

**Rethinking Collaboration: How can
Collective Impact Improve Public Education?**
A Case Study of Faridabad Education Council

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ABSTRACT

This paper discusses the research outcomes and findings from a policy project undertaken in Faridabad, a district in the northern state of Haryana in India. The project used a collective impact approach to enhance the learning environment in public schools, leading to improved learning outcomes. The methodological framework used constitutes a mixed-methods design that involved surveys at the school-level, focus group discussions with donors, implementing actors and beneficiaries, stakeholder consultations in the form of semi-structured interviews with philanthropists, CSR organisations, local government officials, and secondary data analysis from India's national CSR portal, the state's Sarva Shiksha Abhiyan program budget data, National Achievement Survey 2017, ASER Report, and Haryana U-DISE data. This paper outlines the process of evaluating the various types of backbone support models of collective impact and selecting the appropriate type as per a needs assessment, designing the 'Theory of Change' and putting together a common agenda for the collective impact process. Most importantly, the project resulted in the construction of a comprehensive rubric to measure the school's progress against the School Maturity Map, establishing streamlined communication channels, and put together an organisational set-up conducive to the beneficiaries' engagement in mutually reinforcing activities. The paper also highlights the features, objectives, and operations of the Faridabad Education Council, and advocates for the adoption of collective impact as a collaboration strategy to drive quality enhancement outcomes in education.

I INTRODUCTION

Sarva Shiksha Abhiyan (SSA) and Right to Education (RTE) Act have been the two monumental policies implemented by the Government of India in last two decades. The two policies have contributed to ensuring that close to 96 per cent children between the age of 6 to 14 are enrolled in a formal schooling system. Right to Education Act (2009) has identified three key pillars of education namely fair access, equity, and quality. While considerable progress has been made to make education accessible to all and develop schools as spaces that espouse principles of justice, little focus has been paid to the actual quality of education being imparted in schools. Currently, close to 2.5 crore children between the age of 6 to 18 are enrolled in the formal schooling system in India (MHRD, 2016). However, large portion of these students are below the “grade level”, which means that a student can not deal with what is expected of her in that grade. *Pratham*, a prominent nonprofit, since 2005 has been carrying out the Annual Status of Education Report (ASER), an annual, nationwide survey of children’s ability to read simple text and do basic arithmetic that would engage ordinary citizens in finding out whether their children were learning. In 2018, ASER’s report “Beyond Basics” shared that only 47.1 per cent boys in the 14-18 age group could do simple division (dividing a 3-digit number by a single digit), where the percentage for girls was at a shocking 39.5 per cent. Moreover, half of the youth surveyed (close to 15,000) could not apply basic literacy and numeracy skills to everyday tasks like “adding weights”. While the learning gaps exist both in private as well as public schools, public schools have degraded rapidly in the last decade and a marginal improvement has been observed in their performance against private schools from the ASER report of 2014 to the most recent one in 2018. Faridabad is an industrial town in the National Capital Region, in the state of Haryana, with close to 1.5 lakh children studying in the 374 government schools present in the district. Sixty per cent of the students studying in the eighth grade in these schools are below grade level according to the state’s portal of Monthly Assessment Tests. These numbers fall even more for the primary grades where some schools have more than 80 per cent students below grade level in class 1 to 5.

Various non-profit organisations like Pratham have created and implemented innovative programs to address such a dismal quality of education in public schools. Funders have invested billions into educational programs, measured their success, and have also scaled effective interventions. Government has played a pivotal role in both execution of such programs and their funding through strategic collaborations with non-profits and donor organisations. While partial success has been achieved in terms of improvement in the quality of infrastructure, introduction of interactive learning through technology, and creation of child-friendly learning spaces through Building as

a Learning Aid (BaLA), few have achieved large-scale, lasting impact on the target beneficiaries. What explains this anomaly? Although collaborations and education transformation programs have increased in the past 20 years, they are often characterised by a single organisation trying to make the most impact with the fewest resources. This type of system—a single strong program, a single funding stream, or a single organisation—is common in the non-profit world and is called Isolated Impact (Collective Impact, 2011). This traditional system often produces programs with little to no measurable outcome, limited scalability potential, unsustainable interventions, and short-term gains that lead to almost negligible impact on the beneficiary.

Faridabad, despite landing private investments (CSR and philanthropy) of close to 8 - 10 crores (figure 1) and *Sarva Shiksha Abhiyan* funds (Source: SSA Budget Sheet 2016 – 2017) of close to 50 crores annually, has been one of the worst performing districts in the state of Haryana. Moreover, there are close to 15 non-profit organisations who are working in Faridabad. They run various programs like remedial classes, provision of science and math kits, special coaching for IIT aspirants, setting up language labs, school adoption for physical infrastructure development, to name a few. This is happening in select schools – around 40 out of 374. Since these organisations and donor agencies are working in isolation under with the Department of Education, the impact of each of these players has been limited, unsustainable, and non-measurable. The problem as multi-faceted and as complex as quality of education demands stable resources, sustainable solutions, and outcome-driven collaborations than input-driven (based on funding, tasks, or activities) partnerships unlike traditional models of collaborations such as strategic alliances, public-private partnerships, strategic co-funding, coalitions, networks to name a few.

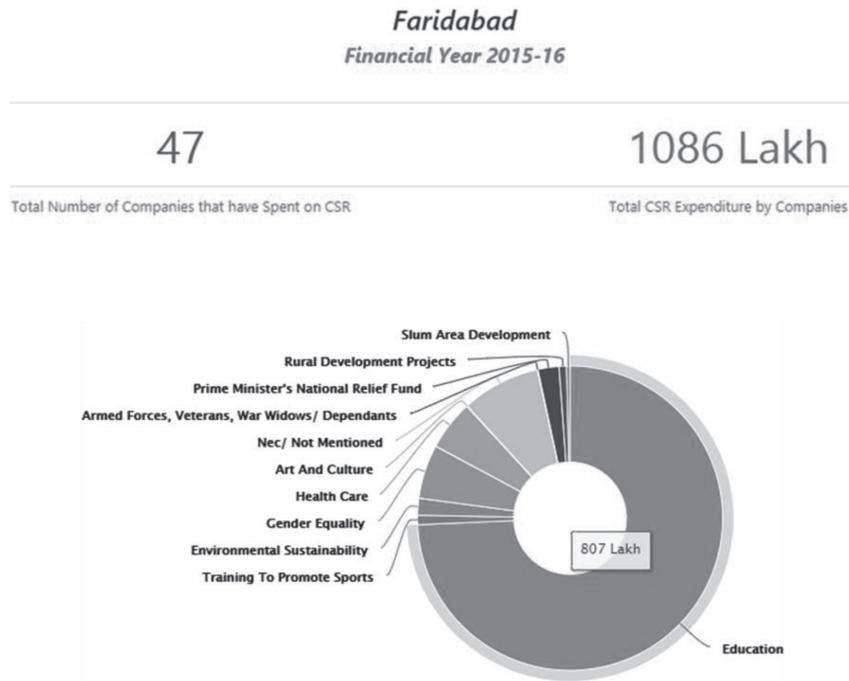


Figure 1: CSR investments in Faridabad based on National CSR Portal (*csr.gov.in*)

This paper explores the following key questions to reconsider traditional collaborations and isolated impact.

1. How can we align stakeholders like government, non-profits, and business leaders, with diverse interests, over common set of measurable outcomes, while ensuring accountability, equal ownership, and participation?
2. How can a culture of continual improvement be established among all stakeholders to achieve shared set of outcomes?
3. How can the available expertise of community working in the local education eco-system be leveraged and deployed effectively to achieve common goals?

Collective impact is a newly developed concept and approach to solving complex social problems that rectifies many of the issues associated with isolated impact and traditional collaborations that is defined by Kania and Kramer in the Stanford Social Innovation Review as “The commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem”.

The purpose of this paper is to understand collective impact in detail through the case study of Faridabad Education Council, an initiative by government representatives, eminent business leaders, and civil society organisations working in the education sector. The initiative is aimed at developing and implementing a coordinated plan to sustain evidence-based programs and practices to enhance the learning environment in public schools, leading to improved educational outcomes. Faridabad Education Council is an independent organisation backed by philanthropists and donors in order to create processes for collective impact in the education eco-system in Faridabad. The council has partnered with the district administration in order to draft a cohesive, inclusive, and outcome-driven strategy for 374 public schools, with a potential impact to 1.5 lakh children. Faridabad Education Council implemented the following principles in order to create a collective impact model:

1. **Backbone Support:** The council acts as an independent non-profit organisation with dedicated staff and a specific set of skills to create and manage collective impact.
2. **Common Agenda:** All the participants of the council have drafted a shared vision to be achieved in the coming three years.
3. **Shared Measurement:** A comprehensive rubric is created to constantly measure the outcomes by all partners and eventually achieve the larger vision of enhancing learning environment in public schools, leading to improved educational outcomes.
4. **Mutually Reinforcing Activities:** The organisational structure is such that it is conducive to different participants’ engagement in mutually reinforcing activities.
5. **Continuous Communication:** Consistent and open communication among all stakeholders were ensured through various means like focused group discussions,

workshops, WhatsApp groups, conference calls to name a few, which built trust among the stakeholders and motivated them.

RESEARCH METHODOLOGY

In order to understand the micro-factors affecting quality of public-school education in Faridabad as well as Haryana at large, the mix-method approach was adopted. Preliminary assessment of the problem was carried out through the following methods:

- 1. Field visits to schools and local communities:** 2 to 3 schools and communities were visited every week for about 8 weeks.
- 2. Stakeholder consultations:** Interviews of school principals, non-profit leadership, business leaders and philanthropists, and various government officials were conducted over a period of five weeks. Focused group discussions were carried out between schools and non-profits, non-profits and donors, schools and donors, and schools, non-profits and donors over two weeks.
- 3. Secondary research and data analysis:** Various reports published by government as well as private organisations were studied to understand different micro parameters of quality education. Additionally, data-sets from U-DISE Haryana, National Achievement Survey 2017, Haryana State Monthly Assessment Test portal, and National CSR Portal were also analysed to identify major funding gaps as well as larger needs of the public schools. Moreover, best case practices and literature on systemic public education transformation programs were also referred to to build a holistic perspective on the problem at hand as well as the solutions available.

Key findings from the preliminary assessment:

- While there were some islands of excellence in selected schools created by a set of non-profits and funded by a set of donors, there was neither a common strategy nor coordination among these stakeholders—non-profits, donors, and the local government, to achieve a common goal.
- There was a dearth of credible and common data about the outcomes of different activities and overall impact on the beneficiaries. However, there were individual impact reports of various non-profits as well as donors, which lacked an outlook for outcome achievements.
- The role of local government was almost negligible in all the initiatives being run by non-profits and donors. Despite being the approval and monitoring agency for all the interventions in public schools, department of primary education lacked ownership of the projects which were run and managed by private organisations, due to which most of the initiatives were forced to shut down once the private organisation left.

- While most players in the education eco-system showed intent of working together, the eco-system lacked both a framework and facilitator.
- One of the bright spots was *Faridabad Navchetna Trust*, a local non-profit, which resulted out of an outcome driven collaboration and common set of goals. Initiatives by them were widely accepted by the local government due to limited but visible impact and regular communication. However, this organisation also lacked impact measurement framework, larger vision, and a specialised team to manage the initiative.
- Very strong advocacy for a single platform for government, non-profits, and donor organisations to work together was done by local government schools, multiple types of non-profits, different donor organisations, as well as by all levels of government, during the stakeholder consultation carried out in the form of interviews and focused group discussions.
- Due to the scale and complexity of public education systems, organisations around the world have begun to see collective impact as a new and more effective process for social change based on the success of Strive, a non-profit subsidiary of KnowledgeWorks, that brought together local leaders to tackle the student achievement crisis and improve education throughout greater Cincinnati and northern Kentucky through a collective impact initiative called Cradle to Career. While the discourse on privatisation of public education in India is developing, collective impact approach to this problem should be looked at as a potential alternative.

Dr. Prashant Bhalla an educationist, eminent civil society leader and President of Dr. O.P. Bhalla Foundation, a philanthropic arm of Manav Rachna Education Institutes, came on board as a thought partner and key driver of the initiative. Dr. Bhalla led several focused group discussions with other industry leaders, non-profits, and educationists to deep dive into the findings of the preliminary assessment carried out by the CMGGA. A core team comprising of six business leaders and philanthropists, three educationists, two retired public servants from Indian Administrative Services, two representatives from non-profit organisations, and the CMGGA was formed. After a series of deliberations, it was concluded that a detailed needs assessment along with a comprehensive landscape study was required in order to build a ‘Theory of Change’ for improving quality in public schools through a collective impact approach. While, the need for a detailed diagnostic was evident, the core team in the meanwhile agreed to set up a backbone organisation, which will manage the overall collective impact initiative. Moreover, an initial corpus fund of 12 lakhs was also put in place to finance the comprehensive study and designing of the overall collective impact initiative.

Setting up of the Backbone Support – Faridabad Education Council

Kania and Kramer highlighted in their report entitled *Collective Impact in Stanford Social Innovation Review (Collective Impact, 2011)* that “Expectation that collaboration can occur without a supporting infrastructure is one of the most frequent reasons why it fails. The backbone organisation requires a dedicated staff separate from the

participating organisations who can plan, manage, and support the initiative through ongoing facilitation, technology and communications support, data collection and reporting, and handling the myriad logistical and administrative details needed for the initiative to function smoothly”. Backbone support is a crucial element of the infrastructure that enables multi-sectoral collaborations, drives coordinated efforts, and ensures achievement of shared goals and outcomes.

Before conceptualising a new non-profit organisation namely Faridabad Education Council, six organisations were studied by the core team in order to explore a possibility of making one of those organisations a backbone support. These organisations were identified on the following basis:

- Type of organisation¹
- Capacity of the organisation (social influence, infrastructure and staff)
- Nature and size of funding of the organisation

The table below elaborates the analysis drawn from each of the organisations in terms of its pros and cons to become a backbone for collective impact initiatives in Faridabad.

Name	Type	Capacity	Funding	Pros	Cons
Faridabad Navchetna Trust	Backbone of backbones	Medium	Medium	<ul style="list-style-type: none"> ▪ Strong cross-sector representation led by an elected representative ▪ Strong ownership of the trustees ▪ Demonstrated success in resource mobilization for various initiatives ▪ Widely recognised by district administration ▪ MoU with Department of Education for 27 adopted schools in Faridabad 	<ul style="list-style-type: none"> ▪ Inadequate staff ▪ Highly politicized projects and activities ▪ Limited to just one constituency in Faridabad ▪ Lack of clear accountability ▪ Not aligned on the collective impact approach
Dr. O. P. Bhalla Foundation (Manav Rachana Education Institutes)	Funder based	High	Medium	<ul style="list-style-type: none"> ▪ Very well-established infrastructure and strong in-house resources ▪ Strong leadership and social influence ▪ High credibility among civil society as well as district administration ▪ Strong domain expertise in education ▪ Strong association with the place (Faridabad) due to Family history 	<ul style="list-style-type: none"> ▪ Not adequate funding to champion CI alone ▪ Inadequate staff ▪ Potential to be perceived as an individual initiative than a CI initiative

¹ Fay Hanleybrown, John Kania, and Mark Kramer, “Channelling Change: Making Collective Impact Work,” *Stanford Social Innovation Review*, winter 2012.

Name	Type	Capacity	Funding	Pros	Cons
Escorts Pvt. Ltd.	Funder based	Inadequate	High	<ul style="list-style-type: none"> ▪ Strong association with the place just like the Bhalla family ▪ Adequate fund to fund the backbone as well as the initiatives ▪ High credibility in the corporate sector / industrial association of Faridabad 	<ul style="list-style-type: none"> ▪ No strategy or any dedicated infrastructure and staff ▪ Inadequate social influence to on-board more partners and funders to support the initiatives ▪ Potential to be perceived as an ESCORTS' initiative than a CI initiative ▪ Poor relationship with district administration
Education Alliance	Shared across multiple organizations	Inadequate	Medium	<ul style="list-style-type: none"> ▪ Already a functional ecosystem operating in Delhi ▪ Strong advisory and support group ▪ Proven model: Government-Partnership schools (G-PS) 	<ul style="list-style-type: none"> ▪ More of a collaborative approach than a CI approach ▪ Does not fulfil all necessary conditions of collective impact ▪ Inadequate funding and capacity to lead a backbone ▪ No social influence in Faridabad
Kaivalya Education Foundation	Existing non-profit	High	Medium	<ul style="list-style-type: none"> ▪ One of the leading organizations in the domain of Education working pan India ▪ Systemic transformation as a core theory of change ▪ High quality resource pool within the organisation ▪ Already a partner with state education department 	<ul style="list-style-type: none"> ▪ Does not operate on a collective impact philosophy ▪ Inadequate funding and capacity to lead a backbone ▪ No social influence in Faridabad ▪ CI does not fit into their current focus and organization strategy

Table 1: Assessment of possible backbone support organisations

Following were the key insights drawn from the study of the above-mentioned organisations.

1. It is not viable, feasible and desirable to work with an existing organisation to set up a backbone support from the collective impact initiative since there is absolutely no discourse around collective impact among them. Moreover, it is extremely difficult to mobilise partners, funders and supporters for a backbone support that is driven by one independent organization.
2. Backbone support must be apolitical, independent and sustainable in terms of its resource requirements to build a collective impact model.
3. Role of university in setting up and running a collective impact initiative is critical due to the resources at their disposal, domain understanding and capacity for social mobilisation.
4. Steering team of the backbone support must have people who are passionate about the place as well as collective impact. Their association with the place would determine their participation and investment in the initiative.

5. Role of the government is crucial in fostering collective impact initiatives and hence it is essential for the backbone to work with the government from very beginning.
6. Backbone organisation will require expertise in the education sector in order to be more effective.
7. Leadership in the backbone organisation will be of utmost importance and hence choosing the right people must be a priority.

It was evident after the assessment of these six organisations that the backbone support needs to be a new, independent, autonomous, and apolitical organisation. The core team then evaluated various possibilities of setting up the backbone as mentioned below:

1. Completely independent trust / society / non-profit business

Pros:

- No baggage
- Absolute freedom and autonomy to structure the backbone
- Consensus building and governance mechanism will be more streamlined

Cons:

- Process will be slow
- Heavy dependence on motivation and participation of the steering team only

2. Independent authority / committee /society within the local government (bureaucracy)

Pros:

- Buy-in of district administration from the very beginning leading to a convergence between private and public funding
- More credibility
- Easy to manage permissions and logistics for interventions

Cons:

- Power dynamics might make create unequal equations and scenarios
- Heavy dependency on incumbent officer which may make governance more person centric than a system centric
- Possibility of misuse of funds like any other government scheme / funding (similar to District IT society 'DITS')

3. Independent organization (trust / society) with ex-officio membership to the local government (bureaucracy)

Pros:

- More freedom and autonomy in decision making as well as governance in comparison to the second model
- Credibility and ease in permissions as well as logistics will be similar to the second model
- Convergence of government funding with private funding is possible

Cons:

- Ownership by the ex-officio members from the bureaucracy might be a challenge throughout
- Power dynamics here might also fail the ex-officio structure and lead to sustainability issues
- Difficult to strike a balance between decision making power and accountability between private players and public sector representative

After looking at all three possibilities and evaluating them in the given context, the core team decided to go ahead with the third model where Faridabad Education Council was registered as an independent trust with ex-officio members in form of the Divisional Commissioner, Deputy Commissioner, Additional Deputy Commissioner, Sub-Divisional Magistrates, and District Education Officers. The biggest perceived advantage of the selected model was the possibility of convergence between public and private funding without any conflict of interest. Moreover, the model would allow enough flexibility to core team members and potential partners while engaging the local government effectively in drafting a shared vision and a collective impact strategy. This type of a backbone support can also be looked as a *Special Purpose Vehicle*, which is implemented in mission-driven government programs like the Smart Cities Mission by Government of India.

The structure of the Council was the next critical aspect which required some secondary research, thus, two similar models were studied by the core team to chalk out an initial structure of Faridabad Education Council:

1. **Pune City Connect (PCC):** Social enterprise set up by the eminent citizens of Pune city in collaboration with the key stakeholders from government as well as the social sector to enable city transformation and inclusive growth in the areas of quality education, sustainable livelihoods and digital literacy.
2. **Government to Citizen Changemakers Foundation (Go2C):** Social enterprise created by the joint efforts of the Kerala government and key stakeholders from both corporate & social space.

The following insights were drawn by looking at their models as well as speaking to the staff from the organisation.

- Steering team needs a very strong support from another core leadership team, who are defined as backbone leadership in the collective impact reports and case studies by Kania and colleagues.
- Core leadership team needs to be supported by domain experts who can help the leadership take more informed decisions as well as work with the core leadership to strategise and plan better.
- Core leadership team as well as the team of domain experts in a backbone support should not be extensively large.
- Field staff needs to be separate and must be accompanied by working groups which would comprise of some of the partners, funders and domain experts along with a dedicated volunteer base and community network of social organisations. Volunteer base and community network may be activated for specific projects based on the need.

Based on these insights, the core team finalised the following basic elements of the Council:

- A steering committee was set up at the highest level. The committee comprised of business leaders, philanthropists, and decision-makers who provide strategic direction along with championing the overall initiative.
- A Project Management Unit (PMU) was formed to manage the backbone support as well as to delve into functional areas like coordinating the diagnostic, government relations, partnerships, etc. The PMU comprises of three educationists with strong organisational skills, managerial aptitude, and an entrepreneurial outlook.

II DIAGNOSIS OF FARIDABAD EDUCATION ECOSYSTEM & KEY POLICY RECOMMENDATIONS

Sattva Media & Consulting, a social sector consulting organisation, was brought on-board after a diligent selection process led by the steering committee and facilitated by the PMU. They would lead the efforts of carrying out a comprehensive data-driven diagnosis on the ground, landscape analysis of the education eco-system of Faridabad, key education policy and budget analysis, co-develop ‘Theory of Change’, and provide recommendations for starting a collective impact initiative to improve quality of public school education in Faridabad. Over a course of 12 weeks, Sattva diagnosed some of the major gaps in school eco-system along with identifying best case practices. The assignment was carried out by using extensive primary and secondary research, a comprehensive survey tool, and interviews with experts.

The scope of the assignment intended to achieve the following outcomes:

1. Comprehensive understanding of the current landscape of education in Faridabad
2. Identifying how FEC can best drive transformation in the short & long term using an outcome-based collective impact approach
3. Creating a road map for public school transformation

The approach adopted by the project team from Sattva in consultation with the steering committee and PMU of FEC is depicted below:



Figure 2: Approach adopted by Sattva to co-develop collective impact strategy

Insights and results from the mapping of Faridabad education landscape

The study of landscape through primary and secondary sources showed significant problems in the education ecosystem of Faridabad:

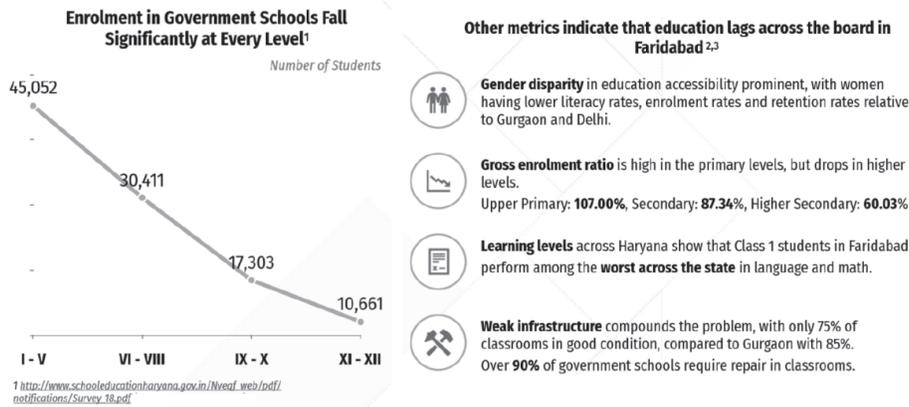


Figure 3: Key gaps identified in the overall education ecosystem of Faridabad

During interviews with key stakeholders from the local government officials and schools, a pervasive feeling appeared to be that while recent programs and policies in the state (over the last 3 to 4 years) have tried to address the learning gaps in public schools, the programs and policies haven't been contextualised to the area and interventions have also been ad-hoc and poorly coordinated. There were three key concerns identified, as highlighted below, upon deep diving into various channels of implementation of government schemes and programs namely District Education Office (DEO), District Elementary Education Office (DEEO), Block Education Offices (BEOs), District Project Coordinator Office (DPC), and District Institute of Education and Training (DIET).

3 Key Concerns in Translating State Level Policy to the District

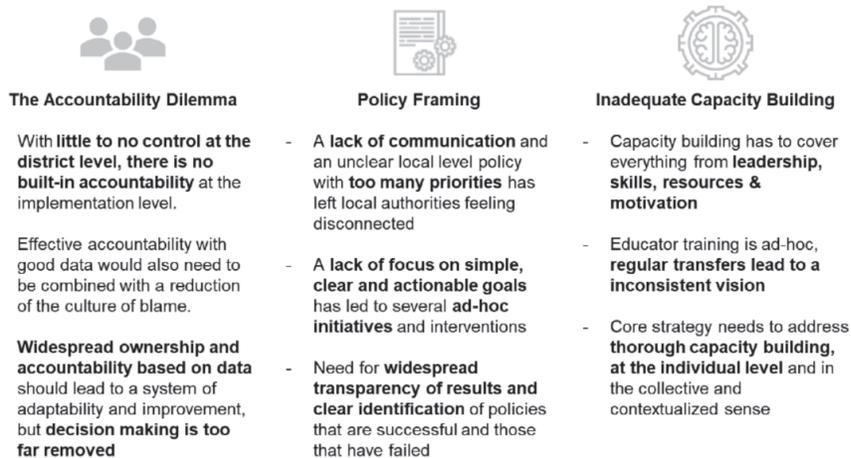


Figure 4: Key challenges in translating state level programs and policies to the district

Along with the interviews with local government officials, non-profits working in Faridabad like Art of Play Foundation, Indian School Leadership Institute, *Navchetna* Trust were also interviewed. The policies and programs being implemented in the district like School Nurture Policy, Learning Enhancement programs, scholarship schemes, teacher training by DIET etc. were also studied. While most of the observations during the study resonated with the preliminary assessment, three key challenges were identified:

- Infrastructure improvement and development projects are compromised by lack of maintenance.
- Most interventions operate independently and are driven by private organisations with no centralised monitoring or evaluation of success.
- Many of the organisations reported issues with buy-in and trust from educators (government officials) and schools.

School Survey and Interviews: Design, Methodology, and Results

One of the main components of the diagnosis phase was a school survey, conducted in over 315 schools by Sattva and *Manav Rachna* University. This survey was designed to be a comprehensive assessment of schools; with five broad themes, 21 sub-indicators within those themes, with the sub-indicators breaking down into a 155 different metrics. The survey was carried out in two phases over a span of four months.

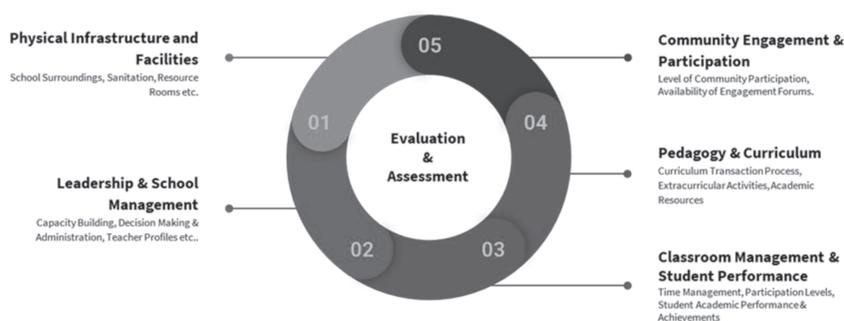


Figure 5: Broad themes for school survey

Type of school	#Students	#Teachers (Permanent)	#Teachers (Guest)	# Schools
High School	8716	263	55	32
Boys	670	40	1	2
Co-Educational	6496	186	46	25
Girls	1550	37	8	5
Middle School	4868	196	53	38
Co-Educational	4071	169	37	33
Girls	797	27	16	5
Primary School	40325	1169	366	194
Boys	1965	73	12	13
Co-Educational	35558	1013	330	169
Girls	2802	83	24	12
Sr Secondary School	31703	1057	147	51
Boys	5152	197	26	9
Co-Educational	15602	494	75	29
Girls	10949	366	46	13
Grand Total	85612	2685	621	315

Table 2: Sample details of 315 surveyed school

Schools were ranked on a rating of 1-5 on each metric (1 being lowest, 5 being highest). Surveyors went to schools, conducted interviews with principals or key teaching staff,

and then did an observational round of the school to develop a comprehensive understanding of the school before ranking them. Surveys were executed using *socialcop* mobile data collection app, and generated a database containing information on all these schools across all metrics, to be used for future data analysis. There were also some qualitative observations made during the survey, that were used to generate overall insight.

- Extra-curricular Achievements
35. Sports: _____
- 1- School has not participated or won any sports championship at the inter-school level/ No representation in National Level Sports Championship in the last academic year
 - 3- School has participated in 3-4/won 1-2 inter-school sports championship/been represented in some National Level Sports Championship in the last academic year
 - 5- School has won at least 3 inter-school sports championships and/ or at least one National Level sports championship in the last academic year
36. Science Fairs & Exhibitions: _____
- 1- School has not organized/ participated in even one Science Fair/ Exhibition in the last academic year
 - 3- School has participated in at least one Science Fair/ Exhibition in the last academic year
 - 5- School has organized at least one science fair/exhibition or participated in a minimum of two Science Fairs/ exhibitions
37. Arts & Craft Fairs: _____
- 1- School has not organized/ participated in even one Science Fair/ Exhibition in the last academic year
 - 3- School has participated in at least one art & craft exhibition in the last academic year
 - 5- School has organized at least one art & craft exhibition or participated in a minimum of two art & craft exhibition in the last academic year
38. Music and Dance Competition: _____
- 1- School has participated in no music/ dance competitions at the inter-school level in the last academic year
 - 3- School has participated in two inter-school music/ dance competitions in the last academic year
 - 5- School has participated in three or more inter school music/dance competitions in the last academic year

Figure 6: *Snippets of the school survey tool*

After data collection, there was a level of analysis in order to identify the obvious gaps across the schools. A look at the data revealed some common patterns across schools:

- **Physical Infrastructure and Facilities:** Weak infrastructure, lack of facilities for extra-curricular or activity based learning and unsanitary conditions are common. 80 per cent of schools reported never having had any maintenance work done on buildings. Resource Rooms are almost completely non-existent in schools. Up to 30 per cent of schools had no internet access. Most schools have no infrastructure provisions for the differently abled. Almost 60 per cent schools lack accessibility and 56 per cent rated location safety as three or below three on the survey tool.
- **Classroom Management and Student Participation:** While overall classroom management is relatively strong, student participation levels are universally low, and attendance and drop-out figures vary widely across schools. Results in some subjects are universally low, such as English, with 86 per cent schools reporting mediocre to low results (scoring under a 3 on our survey), or EVS/Social Studies with 78 per cent and computer with 91 per cent. Almost 90 per cent find it difficult to comprehend English and computer.

- **Leadership and School Management:** Principal and teacher profiles reflect an appropriate level of experience, but their experience within schools is limited by the transfer policy of staff. 55 per cent of teachers had not had a school-specific induction, and up to 30 per cent reported irregular/inadequate teacher training. Students have little to no say in the decision making in their schools, and teachers reported irregular and haphazard capacity building sessions. 90 per cent rated the recognition and accolades process in school to be below average. However, Teacher profile and resources are well rated and are above average in most schools.
- **Pedagogy and Curriculum:** Most schools have no provision for non-traditional teaching, music/dance/art teaching is extremely rare, and curriculum and timelines are set at the state level, with schools having little to no control over the timeline of their curriculum transaction. 89 per cent of all schools had no provision for any sport or physical education, and 57 per cent did not have any materials for teaching reinforcement (Building as a learning environment, boards, display of educational materials etc.).
- **Community Engagement and Participation:** Little to no information dissemination to parents, extremely low attendance at most parent teacher meetings. Parents aren't given inductions and reflect little to no awareness of student performance and learning opportunities. Over 80 per cent of schools, rate average attendance at both PTMs and SMCs of under 40 per cent.

The overall picture painted showed that through the sample, extra curriculars were effectively non-existent, unhygienic conditions were common, and traditional teaching dominating the curriculum transaction methodology. Some metrics raise concern, such as the lack of safety services for students, for e.g. 61per cent of schools reported the lack of any protocol for emergency medical assistance, 85per cent reported no guidance or counselling services. Near two thirds of all schools reported unsanitary conditions, 70 per cent not having appropriate adequate waste disposal mechanisms.

Summary of the scores per theme is shown below:

	Metric Score equal to or less than 3	Metric Score more than 3
Physical Infrastructure and Facilities	76%	24%
Leadership & School Management	54%	46%
Classroom Management & Student Performance	52%	48%
Pedagogy & Curriculum	84%	16%
Community Engagement & Participation	74%	26%

Table 3: Final metric scores of surveyed school maturity model per theme

In order to facilitate mapping individual school maturity levels across key themes, Sattva developed a School Maturity Model based on the school survey and research. By looking at school performance on the survey and other insights, it will enable us to understand school maturity levels across the themes and indicators, while also indicating the next level of improvement and the requirements to achieve the targeted improvements.

		Maturity Level			
		Non-Existent	Formative	Acceptable	Optimal
Physical Infrastructure & Facilities	School Surroundings	School accessibility is severely limited, school surroundings are unsafe and unhygienic.	School accessibility is mediocre (a kuccha road), conditions are safe but unhygienic, area is not ideal for a school (noise pollution etc.)	School is accessible by a proper road, surroundings are semi-regularly cleaned, school location is not ideal but disturbances are at a minimum.	School is easily accessible by a proper road, surroundings are maintained regularly, school location is free of any external disturbances.
	School Building & Premises	Boundary wall non-existent or compromised, no maintenance work on school buildings, unsafe building due to disrepair, no clear signage or infrastructure for the differently abled.	Boundary wall is present, but inadequate (disrepair, not tall enough etc), some signage exists for key facilities, basic infrastructure for the differently abled (ramps for wheelchairs etc.)	Boundary wall is adequate, but in mild disrepair, signage exists for all key facilities and is readable, there is infrastructure for the differently abled throughout the school premises.	Boundary wall is tall and in good condition, there is clear signage in English and Hindi for all facilities in the school, extensive infrastructure for the differently abled throughout the school premises.
	Physical Facilities & Utilities	Erratic/non-existent electricity and water supplies, no first aid kit or materials, no provision for meals or drinking water, no outside green spaces or play areas.	Electricity, running water, drinking water present but not maintained and erratically available. Some first aid materials available, midday meal provision present (but is erratic or inadequate), inadequate play space available.	Electricity, running and drinking water available a majority of the time, a rudimentary first aid kit is available and accessible, there is outside green/play space available on school premises.	Electricity, drinking and running water are always available and maintained with backup facilities, multiple well-stocked first aid kits accessible to all, well-maintained garden and play spaces through the school premises.
	Sanitation	Severely inadequate toilet facilities (ratio greater than 150:1), unhygienic toilets, lack of any hand wash facilities, lack of solid and waste disposal mechanisms.	Toilet facilities present but somewhat inadequate, not separated by gender, cleaned erratically. Semi-regular collection of solid waste, liquid waste disposal available but in disrepair.	Toilet facilities present, regularly cleaned, separated by gender, and in a ratio between 50:1 to 150:1. Solid waste regularly collected, closed drainage for liquid waste.	Toilets present, cleaned and maintained daily, separated by gender, and in a ratio to students of less than or equal to 50:1. Solid and liquid waste disposal services are regular, serviced and well-maintained.

Figure 7: Snippet of the school maturity model

		Maturity Level			
		Non-Existent	Formative	Acceptable	Optimal
Physical Infrastructure & Facilities	School Surroundings	Sub-metrics for indicator average <2	Sub-metrics for indicator average 2-3	Sub-metrics for indicator average 3-4	Sub-metrics for indicator average 4 and above
	School Building & Premises	Sub-metrics for indicator average <2	Sub-metrics for indicator average 2-3	Sub-metrics for indicator average 3-4	Sub-metrics for indicator average 4 and above
	Physical Facilities & Utilities	Sub-metrics for indicator average <2	Sub-metrics for indicator average 2-3	Sub-metrics for indicator average 3-4	Sub-metrics for indicator average 4 and above
	Sanitation	Sub-metrics for indicator average <2	Sub-metrics for indicator average 2-3	Sub-metrics for indicator average 3-4	Sub-metrics for indicator average 4 and above

Figure 8: Snippet of the rating system of a school on the maturity model

Schools were rated on a scale of 1-5 across the different metrics. Metrics under each theme were then averaged to arrive at an overall score in each theme. In the graph below, we see the average school performance in each category with 5 being optimal performance, and 1 being the lowest possible.

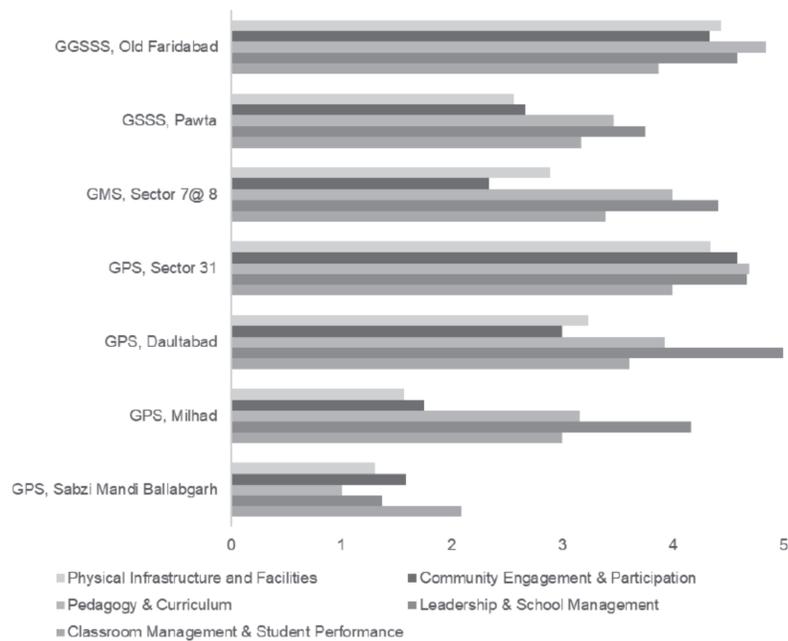


Figure 9: Sample performance graph of select schools

Aside from the data generated, interviews and conversations revealed common issues such as students not being taught according to their learning levels, complete lack of funding for maintenance of infrastructure, inability to requisition funds, and disconnect with non-governmental organisations working in the district. Many principals also raised concerns about lack of engagement from communities, possibly resulting from the socio-economic background of parents (daily wage laborers did not have time to attend PTMs etc). These concerns were mostly reflected in the data, with their concerns directly playing into low student engagement, abysmal infrastructure, lack of facilities, lack of community engagement, etc. However, Surveyors found that schools with relatively better access to resources and sound physical condition, credited philanthropy and reported increased student engagement due to the improvement in school surroundings and environment.

Key Takeaways from interviews:

- Student Learning Outcomes suffer from the residual impact of the no detention policy and year-round admission cycle, as curriculum transaction doesn't make way for individual learning levels and all students are taught and evaluated according to their age instead of their previous understanding of the subject.
- Government budget provisions for maintenance are effectively non-existent for most schools, with most of them finding that even infrastructure improvements driven by non-governmental sources are soon compromised by lack of maintenance funding.
- Student engagement varies hugely—with some principals reporting that most students did not reflect investment in their classes, something that is equally reflected in low attendance numbers.

- Student-teacher ratio and teaching space for classes is inadequate across the board. Schools are often forced to conduct group classes and conduct them outdoors, there are overworked permanent teachers and reliance on part-time teachers provided by third party organisations.
- Community engagement is a major concern. Most parents are uninvolved in their children's education. Often their occupation as daily wage labourers contribute to this.
- Principals complained about delayed disbursement of funds to students for uniforms and books, lack of teachers, so these problems were found at every level.
- Educators feel a severe disconnect from decision making roles and find the process of raising concerns with the government obscure and difficult.
- Many of the best performing schools have had support and infrastructure needs addressed by non-governmental sources.

III DISCUSSION

With the diverse range of stakeholders in the ecosystem, FEC is an organisation driving coordination and collective action through five fundamental concepts (Collective Impact, 2011):

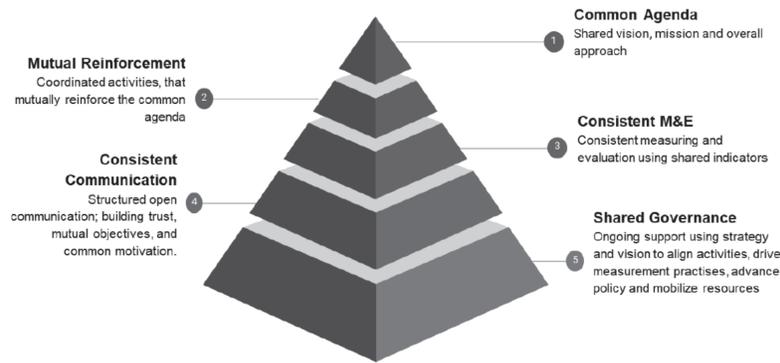


Figure 10: Faridabad Education Council & Collective Impact Principles

The FEC shall act as the organisation that uses a data driven approach to understanding the districts education system, drives collective action and facilitates delivery of programs and improvement.

FEC positions itself as:

- A platform to bring together participants (adopters, organisations running interventions, funders etc) under a common agenda
- An organization driving governance, communication and coordination between the District Education Department and partners in Faridabad
- The driver of transparent M&E across programs under the common agenda to track efficiency, effectiveness and generate best practices for the district

In order to be effective as a driver of the collective impact initiative, FEC has already partnered with the district administration of Faridabad under a Memorandum of Understanding (MoU) of 3 years. Moreover, the council has also received a recommendation from the office of the honourable Chief Minister Sh. Manoharlal Khattar.

Judging from the data and the qualitative insights generated over the course of the engagement, the urgent issues in schools and the ecosystem in Faridabad can be put in three major categories as depicted in figure 11 :

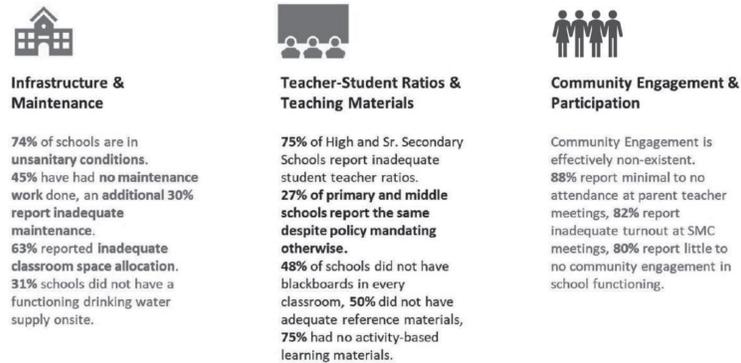


Figure 11: *Most urgent issues diagnosed in Faridabad education ecosystem*

Any strategy for transformation will have to begin by addressing concerns related to infrastructure, teacher availability and teaching material availability. Infrastructure and teaching material scarcity can be addressed directly by external contributions and funding, while the lack of teachers requires work at the advocacy level and alternative solutions such as ed-tech in order to supplement existing teaching. Community engagement and participation is crucial to create a conducive learning environment for children and drive student engagement. However, before addressing that, school leadership and teachers will require capacity building on how to best engage with parents who might not have time for conventional PTMs and report card systems. Community level workshops might also be needed in order to drive initial interest of the community and adoption of engagement with schools.

While most current organisations in the Faridabad education eco-system focus on infrastructure improvement, there is little attention given to the maintenance of it. This is emblematic of the gap between action and sustainability that exists in the ecosystem overall as well. Any holistic transformation will require programs that address all key gaps in a manner and timeline that reinforces previous activities and interventions.

Ways to Address Identified Gaps:

Apart from any action from the FEC and other outside organisations, it will always be important to maintain continued advocacy at the state level to address keys gaps. Government policy will be the most far reaching in terms of impact and they can mobilise a greater scale of resources than any individual organisation. Key policies to address student engagement, capacity building, accessibility and other gaps are listed below.

S. No.	Policies
Pre-existing Policies to Scale and Invest Further In	
1	Setting up Career Counseling and Conflict Management Cells in a district and block level.
2	Increase scope and investment in reading guarantee program for English and Hindi to ensure that all students are covered.
3	Increase accessibility programs, such as bag free classes.
4	Driving student engagement by investing in Joyful Saturday Programs (ensuring any additional supplies needed for extra-curriculars are available), investing Science and Math kits for schools, setting up learning labs for Math and Languages in central locations that can house students from multiple schools. Similarly, work with Niti Aayog to expand and establish more Atal Tinkering Labs and make them accessible to students from nearby schools.
5	Ensure the LEP is rolled out across schools through Faridabad after it's validation, with adequate numbers of specifically trained teachers to ensure no shortfall in quality.

Table 4: *Pre-existing policies for scale-up and further investment*

Key Recommendations	
1	Teacher hiring needs to be accelerated to match the numbers of students in schools.
2	Any programs aimed at increasing accessibility at the primary level should be extended to the senior levels, which experience a massive drop-off in enrollment rates. For e.g. mid-day meals provided for senior students as well.
3	Significantly improving maintenance budgets for schools, with current allocations being inadequate at best.
4	Ensure continued, regular teacher capacity building, such as Madhya Pradesh collaborating with the British Council to have teachers participate in Communication Skills and Continuing Professional Development courses.
5	Teaching at the Right Level programs should be initiated to deal with the gap between expected learning levels and actual learning levels. Karnataka serves as an example for this, partnering with the NGO Pratham to segregate students based on their learning levels and provide specific attention to them as required. Teachers are trained by master trainers to enable them to provide specific guidance to students based on their learning level.
6	Upgraded IT infrastructure and information systems across schools to allow educators to track learning levels of individuals.
7	Invest in IT/ed tech based remedial programs, in both infrastructure and innovative means of content delivery, to supplement traditional teaching methods and overworked teachers.
8	Pilot public awareness campaigns in communities to increase community engagement in schools.
9.	Pilot a district wide program for extra-curriculars, mainly sports, in order to boost student engagement and diversity in exposure.

Table 5: *Solutions for the gaps in the existing policies and programs*

Alongside the policy inputs, there are three key improvements that should be driven from the government level:

- Ensure wide-spread transparency of data and results, alongside clearly identifying failing policies for review and course correction.
- Ensuring that all schools have consistent vision and development plans to override the effects of regular transfers.
- Centralise responsibilities and accountability at the district level to counteract the currently fractured priorities of the multiple different officials and offices leading to parallel, ad-hoc interventions.

In order to achieve lasting, and relevant change, it is important that the FEC co-create a collective action plan for the district with the government and other stakeholders that addresses all the major gaps in the education system identified in the research and survey phases.

This strategy will need to incorporate the five key drivers of change:

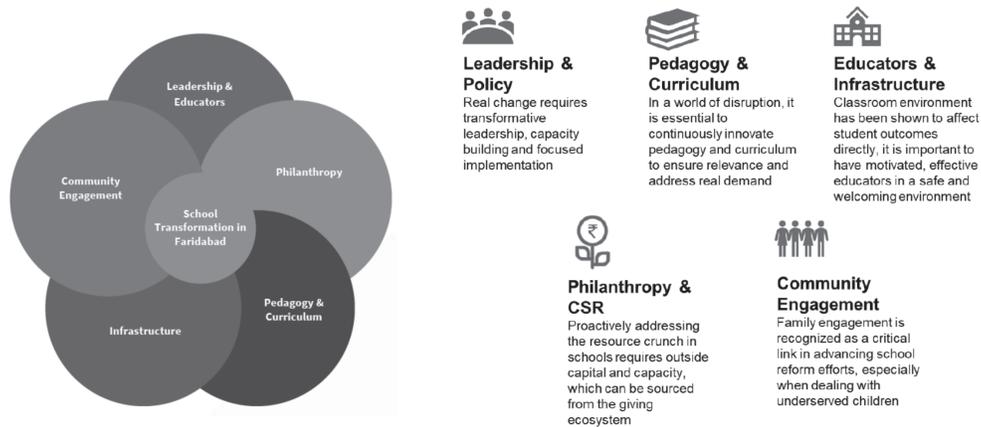


Figure 12: Drivers of Change for collective impact strategy

Change needs to incorporate both bottom-up and top-down approaches, with leadership driving structural reform and ground level stakeholders ensuring relevancy and agility in responding to needs of the schools. It is important to leverage all the different institutions and organisations that operate in the eco-system, especially with the resource crunch faced by schools. There needs to be a common vision across all the stakeholders, with coordination of interventions in pursuit of achieving a larger goal. It is also important to ensure that priorities are clearly defined and build on collective action and reinforcement. Additionally, it is vital to start with the fundamental, achievable goals and then move towards more holistic learning. The recommended approach to achieve this would be a three-step strategy covering a period of 3-5-years:

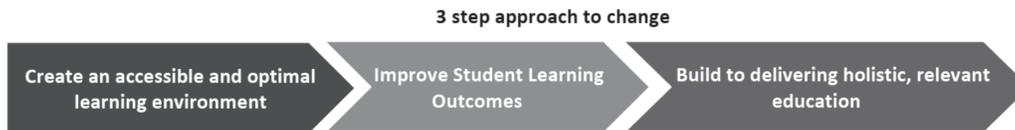


Figure 13: Approach to achieve a shared vision

Stage 1: Focusing on Accessibility & Creating an Optimal Learning Environment

The first stage of transformation should focus on ensuring that infrastructure and environment are brought up to scratch. Hertzberg’s two factor theory of change (The Motivation to Work, 1959) provides the theoretical basis for this, with Infrastructure being the hygiene factor, absence of which leads to demotivation of students, teachers and other staff.

Three key areas of improvement:

- Ensuring all schools have basic infrastructure, maintenance and cleaning facilities.
- Improving access to libraries, technology, mid-day meals, whether through quality or quantity of supplies.
- Improving parent attendance at Parent Teacher Meetings and at School Management Committee meetings.

Alongside infrastructure and maintenance concerns, it will also be important to lay the groundwork for the next stage by ensuring facilities for additional classes, ed-tech solutions, build teacher capacity for addressing individual learning levels. This is also when individual schools should develop 3-5-year plans, stating clear Key Performance Indicators and individual vision, allowing the overall Theory of Change to be transferred irrespective of changes in leadership or staff.

Responsibilities in Creating an Optimal Learning Environment:

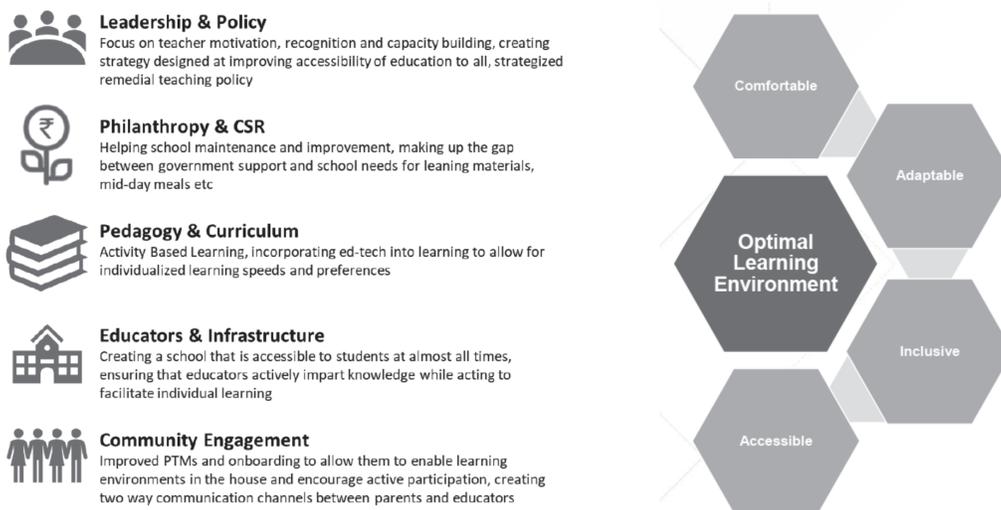


Figure 14: Key drivers & Optimal Learning Environment

Stage 2: Moving on to Improving Student Learning Outcomes

After addressing the fundamentals problems of learning environment and infrastructure, the next stage in the strategy would be to move towards directly addressing Student Learning Outcomes.

Three key areas of improvement:

- Contextualise the design of curriculum and testing to the district specificities and its problems, which will require collaboration between the SCERT and district education officials.
- Expand teaching at the Right Level programs (from the Department of Education), along with capacity building for teachers (to be driven by DIET) in order to ensure

that students are taught and evaluated according to their actual learning levels, and not their age.

- Ensure adequate numbers of teachers at the secondary levels (to be driven by the DoE).

Schools will need to precede these activities with an assessment of student learning and mapping students to appropriate learning levels. Additionally, ed-tech solutions can be implemented here in order to reduce the load on teachers and schools with a lack of facilities, allowing students to learn outside of the traditional classroom environment. Infrastructure can be leveraged to create constant learning reinforcement for students, be it through bulletin boards, art displays, information stations, BaLA, etc.

Responsibilities in Improving Student Learning Outcomes:

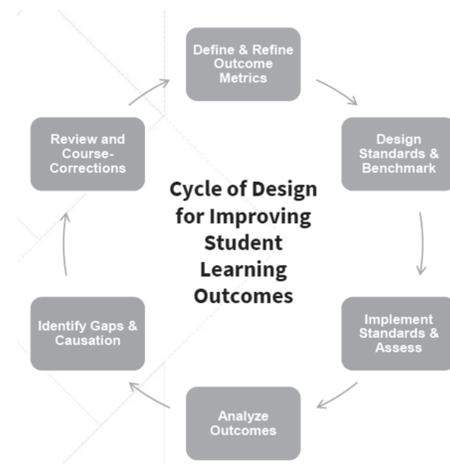


Figure 15: Key drivers & Student Learning Outcomes

Stage 3: Building toward Holistic Education: Learning, Exposure and Relevance

Having ensured that students have an optimal learning environment, and a responsive and adaptive structure to teach and evaluate them, the final stage of transformation will be to move student education to become holistic and include physical education, extra-curriculars, relevant knowledge (vocational training, field visits, exposure to internship opportunities etc.)

Additionally, the various facilities introduced over the last two stages, such as IT services, ed-tech, better infrastructure for resource rooms, etc., can be utilised to create blended teaching methodology that incorporates the traditional classroom setting with modernised teaching methodology that uses innovative methods to provide students with the wide gamut of learning opportunities that is available to a private school student.

Three key areas of improvement:

- Give students exposure to diversity outside of traditional learning, including activity-based learning, field visits, opportunities to learn and participate in varied competitions and activities.
- Senior students should be exposed to career and college guidance, vocational training and opportunities to and understand their options.
- Incorporate extra-curricular activities and sports in the main curriculum using blended learning, so that all students receive the benefits of the facilities available.

Responsibilities in Building Holistic Learning:

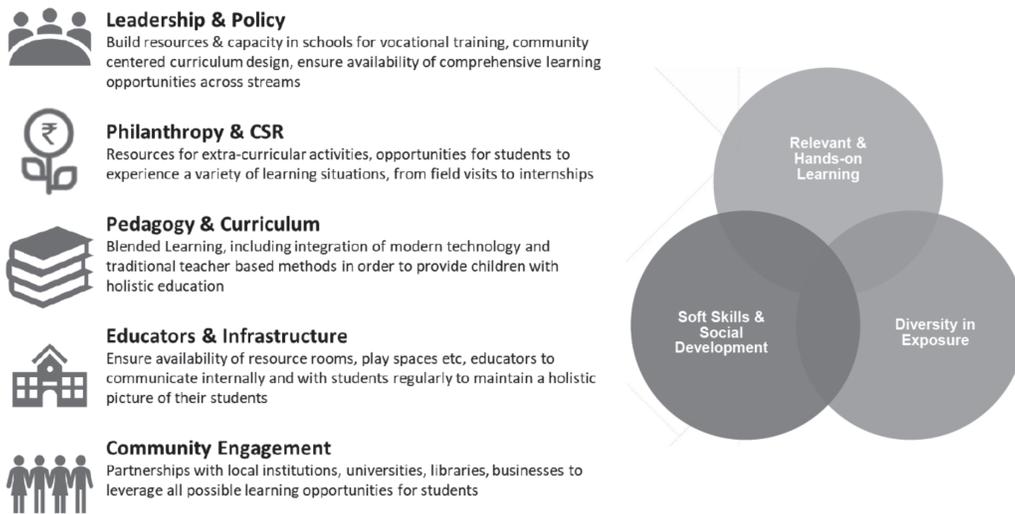


Figure 16: Key drivers & Building Holistic Learning

Faridabad Education Council – Long Term Role & Positioning:

In order to achieve overall transformation of the education system, the Council will need to start by building up organisational capabilities, establish a common agenda with the government and building relationships with key partners from private corporations to non-profit organizations. The long-term vision for the Council will be three-fold as depicted in figure 17 and the organisational structure that will be required for the council to achieve the goal of becoming a true collection impact platform is detailed below in figure 18.

 Facilitating Buy-In and Delivery	
1	Translating government-driven plans to district level actors and helping contextualize programs to improve schools to the Faridabad ecosystem
2	Support in monitoring and evaluation and information management systems for partners to track and assess progress according to common KPIs.
3	Facilitating workshops with partners and school officials for capacity building and alignment to the common agenda.
 Creating a Knowledge Bank and Generating Awareness	
1	Creating a knowledge bank to help anyone entering the education landscape identify priority issues, gaps to be addressed, and entry points to maximize impact
2	Generate evidence and analysis on ground realities and best practices (including the creation of case studies of schools or successful programs)
3	Collating/generating data on schools, students, existing programs, resources, actors, opportunities and challenges.
4	Using the above documentation to produce reports to create awareness across diverse stakeholders and platforms to ease fundraising and attract more actors.

Figure 17: FEC Long Term Goals & Approach

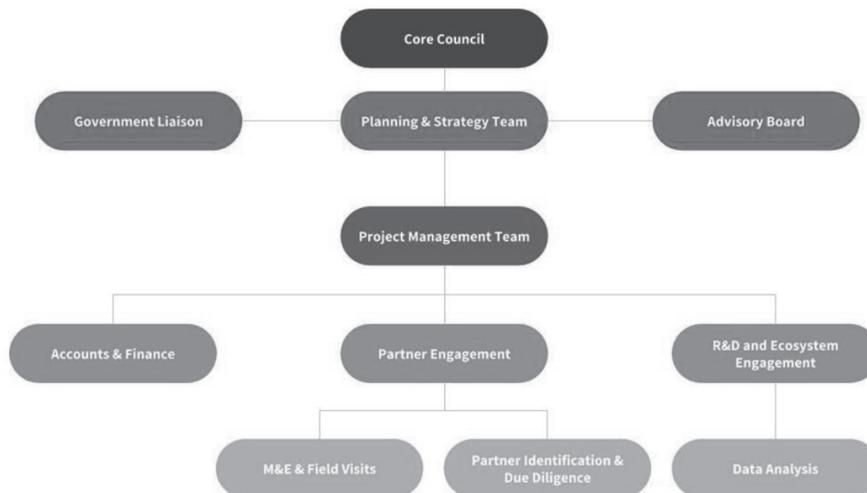


Figure 18: Recommended Backbone Structure for Faridabad Education Council

Key details about the roles and responsibility within the backbone structure:

- **Government Liaison:** Responsible for maintaining constant communication with district and state level administration and ensuring buy-in and ownership from the government stakeholders.
- **Advisory Board:** This should include stakeholders from the district administration, NGOs, academic experts in education, business leaders, etc.
- **Planning & Strategy team:** This team will work with the government liaison and other stakeholders to set a common agenda based on inputs from the core council, advisory board, and field teams.
- **Project Management:** Not an implementation team, this unit will be responsible for the three key functions of the FEC platform:

- Identifying, on-boarding, and setting up governance and M&E with partners and programs according to the needs of the overall agenda.
- Generating research and insights based on data collected during various interventions, developing knowledge, and driving ecosystem engagement to attract funders and partners to the FEC.
- Managing accounts, funds and overall finances for the council.

Short-Term Strategy of the Council:



Figure 19: Short-term strategy for the council

In the short-term, the council needs to validate any overall strategy by piloting agenda setting, partner identification and overall program management. This will achieve four major goals:

1. Help develop an understanding of key challenges in execution before scaling activities to schools across the district.
2. Generate evidence of school transformation to drive buy-in from funders, partners and any other stakeholders in the ecosystem to work collectively towards a common agenda.
3. Help validate management strategies, government routines and KPIs that are most useful while working at scale.
4. Identify best practices for the district.

Sattva has created a logical framework approach outlining the key action items, inputs required, activities, metrics for evaluation, outputs and short, medium and long-term outcomes for this pilot. This will help the Council keep track of the long-term vision while working on short-term plans.

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