FACT SHEET

IGNUS
KNOWLEDGE EMPOWERS

ENHANCING THE CAPACITY OF DIETS TO DELIVER IMPROVED LEARNING OUTCOMES - PILOT

OBJECTIVES

- Initiate the process of **strengthening institutional capacities** of selected DIETs in UP to enhance learning levels

- Bring about **10% improvement** in identified aspects of Early Grade Reading among students of one pilot cluster each. [EGR identified by SCERT-UP as critical outcome to work towards]

- Pilot programme preparatory to larger scale implementation.

PROJECT APPROACH

- Build on what has already been done by the SCERT, to support state in achieving its objectives.

- **Focus on outcomes at multiple levels.** The focus is on what teachers and those supporting them need in order to be able to ensure that children attain the desired outcomes.

- **Measurable indicators** for
  ◇ Children's EGR levels
  ◇ Teachers performance in teaching EGR
  ◇ CRC-BRC support to teachers in EGR
  ◇ DIET academic leadership, capabilities to provide professional development inputs to teachers and CRCs-BRCs, and supportive supervision with reference to EGR

- **Focus on effectiveness**. Projects often tend to improve competence (i.e. the potential) and occasionally performance (or what participants actually do). Here the intention is to go beyond to effectiveness – i.e. bring about *actual* and demonstrated improvement in EGR levels and learning as a result of building competence and enhanced performance.

PROJECT ROLLOUT

- Preparatory phase – 2 months. Teams set up, learning outcomes and required performance indicators from teachers and teacher support system agreed upon (stake-holder ownership is critical). Situation Analysis completed.

- Foundation phase – 6 months. Foundational inputs delivered through **3 workshops** and **1 seminar**. Fieldwork conducted in between workshops.

Project Coverage: 119 schools, 10000+ students

OUTPUTS

- **Multi-level outcomes** agreed upon for EGR

- **Base documents developed** on vision, beliefs and approach to Early Grade Reading.

- **Measurable performance indicators** developed

- **Data-based plan created** for outcome-oriented capacity building of DIETs in consultation with them.

- **Baseline analysis** of performance of children, teachers, CRC-BRCs and DIETs (wrt EGR) conducted

- **Block/clusters improvement plan** developed and implemented.

- **Real-time monitoring** using mobile phones and **data-based responsive** implementation.

- **End-line assessment** of student learning, teacher performance, CRC-BRC-DIETs undertaken.

- **Plan for next phase** of project developed.

BACKGROUND OF IMPLEMENTING AGENCY

- UNICEF has partnered with **Ignus Pahal** comprising of a team of educationists with extensive experience in the area of education. Ignus has been active since 1997 and has been involved in:

- **curriculum** and **material development** (over 10 state governments and numerous NGO-INGO programmes),

- state-wide **in-service teacher training** (over 15 states),
- development of **pedagogical models** (including for education of girls, tribal children, children with special needs), and
- orientation of **policy-** and **decision-makers**.

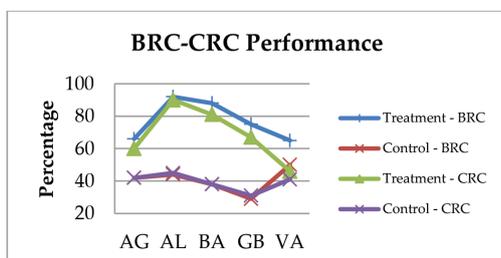## KEY IMPROVEMENTS IN LEARNING AND PERFORMANCE

DIET Performance

Participating DIET faculty members in all districts have **improved their performance by 41%** in comparison to the baseline data. They **understand their roles better** now and **provide targeted support** to their teachers with **increased field visits** and follow up plans. They also collect data on learning levels of students and performance levels of teachers and resource persons, and create input strategies based on it.

DIET Performance

Percentage (y-axis: 15, 35, 55, 75, 95), x-axis: AG AL BA GB VA. Legend: Baseline, End-line
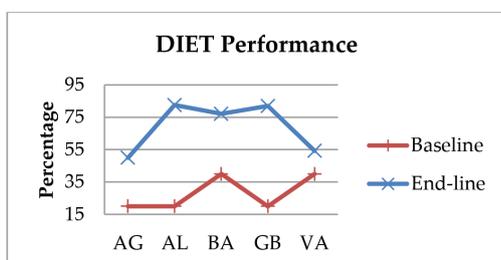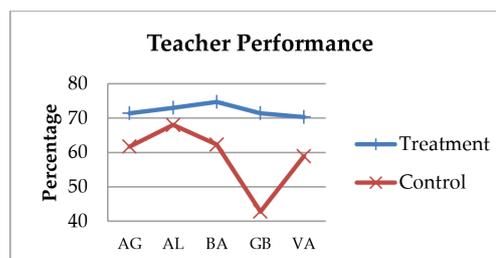
CRC-BRC Performance

BRCs in treatment blocks showed an **average 36.6% better performance** than those in control blocks; similarly, CRCs showed a **29.4% better performance**. They now have a **better understanding of their roles**, which has led them to engage with teachers as a on-site resource support rather than 'inspectors'. They **understand the problems** of their area and organize meetings wherein teachers support and learn from each other. They also provide **real-time support** with the help of WhatsApp groups.

BRC-CRC Performance

Percentage (y-axis: 20, 40, 60, 80, 100), x-axis: AG AL BA GB VA. Legend: Treatment - BRC, Control - BRC, Treatment - CRC, Control - CRC

Teacher Performance

Teachers in treatment schools have been found to be performing at a level higher than the expectation level with an **average 13.4% better performance** in treatment schools than control schools. They are now able to **effec-**

tively engage with students of all learning levels using conversational language, **interesting activities and TLM**/libraries. **Lesson plans are followed** and student learning levels are recorded. In a number of places, teachers have taken the initiative of implementing the pedagogical approach they learned during the project in other classes and subjects. Their **rapport with the students has improved** tremendously and emphasis is laid on providing **equal attention to all** the students in the class and not just a select few.

Teacher Performance

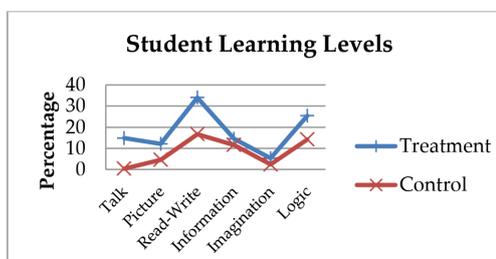Percentage (y-axis: 40, 50, 60, 70, 80), x-axis: AG AL BA GB VA. Legend: Treatment, Control

Student Performance

On an average **9.5% more students achieved the A-grade** in treatment schools as compared to control schools at the end of the project.
Topic-wise breakdown –

- General Conversation: **14.8%** improvement
- Picture Reading: **12.1%** improvement
- Reading & Writing: **34.0%** improvement

Student Learning Levels

Percentage (y-axis: 0, 10, 20, 30, 40), x-axis: Talk, Picture, Read-Write, Information, Imagination, Logic. Legend: Treatment, Control

Students are now able to **express themselves better** and talk about their daily experience easily. Due to picture-based interaction, learning is a more wholesome experience for the students and they now **display far greater interest in their learning** than before.

NOTE

This is not an external evaluation study. These results are based on monitoring and evaluation conducted internally using resource teams provided by the district staff. The test papers and observation formats were created in collaboration with the DIETs. Results presented here are averages and should be used for qualitative inferences only.