GPF	Gyan Prakash Foundation
HM	Head Master
HT	Head Teacher
KEF	Kaivalya Education Foundation
KP	Kendra Pramukh
PRI	Panchayati Raj Institutions
QEP	Quality Education Programme
SDP	School Development Plan
SFD	Special Focus District
SMC	School Management Committee
STP	School Transformation Programme
The Collaborators	The Collaborators for Transforming Education
VFS	Virtual Field Support
ZP	Zilla Parishad

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Executive Summary

EdelGive Foundation has always considered education as a medium of change for the growth and development of society. In 2016, 'The Collaborators for Transforming Education' a Public-Private Partnership (PPP) model was initiated to support the Quality Education Programme (QEP) of the state of Maharashtra. The Collaborators programme was launched in four Special Focus Districts, and as of 2019-2020 this programme has scaled across 6 districts of Maharashtra, facilitated through two implementing partners – Gyan Prakash Foundation (GPF) and Kaivalya Education Foundation (KEF).

The pilot was initiated in 2016 through the School Transformation Programme (STP), which has helped identify best practices which are scalable and sustainable. Through the District Transformation Programme (DTP), recognised best practices have been scaled up and linkages between District Resource Group (DRG), Block Resource Group (BRG) and Cluster Resource Group (CRG) have been established. The programme acted as an accelerator for the improvement in student learning outcomes and systemic change across the intervention areas. Based on the success of this programme, a decision was made in 2018-2019, to expand the initiative to two more districts – Satara and Solapur. The success of the STP, is now being consolidated as the programme objectives are being met.

As a result of continuous on-field support and training, significant changes have been observed in KPs and teachers. STP has demonstrated a positive change in the system through trainings of 100% Kendra Pramukhs (KPs) and teachers, thereby seeing an improvement in the KPs facilitation skills. They have further collaborated with Cluster Resource Groups (CRGs) and converted Shikshan Parishad (SP) into peer learning platforms. KPs have infused the practice of data-driven decision making by using student assessment data to improve Shikshan Parishads. As a result, teachers have developed better understanding of assessment data and creating child-centric action plans. Through SP, teachers' facilitation and planning skills have improved, which has helped bring about changes in the classroom transactions and student learning outcomes. It has also demonstrated that School Management Committees (SMCs) can play the role of a regulator and can be the link with Gram Panchayats.

Through DTP, the focus was on relationship building along with regularisation and quality improvement of the existing processes in the system and capacity building of the government functionaries. The discussion in government forums such as District Resource Group (DRG), Block Resource Group (BRG), and Cluster Resource Group (CRG), has evolved from administrative to academic issues. It has been observed that the involvement of top-level district officials at the ground-level process, speeds up the intervention's pace. Their participation in review and planning meetings also adds value to the implementation of the programme of system strengthening. Presently, over 80% of government officials (district and block level) have been engaging across academic and administrative units through multiple interventions. With the support of the government officials, Shikshan Parishad have been standardised across 49% of clusters of the 6 intervention districts. The planning and review of the cluster and school-level processes at district and block, such as SP, child-wise action plans, strengthening SMCs, and connecting with members of Panchayati Raj Institutions (PRIs) has extensively shown results. This year the intervention is focused on developing accountability of the system, further regularising and adopting these processes in all the clusters across the intervention districts.

This year the programme has also faced significant challenges. At the start of the academic year 2019-20, teachers and government officials were transferred across the districts, which led to a change in the cohort of STP teachers and government officials. The implementing partners had to re-orient the new group of teachers and government officials, which resulted in a slow-down of the programme process. The second challenge was the occurrence of the State and Zilla Parishad (ZP) elections. As teachers and government officials were involved in election work, their participation in the programme process was affected. On 25th March 2020, a nationwide lockdown was enforced to flatten the curve of the rising coronavirus cases in the country. This hiatus has impacted the program's intervention due to early and incomplete closure of the academic year. However, despite on-ground challenges, the collaboration and involvement of partners and the government is ongoing to impact the student learning outcomes.

1. Introduction

The Collaborators for Transforming Education

The Collaborators for Transforming Education is a public-private partnership with the Department of School Education and Sports (DSES), Government of Maharashtra, facilitated by EdelGive Foundation. Through this coalition, EdelGive intends to solve the multifaceted problems of education by bringing reforms at a systemic level. EdelGive began this partnership in 2016 to support the Government of Maharashtra in addressing gaps in learning outcomes of children studying in the government schools of the state. The programme began in four special focus districts of Maharashtra and has since expanded to **six districts, with seven funders and two implementing partners, reaching over 1.3 million children in 4 years.** It has also been acknowledged as a "Bold Philanthropic Initiative" by The Bridgespan Group.

To further the effects of this idea, EdelGive has collaborated with high-impact implementing partners such as **Gyan Prakash Foundation (GPF)** and **Kaivalya Education Foundation (KEF)**. Our partners 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:

2. Objectives of The Collaborators

- Enhancement in learning outcomes of children
- Support to the education system by conducting capacity building of educational functionaries at multiple levels
- Improve community engagement for sustainability

The Collaborators programme operates on the principle of ***'demonstrate and scale'***. The intervention approach is divided into two phases. The first phase is the **School Transformation Programme (STP)** through which the model has been demonstrated; and the second phase is the **District Transformation Programme (DTP)**, where the programme is scaled further.

2.1 Phase I – School Transformation Programme (STP)

In 2016, STP was initiated across 272 schools in four special focus districts of Amravati, Gadchiroli, Nandurbar and Parbhani in Maharashtra. The programme intervened as a pilot to identify best practices, which would translate changes at the school level by improving classroom processes. Over the last four years, significant changes have been witnessed at the school level involving innovative classroom methodology by incorporating child wise action plan, capacity building of teachers and KPs through Shikshan Parishad, increased community engagement and improved student learning outcomes.

2.2 Phase II – District Transformation Programme (DTP)

DTP is a scaled-up intervention of identifying result oriented best practices of STP. It consists of a bottom-up approach for incorporating the learnings from the best practices of STP and a top-down approach for implementation of STP and DTP cohesively. The programme covers all the constituencies from district to cluster level, and it is applied in collaboration with all the government officials. Presently, there are two kinds of DTP programme models being implemented on the ground - Direct Field Support and Virtual Field Support.

Direct Field Support entails on-field support, workshops, and training provided through different government forums such as the KP collective at the block level and the SP at the cluster level. Additionally, District Resource Group (DRG) and Block Resource Group (BRG) meetings are initiated for planning and review purposes. The programme also focuses on connecting SMCs and Gram Sabhas with Zilla Parishads to address issues through the intervention comprehensively.

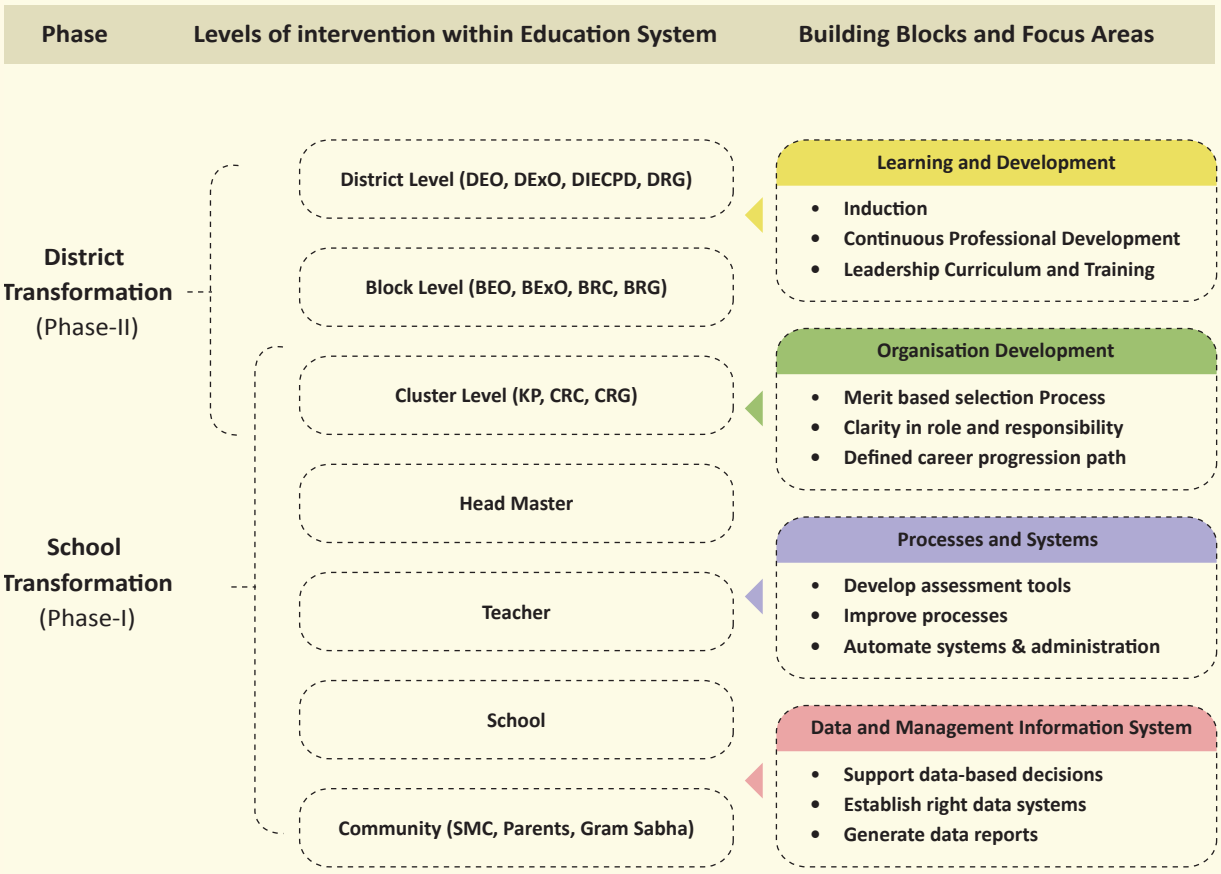
Virtual Field Support is a technology-based delivery platform created to provide support to teachers, government officials, parents, and communities through a call-center facility. It has been adopted to pilot a cost-effective result-oriented model for scale which can effectively reach the last mile 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.

DTP is implemented in five districts, namely, Gadchiroli, Parbhani, Nandurbar, Satara and Solapur. In Amravati, the VFS methodology is implemented. The initial success of the VFS intervention encouraged the programme to spread its intervention in two new districts of Solapur and Satara in 2019-2020.

3. Programme

3.1 Programme Model

The programme model is demonstrated in the following diagram:



3.2 Programme Coverage

In 2019, the programme was expanded to six districts encompassing 1,044 Government functionaries, 45,388 teachers, 13,29,696 children and 11,826 schools. The details are given below:

	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**

3.3 Programme Updates: July 2019–June 2020

In 2016-2019, the Collaborators programme focused on strengthening relationship building with the government functionaries from district to cluster level and engaging with the community in the effective processes to run the school. The focus was more on creating awareness about the ground realities of education in both the fraternities and to develop the capacity of government functionaries for systematic reforms.

In 2019-2020, the focus was on improving the quality of the identified best practices and facilitating an environment where the government takes ownership of the processes. Intensive field support and capacity building workshops have been provided to stakeholders to enable this goal. 2019-2020 has been the year of consolidation for the STP programme as it had been systematically handed over to the government officials.

The year had been challenging as the programme encountered multiple obstacles. At the beginning of the academic year 2019-2020, teachers were transferred, which slowed down the pace of the STP programme. implementing partners were able to mitigate the issue through continuous field visits. State ZP elections also impacted the programme processes, including community engagement and government forum meetings. The collaboration between implementing partners and government machinery was able to extract the best results from the meetings conducted. Despite all the hurdles, the programme was successfully implemented and consolidated within the STP processes.

A. Highlights of the School Transformation Programme

Inaugurated in 2016, STP has not only helped discover efficient best practices but also, sustainability of processes. It has led to an improvement in Student Learning Outcomes (SLO). The purpose behind the STP was to evolve and demonstrate systemic change processes for transforming SLOs. The STP programme accomplished its mission in 2019-20 and consolidated the processes across all clusters and blocks in the operational districts. The programme is already scaled to the remaining intervention districts through DTP.

The foremost achievements of the programme are emphasized below:

1) Capacity Building of Kendra Pramukhs for Cluster Transformation

KPs play a critical role in the programme. They are the link between government functionaries and teachers. Over the last three years, intensive on-field support and capacity building sessions were provided to 37 KPs. They have been trained on data-based decision making by using student assessment data, facilitating peer learning platforms for teachers through SP, and providing effective feedback to teachers on classroom methodology through school visits. The programme has brought a substantial change in the leadership capabilities of the KPs by strengthening their academic responsibility as cluster leaders.

In 2019-2020, around 100% of KPs independently analysed student assessment data and created a cluster development plan for improving student learning outcomes. With the support of the Cluster Resource Group (CRGs), a group of self-motivated teachers and KPs have used SPs for planning, review, and implementation of activities for cluster transformation. The cluster forums have emerged as a peer learning platform for the teachers. KPs have structured the school visits and provided on-field support and useful feedback to teachers to improve classroom methodology in line with the needs of the students. In the entire process, the implementing partners have supported KPs to lead and facilitate SPs with CRGs and have ensured active participation of the teachers in respective clusters. The KPs have become champions to lead the SPs process independently in the future.

2) Institutionalised Shikshan Parishad as a teacher's peer learning platform supported by DIECPD

From 2016 to 2019, SPs have been a cluster-level forum for teachers providing all-encompassing support to KPs by the implementing partners. The efforts have brought astonishing change to the process of SP, as it has transformed this platform into peer learning venture facilitated by CRGs. This year, around 81% SPs, have been regularised and agenda-based. Out of which 100% of SPs were established as peer learning platforms. Under the leadership of KPs, CRGs are facilitating sessions in collaboration with District Institution of Education and Continuous Professional Development (DIECPED) and providing academic inputs. Over 990 teachers have been trained to interpret and use assessment data to create child wise action plans. Various kinds of mobile applications like the *Bolo App by Google* and *ELO* have been introduced and demonstrated to teachers for use in the classroom processes. DIECPED has been involved in defining the agenda of SPs. They are proactively supporting the KPs and CRGs with need-based support in pedagogy, setting up effective classroom practices, use of teaching and learning materials and classroom arrangement. The DIECPDs are also institutionalising SP processes and are supporting KPs and CRGs to implement it across other clusters, which are not covered under STP.

3) Use of Student Assessment Data (Adhyan Star Nishpatti - ASN) for creating child wise action plans

ASN is an evaluation process initiated by the Government of Maharashtra to assess the minimum grade level language and numeracy skills of the children. The evaluation process is conducted quarterly. For the last three years, implementing partners have demonstrated and supported the use of assessment data at every level for planning and review.

As of 2019-20, about 91% of government functionaries independently used assessment data to create an action plan for the cluster and provide support to teachers. In SPs, discussions were based on the insights derived from student assessment data. Additionally, need-based training was provided to teachers to improve classroom transactions. KPs have independently facilitated teachers to create child wise action plans based on assessment data and by incorporating them into classroom methodology. Over 90% of teachers are creating child wise action plans as demonstrated by KPs and facilitating a learning environment in the classroom. Implementing partners have supported them wherever they have expressed their needs. The process has influenced the learning outcomes of the children and created a holistic environment for cognitive development. The process is sustainable and can be taken forward to scale in the DTP programme by government machinery.

4) Strengthened community engagement for improving school processes

School Management Committees (SMCs) are responsible for the overall school development. It consists of parents, Headmasters (HMs), representatives from Gram Panchayats, and students. The Right to Education Act (RTE), 2009 empowers SMCs to take an active role in the planning, implementation, and monitoring of the school. Over the last three years, intensive support has been provided by the implementing partners to KPs and HMs for the reconstitution, agenda-based regular SMC meetings, and harnessing the roles and responsibilities of the SMCs. The intervention has not only improved the process but also, their participation leading to the betterment of the school.

Close to 99% SMCs were reconstituted as per RTE compliance governed by KPs and HMs in 2019-2020. Over 671 SMC meetings have been observed by implementing partners and, out of that 93% of SMCs the meetings were regularized, agenda-based and conducted collectively by HMs and KPs. As a result, the participation of SMC members has increased in creating a School Development Plan. Around 100% of SMCs collaborated with schools to create a need-based school development plan. The discussion at SMC meetings was focused on education, and they expressed an interest in understanding assessment results. The SMC intervention has been successful and appreciated, as the methodology has been adopted at the district level to standardize the SMC intervention. The intervention has also demonstrated the linkage between SMCs and PRI members to facilitate Gram Sabhas focusing on education.

Summary of the STP achievements

Extensive support has been provided to government functionaries through the STP programmes, which has demonstrated not only the change in the processes but also improved the quality of learning.
The following points provide a summary of the programme achievements:

- The overall process has helped 93% of government functionaries to inculcate data-based evidence-based decision-making skills in the planning and review process
- 100% of KPs have developed an understanding of student assessment data analysis and are using this technique for planning and review purpose
- All the KPs have improved facilitation skills and collaborated with CRGs and established 81% of SPs as a peer learning platform
- Nearly 90% of teachers are using student assessment data and creating child wise competency-based action plan; this process has improved teacher's classroom planning and facilitation skills
- About 99% of SMCs have been reconstituted as per RTE compliance
- This year implementing partners have participated and observed 671 SMC meetings, out of which 93% are regularized and agenda-based
- 100% of SMCs have engaged and collaborated with HMs and KPs in creating School Development Plans and dissemination of these plans

Case Study: Transformation through Community Action

Inhabited by 1341 people, Naralad is a small village in the Manvat block of the Parbhani in Maharashtra. The public school in Naralad was established in 1956, but remained one of the few schools to not be recognised under the Village Development Plan. Few teachers and earlier HMs realised the problem was with the school's functioning, but found it difficult to find solutions to them, owing to village level politics.

Over the last 3 years, Mr Mane, the present HM of the school, has been working tirelessly with the community to enable the required changed in the school. As a first step, he approached the villagers directly to create awareness of the problems the school was facing. Initially, the villagers did not respond at all. He subsequently organised an educational Gram Sabha at the school. This was the first time that parents, SMC members, and GP members came together to discuss school development. Even though the Gram Sabha was not fully successful, Mr Mane realised that it was the parent community that was actually showing the most amount of interest. Through the discussion, the parents realised that most of the villagers were poor and could not afford premium schooling at the block or the district. They understood the need for good infrastructure and facilities to be adopted.

Using this context, Mr Mane, with the help of GPF, discussed the physical infrastructure and facilities required to provide quality education at the school. Few parents voluntarily came forward to help the HM and teachers in night study groups. At the same time, along with the SMC members, they also donated their own money towards setting up basic facilities. GP members and SMC members with the Sarpanch (Panchayat Head) decided that problems like electricity, drinking water, would be solved through the community, and did not require government support. However, they sought government assistance for E-learning infrastructure and building functional toilets.

Today, through the efforts of the community and the support of GPF, physical infrastructure has improved in the school. The Sarpanch and HM also played a vital role in this enablement. Problems of electricity and drinking water were solved in the same month with the help of villagers. Each classroom is equipped with a ceiling fan to help the children in the scorching summer heat. They have also set up a hand wash station for the children to wash their hands before and after their meals. Plantation and small gardens have been cultivated, which are managed by the children themselves.

GPF's continuous intervention in collaboration with HMs and KPs have changed the mindset of people towards the school and education in general.

School Assembly in Progress

Students Learning their Lessons Through Activities

B. Highlights of the District Transformation Programme

In 2018-19, DTP was scaled and best practices from STP were institutionalised in collaboration with the government machinery. Implementing partners were the facilitators for this process. The programme was set up to influence the bottom-up processes of STP including, the capacity building of KPs, adopting Shikhan Parishad, creating child wise action plans, strengthening SMCs and reconstituting them as RTE compliant. Conversely, as a part of DTP, top-down approaches like establishing linkages among DRGs, BRGs, and CRGs were adopted. The entire process helped to create action plans which were contextualized and customized as per input from each level.

The programme aims to bring together both stakeholders and processes to create a holistic environment for education. Through planning and review meetings, the programme will further establish education as an important agenda and encourage data-based decision making. DRGs and BRGs are interlinked to fulfil educational reforms through the district and block-level planning and review meetings. Community engagement ensures that the efforts are substantial to influence student learning outcomes.

This year the intervention has extended to two new districts in which focus was provided to government liaising and relationship building. Measures were also taken to standardized processes by engaging with the government officials across the cluster and district level, building their ownership for change.

The following measures initiated under the DTP programme are explained below:

1) 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 development components. It is chaired by the CEO at the district level and BDO at the block level.

After regular participation through 2018-2019, in 2019-2020, both the implementing partners started to facilitate discussion on quality of education as an important agenda. They have also supported government functionaries in presenting the need to focus on learning, which has been appreciated by the district administration. The implementing partners have participated in meeting and updating the status of learning at the district and block level, jointly with the government functionaries, CEO and BDO. At Satara and Solapur districts, the intervention is at a nascent stage, with more focus on the orientation of government officials to the programme and relationship building.

2) Strengthening DRG towards systemic change

The DRG forum is constituted at the district level and it is chaired by DEO. In 2018-19, implementing partners participated in these meetings and tried to make it regular and agenda-based with the focus on administrative issues.

In 2019-2020, the focus of the implementing partners was to convert this forum into an academic discussion platform. DRG meetings were regularly facilitated with the government officials, where district level academic improvement plans were discussed. At all the intervention districts, 49% of DRG meetings were conducted regularly, out of which 79% were focused on discussions on improving student learning outcomes. At the DRG meeting the 'Shikshan Parishad' handbook, jointly created by implementing partners, was promoted as an effective guide to all the clusters across the intervention districts. The Government of Maharashtra has also launched the 'Shikshan Parishad' handbook and promoted its use across the State. With the help of DRG meetings, a district-level standardised plan for SPs has been created by BEOs and district officials. This will enable teacher capacity building and lead to improvements in student learning outcomes.

The district-level plan has been taken forward to Block Resource Groups (BRGs). Under the leadership of BEO, the KPs, extension officers, and RPs collectively prepare contextualised implementation methodology as per the need of the clusters.

3) Strengthening BRG towards systemic change

BRG is a forum constituted to implement academic improvement plans created at the district level. It is led by BEO. In 2018-19, implementing partners regularly participated in the BRG meetings and tried to change the focus from administrative issues to learnings.

In 2019-2020, implementing partners co-facilitated the forum with BEOs and tried to make it more regular, agenda-based, and focused on learning. Around 43% of BRG meetings have been conducted regularly, and out of which 64% meetings used student assessment data for cluster development. Capacity building needs of KPs and teachers were also addressed in the plan. The collaboration of BEOs, KPs, Extension officers, and RPs has enriched the SP. It is now used as a capacity-building platform for teachers to change classroom methodology, leading to improvement in student learning outcome.

4) Capacity building of KPs for cluster transformation and effective Shikshan Parishads

KPs are the most important stakeholder of the programme. The KP collective is a forum administered by BEOs. Implementing partners are trying to convert this platform from administrative to a capacity building and peer learning forum.

Along with the KPs collective, Shikshan Parishad also serves as a cluster-level forum for teachers led by KPs. CRGs, under the leadership of KPs, also plays a significant role in transforming this platform. In 2018-19, implementing partners participated in both the forums and tried to understand the discussion set across all the intervention districts.

In 2019-2020, implementing partners were focused on making these discussions academic and student-centric. Through the KP collective forum, around 50% of KPs have been trained to understand student assessment data and its utilisation in planning and review processes. As a result, standardised SPs have been conducted and co-facilitated by implementing partners, with CRGs, and KPs. DIECPD collaborated with CRGs to provide academic inputs to teachers. Standardized plans and topics have been shared by district officials for the effective implementation of SPs. Almost 37% of teachers are trained in this forum, and as a result, 65% of teachers created child wise action plans for improving classroom transition, which influences student learning outcomes.

5) Strengthening School Management Committees and establishing linkages with Panchayati Raj Institutions

Community is an important support system in any child's life. Community stakeholders, especially Gram Panchayat members, SMC members, and parents, play a crucial role in the overall development of the child. In 2018-19, the STP processes were scaled up to DTP. As per RTE compliance, the focus of the intervention was more on reconstitution, regularisation of meetings and establishing linkages between PRI members and SMCs.

In 2019-20, BEOs and KPs took various measures at ground level in collaboration with implementing partners. Workshops defining the roles and responsibilities of SMC members across the intervention districts were jointly conducted. The workshop also covered topics like the school development plan and reconstitution. With the participation of government officials, 31% of SMCs have been reconstituted as per RTE compliance. Around 26% of SMCs have participated in creating a school development plan across the intervention districts. SMC members are participating in Gram Sabha with updates about school needs and education of the children. This process is creating awareness across PRI members, sarpanch, and the community.

Summary of the DTP achievements

The following points summarize the achievements of the DTP:

- Approximately 80% of the government officials have extensively participated in various aspects of the programme
- About 49% of DRG meetings have been conducted, out of which 72% of the meetings had focus discussions on student learning outcomes
- Nearly 43% of the BRG meetings have been conducted out of which 64% focused on student learning outcomes
- Across the intervention districts, 50% of the KPs have been trained by BEOs through KP collective forums
- Almost 49% of the clusters in the intervention districts have been able to conduct standardised SPs
- KPs in collaboration with CRGs trained 37% of teachers on understanding student assessment data and creating competency-based child wise action plans
- Over 65% of trained teachers are creating child wise action plans and positively impacting classroom transactions
- Throughout the intervention districts, 31% of the SMCs have been regularized as per RTE compliance
- Meanwhile, nearly 18% of SMCs are discussing and reviewing child learning data
- Around 26% of SMCs are participating in creating a school development plans
- Across all the intervention districts, 19% Educational Gram Sabha was conducted

Impact of COVID 19 from March 2020

The pandemic has put more than 1.6 billion children and youth out of school in 161 countries. In India, COVID-19 has not only unfolded a health crisis but also an economic and humanitarian one. In the chaos, 'education' has lost its priority and focus. Without planned interventions, there is a possibility that achievements in terms of access, quality, and equity in education achieved over the last two decades will suffer. In the current context, the central and state governments are working towards providing basic minimum education at scale through various media like WhatsApp, email, television, community radio, and online platforms like Diksha and Bal Bharati.

During this period (from mid-March to June), the implementing partners had to put on hold their field operations and ensure that all the field workforce was safe in terms of health and wellbeing. They have utilised this time for internal capacity building and documentation of best practices. Technology has played an essential role during this crisis. All the internal meetings, capacity building sessions have slowly shifted to a virtual medium. Meanwhile, implementing partners have begun converting their entire mode of operation into a virtual model. Through VFS, multiple voice broadcasting calls have been provided to government officials, teachers, parents, and SMC members regarding awareness of coronavirus and measures that need to be taken. EdelGive Foundation has been working closely with the partners on ground to ensure the programme goals are met.

Case study: Leveraging Technology to enable learning for students

Dilip Tanolkar has been associated with Kaivalya Education Foundation (KEF) since they started work in Amravati district of Maharashtra. He first engaged with KEF when he was posted at Chikhaldara as a Cluster Resource Person (CRGs). He fondly reminisces his visit to Piramal School of Leadership in Bagar, Rajasthan. It was the year 2016, and he experienced KEF's culture and belief in behaviour change reflecting in their teaching-learning innovations first-hand. He realised the immense value of such a collaboration and the sea change it could bring about in the lives of the teachers and children of Chikhaldhara.

With full support from the KEF's team, Dilip has been successful in facilitating classroom activities and resources to create learning outcomes-based lesson plans. Last year, however, he was transferred to Amravati district. Now, while fulfilling his duties as a Cluster Resource Coordinator, he is simultaneously performing the role of a Block Resource Coordinator (BRC) as the position was vacant. In his capacity as the BRC, he was entrusted with the responsibility to conduct training sessions with 134 teachers from 4 clusters. In this situation, with the help of KEF, workshops on building the coaching capabilities of the teachers helped immensely including Dilip.

Moreover, the Virtual Field Support (VFS) team conducted virtual assessments for children to map their skills. They also provided educational resources to the teachers and were available to resolve any possible individual queries. Most importantly, the KEF team supported him in restructuring the Shikshan Parishads and converted it as an academic platform for sharing educational experiences. As a result, they have become agenda-based and more consistent with the sessions.

All these changes have culminated to improve overall work efficiency and the cluster's teachers are proactively using new teaching methods. Virtual Learning Materials and Teaching Learning Materials are available in the classroom. They also listen to stories on Interactive Voice Response platforms and share them among students and their colleagues. KEF's support has enabled Dilip to instill a new rigour and facilitate improvement of the quality of learning in Amravati district.

Dilip Tanolkar's visit to a science exhibition

Interaction with the teachers from Zilla Parishad schools

4. Indicator Progress

4.1 School Transformation Programme*

The interventions are evaluated against a set of indicators. The following table provides progress against set targets. Owing to COVID-19, programme processes have been impacted and end-line assessment could not be conducted.

Sr. No.	Indicator Level	Indicator	Target	Progress	Percentage Progress
1	Process	Number of school visits conducted for providing on-field support	6678	5408	81%
2	Process	Number of school visits conducted by KPs	2181	1338	61%
3	Process	Number of Shikshan Parishad conducted in the intervention area	362	264	73%
4	Process	Number of SMCs reconstituted according to RTE compliance	272	269	99%
5	Process	Number of Government functionaries (DEO/BEO/Extension officers/DIECPD) oriented/updated/trained about various aspects of the programme	98	91	93%
6	Output	Percentage of teachers creating child wise action plan	100%	90%	90%
7	Output	Percentage of agenda-based Shikshan Parishad conducted	100%	81%	81%
8	Process	Number of teachers trained / Head teachers trained in various aspects (data analysis / pedagogy/ leadership etc.)	990	990	100%
9	Process	Number of KPs trained in various aspects (data analysis/ classroom observation / Leadership)	36	36	100%
10	Process	Total number of SMC meetings participated as observer / Facilitator	669	671	100%
11	Output	Percentage of teachers applying constructivism in the classroom	93%	97%	105%
12	Output	Percentage of agenda-based SMC meeting participated in as observer / Facilitator	98%	93%	95%
13	Outcome	Percentage of schools where SMC members actively participated in creating School Development Plan	88%	100%	110%
14	Impact	Number of SMCs contributed in Cash and Kind	170	164	96%

*Percentage progress has been capped at 110%.

4.2 District Transformation Programme*

The interventions are evaluated against a set of indicators. The following table provides progress against set targets. Owing to COVID-19, programme processes have been impacted and end-line assessment could not be conducted.

Indicator	Targets Cumulative over period	Target	Progress	% Progress
Percentage of District level review meetings (DRG) conducted for planning and review regularly	No	67%	49%	73%
Percentage of District level review meetings (DRG) conducted using student learning data	Yes	33%	72%	110%
Percentage of block level planning and review meetings (BRG) conducted regularly	Yes	40%	43%	107%
Percentage of Block level planning and review meeting (BRG) conducted using student learning data	Yes	25%	64%	110%
Percentage of KPs trained on understanding student assessment and reviewing child wise action plans	Yes	43%	50%	110%
Percentage of Clusters where Shikshan Parishads are conducted regularly	Yes	43%	49%	110%
Percentage of teachers trained on understanding Student assessment data and creating child wise action plan	Yes	40%	37%	92%
Percentage of teachers using student assessment data for creating child wise action plan	Yes	51%	65%	110%
Percentage of Government functionaries (DEO/BEO/Extension officers / DIECPD) oriented/updated/trained about various aspects of the programme	Yes	71%	80%	110%
Percentage of Gram Panchayats where education Gram Sabhas is initiated	Yes	28%	19%	71%
Percentage of SMCs reconstituted as per RTE guideline	Yes	28%	31%	110%
Percentage of SMCs discussing reviewing child learning	Yes	17%	18%	108%
Percentage of SMCs participating in School Development Plan	Yes	23%	26%	110%

*Percentage progress has been capped at 110%.

5. Conclusion

The Collaborators programme model demonstrated a strong connection with all the functionaries in the district, block, and cluster-levels which has led to improving system and processes. In this model, KPs are the key lever of change and connector between the administration and academic aspect of the system. This year the STP programme has been consolidated, as it has succeeded in achieving its objective as a pilot intervention by churning out best practices. In DTP, the capacity building of the government functionaries, which acted as stimulation for government forums like DRGs, BRGs, CRGs, and SPs, is triggering systematic level change and will lead to significant improvement in student learning outcomes across the intervention districts. The collaboration of the system has created a supportive environment for all stakeholders enabling change at the ground level with a focus on developing ownership and accountability. All these changes are creating an impetus to improved learning.

6. Way Forward

In 2020-2021, the focus will be on extending the DTP programme to an additional district of Hingoli. A new partner, QUEST has joined the programme as a partner for this district. KEF, GPF, and QUEST have planned interventions to address the learning needs of the children during the COVID-19 situation. These organisations will provide 60% virtual support and 40% field support by adhering to the social distancing norms of the government. The intervention plan has an additional focus on enrollment, foundation learning, and bringing girls from disadvantageous groups back to school. Planned interventions will be crucial in protecting and sustaining what the Collaborators programme has gained in terms of access, quality, and equity in education in the last four years. The levels of the intervention (district, block, cluster, and community) of the programme remain the same this year.

6.1 Intervention Coverage 2020-2021

	Nandurbar	Parbhani	Satara	Solapur	Amravati	Gadchiroli	Hingoli	Total
Government Functionaries	132	112	277	287	119	117	138	1,182
Students	3,49,342	4,17,188	1,50,634	2,30,882	1,17,905	63,745	1,20,000	14,49,696
Teachers	10,794	4,489	8,835	10,874	6,336	4,060	4,000	49,388
Schools	1,505	1,165	2,773	2,974	1,791	1,618	892	12,718

Photos from the Field

KP from Taloda cluster conducting an activity with school children in Taloda block, Nandurbar district

KP at Mandawi cluster facilitating CRG meeting at Dhadgaon Block, Nandurbar

Review and planning session at DRG meeting at ZP Parbhani

BRG meeting of Jaoli block, Satara

Teachers demonstrating best practices during Shikshan Parishad in Satara

Educational Gramsabha held in the Pokhrapur, Solapur

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