



# The Collaborators for Transforming Education

Bi-Annual Report: 2020-2021

Supported by



Implementing Partners



## Abbreviations

BDO	Block Development Officer
BEO	Block Education Officer
BRG	Block Resource Group
CRG	Cluster Resource Group
DEO	District Education Officer
DIET	District Institution of Education Training
DRG	District Resource Group
DSES	Department of School Education and Sports
DTP	District Transformation Program
GPF	Gyan Prakash Foundation
HM	Head Master
HT	Head Teacher
KEF	Kaivalya Education Foundation
KP	Kendra Pramukh
MHRD	Ministry of Human Resource Development
PRI	Panchayati Raj Institutions
QEP	Quality Education Program
SDP	School Development Plan
SFD	Special Focus District
SMC	School Management Committee
STP	School Transformation Program
StTP	State Transformation Program
The Collaborators	The Collaborators for Transforming Education
VFS	Virtual Field Support
ZP	Zila Parishad

# Contents

<b>Executive Summary .....</b>	<b>2</b>
<b>1. Introduction .....</b>	<b>3</b>
1.1 Phase I – School Transformation Program .....	3
1.2 Phase II – District Transformation Program .....	3
1.3 Phase III – State Transformation Program .....	3
<b>2. Program Model for 2020 – 2021 .....</b>	<b>4</b>
2.1 Program Reach .....	5
<b>3. The Year of the Pandemic .....</b>	<b>6</b>
<b>4. Program plan for 2020-2021 .....</b>	<b>7</b>
<b>5. Program updates for July 2020 to December 2020 .....</b>	<b>8</b>
<b>6. Overall Achievements of the Program .....</b>	<b>13</b>
<b>7. District Transformation Program Indicator Progress .....</b>	<b>16</b>
<b>8. Budget and utilization for the period July 2020 – December 2020 .....</b>	<b>17</b>
<b>9. Conclusion .....</b>	<b>18</b>

## Executive Summary

EdelGive Foundation has always focused on education and considers it as a means of social change. In 2016, 'The Collaborators for Transforming Education' a Public-Private Partnership (PPP) model was initiated to support the Quality Education Program (QEP) of the state of Maharashtra. The Collaborators program was initially launched in four Special Focus Districts, and as of 2020-2021, this program has scaled across 7 districts of Maharashtra, facilitated through 3 implementing partners – Gyan Prakash Foundation (GPF), Kaivalya Education Foundation (KEF) and Quality Education Support Trust (QUEST). In 2020-2021 the program is encompassing 1,182 Government functionaries, 49,388 teachers, 14,49,696 children and 12,718 schools. For the last 5 years, it has reflected a significant change in terms of learning outcomes.

With the onset of the global Coronavirus / COVID19 pandemic, this year has been a special year for the program. To ensure limited disruptions to the program, the implementing partners started interventions combining both virtual and on field support by maintaining all the safety guidelines provided by the government. The Program has reinvented itself by aligning with field needs, at the same time keeping the objectives intact. All the meetings with the government and capacity building sessions have been shifted to a virtual medium. The implementing partners have adopted a new normal way of intervention - comprising 60% virtual and 40% field interventions depending on the requirements.

Initially, the government officials were engaged in COVID-19 relief work, and education was lower on the priority list. However, the field team was committed to ensuring that education remained a priority and the program deliverables were kept on track. They have also created a way-forward plan to deal with the situation. Through Virtual Field Support (VFS), multiple voice broadcasting calls have been provided to government officials, teachers, parents, and School Management Committee (SMC) members on coronavirus and safety precautions to be observed.

Through the program, various measures were taken collaboratively to engage with the children as much as possible. Implementing partners worked towards providing technical support to the government for using the virtual platform for conducting government meetings and sessions for teachers. Implementing partners also aligned with the government to provide capacity building sessions such as guidelines for e-learning by the Education Ministry (PRAGYATA), how to use government platforms such as DIKSHA, NISHTHA, E- PATHSHALA, orientation for virtual meetings platforms, Kruti Patrika (DIET Gadchiroli initiative), SWADHYAY (State Govt initiative), Tilli Milli (Central Government Initiative), Fulora (CEO ZP Gadchiroli initiative), etc.

The community played a very big role in keeping the learning ongoing, despite school closures. Shikshan Mitras are youth volunteers from the community identified by KPs, teachers, and SMC members with the support of the implementing partners for disseminating academic content to children. More than 10,000 Shikshan Mitras are disseminating academic content on the ground with the support of teachers and implementing partners across the 7 districts. Across Nandurbar, Parbhani, Satara, and Solapur block-wise block-level educational workshops were organised for SMC and Sarpanch for creating awareness about online education, the role of community on education, and supporting teachers on providing learning opportunities to children. Teacher capacity building sessions were conducted for disseminating online education, engagement with Shikshan Mitras, and 21st-century skills.

All these measures together created an opportunity for fostering foundational learning in children despite the on-ground challenges.

# 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) that has been initiated by EdelGive Foundation. Through this coalition, EdelGive intends to solve the multifaceted problems of quality of learnings by bringing reforms at a systemic level. EdelGive commenced ‘The Collaborators’ in 2016 to support the Government of Maharashtra in addressing gaps in learning outcomes of children in government schools of the state.

***At first, the program began in 4 special focus districts of Maharashtra. Since then, The Collaborators has expanded to 7 districts, with 3 Non-Profit organisations (NPOs), reaching over 1.4 million children in 5 years.***

The three main objectives of the program are stated below:

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

The Collaborators takes a holistic approach and works on the principle of “demonstrate and scale” under three phases:

### 1.1 Phase I – School Transformation Program (STP)

STP started in 2016 as a pilot in 4 Special Focus Districts namely Amravati, Gadchiroli, Nandurbar, and Parbhani. It focused on testing and demonstrating innovative result-oriented processes at the cluster, school, and community levels to enhance learning outcomes. The Work under the STP has been appreciated as a model by the system. Significant changes have been observed in teachers and government functionaries in their understanding, knowledge, and practices. Phase-I culminated in June-2020 and laid the ground for Phase-II.

### 1.2 Phase II – District Transformation Program (DTP)

DTP, started in July-2018, is a scaled-up intervention to take result-oriented best practices to the entire district. It incorporates best practices of STP and gets the system to implement it in the entire district, and builds the system’s capacity for planning, coordination, implementation, and review. Presently, there are two types of DTP models-Direct Field Support (DFS) and Virtual Field Support (VFS). Virtual Field Support is a technology-based delivery platform created to provide support to teachers, government officials, parents, and communities through a 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.

### 1.3 Phase III – State Transformation Program (StTP)

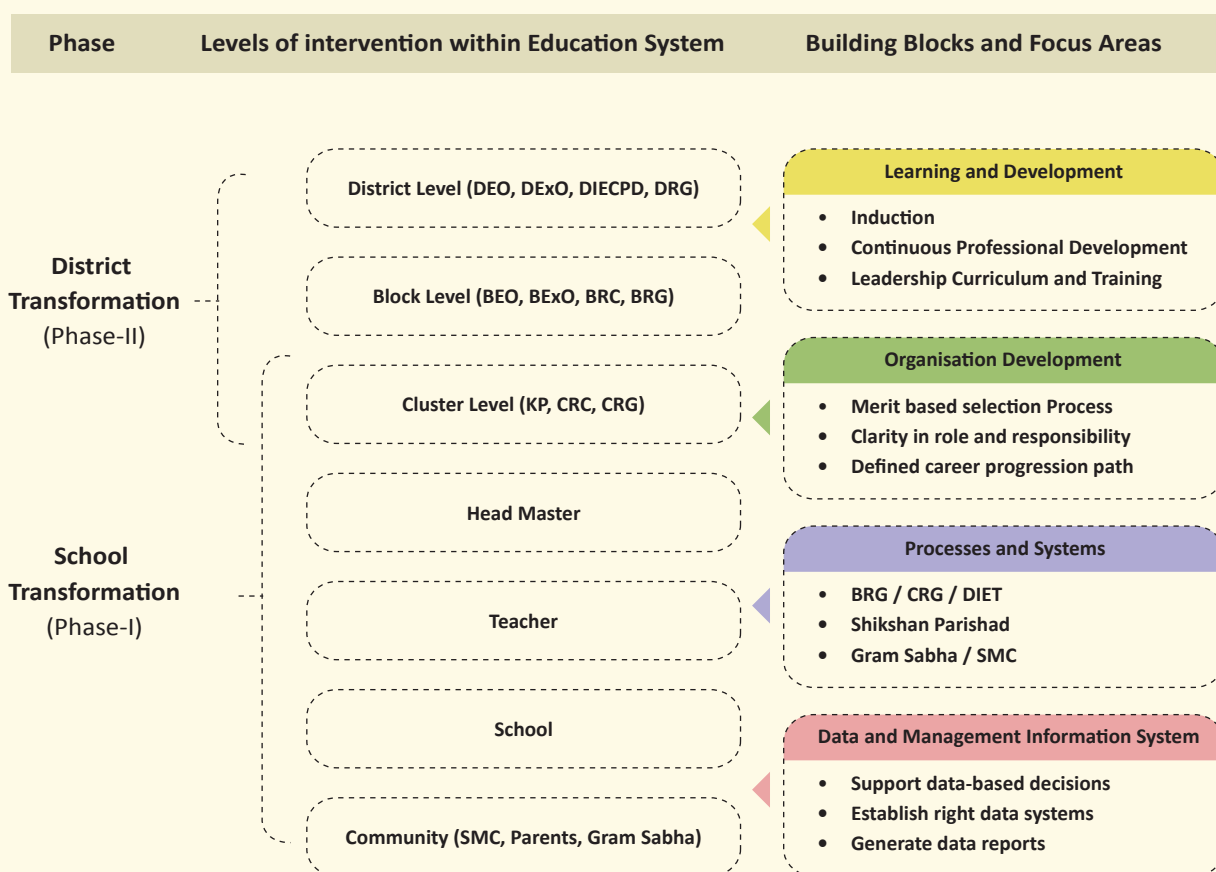
StTP will start once the DTP model establishes and starts showing results. Phase-III will focus on policy level reforms to elevate the learning levels holistically.

## 2. Program Model for 2020-2021

The program model for 2020-2021 is demonstrated in the given diagram.

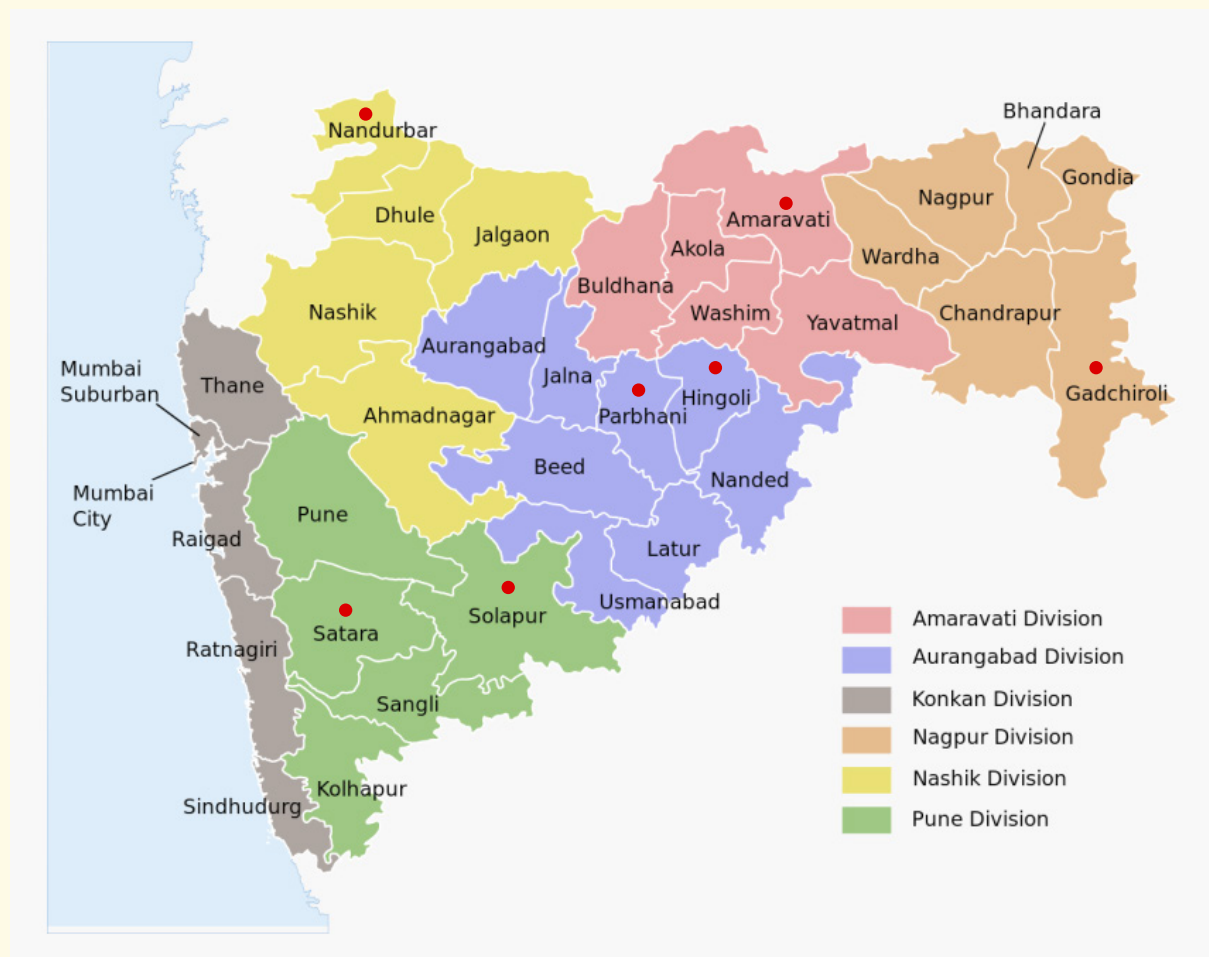
DTP is a scaled-up intervention of identifying result oriented best practices of STP. The program covers all the constituencies from district to cluster level, and it is intervened by collaborating with the district, block, and cluster level government officials.

The program facilitates District Resource Group (DRG) and Block Resource Group (BRG) meetings for planning and review purposes and focuses on connecting SMCs and Gram Sabhas with Zila Parishads to address issues through the intervention. The program also provides capacity building support to government functionaries through on-field support, workshops, and training by using different government forums such as Kendra Pramukhs collective at the block level and the Shikshan Parishad (SP) at the cluster level and ensure that processes are owned by the system. With the help of Kendra Pramukhs, implementing partners through SP facilitated need-based training for teachers to help them use assessment data for creating child wise action plans. All these measures together, have strengthened the government education system and have influenced the classroom transactions leading to improvements in student learning outcomes.



## 2.2 Program reach

This year DTP has expanded to an additional district of Hingoli. QUEST has joined the program as the implementing partner for Hingoli district. The program has expanded to 7 districts encompassing 1,182 Government functionaries, 49,388 teachers, 14,49,696 children and 12,718 schools. The details are given below:



	Nandurbar	Parbhani	Satara	Solapur	Amravati	Gadchiroli	Hingoli	Total
<b>Government Functionaries</b>	132	112	277	287	119	117	138	<b>1,182</b>
<b>Students</b>	3,49,342	4,17,188	1,50,634	2,30,882	1,17,905	63,745	120000	<b>14,49,696</b>
<b>Teachers</b>	10,794	4,489	8,835	10,874	6,336	4,060	4000	<b>49,388</b>
<b>Schools</b>	1,505	1,165	2,773	2,974	1,791	1,618	892	<b>12,718</b>

### 3. The Year of Pandemic

The rampant spread of the Coronavirus pandemic has caused more than 1.6 billion children and youth to be out of school in 161 countries. In India, The Covid-19 pandemic has not only impacted children but a large section of the society grievously affecting health, livelihood, and social relations. The health and economic burdens have placed great stress on the families and communities, especially those in low-income groups. With Education being one of the lower priorities, and schools being shut for extended periods of time, the resultant outcome has been a tremendous challenge for children and their learning.

Through the pandemic, Technology has emerged as one of the solutions to reach out to children, particularly in terms of content dissemination, augmenting relationships with teachers, and personalisation of content. However, technology could not bridge the gap of facilitating a safe environment, that schools provide. The digital divide has left several children without devices or reliable internet connections, cut off from learning completely. The pandemic has resulted in continuous loss of learning, nutrition, engagement, safety, and most importantly, equity.

Despite this situation the implementing partners continuously interacted with the government officials to jointly work towards a sustainable solution. Across Maharashtra, from July onwards the government started using both online and offline methods to enable children to continue their learning under the “School Closed but Education Resumes” initiative. Acknowledging the limitation of online education in terms of universal reach the focus was on the participation of parents and the community.

The implementing partners in alignment with the government have initiated capacity building sessions such as guidelines for e-learning by the Education Ministry (PRAGYATA), how to use government platforms such as DIKSHA, NISHTHA, E- PATHSHALA, orientation for virtual meetings platforms, Kruti Patrika (DIET, Gadchiroli initiative), SWADHYAY(State Govt initiative), Tilli Milli (Central Govt Initiative), and Fulora (CEO, ZP Gadchiroli initiative), etc.

Initially to understand the situation and challenges the Collaborators facilitated rounds of discussion at various levels. Each implementing partner conducted multiple discussions with district level stakeholders like District CEO, DIET, KPs, HMs, BEOs, SMCs and Gram Panchayat members for creating an intervention plan. Basic aspects of the plan included a stable mix of remote interventions with increasing physical presence of the team in a planned way. The intervention plan was designed in a way that is a mix of 60% virtual support and 40% on-field support. This ensured on ground needs were met by maintaining all the guidelines of COVID19 provided by the government.

Once it was understood that the situation will persist for a longer time. The plan was built on three broad assumptions:






- There is a chance that schools will be closed for the entire year
- Schools will open late and mostly with secondary section starting first
- To be prepared to get back on the field as the situation changes

Recognising the complicated situation and uncertainties, the mode of program operation has changed but there is no change in objectives and levels of intervention. This means the program is still continuing to work towards learning of children and also working at the district, block, cluster level aligning with the government plan. Due to the current condition the pace of the program has slowed down, and the nature of the activities has changed. The focus is now on 3 levels:

- Preparing the system for school reopening by focusing on foundational learning
- Reaching children through community and teachers in whichever possible way to continue children’s learning
- Enrollment and bringing back children to school, particularly girls and other children who are from disadvantaged groups, as schools reopen

## 4. Program plan for 2020-2021

The detail intervention plan is explained below. The plan is a mixture of 60% virtual support and 40% on-field support, designed based on needs and COVID19 guidelines established by the government.

Intervention level	Intervention Plan
<b>District</b> 	<ul style="list-style-type: none"> <li>District Resource Group meetings conducted <b>over Zoom calls</b></li> <li>Promote and use of <b>different channels (12 new)</b> introduced by central government/ MHRD to support and ensure school education in the current academic session through the <b>digital mode</b></li> </ul>
<b>Block</b> 	<ul style="list-style-type: none"> <li>Block Resource Group meetings conducted <b>over Zoom calls</b></li> <li>Kendra Pramukhs capacity building workshop conducted <b>virtually through Zoom calls</b></li> </ul>
<b>Cluster</b> 	<ul style="list-style-type: none"> <li>Initiation of the <b>Virtual Shikshan Parishads</b> that focuses on establishing connect between Block Education Officers-KPs-teachers</li> <li>Creation and development of cluster groups harnessing master coach and facilitators on <b>virtual platforms</b> i.e. through the <b>Zoom app, Google meeting app etc.</b> to ensure consistent handholding and support to HM and teachers</li> </ul>
<b>School</b> 	<ul style="list-style-type: none"> <li>Handholding the Kendra Pramukhs, Headmasters and Teachers in data analysis Adhyan Star Nischiti and planning <b>through virtual platforms i.e., Email, Zoom calls etc.</b></li> <li>Conducting <b>batches of online courses for teachers across</b> selected clusters through District Resource Team</li> </ul>
<b>Community</b> 	<ul style="list-style-type: none"> <li>Initiated <b>virtual call of Kendra Pramukhs with School Management Committees' President and Sarpanch</b> at clusters</li> <li>Capitalising on existing <b>900+ volunteers to create and keep the environment conducive</b> for education in villages by making them engage with parents. SMC, PTA etc</li> </ul>

## 5. Program updates from July 2020 – December 2020

In the context of this situation, the central government and the state is working towards providing basic minimum education at scale through various mediums. Implementing partners provided support to government functionaries at every step and helped them to reach the children at the last mile of delivery. The highlights of the intervention focused on system preparation for overcoming loss of learning by focusing on foundational learning, student engagement through community participation and bringing back children specially girls and others from disadvantaged groups.

The following points will explain the progress of the intervention for improvement in student learning outcomes through system strengthening and community engagement.

### I. Preparing the system for continuing learning and school reopening in the future

The education system has taken different measures to overcome the learning gaps arising because of the pandemic with the support of the implementing partners. The program intervention processes have maximised the impact of the measures taken by the government. The following points in detail will explain the measures and highlight the outcome.

- **District level planning and review meeting for streamlining District Resource Groups and Block Resource Groups**

District Resource Group (DRG) and Block Resource Group (BRG) are the two most important forums that have been utilised to bring back the focus on education. DRG and BRG meetings are initiated at the virtual space through Zoom calls and Google Meet. Implementing partners provided technical support and conducted continuous discussion and planning sessions regarding children's engagement in learning processes despite the school closure. They have initiated online planning and review sessions with the district functionaries to keep these forums active. Implementing partners reinforced District level planning and review meetings and helped to streamline the above-mentioned processes. They have initiated monthly planning and review meetings with the CEO, DEO, and the DIET Principal at the district level. In these meetings both implementing partners and government officials discussed and initiated strategic planning for smooth functioning of processes for continuing learning despite the closing of schools. In the intervention districts Satara and Solapur with the continuous reinforcement of implementing partners, it has been decided that DRG meeting will be conducted in the first week of every month, BRG meeting at the block level will be conducted in the second week, CRG meetings and SP will be done in the third week and SMC meetings will be organised in the fourth week. This process has helped to plan effectively and comprehensively for better implementation of the plan.

- **Engagement of District Resource Group for last mile of delivery of education**

District Resource Group (DRG) meetings were conducted through Zoom calls or Google Meet. These meetings are chaired by the DIET principal/ DEO, and participated by Extension officers, BEOs, KPs, and DIET faculties. Implementing partners provided technical support and conducted continuous discussion and planning sessions regarding children's engagement in learning processes despite the school closure. Across the intervention districts around 48% of DRG meetings were facilitated by the implementing partners and districts officials in the last six months. Implementing partners planned DRG meetings with the DIET principal and supported in facilitating the meeting. The focus point of the discussion was streamlining online processes of Shikshan Parishad (SP) and Cluster Resource Group (CRG), offline and online engagement of children and teachers, piloting of virtual assessment in Amravati, Parbhani, Satara, and Solapur, and understanding status of the availability of digital devices to children.

At the district implementing partners supported government functionaries, to initiate a survey to understand the proportion of children who have access to digital devices. It has been identified that significant number of children are out of digital reach. To mitigate these issues the DIET has created an activity plan and disseminated it to the teachers to execute with the help of Shikshan Mitras (youth volunteers from the community).

In this process implementing partners supported intensive community engagement and planned and conducted teacher capacity building at the district level to initiate momentum in the process.

- **Engagement of Block Resource Group for disseminating academic content on-ground**

Presently BRG meetings are conducted online by using Google Meet and Zoom calls. The meetings have become regular from September 20th onwards. BRG meetings are chaired by BEO and participated by KPs, selective teachers, and Resource Persons from DIET. The BRG meetings are focusing on the implementation of “Dindarshika (Daily Calendar),” an initiative by the Maharashtra government. They are also focusing on planning for effective use of DIKSHA app, NISHTHA app, LO smart App (created by Regional Academic Authority, Amravati), and its material by teachers in the respective blocks and clusters. KPs are responsible for the effective implementation of the plans through CRGs and SPs in the clusters. Implementing partners reinforced BRG meetings by continuous interaction with the BEOs and helped to plan and set the agenda for the meeting. The reinforcement of the implementing partners has helped BEOs to facilitate around 31% of BRG meetings in this period. The BRG meeting focused on the implementation of virtual classes, and the involvement of parents and the community through SMC and parent meetings. Implementing partners and government functionaries jointly decided that for motivation and support to teachers, BEO, EO, and RPs would attend the virtual classes in their respective clusters. The Execution of virtual assessment is planned with the involvement of KPs and teachers. Implementing partners provided support to BEOs in planning and facilitating BRGs and focused on the involvement of parents, SMCs, Gram Panchayat, and Shikshan Mitras for accessing online education for children.

- **Individual interaction with district, block, and cluster officials**

This year, in context of pandemic implementing partners conducted individual meetings with the government officials from district to cluster which helped to overcome the challenges of COVID19 in a systematic manner. Along with the meetings at the district, block, and cluster levels with various stakeholders for planning and review, the implementing partners conducted individual meetings with the CEO, DEO, BEOs, DIET, and KPs for discussing updates, plans and further strategy. During these meetings, implementing partners encouraged government officials to participate in various program processes organised at the block level and cluster levels such as Shikshan Parishad, SMC / Sarpanch workshops, reading movement program initiated in Satara district, Social-Emotional Ethical Learning workshop in Amravati and Gadchiroli districts for Shikshan Mitras and Online teacher training in Hingoli and Amravati districts. The Social Emotional Ethical Learning workshops were conducted by implementing partners in Amravati and Gadchiroli districts. These workshops focus on mindfulness using art therapy, helping participants overcome stressful situations caused due to the pandemic. During these individual meetings, the monthly update documents were prepared by the implementing partners and submitted to the CEO and DEO. This process helps to build trust and relationships with the stakeholders.

- **CRG meeting are initiated for better planning of Shikshan Parishad**

CRG has a significant role in cluster planning and transformation. Shikshan Parishad is one of the platforms which contributes to the cluster transformation and wherein CRG teachers participate and enable other teachers in the cluster. Implementing partners helped KPs to identify motivated teachers for creating CRGs, they have also helped KPs to develop their facilitation skills for conducting Shikshan Parishad. To strengthen SP, CRG teachers came together for CRG meetings organised before the Shikshan Parishad and they plan their clusters Shikshan Parishad by distributing responsibilities between them. Shikshan Parishad plan for the cluster is developed and shared with all the teachers from the cluster and block officials at the block level. These CRG meetings have been regularised by the DIET. Presently CRG meetings are conducted online, implementing partners are providing technical supports to teachers and guiding them to facilitate CRG meetings, including support on planning and setting the agenda. Around 19% teachers across the intervention districts have received support through CRG teachers for overcoming academic challenges in the COVID 19 situation. Particularly, in Parbhani, Satara and Solapur CRGs with the support of the implementing partners created assessment questionnaires for virtual assessment.

- **Facilitating online Shikshan Parishad**

Shikshan Parishad is a process for transforming education practices in the cluster and it is a platform for teachers to share good practices and even provide support to other teachers on overcoming teaching challenges. Shikshan Parishads are conducted regularly every month. In the backdrop of Covid-19, Shikshan Parishads are now being conducted virtually through Zoom calls and Google Meet. Presently the focus of Shikshan Parishad is to discuss challenges and solutions of disseminating academic content online and offline. Initially it was a challenge to conduct online Shikshan Parishad, as most of the teachers and KPs were not habituated with the use of technology. Implementing partners provided technical support and supported KPs for facilitating these meetings online.

Implementing partners supported KPs to guide teachers to collaborate with the SMCs and provide support to Shikshan Mitras. Implementing partners also oriented teachers about virtual content available in different mediums and how they can use it for children with the help of Shikshan Mitras. Around 28% clusters conducted regular Shikshan Parishad's between July - December 2020. This number is fluctuating due to the other trainings conducted by the Government of Maharashtra and SCERT during the period. Districts like Gadchiroli have severe network issues as it is remotely located so online Shikshan Parishad was not successful. In Solapur, the Shikshan Parishad Quality Monitoring tool has been developed and introduced by implementing partners. This tool has been developed to create a monitoring mechanism for SPs to ensure quality of all Shikshan Parishads is maintained in coordination with DIET. DIET has assigned an expert for every block and cluster to attend SP's and evaluate it on the set format.

- **Capacity building of teachers**

Adopting the methodology for conducting online classes is still difficult for teachers. They are struggling with the sudden shift as it is quite different from what they have been used to it. Implementing partners in collaboration with the Education Department, Zilla Parishad and the District Institute of Education and Training (DIET) planned and facilitated various training programs regarding the use of DIKSHA app, Google Meet, Zoom calls, Google Classroom, audio-video recording and editing, and various online and offline methods at the district level. These trainings are conducted virtually and implementing partners provided support and technical assistance both in terms of content and technology support.

Implementing partners in Amravati district conducted the teacher needs assessment for 343 teachers. This assessment was conducted for teachers who have willingly and voluntarily initiated the learning process for the children in the pandemic situation. The teacher needs assessment provides insight regarding the mindset, subject knowledge, and classroom management skills of teachers. The assessment was conducted in Marathi and math. The content packages were designed as per the need of the teachers and were distributed for leveraging their skills. In Amravati, implementing partners in collaboration with DIET had a target to train 3000 teachers this academic year, as of now 1398 teachers have been trained and the process is continuing. Online trainings are provided jointly by Implementing partners with DIET across the districts. Teachers have voluntarily registered their name for training in digital content creation and E-learning methodology.

In the Hingoli district, online teacher training is provided to the teachers of 1st and 2nd standard by implementing partners. Both KPs and BEOs of respective Clusters and Blocks have participated in the training with teachers. The training focused on three major components, early literacy education, early writing skills, and foundational numeracy and arithmetic instructions. The online teacher training course enables teachers to have a sound understanding of the foundational literacy and numeracy skills. Around 170 teachers are trained and post-training around 85% reflects an improvement in their understanding. Hingoli district online teacher training is well appreciated by the government and Nandurbar district officials have been invited to initiate this training in their respective districts. Most of the teachers across the district have been engaged with children through online and offline platforms. To promote teachers to engage with children more effectively and encourage them to continue the education of children during the lockdown, in Nandurbar, Parbhani, Satara and Solapur districts block wise teacher motivational workshops/programs were initiated by implementing partners in collaboration with DIET. The focus of the training was imparting academic content both online and offline, encouraging collaboration with Shikshan Mitras and SMCs for disseminating the content on the

ground, and building 21st-century skills. The training for first and second standard teachers was especially useful and innovative as students were new to the education system. The training has guided teachers to engage with the children in the absence of a physical classroom.

- **Virtual assessment was initiated to understand the ground reality of learning**

The virtual assessment was planned to understand the impact of the learning in students through the online education methodology imparted by teachers through virtual classrooms, study groups, and the use of various apps during the lock down. Implementing partners in collaboration with district administration decided to conduct the virtual assessment in Amravati, Parbhani, Satara, and Solapur. This process will help to understand the learning gap arising in the children because of the pandemic and will also help to plan the strategy for mitigating the problem.

Currently the assessment is in process across districts, once it is done the data will be shared.

## **II. Reaching children through community and teachers to continue learning**

Since schools are closed through the lockdown, the community has been the driving force for the intervention for continuing the learning process. The 4 years of intensive community intervention has helped to build strong relationships with the community and SMCs which has helped for smooth functioning of the program. The connection between the SMC members and PRI members helped to engage children in the learning process despite school closure. Teachers with the help of Shikshan Mitras and SMC members have been able to reach out children and provided academic content. In the following paragraph, some measures are explicitly explained in detail.

- **Involving community in student learning processes by salvaging strong SMC and PRI connect**

School Management Committee (SMC) is a platform for community interaction and their involvement in school functioning. The idea behind the formulation of SMC is to involve communities to take an active role in the planning, implementation, and monitoring of developmental programs for the school. Due to the pandemic, conducting SMC meetings was a challenge. Implementing partners started virtually connecting with the SMC members and organising virtual meetings wherever possible. Those parents who do not have smartphones, with the help of HM could use the school virtual classroom for the meeting. Through monthly SMC meetings, efforts were made to encourage SMC members to support children, parents, and teachers while school is closed.

The SMC meetings focused on the following points,

- Enrolment of new children in 1<sup>st</sup> standard and above
- Opening of schools or village libraries and distribution of books for reading
- Planning of online and offline education process with parents
- Planning Parents meetings to discuss the progress/ status of child's education during the lockdown
- The involvement of School Alumni to support the education of children

In this situation parents, SMC, and Gram Panchayat (GP) members along with implementing partners of intervention districts are providing remarkable support. To promote the involvement and contribution of SMC and PRI members in online education and to enhance their support to teachers and parents for the engagement with children, the block-level educational workshops were organised in four districts namely Nandurbar, Parbhani, Satara, and Solapur by the Implementing partners with the participation of government officials. Through community engagement around 70% of the children are engaged in the learning process.

In Amravati, virtual support by implementing partners have been provided to parents to disseminate education to children. District level Virtual Educational Gram Sabha were conducted with the help of CEO, DIET, KPs, SMCs, and PRI members to discuss online and offline learning opportunities for the children in the community.

This initiative was facilitated by government with the support of implementing partners. Technical support was provided by implementing partners to organise this meeting in a virtual space. Plan and agendas were jointly decided with district officials and implementing partners. Around 82 stakeholders participated in the educational Gram Sabha including DIET, BEO, BDO, CEO, RPs, KPs and teachers.

- **Shikshan Mitras**

Shikshan Mitra program is initiated across all the districts of Maharashtra through which the youth from the villages are encouraged to support the children in their education. Through this initiative, they are trying to cater to those children who do not have access to online learning.

SMC, Teachers, and HMs are jointly leading this process with the support of the implementing partners. Teachers along with the SMC members and implementing partners identified the youth volunteers from the community and recruited them as Shikshan Mitra. These youths helped children to continue their engagements through study groups. These Shikshan Mitras are supported and coached by teachers for conducting curricular activities as prescribed by the teachers. Implementing partners are supporting teachers and the community in identifying, mobilising, and training the Shikshan Mitras.

Presently more than 10,000 Shikshan Mitras are involved in disseminating content at the ground level to continue the learning process across the 7 districts. Around 800 in Parbhani, 1,100 in Satara, 1,100 in Nandurbar and 1,000 in Solapur, Shikshan Mitras were identified with the help of the community. In Amravati implementing partners providing academic resource support through virtual filed support to 2,583 Shikshan Mitras to disseminate the content.

Around 227 Shikshan Mitras are identified from the community with the help of Implementing partners and are running 27 learning centers across the Gadchiroli district. Around 12 Kruti Patrika (Activity Sheet) have been disseminated to more than 800 children with the help of teachers and youth volunteers (Shikshan Mitras). In Gadchiroli more than 24,000 children have reached out through different initiatives by the government and implementing partners for providing online and offline education. According to UDICE data, the total number of children is 1,31,000 and around 18% are getting education through various mediums. In Amravati and Gadchiroli the Social Emotional Ethical Learning workshops were conducted for Shikshan Mitras. This workshop focused on mindfulness using art therapy, which helps to overcome stressful situations caused by the pandemic.

### III. Bringing children back to School

From 27th January 2021 schools have reopened for students of 5th to 8th standard. If everything goes well then schools will be reopening from 1st standard onwards soon. Currently the focus is on bringing the children back to the schools, specially girls. Implementing partners in collaboration with SMC members and PRI members are creating awareness about safety and security measures taken by government for school reopening. Home visits will be facilitated with teachers and SMC members. Slowly the field intervention will gain momentum and try to reinforce enrollment in schools.

### IV. Documentation of best practices and other measures

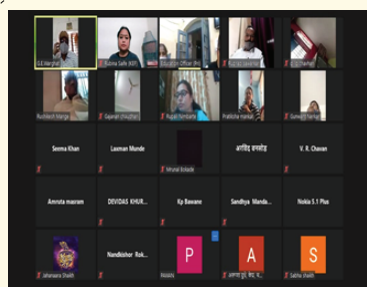
In this period different measures are taken to improve documentation of best practices. STP consolidation report has been prepared jointly with the implementing partners. Implementing partners have documented best practices and created an activity booklet for teachers. A document is created in a booklet form regarding the Innovative practices of teachers, it will be shared with the teachers, government officials and partners soon.

In Amravati, the data mapping process has been initiated with the implementing partners. Till date around 1,000 teachers and 3,157 children and parents' details are mapped.

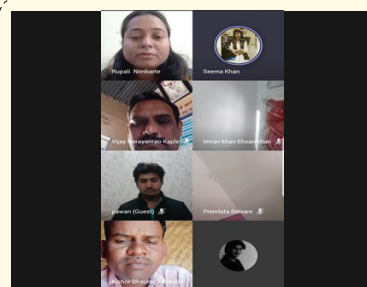
## 6. Overall Achievements of the Program



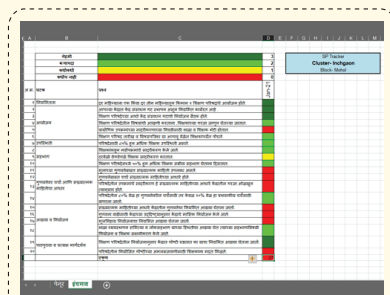
- Zilla Parishad School, Kallikhetpada from Nandurbar district was selected in a cohort of 100 successful schools worldwide to showcase their work in the T4 World Education Week. Themed around the topic of a children's parliament initiative, the panel discussion was attended by 4,000 attendees across the world



- Providing technical support to government for using virtual platform for conducting government meetings and sessions for teachers



- Extensively collaborating with the government using technology - DRG, BRG and Shikshan Parishad meetings are initiated on Zoom calls and Google Meet



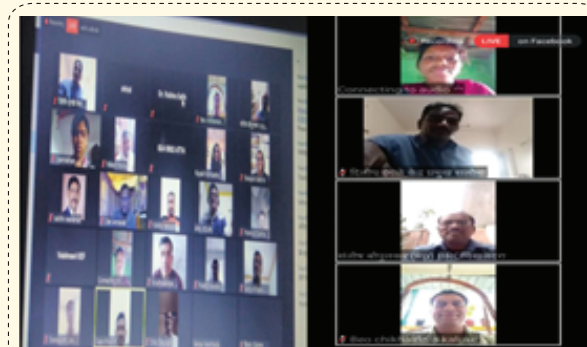
- Shikshan Parishad Quality Monitoring tool has been introduced by implementing partners in Solapur district



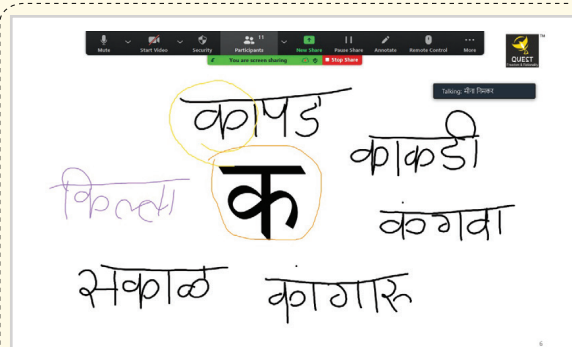
- The block -level educational workshops were organised for SMC and Sarpanch in four districts namely Nandurbar, Parbhani, Satara, and Solapur



- Shikshan Mitra program is initiated across all the districts by government. Implementing partners are supporting teachers and the community in identifying, mobilising, and training the Shikshan Mitras
- More than 10,000 Shikshan Mitras are involved in disseminating content at the ground level to continue the learning process across the 7 districts



- In Amravati, District level virtual Education Gram Sabha has been conducted with the help of CEO, DIET, KPs, SMCs, and PRI members to discuss online and offline learning opportunities for the children in the community where around 82 stakeholders have participated



- In Hingoli district, online training is provided to the teachers of 1st and 2nd standard. The training focuses on three major components viz. early literacy education, early writing skills and foundational numeracy and arithmetic instructions

### Case Study 1: Shikshan Mitra as a change agent

In Kurkheda block of Gadchiroli village Kharkada of Gotamgaon cluster, a learning center has been established by KEF and the community. This learning center was established with support from the Headmaster of the Zilla Panchayat School Mr. Hedau. Due to COVID 19, the education interventions had stopped across the school. After discussion with Mr. Hedau and KP Mr. Dharma Dagoji Zarkar, the KEF team shared the idea of starting the Learning center in the village with support of volunteers, from the village itself. Initially the headmaster was little reluctant due to specifications around social distancing and obtaining permission from parents and PRI members. However, once the entire idea and strategy was shared with him, he was excited to start this new initiative.

The headmaster and Kendra Pramukh were consulted to take the help of School Management Committee members to establish this center. After agreement of KP and HM, one meeting was called with the SMC members and PRI members of the village. The SMC members Mr. Asharam Kuranjekar, Mr. Pradip Karade, Mr. Gajanan Madavi and Mr. Anif Sheikh were present during the meeting along with Sarpanch and Ward members. KEF team described the concept, methodology, involvement of volunteers, education intervention, activities to be done with students etc. After the meeting, the management agreed to start the initiative. During the meeting, concerns were raised by the parents involving the professional qualifications of the volunteers. They were unsure if they could engage with children without prior experience. The KEF team assured them that the training of these volunteers will be conducted by KEF team and they will be prepared to take the initiative and the HM and KP will help the KEF team in this task. This provided further confidence to the parents.

Additionally, the DIECPD has also supported the volunteers through the Kruti Patrika initiative. The volunteers are getting these Kruti Patrika from schools and supporting students in solving them. The main work of these volunteers is to help parents and students solve the Kruti patrika, engaging with students through games, poetry, art, and craft, solving queries of the students etc.

Two volunteers namely Mr Akshpal Madavi who has an MA in Economics and Mr Rajesh Atram an Arts graduate, were identified as volunteers. These volunteers are UPSC and MPSC aspirants and happily agreed to contribute their time for the education of these children. Once the Learning Center started, the queries of parents also got resolved through a meeting of parents with volunteers and HM. During the meeting it was also decided that students would gather in a ground near the temple so that social distancing can be maintained.

*“Due to the Coronavirus pandemic, the learning of the students has been gravely hampered. It felt disheartening that students are confined in homes, they cannot play or study, given the restrictions. I always wanted to help students but had no idea what to do and where to start. I would like to thank Kunalji and Kaivalya team for recruiting me as a volunteer. Through the trainings provided I am now able to teach students, and also engage them in educational games. This work has provided me inner satisfaction, especially when I see the happy faces of the children in my village.”*



**Mr. Akshpal Madavi, Shikshan Mitra**

## Case Study 2: My Village is My School

ZP school Shelwai, Taloda block of Nandurbar district, 1st to 4th standard, has 53 students. For the past three months, in the background of the pandemic, the concept of online education has come to the forefront. The teacher of this school, DR Karande, decided to implement the project “**My house is my school**” in the village. According to him, “Education is an emotional process. There can be no perfect learning without direct interaction between teachers and students. Even if the teacher and the child are not face to face at present, the passion created by the teacher in the mind of the student should be maintained. And this initiative has been started to maintain the love and continuity of this education in the children”.

Since Shelwai is a village in a green zone, a teacher was called to the village one day to discuss how the community and parents can contribute to the students’ learning process even in the lockdown. First, Karande Sir presented this concept to the headmaster and the village school management committee. This initiative received a positive response from the village as the teacher already has a very strong relationship with the parents in the village and has created awareness among the parents about education from time to time. Then, without any delay, with the help of Karande Sir and the youths of the village, he took waste plywood and painted 21 blackboards. Each group was given new board, chalk sticks, writing material.

A total of 53 students in the village i.e. 100% school children are involved in this activity. A total of 17 groups have been formed, including pre-school children, out-of-school children, children of ashrams, children going to English medium schools. This includes almost 100% boys and girls from the village. Children study for 3-4 hours daily. One child teaches another. Children decide their daily routine and what they should learn every day. Telling stories, composing sentences, solving maths, reading, spelling, playing games, are all conducted by children in higher classes, for those in lower classes. Each child is given the opportunity to learn and teach in this group.

Parents participation in the teaching process of their children is paramount. This includes not only taking care of them, but taking care of their children’s health, arranging for their children to have a place to study, watching their children studying, checking their work regularly, etc. Mrs. Kavita Vasave, Chairperson of School Management Committee, Mr. Suresh Ramesh Padvi, Vice-Chairperson, Mrs. Kavatai Padvi, Gram Panchayat Member, Ms. Nitesh Padvi, Mr. Kisan Padvi play a special role. As a review of this study, parents are in daily contact with Karande Sir by sending photos and videos of their children through WhatsApp groups. Karande Sir is taking personal care of every child’s learning and health on a daily basis.

This initiative has been continuing in the village for the last one month. And because of this initiative, the process of self-learning and peer learning through collaboration is becoming more entrenched in children. A child has become another child’s teacher. The relationship has been strengthened by paying more attention to the relationship between them and the children. Contact with parents from time to time, is contributing to the learning of children today.



## 7. District Transformation Program Indicator Progress

The interventions in the program have a set of indicators against which the performance is evaluated. The following table provides progress against set targets. Covid 19 has impacted the progress of the program.

Sr. No.	Indicator Level	Indicator	Reporting Cycle	Target	Progress	Percentage Progress
1	Process	Percentage of District level review meetings (DRG) conducted for planning and review regularly	Biannual	41%	52%	127%
2	Output	Percentage of District level review meetings (DRG) conducted using student learning data	Biannual	46%	48%	104%
3	Process	Percentage of block level planning and review meetings (BRG) conducted regularly	Quarterly	34%	31%	91%
4	Output	Percentage of Block level planning and review meeting (BRG) conducted using student learning data	Quarterly	47%	46%	98%
5	Output	Percentage of KPs trained on understanding student assessment and reviewing child wise action plans	Quarterly	42%	59%	140%
6	Process	Percentage of Clusters where Shikshan Parishads are conducted regularly	Quarterly	41%	28%	68%
7	Output	Percentage of teachers trained on understanding Student assessment data and creating child wise action plan	Quarterly	22%	19%	86%
8	Outcome	Percentage of Teachers using student assessment data for creating child wise action plan	Quarterly	35%	16%	46%
9	Output	Percentage of Government functionaries (DEO/BEO/Extension officers / DIECPD) oriented/updated/ trained about various aspects of the program	Quarterly	50%	58%	116%
10	Output	Percentage of SMCs discussing reviewing child learning	Quarterly	8%	1%	13%

## 8. Budget and utilization for the period July 2020 – December 2020

Job Description	July - Dec 20 Budget	July - Dec 20 Expenditure	Variance	% Progress
Human Resources (HR)	2,98,06,846	2,76,22,146	21,84,700	7%
Training related costs (TR)	17,07,220	6,55,299	10,51,921	62%
External Professional services (EPS)	1,50,000	-	1,50,000	100%
Infrastructure & Equipment (I&E)	20,14,600	1,90,380	18,24,220	91%
Communication Material and Publications (CMP)	3,80,000	-	3,80,000	100%
Program & Administration costs (P&A)	40,01,840	16,20,135	23,81,705	60%
Monitoring & Evaluation (M&E)	19,35,470	2,19,064	17,16,406	89%
Overhead cost (OHC)	11,00,578	10,30,370	70,208	6%
Special Educational Supplies (SES)	4,50,000		4,50,000	100%
Special Events (SE)	2,00,000	2,61,433	-61,433*	-31%
Total	4,17,46,554	3,15,98,828	1,01,47,726	24%

Note: The numbers in the above table are unaudited.

\*The Special event cost have previous year expenses, which has been paid this year so it is reflecting negative variance.

## 9. Conclusion

Even through the grave challenges posed by the pandemic, The Collaborators program has been able to contribute to the learning outcomes of children. All of our 3 implementing partners have taken the most suitable measures to ensure minimum disruptions to the progress of the program. The program intervention strategy has been redesigned keeping in mind the current challenges on ground, the needs of the community, and the objectives of the program. The program is focusing on its primary objective of improving student learning outcomes by systematic change and strengthening community engagement. The capacity building of the government functionaries is acting as a stimulus for government forums like DRG, BRG, CRG, and SP. Keeping the new normal in mind virtual assessment was conducted in collaboration with the government and data analysis is in the process. The assessment results will help to understand the ground needs and design the way forward for the next two quarters. It will also help to design the next year's intervention strategy. As the schools have re-opened, the intervention will focus to bring most of the children to schools and reduce dropouts. Awareness needs to be created in the community about making as a safe space for collaboration with SMC and PRI members. The intervention has created a supportive environment for all the stakeholders.



atul.gandhi@edelgive.org | meiyun.seleyi@edelgive.org  
paramita.ghosh@edelgive.org | arpitaroy.karmakar@edelgive.org

Visit us at:  [www.edelgive.org](http://www.edelgive.org) | Reach us on:  +91 (22) 4342 8143

Follow us on:  @edelgive  EdelGive Foundation  EdelGive Foundation  EdelGive Foundation  edelgive\_foundation