C3 Collaborate to Create Change

Annual report

2017/18

C3 Collaborate to Create Change is an India-based NGO working to raise the quality standards in government schools by engaging with teachers and collaborating directly with the Department of Education through effective Public-Private Partnerships.

OUR FIRST PILOT

9	**4400**	**99**
MCD schools	students	teachers

reached

6	**2640**	**62**
MCD schools	students	teachers

completed the project

FROM THE FOUNDERS

A year has passed since the launch of our first pilot project in West Delhi. It all started in April 2017 with the signing of a MoU with SDMC, which gave us permission to embark on this new adventure and get in touch with 9 MCD schools.

The past 12 months have been an ongoing learning process, which has seen us dealing with several challenges, testing the ground, iterating, adapting, and experimenting new ideas and approaches, based on ongoing feedback, refining our model, and moving forward on a steep learning curve.

Each step has been an opportunity to test and question our assumptions and open the door to new and unexpected questions for the years ahead: how to guarantee a strong commitment of all the actors involved: the teachers, the schools, and the department? How to build strong and fruitful Public-Private Partnerships with the Education departments? How to model our intervention to reach out to remote areas with a replicable training and engagement solution for government school teachers? How to leverage technology to provide accessible and easy-to-use training and accountability tools for the teachers and the departments? How to grow into an effective collaborative platform welcoming several specialized partners and NGOs and unleash a self-replicating school-to-school process?

During this initial phase, we have received our first contributions and explored several paths of collaboration with potential partners. The idea for the year ahead is to launch a refined and bolder version of our model in a new district and set the ground for a long-term collaboration, with a renewed and stronger vision about C3's future role in framing a whole-school transformation.

None of this would have been possible without the collaboration with and commitment of SDMC, the first donors who have supported the activities of this first phase, as well as the volunteers and the individuals who have contributed to our first crowdfunding campaign. We hope that these and new individual and corporate donors, organizations, and institutions will accompany us in the steps ahead.

We also want to send a special thanks to our family and friends who have kept on encouraging us and believing in our idea.

We look forward to moving forward in this endeavor. Together.

Renu Shah & Vijaya Singh

Co-founders, C3 Collaborate to Create Change

ACKNOWLEDGMENTS

Our sincere thanks to SDMC and all our partners for unconditionally supporting C3 and for believing in our cause.

Thank you SDMC for your support and collaboration

Phase 1

L.E.A.D. intensive boot camp

The L.E.A.D. fellowship (Lead with Empathy, Appreciation, and Development) is a 1-year initiative empowering teachers and Headmasters in government schools to become agents of change.
The L.E.A.D. fellowship aims to equip them with various soft and hard skills, which will support them in succeeding in their professional careers.

From 17th to 29th July 2017, the Headmasters & a key teacher from each of the 9 schools participated in the first phase of the fellowship: the 2-week intensive boot camp.

APPROACH

The boot camp was an opportunity to create a safe space for participants to get to know each other, build a community among the schools, exchange views and approaches, knowledge, experiences as well as formulate new ideas, recommendations, and good practices. To achieve this objective, we used a combination of approaches, interactive activities, and facilitated sessions to touch upon critical issues and challenges and generate constructive ideas and suggestions.

MINI-BOOT CAMP

In August 2017, the schools replicated some of the Boot camp activities during their weekly teacher meetings. C3 prepared the agenda and acted as observer. Meetings were used as icebreakers in the schools to bring all the teachers, especially those who hadn't participated in the boot camp, on board.
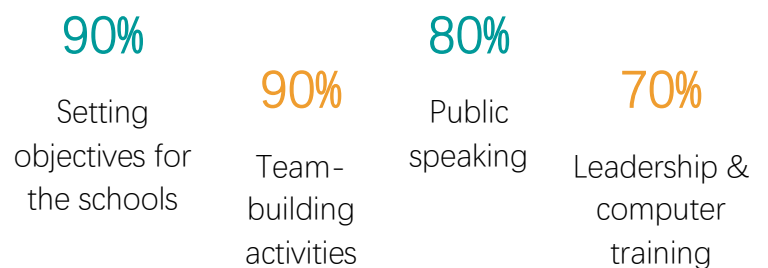

METHODS USED

- Participatory Training & Non-Formal Education
- Leadership Potential & Role as Changemakers
- Empathy-based Activities
- Case Studies & Role Plays
- An Online Community

WAY FORWARD

The boot camp will turn into a 4-day intensive workshop where all the teachers and principals in the schools together with officers from the department and other local NGOs will work together.
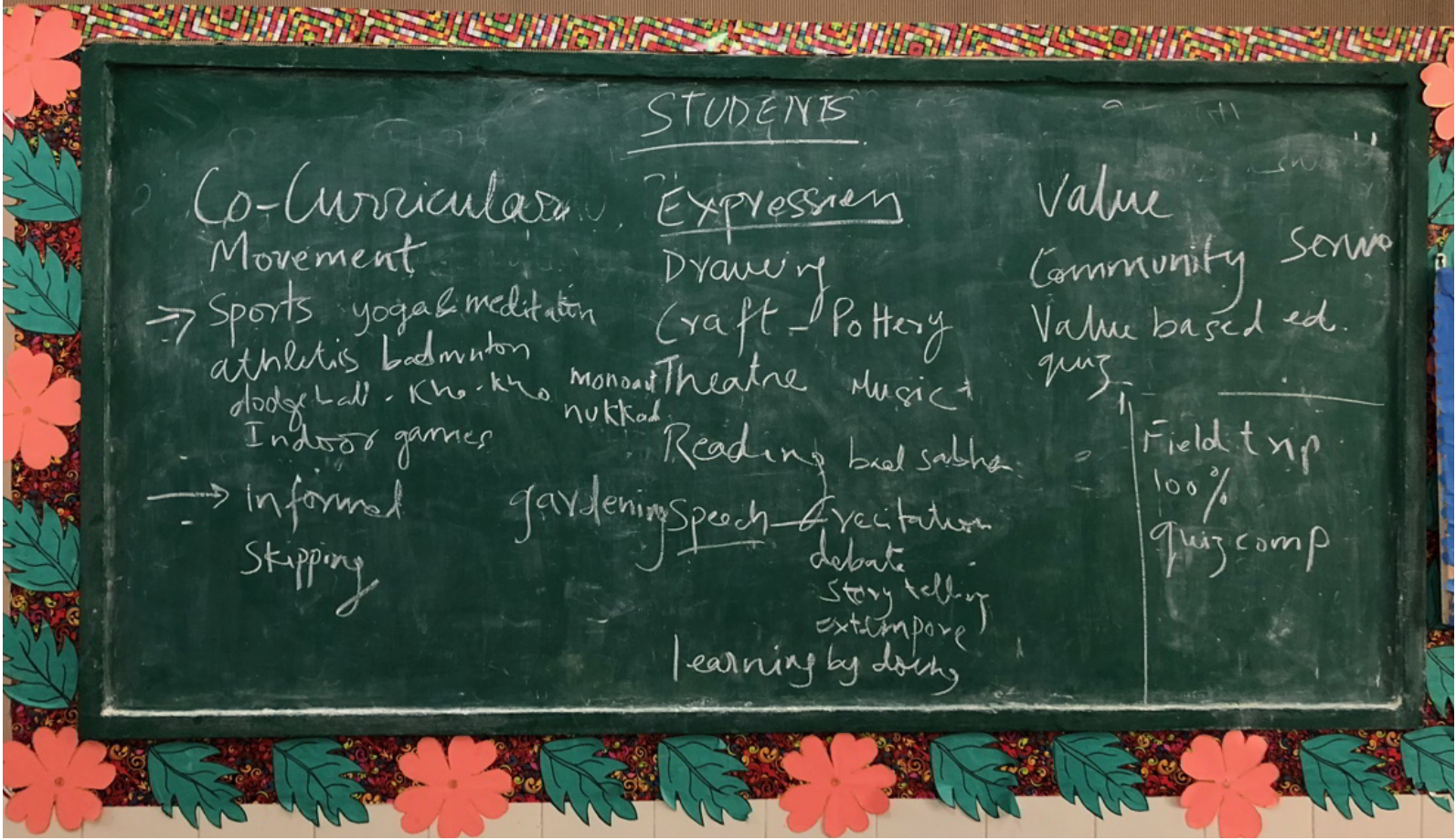
WHAT TEACHERS LIKED THE MOST

90%
Setting objectives for the schools

90%
Team-building activities

80%
Public speaking

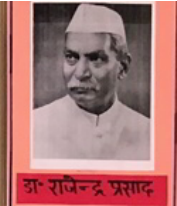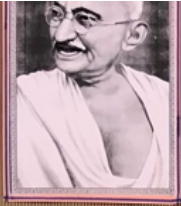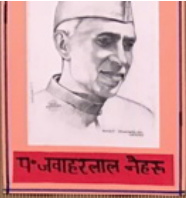**70%**
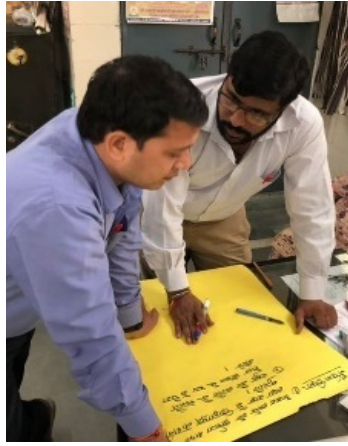Leadership & computer training

LESSONS LEARNED

Schedule more days for the setting of schools' objectives and activities

Make feedback, surveys, and handouts as accessible as possible
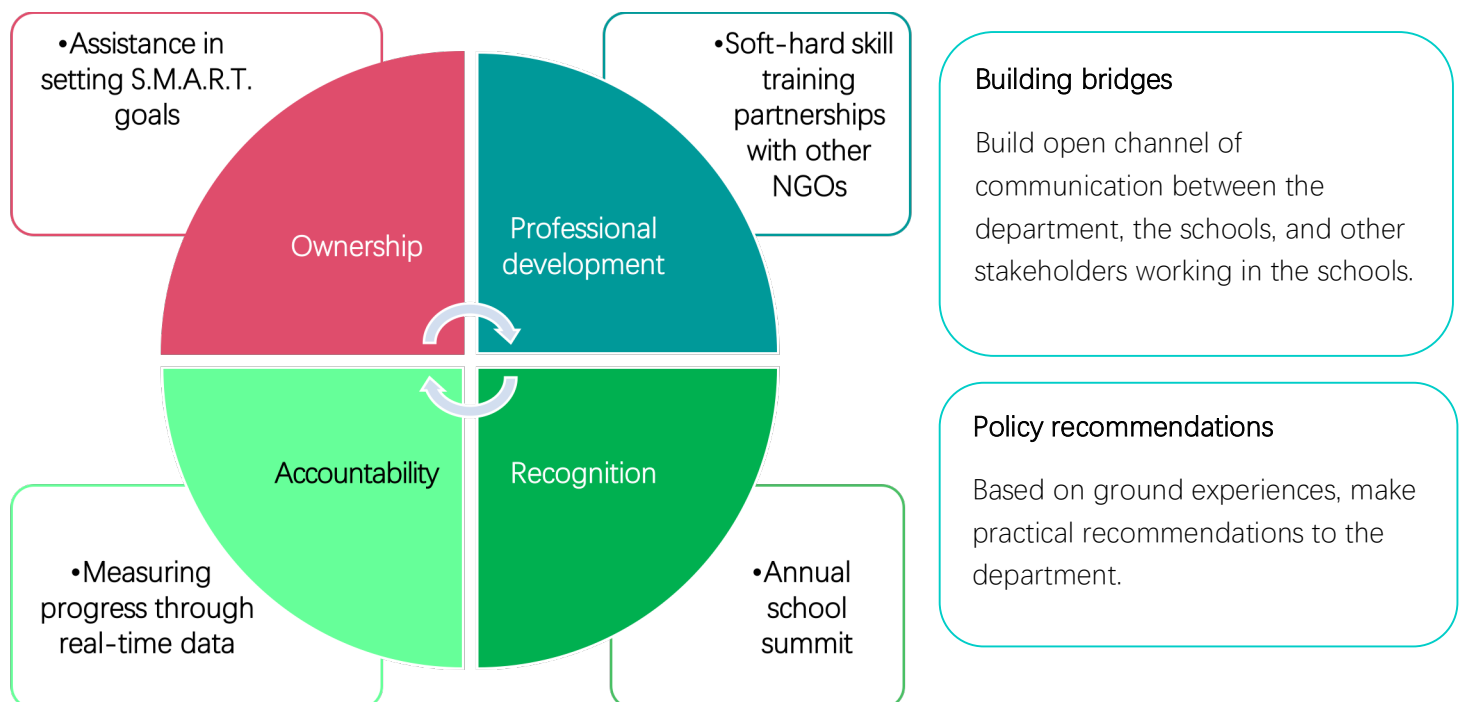
All the teachers in the schools should be involved

The boot camp should take place during summer vacations, not in July.

STUDENTS

Co-Curricular	Expression	Value
Movement	Drawing	Community Service
→ Sports yoga & meditation	Craft - Pottery	Value based ed.
athletics badminton	Theatre Music	quiz
dodgeball - kho-kho monoact		
Indoor games	Reading bal sabha	Field trip
→ Informal	gardening Speech - recitation	100%
Skipping	debate	quiz comp
	Story telling	
	extempore	
	learning by doing	

ACTIVITIES IMPLEMENTED

The model follows a six-pronged approach:

- Assistance in setting S.M.A.R.T. goals

Ownership

Professional development

- Soft–hard skill training partnerships with other NGOs

Accountability

- Measuring progress through real-time data

Recognition

- Annual school summit

Building bridges

Build open channel of communication between the department, the schools, and other stakeholders working in the schools.

Policy recommendations

Based on ground experiences, make practical recommendations to the department.

Ownership

Weekly teachers' meetings

Schools keep up with commitments and start implementing changes.

Some schools also took the lead and became proactive about improving their school environment.

Creativity and interactive learning

Community-building

L.E.A.D. Fellows WhatsApp group

Although not comfortable with technology, all Fellows use smartphones and online messaging. This group is for Fellows, C3, and the local administration to share updates and keep momentum.

Teachers enjoying rope game

Professional Development

Leadership training for 132 newly-recruited Principals in SDMC schools

Launch of the skill development video module series: This topic-based interactive video series aims to provide necessary understanding of school and classroom management. First 3 episodes launched: Teacher's role, Parental Engagement, and Classroom management. Teachers were expected to watch one episode a month and include the lessons learned from the videos in their daily practices

Whole school training in the schools

**Excel, Hindi, and Math pedagogy training for teachers**

Accountability

Baseline ASER reading assessment
Monthly meetings at zonal offices. Each school has presented its work and shares its progress
Assessment tests in September 2017, November 2017 (midline), and April 2018
**Launch of C3's dashboard**
Online resources: C3 made several documents available to the schools online: meetings' formats, monthly academic goals, and standardized assessment test samples
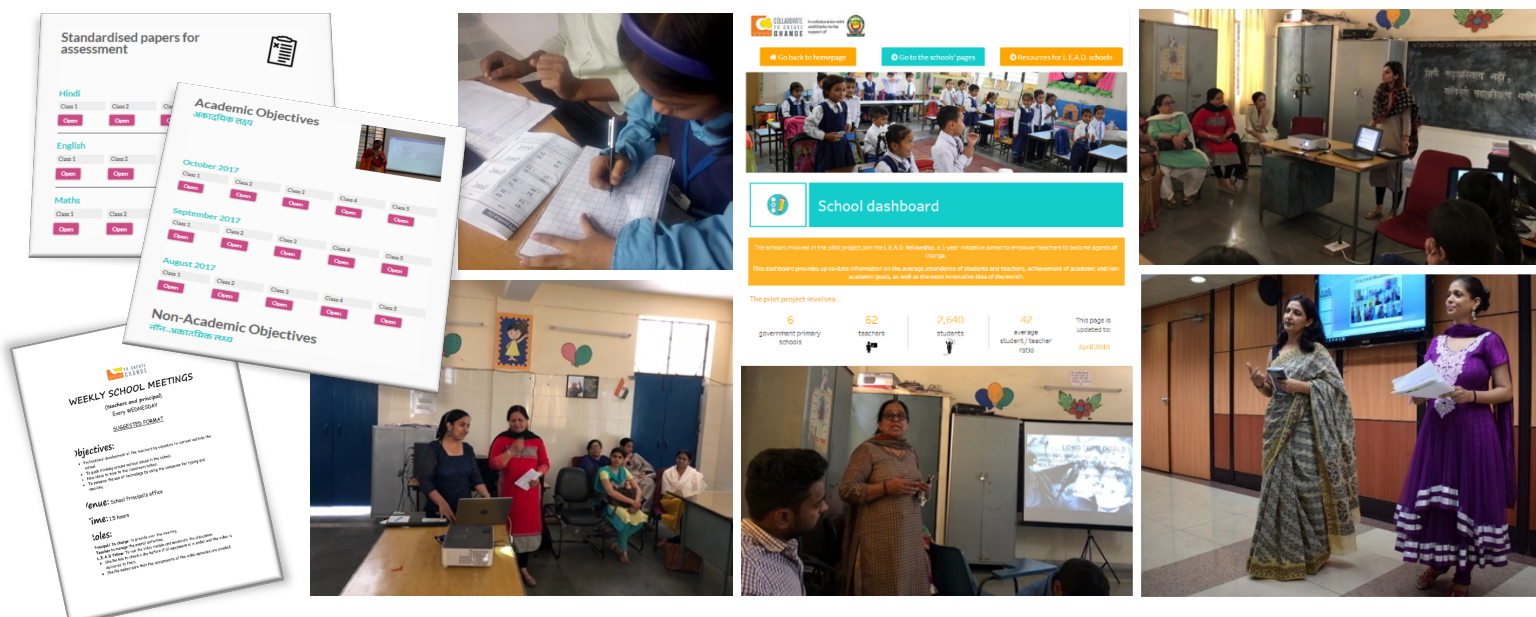
Vote for the best teacher & most innovative idea of the month

The model emphasizes the importance of recognising excellence and pushing for innovation. The schools voted for the best teacher for the first time and shared the most innovative ideas generated every month.
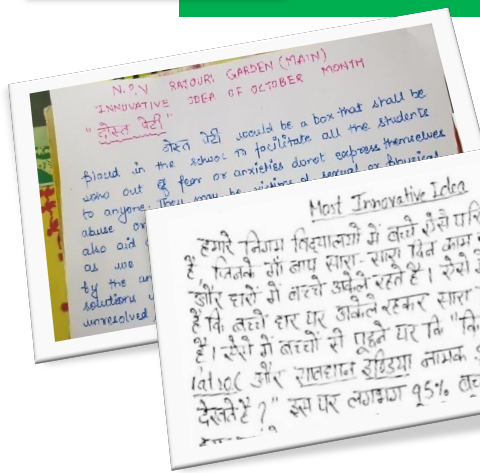
THE TOP 2 INNOVATIVE IDEAS

Increasing attendance
by B3 Raghubir Nagar-1

In August 2017, B3 introduced an innovative idea to tackle dwindling attendance in school.

B3 started recognizing students with 100% attendance in the previous month assigning attendance badges and offering film projections at the end of the month.

This led to a 8%-point increase in attendance in the month of September. The school has been able to stabilize attendance since then.

Soon, other schools adopted the idea and improvised further, by recognizing the parents, too.

Improving reading levels
by Vishal Enclave

In January 2018, Vishal Enclave introduced an innovative idea to instill the reading habit in children.

To pique students' curiosity, the teachers narrated the first half of a story to the children in the assembly. Then, they asked them to find the second half in the book in the library.

The library saw a sudden increase in students visiting during break times.

The school also introduced thematic reading during the assembly.

Over the past nine months, we have been collecting, analysing, and displaying data from the schools involved in our pilot project on our website.

The dashboard provides easy access to student and teacher attendance, assessment results, and accomplishment of non-academic outcomes C3 set together with the schools.

Assessment results

Academic outcomes

Assessment tests are meant to monitor schools' performance during the year.
They were conducted in August 2017, November 2017, and March 2018.
Here are the results.

November 2017 & March 2018
Reading test

The colors show the reading level reached by the students.
The percentages show the number of students in each grade who have reached that level.

Pick the subject (English, Hindi, or both)
HINDI test

C3 conducted a baseline assessment as well as two additional assessments in November 2017 (midline) and March 2018 for Math, English, and Hindi on a sample of students.

The test included both a reading and writing section.

Click on the reading levels to see how they are distributed in each grade

Story
Paragraphs
Sentences
Words
Alphabet*
Not yet learned to read

* for English, it refers to recognition of small letters
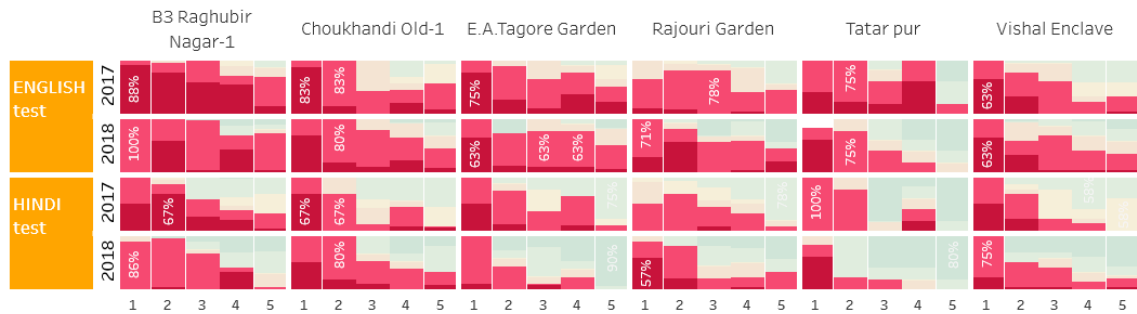
The reading test results show how the reading levels are distributed from grade 1 to 5. The **reading levels** are: not yet learned to read, alphabet recognition, word recognition, ability to read sentences, paragraphs, and a whole story without mistakes.

Click on the reading levels to see how they are distributed in each grade

Story
Paragraphs
Sentences
Words
Alphabet*
Not yet learned to read

* for English, it refers to recognition of small letters
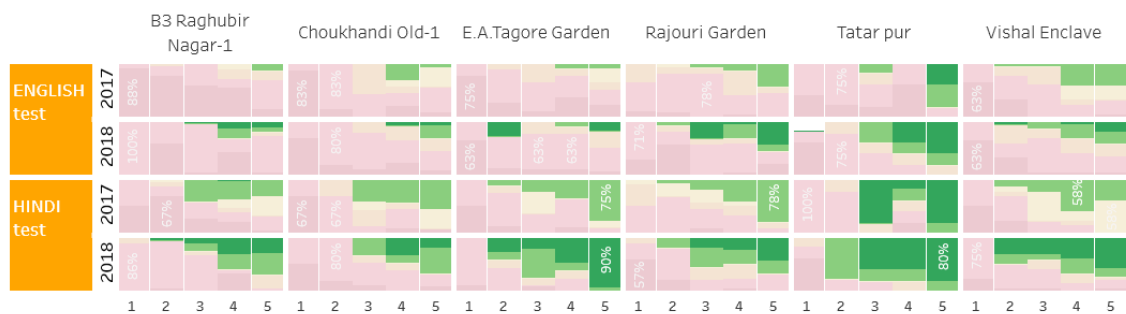
As for the **reading test**, November and March results show a little transition, on average, from the starting level (not being able to read) to alphabet recognition for both English and Hindi.

Especially for Hindi, March results show an increase in the number of students being able to read stories compared to November 2017.

COLLABORATE TO CREATE CHANGE
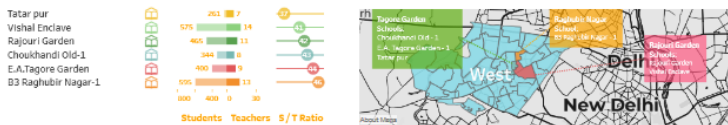*in collaboration with and thanks to the support of*

School dashboard

The schools involved in the pilot project join the L.E.A.D. fellowship, a 1-year initiative aimed to empower teachers to become agents of change.

This dashboard provides up-to-date information on the average attendance of students and teachers, achievement of academic and non-academic goals, as well as the most innovative idea of the month.

The pilot project involves...

6	62	2,640	42	This page is updated to:
government primary schools	teachers	students	average student / teacher ratio	**April 2018**

General information about L.E.A.D. schools

Tatar pur — 261 | 7
Vishal Enclave — 575 | 14
Rajouri Garden — 465 | 11
Choukhandi Old-1 — 344 | 8
E.A.Tagore Garden — 400 | 9
B3 Raghubir Nagar-1 — 595 | 13

Students Teachers S/T Ratio

Vision

440 students (on average)   **10** teachers

"We envision our children to be educated and confident leading independent lives with moral values and positive attitude towards life."

हमारी परिकल्पना है की हमारे विद्यालय के बच्चे सुशिक्षित एवं विश्वासी हों, जो अपना जीवनयापन आत्मनिर्भरता, नैतिक मूल्यों एवं सकारात्मक सोच से करें

Mission

"Ours is an extended family for the children & the community to provide quality education in a fear-free, healthy, and value-oriented environment for an all-round development of the child."

हमारा विद्यालय, विद्यार्थियों एवं समुदाय का एक संयुक्त परिवार है जो एक स्वच्छ, भय-मुक्त और नैतिक मूल्यों पर आधारित वातावरण में विद्यार्थियों के सर्वांगीण विकास के लिए को गुणवत्ता शिक्षा प्रदान करता है

Student attendance

Average attendance has been **71%**

71%

Aug 2017 Oct 2017 Dec 2017 Feb 2018 Apr 2018
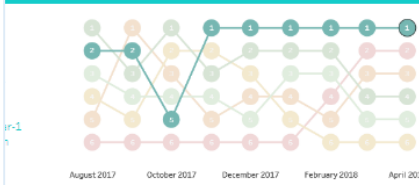
Compared to previous month?

0% =

Attendance rates were influenced by the pollution emergency in November and celebrations in December 2017/January 2018.

Which school had the highest attendance?
Click on each one of them to see how it ranks.

- Rajouri Garden
- Choukhandi Old-1
- Vishal Enclave
- Tatar pur

Which school had the highest attendance?
Click on each one of them to see how it ranks.

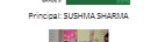August 2017 October 2017 December 2017 February 2018 April 2018

Choukhandi Old-1 | #1
student attendance in April 2018
82%

GRADE 1 ... 74%
GRADE 2
GRADE 3 ... 70%
GRADE 4
GRADE 5

Principal: SUSHMA SHARMA

In [April 2018]

the school with max. attendance was:
Choukhandi Old-1

82%

Congratulations
Principal
SUSHMA SHARMA!

Student attendance has been 71% overall, with peaks in March and April 2018.

Attendance rates were influenced by the pollution emergency in November and by celebrations in December 2017/January 2018.

Accomplishment of non-academic outcomes

Back in July 2017, the schools set 6 outcomes, unrelated to academic performance, and committed to accomplishing them every month. They were:

- scheduling minimum 3 weekly teachers' meetings per month and
- 1 Parent-Teacher Meeting (PTM) per month,
- practicing teacher-to-teacher feedback,
- organizing one student-led assembly (Baal Sabha per month), and
- voting for the best teacher and most innovative idea of the month.

Although March and April 2018 have seen a decline in all the schools, only one school has accomplished no more than one or two goals per month. B3 has been the most committed school.

Non academic outcomes

L.E.A.D. schools selected 6 non-academic outcomes to achieve every month.
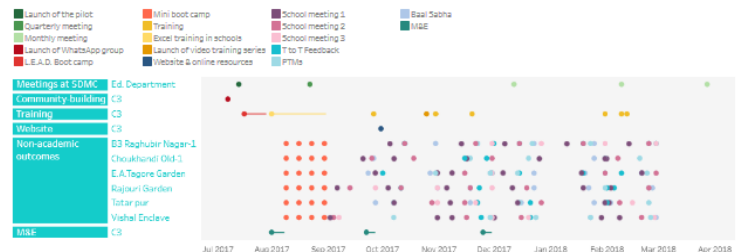Here's how they performed.

TEACHER - TO - TEACHER FEEDBACK   TEACHERS' MEETINGS (TARGET = 3 EVERY MONTH)   BAAL SABHA (student-led assembly)   PARENT - TEACHER MEETINGS (PTMs)   VOTE FOR THE BEST TEACHER OF THE MONTH   VOTE FOR THE MOST INNOVATIVE IDEA OF THE MONTH

How many outcomes did the schools accomplish compared to the previous month?

0 =	0 =	0 =	0 =	1 ↑	0 =
B3 Raghubir Nagar-1 3 goal/s out of 6!	**Choukhandi Old-1** 1 goal/s out of 6!	**E.A.Tagore Garden** 3 goal/s out of 6!	**Rajouri Garden** 1 goal/s out of 6!	**Tatar pur** 2 goal/s out of 6!	**Vishal Enclave** 1 goal/s out of 6!

Timeline of activities

Timeline of activities

- Launch of the pilot
- Quarterly meeting
- Monthly meeting
- Launch of WhatsApp group
- L.E.A.D. Boot camp
- Mini boot camp
- Training
- Excel training in schools
- Launch of video training series
- Website & online resources
- School meeting 1
- School meeting 2
- School meeting 3
- T to T Feedback
- PTMs
- Baal Sabha
- M&E

Jul 2017 Aug 2017 Sep 2017 Oct 2017 Nov 2017 Dec 2017 Jan 2018 Feb 2018 Mar 2018 Apr 2018
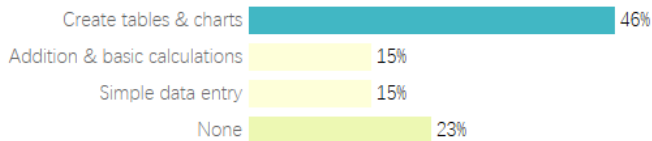
WHAT TEACHERS HAD TO SAY

C3 invited the L.E.A.D. fellows to participate **in a final survey** to explore whether this one-year initiative had contributed to improvements in their hard IT skills, in problem-solving and teacher relationships in school, in teaching practices as well as in terms of parental engagement.
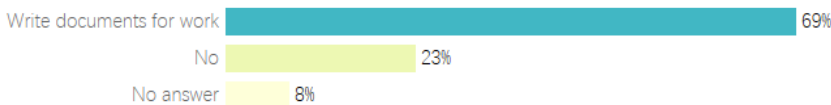
HARD SKILLS

MS Office / OpenOffice

Check your level | EXCEL

Create tables & charts	46%
Addition & basic calculations	15%
Simple data entry	15%
None	23%

Check your level | MS Word/OpenOffice

Write documents for work	69%
No	23%
No answer	8%

Check your level | MS PowerPoint

Make presentations	46%
No	54%

Internet search

Do you browse for resources online?

Yes	69%
No	31%
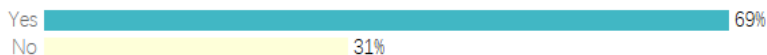
Are you better at these skills compared to last year?

Yes 77%
No 23%

By age group

25-29	Yes
30-39	Yes
40-49	Yes
50-59	No / Yes
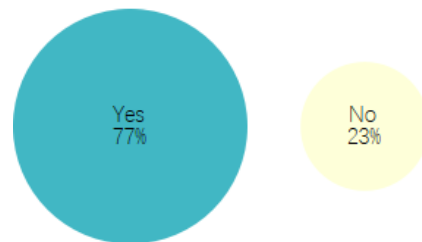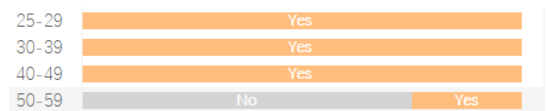
Are you better at Internet search than last year?

Yes 69%
No 23%
No answer 8%

By age group

25-29	Yes
30-39	Yes
40-49	Yes / No answer
50-59	Yes / No
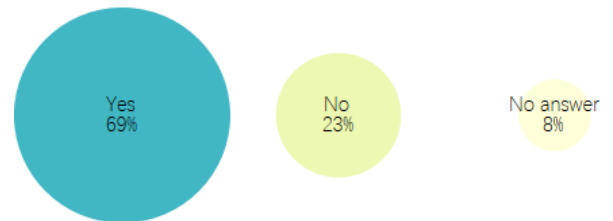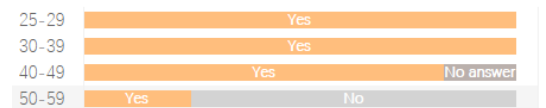
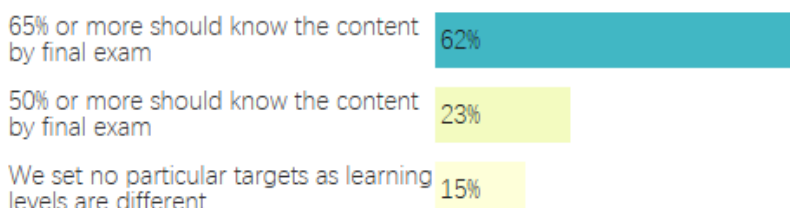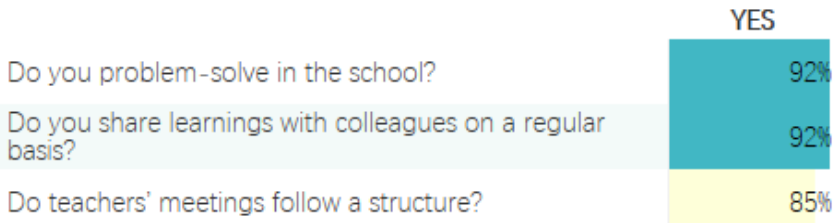## MONITORING OF ACADEMIC PERFORMANCE

Do you set goals for academic progress of the children at the beginning of the year?

65% or more should know the content by final exam	62%
50% or more should know the content by final exam	23%
We set no particular targets as learning levels are different.	15%

RELATIONSHIPS WITH COLLEAGUES AND PROBLEM-SOLVING

	YES
Do you problem-solve in the school?	92%
Do you share learnings with colleagues on a regular basis?	92%
Do teachers' meetings follow a structure?	85%

TEACHING METHODS

	YES
Have you introduced new and interactive ways of teaching in the classroom this year?	92%
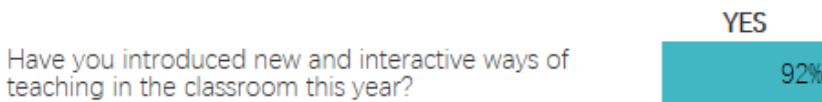
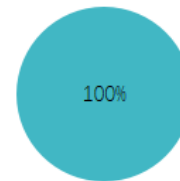**How do you engage with the parents during PTMs?**

Collectively and then one on one

100%

PARENTAL ENGAGEMENT & THE COMMUNITY

	YES
Do you engage with parents other than PTM?	100%
Do you have an active SMC?	100%

How often do you organize PTMs?

46% every 2 months

54% every month
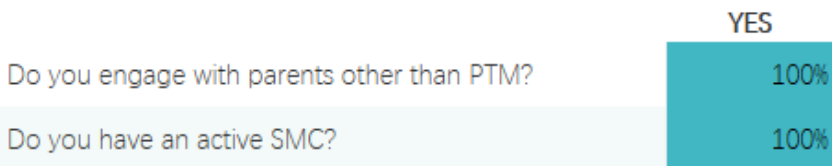
Is problem solving at school better than last year?

No answer 8%

Yes 92%
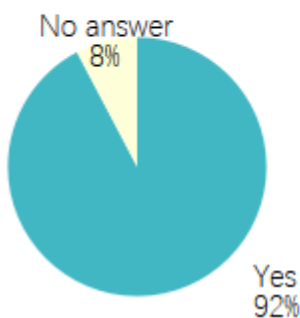
Have your teaching methods improved since last year?

No answer 15%

Yes 85%
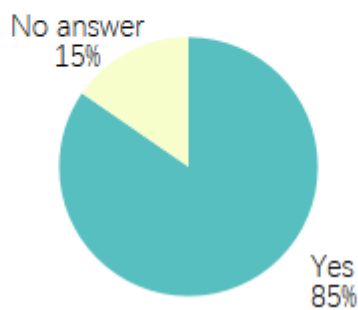
Has the communication with the parents improved since last year?

No 8%

Yes 92%
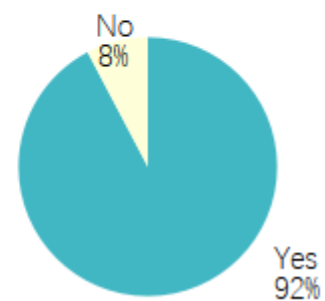
C3'S RECOMMENDATIONS FOR
THE EDUCATION DEPARTMENT

Based on our observation and interaction with the schools and teachers, C3 has identified a few issues and is suggesting ways to increase the classroom interaction time.

FOR UNDISTURBED SCHOOL TIME:

Make a comprehensive schedule for all seminars and trainings

When teachers step out of school for official work (e.g.: competitions, seminars etc.) then their class is divided and handed over to another teacher, who is then responsible for 60-80 kids at the same time. Add to this another teacher on CL + another attending a workshop + one working on report for the department, the picture becomes grim.

The time is spent only in managing the children. The competitions should therefore be streamlined so that teachers miss fewer classes.

RECOMMENDATIONS

1. All competitions for academic / non-academic / sports for students and teachers to be conducted on bag free Saturdays only.
2. Teachers Day (5th Sep) practices should happen after school hours.
3. Medhavi exam should be held in September, immediately after the half yearly exam.
4. All training and seminars should be coordinated and held in the summer & winter breaks.

RECOMMENDATIONS

5. All reports & other administrative work (uploading data for attendance/MDM) could be done after dismissal of the children. The school time could be increased by an hour for all non-teaching work.
6. All (existing) teachers should learn MS Excel and Word (or OpenOffice) from a certified institute. All new teachers should have mandatory knowledge of MS Office or OpenOffice.
7. All reports should be shared via email in Excel formats. The department should accept no hand-written report.
8. Internet & servers systems should be upgraded or repaired.

STREAMLINE ADMINISTRATIVE WORKLOAD DAILY

Teachers spend a lot of time drafting reports and most of the time reports are asked without previous notice.

RECOMMENDATION

9. If the female-male ratio of the total staff is 70:30 then each school should reflect the same ratio of females and males on their staff list.

FEMALE TEACHER RATIO

It is important for the schools to have a balanced male- female teacher ratio to create a positive work environment.

SUPPORT FOR TEACHERS

who are struggling to teach in classrooms with children at very different levels.

RECOMMENDATIONS

10. Entry assessment of all children (already in SDMC plan).
11. Remedial classes for first time learners and other weak students during vacations (already in SDMC plan).
12. Provide teachers with support in pedagogy, handling child behaviour, setting goals for themselves, as well as parental engagement. This support can be provided in the form of training by SCERT/NCERT/MCD/NGOs. However, all these stakeholders should come together and design a need-based comprehensive training plan.
13. This training should be conducted in May and June to allow teachers not to miss school during the academic year.
14. Introduce a matrix of achievement and monthly assessment to monitor regular achievement of the goals.
15. Introduce weekly topic-based staff meetings (every Wednesday) to discuss goals & school progress.

GOAL SETTING, ASSESSMENT & RECOGNITION OF SCHOOLS & TEACHERS

The schools and teachers should set collective and individual goals (ref: C3 design thinking method) at the beginning of the year and later assess progress against these goals twice a year. School could assess all-round performance, with teachers assessing themselves and being also assessed by the Principal. C3 will share the matrix with the department after testing it out.

Schools & teachers should be recognized for the good work and the criteria should include the following:

RECOMMENDATIONS

16. There should be a cut off (65% minimum) on standardized test percentage to be able to apply. For example, a teacher can apply for best teacher category only if 65% of her/his class clears the standardized tests introduced by the department and a school can apply for best school only if 65% of the students clear the standardized tests across all classes. These tests should be binary in nature.
17. Number of innovative practices (as part of problem solving) introduced by the teacher in school.
18. Teachers achieving all their goals. Highest academic growth and holistic growth of their classes.
19. All schools should be ranked based on their performance (ref: C3 dashboard; c3world.org)
20. All this information should be transparent and available on the website (ref: C3 dashboard)

TEACHING FELLOWS

To tackle the situation of high student – teacher ratio, the department can introduce Teaching Fellows through a rigorous selection process.

RECOMMENDATIONS

The selection process could include:

- Written Exam (SDMC or CENTA)
- GD & Interviews

Training could include: Orientation – Shadowing – Target-based assessments. A stipend of Rs.15000 per month should be paid to the Fellows for a period of two years. The schools would get teaching fellows based on their need and inclination to perform.

LOOKING FORWARD

We envision the full implementation of our school-to-school model, empowering batches of schools to replicate the model in all the schools of the district where we launch our pilot.

In the scale-up process, once we move to other districts, we expect to reach out to teachers speaking regional languages. We plan to involve the schools in more remote areas by setting up Teachers Training Modules in cooperation with the Panchayats themselves and through mobile solutions.

Over the course of the past few weeks, we have had fruitful conversations to lay the foundations for a future Public-Private Partnership.

We are also partnering with organizations specialized in various areas relevant to our work, e.g. parental engagement, pedagogy support through mobile apps, etc.

In the coming months, based on the funds raised, we plan to complete our training video series, and partner with companies for the development of an all-in-one accessible app for the teachers.

Technology plays a key role in this framework, too, with affordable and easy-to-use applications that can make training and accountability accessible for primary school teachers at scale.

C3 envisions a future role which entails:

1. Becoming the central coordinating agency for all NGOs and other training providers, helping them plan and assign training dates for smooth training throughout the year
2. Supporting the department in framing a timetable for the year to minimize classroom disruption
3. Providing tools to measure academic progress
4. Assisting in setting minimum academic standards to qualify for awards.

OUR SUPPORTERS

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and the people who have supported us
during our initial crowdfunding campaign

BOARD MEMBERS

Prof. Deborah Hughes Hallett

Mr. Paresh Vaish

Mr. Shashi Kumar Velath

Ms. Stephanie Calabrese

C3 shortlisted for Reimagine Education Awards (K12)

We are delighted to have been shortlisted for Reimagine Education Awards, an international initiative organised by Wharton University and QS that celebrates projects in the field of education.

On 3rd and 4th December 2017, we had the pleasure of showcasing our project at its annual conference in Philadelphia.

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COLLABORATE TO CREATE CHANGE

ADVANCING COLLABORATION PLEDGE

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SUSTAINABLE DEVELOPMENT GOALS

4 QUALITY EDUCATION

In collaboration with and thanks to the support of