C3

COLLABORATE TO CREATE CHANGE

Progress Report

Oct 2018 - Apr 2019

TABLE OF CONTENTS

ABOUT C3

BACKGROUND

C3: Collaborate to Create Change founded in 2016 is built on the ideology that the government schools can be revived through effective Public Private Partnerships. Our aim is to improve quality of education in government primary schools to bring educational equity. We focus on significantly improving the children's ability to learn, by bridging the gaps in capability and delivery mechanism in the existing system.

VISION

Ensure enrollment and effective learning by children in government schools in the emerging economies.

MISSION

Introduce a sustainable model into the government education system by leveraging Public Private Partnerships and supporting schools in the process.

Figure 1: C3 Model

PROJECT SYNOPSIS

PROJECT OBJECTIVES

- Improve the learning outcomes of children studying in select 10 Government Schools
- Create a collaborative model which can be replicated across other schools

PROJECT OUTCOMES, ACTIVITIES & TIMELINES

Outcomes	Planned Activities	Timelines
Improvement in learning levels of students	Assist school authorities in setting academic level targets	• To be done in the 'Ownership & Accountability' Workshop on an annual basis
	Identify, train and appoint teaching fellows who assist teachers in imparting quality education	• Selection to be done on an annual basis • Induction training of 2 weeks followed by ongoing capacity building on a monthly basis • Assessment of soft and hard skills gained on a yearly basis
	Conduct a baseline survey for all the students (i.e. 740 students in 2018-19) across 10 select schools	• To be done in the first month of project initiation for existing students • To be done on an annual basis in the month of July for new admits
	Assess the performance of 20-30 students (identified weakest as per baseline survey) from each school (i.e. 217 weakest students) and 10 % of the remaining students from each school	• To be done on a monthly basis
	Design and develop pedagogical content which can be used by teachers and fellows to improve the quality of education	• To be developed by end of 2020 • To be revised on an ongoing basis

Improvement in student attendance and decline in Drop-out rates	Assist Teachers and School Authorities to accomplish Goal Setting which include organizing regular PTMs, Baal Sabha Workshops and exploring innovative ideas aimed at improving student attendance	• To be done in the 'Ownership & Accountability' Workshop on an annual basis
	Build the capacities of Teachers and School Authorities to monitor school attendance and drop-out rates through hard and soft interventions	• To be done in 'Ownership & Accountability' Workshop on an annual basis
	Organize events inviting participation from local community members to increase enrolment and stabilize attendance	• To be conducted on national festivals i.e. Republic Day, Independence Day, Gandhi Jayanti, Children Day
	Regular home visits to check absenteeism	• To be done on a monthly basis
Remodeling school building to enhance learning	Identify and engage with an Infrastructure Design Partner and Service Provider to augment school building design and infrastructure to aid learning	• To be done on an ongoing basis
	Facilitate training conducted by Infrastructure Design Partner for teachers and school authorities to leverage improved infrastructure for enhancing learning	• To be done on an annual basis
Create a self replicating model	Build a consortium and improve the capacities of following entities which can disseminate and replicate interventions across other schools: • State Education Departments • School Authorities • Infrastructure Service Providers • Infrastructure Design Partners • Parent Engagement Partners • Community Engagement Partners	• To be done on an ongoing basis
	Develop and document content to train future fellows	• To be developed by end of Dec 2019

	Disseminate the key achievements and learning of the model through mainstream and social media coverage	• To be initiated in May 2020 and implemented till project completion
Empowering underemployed educated women from local communities	Identify, train and appoint teaching Fellows who assist teachers in imparting quality education	• Selection to be done on an annual basis • Induction training of 2 weeks followed by ongoing capacity building on a monthly basis
Monitoring and Review	Analyse the data provided by the school authorities to assess their performance w.r.t. monthly targets	• To be done on a monthly basis
	Facilitate a review meeting comprising District Education Departments and School Authorities to monitor performance	• To be done on a monthly basis
	Conduct inter school education summits to recognize and reward best performers	• To be done on an annual basis
	Monitor progress, challenges and performance of weakest students during the weekly Fellows Review meetings of C3.	• To be done on a weekly basis

CURRENT STATUS

PROGRESS REPORT (OCT 2018- APR 2019)

Planned Activities & Timelines	Current Status
Project Initiation *Timelines:* Oct 2018	• Signing of an MoU with District Education Department of Gautam Budh Nagar in UP. The in principal approval was received in Oct 2018 and formal agreement was signed in Mar 2019. • Selection of 10 Primary Schools in consultation with District Education Department completed in Nov 2018.
Identify, train and appoint teaching fellows who assist teachers in imparting quality education *Timelines:* • Selection to be done on an annual basis • Induction training of 2 weeks followed by ongoing capacity building on a monthly basis	• Selection of 8 Fellows from local community members done through an open advertisement and interview process in Dec 2018. • Training of select Fellows in areas related to Graded Learning Teaching techniques and other soft skills was held in Dec 2018. Soft skill training of Fellows is done on an ongoing basis in the weekly Fellow Review meetings of C3. • Placement of Fellows in select schools was completed in Jan 2019. • Assessment of Fellows in soft and hard skills done for the period Dec 2019- Apr 2019
Conduct a baseline survey for all the students (i.e. 740 students in 2018-19) across 10 select schools *Timelines:* • To be done within a month of placement of Fellows • To be done on an annual basis in the month of July for new admits	• With support from Teachers, Fellows completed baseline survey for all 10 schools in Jan 2019.
Assess the performance of 20-30 students (identified weakest as per baseline survey) from each school (i.e. 217 weakest students) and 10 % of the remaining students from each school *Timelines:* To be done on a monthly basis	• Monthly assessments of 20-30 students (identified weakest as per baseline survey) from each school (i.e. overall 217 weakest students) done in Feb 2019, Mar 2019 and Apr 2019.

Regular home visits to check absenteeism *Timelines:* To be done on a monthly basis	• Fellows have done 13 home visits involving interaction with ~15-20 families per visit in the months of Feb 2019 and Mar 2019.
Identify and engage with an Infrastructure Design Partner and Service Provider to augment school building design and infrastructure to aid learning *Timelines:* To be done on an ongoing basis	• Signed an agreement with GNIDA as the service provider for infrastructure upgradation and augmentation in all 10 schools in Dec 2018 • Signed an agreement with Vinyas Center for Architectural Research and Design as the Infrastructure design partner for all 10 schools in Mar 2019
Build a consortium and improve the capacities of following entities which can disseminate and replicate interventions across other schools: • State Education Departments • School Authorities • Infrastructure Service Providers • Infrastructure Design Partner • Parent Engagement Partner • Community Engagement Partner *Timelines:* To be done on an ongoing basis	• Signed an MoU with District Education Department of Gautam Budh Nagar in UP. The in principal approval was received in Oct 2018 and formal agreement was signed in Mar 2019. • Tie-up with Schools in consultation with District Education Department completed in Nov 2018. • Signed an agreement with GNIDA as the Service Provider for infrastructure upgradation and augmentation in all 10 schools in Dec 2018 • Signed an agreement with Vinyas Center for Architectural Research and Design as the Infrastructure Design Partner for all 10 schools in Mar 2019 • Signed an agreement with DOST Education Foundation as a Parent Engagement Partner in Dec 2018. During the period Feb 2019- Mar 2019, DOST has reached out to ~265 families through phone calls.
Monitor progress, challenges and performance of weakest students during the weekly Fellows Review meetings of C3.	• A total of 8 Fellow Review Meetings have been held during Jan 2019 – Mar 2019

Timelines: To be done on a weekly basis	

PROJECT ACTIVITIES (OCT 2018- APR 2019)

A. PROJECT INITIATION

1. Stakeholder Consultation

- In Oct 2018, C3 initiated a meeting with Director Basic Education (BSA, Gautam Buddha Nagar) and presented the concept following which it was decided that C3 would support the Graded Learning program of UP Basic Education Department.

- Discussions were held with local influencers in the area who received their education from local schools and are well versed with the gaps and challenges in Government education system. The conversations reaffirmed the drop in the quality of education and government's efforts in trying to revive it.

- A meeting with Teachers' union leader was held to bring him on board with the idea of consortium and collective delivery.

- The co-founders attended trainings of BRP by DRP in Bisrakh block in Gautam Buddha Nagar.

2. Signing the Agreement

- Post the grant of an in principal approval in Oct 2018, C3 signed an MoU with District Education Department of Gautam Budh Nagar (U.P.) in Mar 2019.

3. Selection of Schools

- With the suggestions and support received from the officers of District Education Department, two blocks namely Bisrakh and Dankaur in Gautam Budh Nagar were surveyed to understand the demography.

- It was decided that schools located within a single block would be chosen for C3 project interventions due to following reasons:

  o Administrative ease w.r.t. carrying out project operations

  o Ease in monitoring impact

  o Ease in replicating the model across other areas

- It was observed that a number of other NGOs with overlapping objectives were already working in the block of Bisrakh. Hence, it was decided to select Dankaur Block for C3 project interventions.

- In consultation with District Education Department, a total of 10 Primary Government Schools were selected in Nov 2018 for C3 project interventions. Please refer Appendix-I for DETAILS OF SELECT SCHOOLS.

B. FELLOWSHIP PROGRAM

1. Selection of Fellows

- C3 started advertising the Fellowship through the principals, teachers and people from the local community to hire educated women from local villages who can work as assistants to the teachers in the Primary schools allotted to C3.

- The key criteria considered at the time of interview and selection of Fellows included:

  - Gender

  - Minimum educational qualification i.e. Graduate and above

  - Residence within 5 kms of school location

  - Residence located in rural areas

  - Fluency in local dialect

  - Familiarity with community members

- At the end of this process, a total of 8 Fellows were selected from among local community members in Dec 2018. In the Primary School of Dadha, no Fellow was assigned due to a high student teacher ratio. Since the Primary School of Niyana was allotted for C3 in Mar 2019, so the appointment of its Fellow will be done in Jul 2019.

2. Training of Fellows

- The select fellows went through a series of orientation and capacity building programs in Dec 2018 which included:

  - Graded Learning Teaching techniques conducted by DIET, Dankaur, Gautam Buddha Nagar.

  - Training in soft skills organized by C3 in areas including:
    - Public Speaking
    - Problem Solving
    - Leadership
    - Team Work

  - Training in hard skills required for the job including:
    - Computer skills
    - Teaching skills
    - Language skills
    - Day- report writing skills

- Soft skill training of Fellows is also done on an ongoing basis in the weekly Fellow Review meetings of C3.

3. Placement of Fellows

- Placement of Fellows in select schools was completed in Jan 2019. Please refer Appendix- II for DETAILS OF SELECT FELLOWS.

- Fellows have started providing learning support to 20-30 weakest students (identified in Baseline Survey) in each school

- The Fellows report their progress and challenges during the weekly Fellow Review meetings of C3.

4. Assessment of Fellows

- In order to monitor the skills gained and existing gaps, a self-assessment of Fellows in hard and soft skills was conducted at the time of induction in Dec 2019 and end of Apr 2019. Here are the key findings:

    o Around 50% of Fellows reported an enhancement in their leadership skills from 'Below Average' levels to 'Average' or above.

    o A significant number of Fellows i.e. 75% have gained confidence in preparing Day Report Writing Skills and reported an increase in their skill levels from 'Below Average' levels to 'Average' or above.

    o A moderate percentage of Fellows i.e. 30%, 25% and 22% reported an increase in the levels of computer, teaching, team-work and problem solving skills from 'Below Average' levels to 'Average' or above.

C. BASELINE SURVEY

- With support from teachers, the Fellows have conducted the Baseline survey as per the Graded Learning program for all students (i.e. 740 students in 2018-19) across 10 select schools.

- **'ASER'**, a tool designed by 'Pratham' was employed for conducting the Baseline survey. The students were assessed in Hindi Reading and Maths Skills. Based on the results, they have been categorized in following learning level groups:
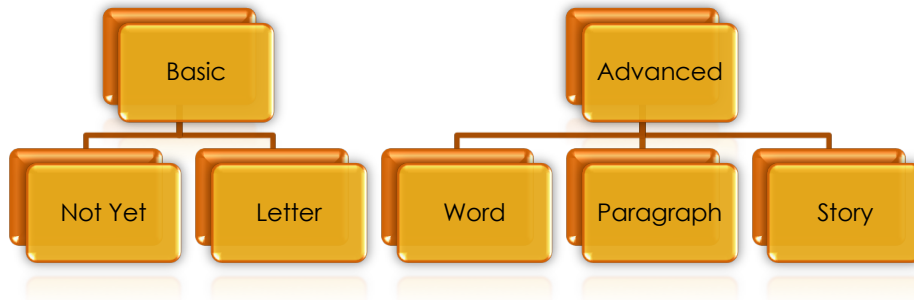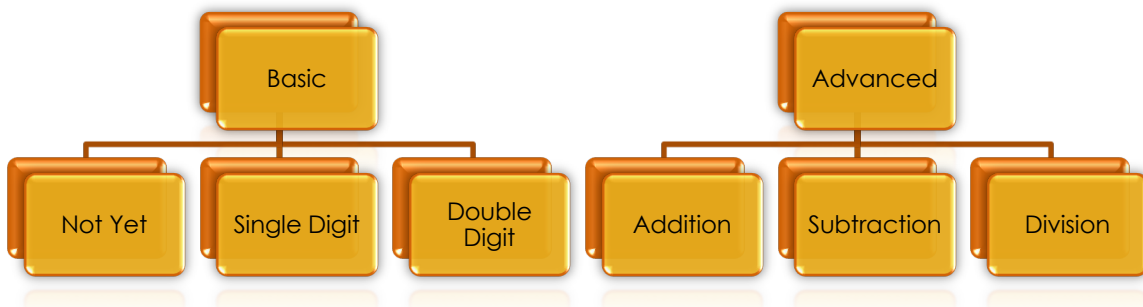
Figure 2: Learning Level Groups for Hindi Reading

Basic		Advanced		
Not Yet	Letter	Word	Paragraph	Story

Figure 3: Learning Level Groups for Maths Skills

| Basic			Advanced		
Not Yet	Single Digit	Double Digit	Addition	Subtraction	Division

Result of this survey, a total of 217 weakest students (20-30 in each school) have been identified across 10 schools. These students will be provided handholding and learning support from their respective Fellows on a continuous basis and their performance will be thoroughly monitored during the entire program. The composition of these 217 weakest students across 10 schools is as depicted below:

Gender Ratio of Weak Performers

Female, 48%

Male, 52%
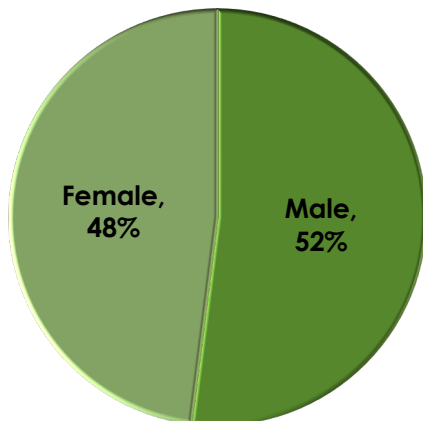
Class wise Distribution of Weak Performers

Class V, 4%

Class IV, 8%

Class I, 39%

Class III, 20%

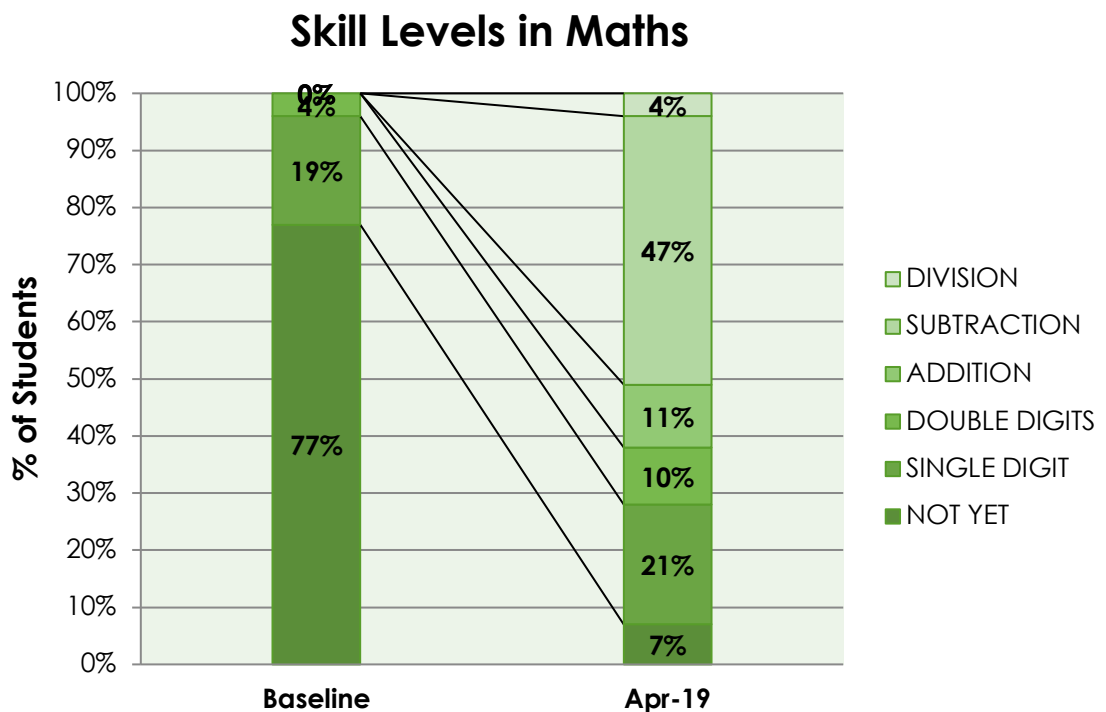Class II, 29%
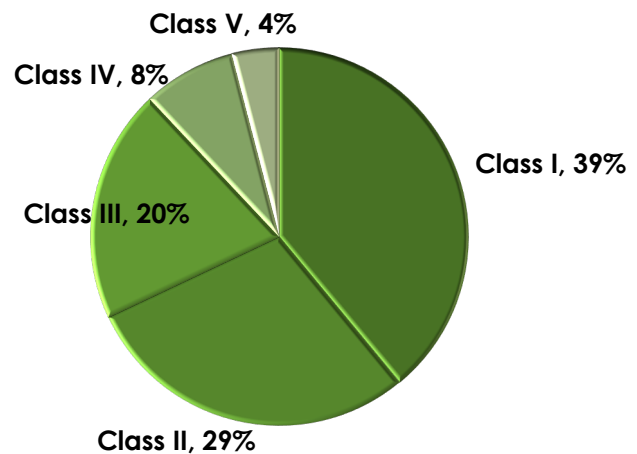
D. ASSESS PERFORMANCE

1. Sample Size

- As per RTE, on an average, the student teacher ratio in Government Schools should be 1:35. Since as per our project scope and resources, 1 Fellow has been assigned to each school, so it was decided to select a sample size of 20-30 weakest students per school (identified as per the Baseline Survey) who will be provided rigorous handholding support by the respective Fellows for continuous learning and improvement.

2. Assessment Tool

- **'ASER'**, a tool designed by 'Pratham' is employed for conducting monthly assessments of these select 20-30 weakest students from each school. The students are being assessed in Hindi Reading and Maths Skills.

3. Key Outcomes

- During Feb 2019 and Apr 2019, Fellows have conducted three monthly assessments of 20-30 students (identified weakest as per baseline survey) from each school (i.e. overall 217 weakest students).
- These results have been analysed in the weekly Fellow Review meetings. The key findings are as following:
  - o *Skill Levels in Maths*: The percentage of students with 'No Level' in Maths Skills improved significantly from 77% in Jan 2019 (Baseline) to 7% in Apr 2019. Similarly, a marked improvement has been witnessed for all the other Skill Levels as well:

Skill Levels in Maths

Baseline bar: NOT YET 77%, SINGLE DIGIT 19%, 4%, 0%

Apr-19 bar: NOT YET 7%, SINGLE DIGIT 21%, DOUBLE DIGITS 10%, ADDITION 11%, SUBTRACTION 47%, DIVISION 4%

Legend: DIVISION, SUBTRACTION, ADDITION, DOUBLE DIGITS, SINGLE DIGIT, NOT YET

Y-axis: % of Students

o *Reading Levels in Hindi*: In line with the improvement in Skill Levels in Maths, the Reading Levels in Hindi have also shown a considerable upgradation over the period Jan 2019 (Baseline)- Apr 2019. The percentage of students with 'No Level' in Hindi Reading improved from 87% in Jan 2019 to 8% in Apr 2019.

Reading Levels in Hindi
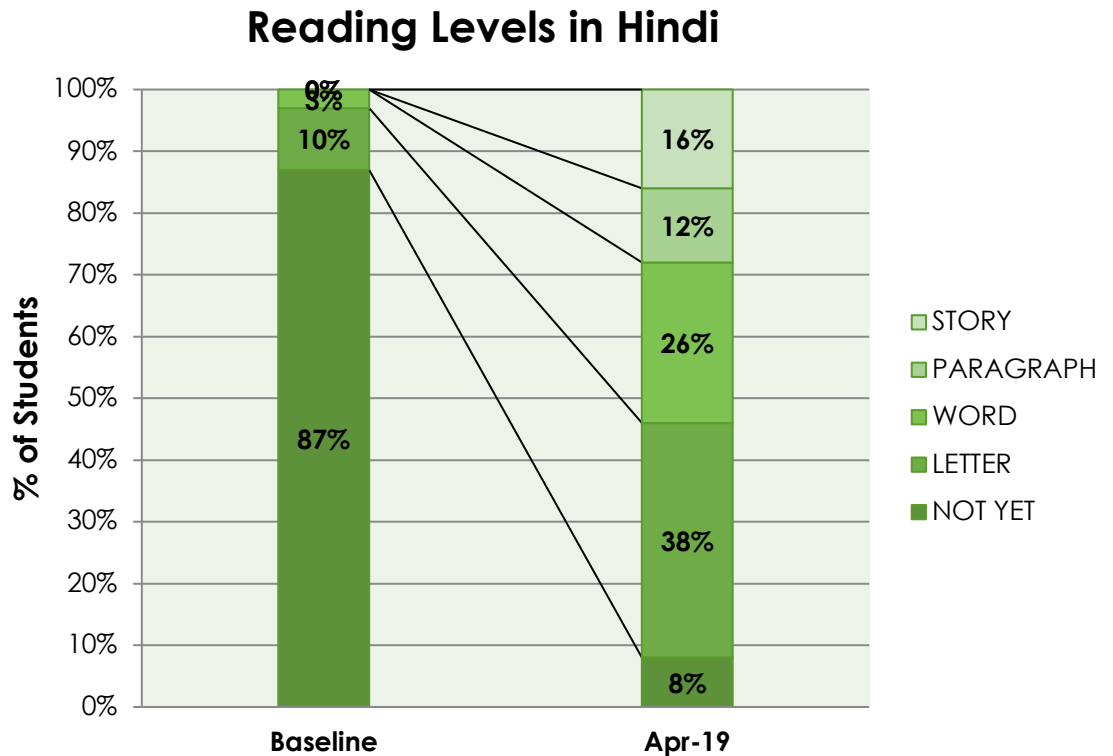
o In nutshell, it can be concluded, that provision of regular handholding support from Teachers/Fellows and consistent attendance record can play a significant role in achieving the desired outcomes within the defined timeframes.

E. HOME VISITS

- During the months of Feb 2019 and Mar 2019, Fellows have completed 13 home visits in villages involving interaction with ~15-20 families per visit.
- These visits included interaction with migrant population such as brick kiln workers to inspire them to send their children to schools regularly.

F. AUGMENT SCHOOL DESIGN & INFRASTRUCTURE AND TRAINING OF TEACHERS

- In Dec 2018, C3 signed an agreement with **GNIDA** as the Service Provider for infrastructure upgradation and augmentation in all 10 schools.
- In Mar 2019, C3 Signed an agreement with '**Vinyas Center for Architectural Research and Design**' as the Infrastructure Design Partner for all 10 schools.

G. BUILDING A CONSORTIUM

- GOVERNMENT AUTHORITIES: C3 received an in principal approval from the District Education Department of Gautam Budh Nagar in UP in Oct 2018 followed by the signing of an MoU in Mar 2019.
- SCHOOL AUTHORITIES: Tie-up with Schools in consultation with District Education Department was completed in Nov 2018.
- INFRASTRUCTURE SERVICE PROVIDER: C3 signed an agreement with GNIDA as the Service Provider for infrastructure upgradation and augmentation in all 10 schools in Dec 2018.
- INFRASTRUCTURE DESIGN PARTNER: C3 signed an agreement with Vinyas Center for Architectural Research and Design as the Infrastructure Design Partner for all 10 schools in Mar 2019. GNIDA and Vinyas have completed the field survey for all 10 schools in Mar 2019. Work on need analysis is in progress.
- PARENT ENGAGEMENT PARTNER: C3 signed an agreement with DOST Education Foundation as a Parent Engagement Partner in Dec 2019. During the period Feb 2019- Mar 2019, DOST has reached out to ~265 families through phone calls.

H. MONITORING & REVIEW

- A total of 8 Fellow Review Meetings have been held during Jan 2019 – Mar 2019 to monitor progress, challenges and performance of weakest students.

- These meetings are also utilized for providing soft skill training to Fellows on an ongoing basis.

FUTURE PLAN

Planned Activities & Timelines For Project Duration	Specific Targets for the Period Apr 2019 – Jul 2019
Assist school authorities in setting academic level targets	'Ownership & Accountability' workshop to be conducted in Jul 2019 based on Design Thinking approach. Note: Design Thinking is a methodology in which systemic way of thinking and reasoning is used to solve problems. It uses logic, imagination, and intuition along with reasoning. Through these steps, the participants create a world of possibilities, then shortlist what is achievable and finally set S.M.A.R.T goals to reach these desired outcomes. The steps involved in design thinking are: 1. Problem definition 2. Imagining the desired result 3. Mapping the steps needed to reach the desired result
Timelines: To be done in the 'Ownership & Accountability' Workshop on an annual basis	
Conduct a baseline survey for all the students (i.e. 740 students in 2018-19) across 10 select schools	Baseline Survey for the new academic session to be done in Jul 2019
Timelines: • To be done in the first month of project initiation for existing students • To be done on an annual basis in the month of July for new admits	
Assess the performance of 20-30 students (identified weakest as per baseline survey) from each school (i.e. 217 weakest students)	• To be done in July 2019. Note: Assessments in Jun 2019 and Jul 2019 would not be done on account of Summer Vacation and Baseline Survey respectively
Timelines: To be done on a monthly basis	
Identify, train and appoint teaching fellows who assist teachers in imparting quality education	• Fresh batch of 10 Fellows to be selected in Jun 2019

Timelines: • Selection to be done on an annual basis • Induction training of 2 weeks followed by ongoing capacity building on monthly basis	• Induction and training of Fellows to be completed in Jun 2019
Assist Teachers and School Authorities to accomplish Goal Setting which include organizing regular PTMs, Baal Sabha Workshops and exploring innovative ideas aimed at improving student attendance *Timelines:* To be done in the 'Ownership & Accountability' Workshop on an annual basis	Goal Setting to be conducted during the 'Ownership & Accountability' workshop in Jul 2019
Build the capacities of Teachers and School Authorities to monitor school attendance and drop-out rates through hard and soft interventions *Timelines:* To be done in the 'Ownership & Accountability' Workshop on an annual basis	Training of Teachers and School Authorities to be conducted during the 'Ownership & Accountability' workshop in Jul 2019
Regular home visits to check absenteeism *Timelines:* To be done on a monthly basis	Home visits to be conducted on a regular basis from July 2019.
Identify and engage with an infrastructure design partner and service provider to augment school building design and infrastructure to aid learning *Timelines:* To be done on an ongoing basis	Augmentation and repair work for school infrastructure to be started from May 2019 onwards
Build a consortium and improve the capacities of following entities which can disseminate and replicate interventions across other schools: • State Education Departments • School Authorities • Infrastructure service providers	• Engagement with DoST to adapt the content of the calls for a better response rate and relationship building is expected to complete by end of Jul 2019 • A meeting comprising engineers, architects, school staff, Fellows, C3 and

• Infrastructure Design Partner • Parent engagement partner • Community engagement partner	Government representatives is being planned for improving the design and infrastructure of school buildings • Need analysis for infrastructure design improvement is in progress and is expected to complete by Jul 2019
Timelines: To be done on an ongoing basis	
Analyse the data provided by the school authorities to assess their performance w.r.t. monthly targets	Design and launch of a Dashboard Facility for all schools including monitoring metrics and templates expected by end of Jul 2019
Timelines: To be done on a monthly basis	
Facilitate a review meeting comprising District Education Departments and School Authorities to monitor performance	A Performance Review meeting is planned to held by the end of Jul 2019
Timelines: To be done on a monthly basis	
Monitor progress, challenges and performance of weakest students during the weekly Fellows Review meetings of C3.	Fellow review meetings are planned on a bi-monthly basis July 2019 onwards
Timelines: To be done on a weekly basis	

APPENDICES

APPENDIX I- DETAILS OF SELECT SCHOOLS

APPENDIX II- DETAILS OF FELLOWS

APPENDIX III- PHOTO GALLERY