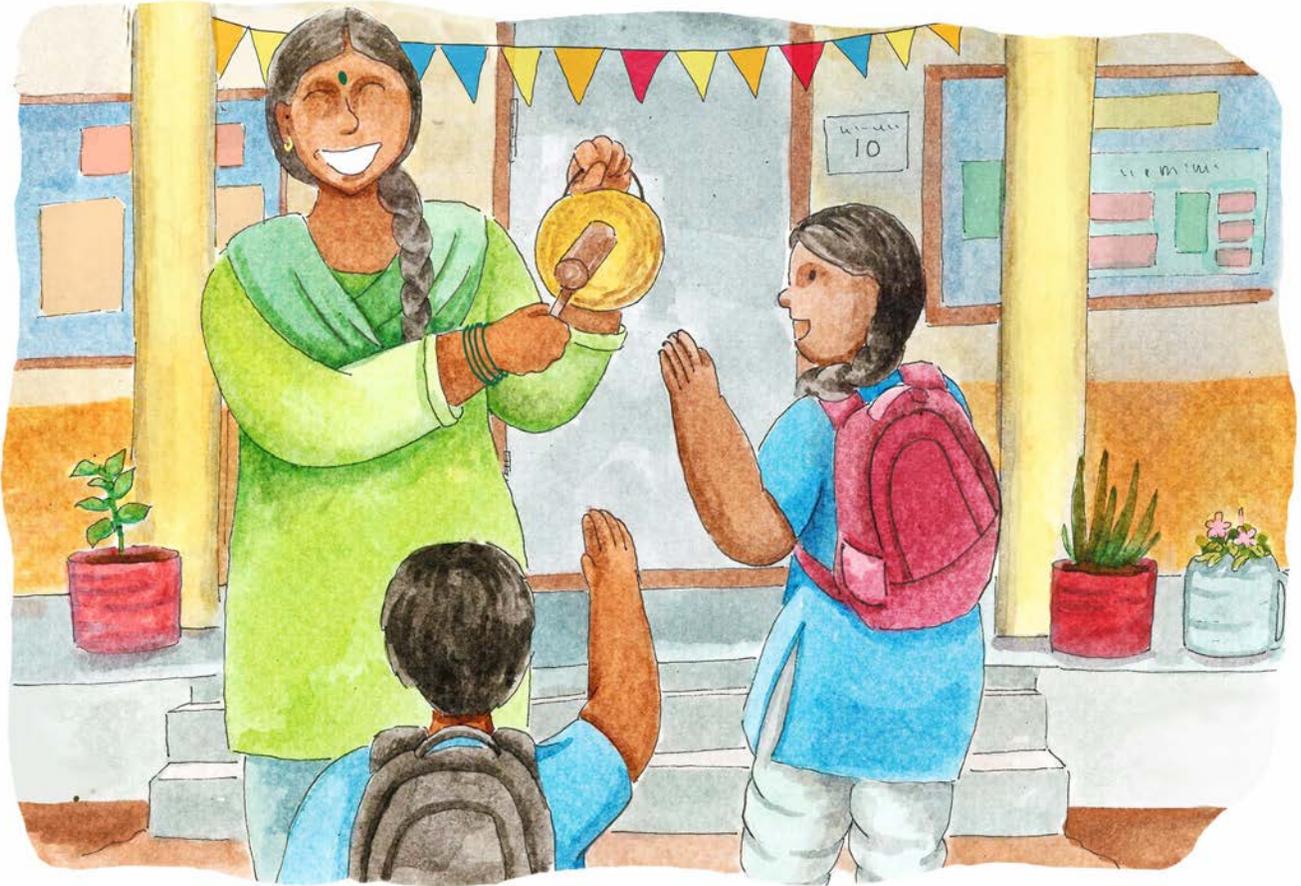


People For Action

Activity Report

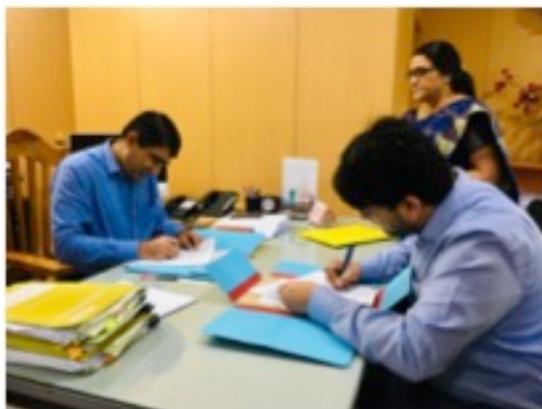
2019-2020



Overview

People For Action (PFA) is registered under Societies Act 1860. It commenced its journey in line with its object of Memorandum of Association no. 2, 4, 13, 16, 18, and 19 with the view of improving learning outcomes at scale through its Transform Schools programme .

In line with its objectives and by virtue of the expertise of its team, PFA works to support and implement programmes of national importance in government secondary schools, particularly in under-resourced areas in the State of Odisha and disseminate its learning to other State governments.



PFA signed a MoU with the State Education department of Odisha on 12 July 2019 to ensure improvements in the quality of education in government schools. The MoU was signed by Sri. Bhupendra Singh Poonia, IAS State Project Director (SPD), Odisha School Education Programme Authority (OSEPA) and Shri. Pankaj Vinayak Sharma, Executive Director, People For Action

Our Model

People For Action's Transform Schools programme works with the government school system, where a majority of the country's children are enrolled. It supports better teaching and management to improve learning outcomes for children in India through six core interventions:

Transform Learning: Enables students at the start of secondary school to be at the learning level for their age leading to improving Student Learning Outcomes in government secondary schools

Transform Teaching: Strengthens teaching skills amongst English, Mathematics and Science teachers in a structured manner over two years to improve the quality of teaching

Transform School Management: Improves the HTs role clarity, management knowledge and skills over two years to enable them to effectively lead and manage the school

Transform PARity: Identifies and builds awareness and agency towards gender and other social norms which govern the decision-making processes in adolescents' lives, using Participatory Action Research (PAR) methodology

Transform Back To School: Supports re-entry of out of school children through campaigns and community outreach followed by accelerated in-school learning

Transform Technical Advice: Improves education programmes and systems through bespoke solutions to State education departments for quality improvement, real time monitoring, and dissemination

Our Work

Building on lessons learnt from Odisha's education improvement programme, we commenced working in 4,290 schools in the State of Odisha in 2018-2019. With rigorous monitoring and evaluation processes in place, we have put in place a robust system of programme assessment, review, and dissemination to support partner and other governments for wider policy change. Looking at the success and potential, JPAL South Asia chose to study our Transform Learning programme through a Randomised Control Trial. PFA and the State came together to support the pilot and the full study.

Our Reach

From our inception in January 2019, we have come a long way in reaching a large part of Odisha's education ecosystem. This FY numbers tell the story of evolving relationships and growing partnerships, with newer States being added to the vision of transforming secondary education:

Schools	Students	Head Teachers	Teachers	SMDCs	SMDC Members	Subject Experts (State Trainers)	District Education Officer	Districts	State*
67,038	22,21,123	67,038	1,10,717	20,000	3,00,000	1,918	61	61	4

*PFA provides technical support to the State government of Odisha in implementing their education programmes and disseminates learning's of Odisha's programme in the State of Chhattisgarh, Haryana and Himachal

Key activities and achievements

The PFA team has seen massive traction and impact for its programmes from its very inception. From resource development and finalisation to trainings for effective implementation and monitoring, PFA has ensured all stakeholders, especially the governments are true partners in making the journey towards appropriate learning outcomes and student success. Some of the key activities and achievements to this end are:

Key Activity 1: Technical support to Odisha government for scaling-up, replication of Transform Schools programmes.

1. *Transform Learning:*

- Master trainers trained by PFA led the training of 4,169 Head teachers and 16,417 teachers from 4,290 schools in 27 districts on Transform Learning programme. 4,290 schools administered the baseline assessments in the four subjects and



completed the Foundation Camp (FC) on 21 June 2019. The Supported Learning Phase (SLP) is underway and the end line is scheduled in end-November. It showed that only 5-28% students have Class appropriate levels in Math, Science, English and Odia and this has increased our resolve to address this important issue.



- PFA's Core team led the design of a flexible model of Transform Learning (*Utkarsh*) for Odisha for the J-PAL evaluation. PFA also facilitated necessary approvals and government funding for implementation in the research districts. PFA supported the government implementation in 200 schools in the two J-Pal RCT districts of Jajpur and Dhenkanal. The schools are implementing two models of the programme. Standard is the programme as

is and flexible offers teacher flexibility to prioritise sessions in the supported learning phase. PFA's subject experts trained 186/200 Head Teachers and 736/800 teachers in July. 198/200 administered baseline with 93% students. Only 3-11 % students have Class appropriate levels in Math, Science and English. The schools concluded the FC on 1 October 2019 and PFA delivered the phase-II teachers training. SLP commenced on 14 October.

2. *Transform Teaching:*

- PFA led the State's core committee to review and revise its teacher development approach. It has authored an approach note on teacher's professional development (TPD) programme for the State. Based on its approach guidance, an assessment framework and tools for teacher self-assessment and classroom observations were developed by the State Resource Group of experts. The findings from these assessments and observations will feed into development of a long term TPD plan that includes school based coaching that is to rolled out Statewide.
- Post that, PFA capacitated the Teacher Education Institute (TEI) in improving its TPD using our approach and tools. PFA supported the State Resource Group to develop an online teacher training needs assessment tool for Mathematics, Science, Odia and English teachers. 25 October onwards 7,000 secondary school teachers started using this Statewide and the results will inform the State's in-service teacher training. Government is finalising plans for piloting school-based coaching for teachers model in two districts with PFA's support. PFA produced orientation videos for Transform Learning covering the overview, pedagogy and capacity building. Along with PFA's



face-to-face training these offer blended and continued professional development opportunities for trainers and teachers.

3. Transform School Management:

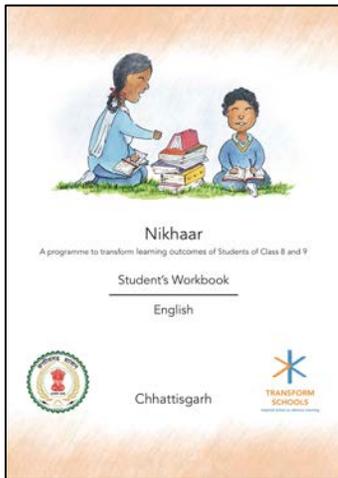
- PFA team and Odisha government held a meeting to discuss PFA's Quality Assurance conducted in 2018-2019 and its report findings. It led to Odisha government deciding to pilot the programme for improving school governance (based on our's School governance model) in three districts. It was decided to keep the focus of the pilot limited to building capacities of Head Teachers and School governing bodies to develop and implement school plans to improve school standards and support school governing committees that are at nascent stage to deliver their role effectively. PFA updated its programme model and resources in July 2019.
- PFA advocated for and supported the government on developing school planning and development for elementary (Class 1-8) and secondary schools (Class 9-10). PFA's work and research were used to nudge changes in the school planning process that was extractive and included only teachers. PFA supported development of a participatory and inclusive process that includes community and children. A pilot until December 2019 in 30 schools by the State government will inform guidance to 60,000 schools and 1,020,000 governing committee members for a first ever 'integrated model' in line with the education policy of India.

- ### 4. Library Improvement Programme: Odisha State government finalised an online tool to assess use of school library with PFA's support in September 2019. This builds upon online assessment and manual developed by PFA to improve libraries in 60,000 schools.

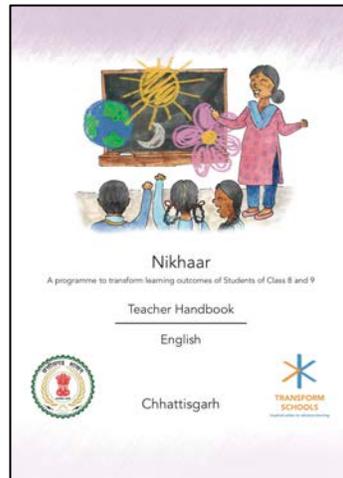
Key Activity 2: Document lessons from Transform Schools programmes in Odisha and disseminate learning to other States advocating for wider replication and improving policy and practice.

- PFA team disseminated its offerings to Education Secretaries and Directors in two new States of Himachal Pradesh and Haryana. PFA was invited to present its model and shared its resources with lead academic institutions for the two State's for technical review for adoption in Secondary Schools. The model was appreciated by the State Governments. Both are considering replicating the model in their State and HP government has also sought PFA's support in informing State's plans for addressing learning gaps in Classes 6-8.
- PFA was selected to technically support scale-up of Transform Learning in 3 new States:
 - People For Action supported Chhattisgarh government for its remedial programme – Nikhaar, based on Transform's Learning model in 7,223 schools. Nikhaar aims to improve teaching and remediation skills of 28,892 teachers and 3,79,158 students of Classes 8 and 9. PFA's support included training of 120 State level trainers who in turn trained district trainers and teachers on

implementation. The student assessment were completed on 2 July 2019 and FC was completed on 31 July 2019. PFA created the following resources for the students, teachers, head teachers and school governors, which have been accredited and used by the State government while implementing their education programme:



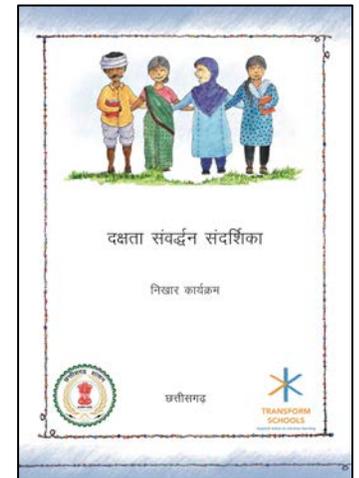
[Student Handbook](#)



[Teacher Handbook](#)



[Implementation Guideline](#)

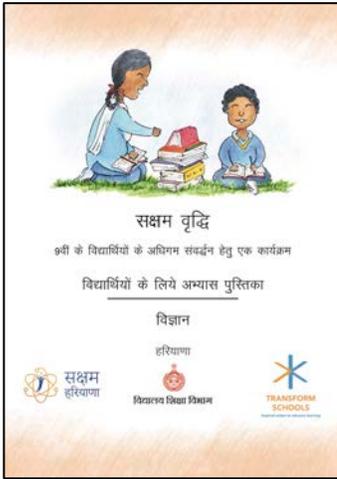


[Capacity Building Manual](#)

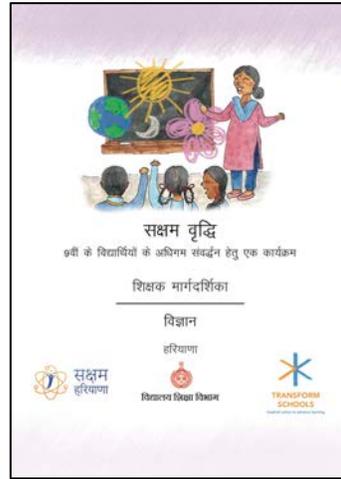
“We spent last few months understanding National Achievement Survey (NAS) results that highlight learning crisis in many Indian states and discussing possible solutions to arrest the same. The launch of *Nikhaar* (SSRP), remediation programme for Classes 8,9 in the State marks the beginning of our action to address the problem as this is the first post NAS intervention focused at addressing learning gaps. *Nikhaar* has the potential to build knowledge and competence among young population that will enable them to access new growth opportunities. The teaching approach and principles programme advocates for must be applied to regular teaching to maximise its impact.”

*Gaurav Dwivedi, Principal Secretary,
School Education Department, Chhattisgarh*

- o Haryana (HR) is scaling the model as ‘Saksham Vriddhi’ in three worst performing districts with 34,955 Class 9 students in 429 schools. The baseline and FC is complete and SLP commenced on 30 September 2019. Addressing high teacher vacancies on priority is a good practice in HR. PFA created the following resources for the students, teachers, head teachers and school governors, which have been accredited and used by the State government while implementing their education programme:



[Student Handbook](#)



[Teacher Handbook](#)



[Implementation Guideline](#)

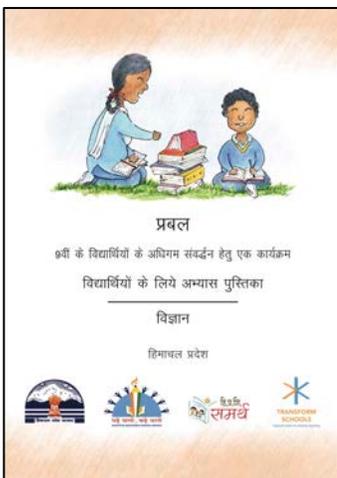


[Capacity Building Manual](#)

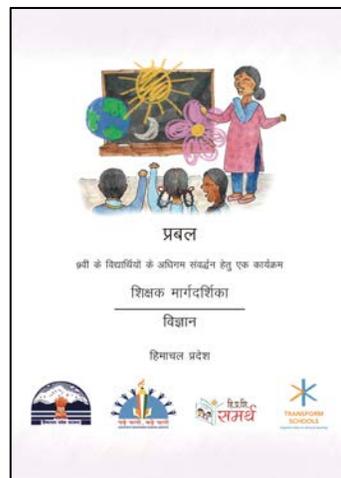
“The Transform Learning resources are comprehensive and cover key competencies that Class 9 students need to attain. We have introduced them in our Class 9 remedial programme - *Saksham Vriddhi* in Haryana. I liked the collaborative and interactive approach used to maximise participation and learning in PFA led trainings. It offers good practices that can certainly be applied to other in-service teacher trainings organised by our department. ”

*Manoj Kaushik, Pedagogy Director,
State Council of Education Research and Training (SCERT), Haryana*

- o Himachal Pradesh’s pilot Prabal has commenced on 4 October to understand the programme requirements and their readiness to scale up in 6 out of 12 districts in February 2020. This pilot in 181 schools of Una district will prioritise only - Mathematics and Science where State performs poorly. PFA will train district officials and trainers from 10 to 16 October 2019. PFA created the following resources for the students, teachers, head teachers and school governors, which have been accredited and used by the State government while implementing their education programme:



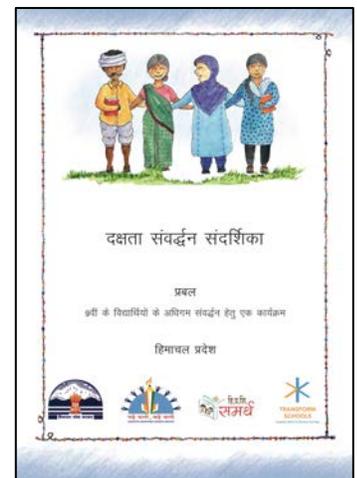
[Student Handbook](#)



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[Capacity Building Manual](#)

- Uttarakhand government has requested a meeting to discuss an MoU to scale our offerings in mid July. Delhi government is working on internal administrative approvals for a MoU with PFA to scale its Transform Learning.
- CG State's Resource Group adapted PFA's school governance model with our support. The revised resources were handed over formally to the State for use in 4,000 school governing bodies.

"For a significant time now, most of us teachers were struggling with improving student learning levels. We felt an urgent need for a structured remediation programme for students that help them catch up the learning levels appropriate for their classes. *Nikhaar* programme meets this requirement in a structured manner. I am excited and committed to be part of the solution and support teachers and students to excel."

*Smita Deshmukh,
State Level Trainer, Government of Chhattisgarh*

"*Saksham Vridhhi* programme builds foundation competencies and conceptual clarity amongst students using interactive teaching methods. Topics covered in Science teaching-learning resources align with Class 9 syllabus. I personally find it very easy and effective to build upon these resources to introduce higher order, corresponding Class 9 concepts and ensure students achieve the learning outcomes."

*Kusum Mallick,
State Level Science Trainer, Government of Haryana*