



MAKING THE GRADE

IMPROVING MUMBAI'S PUBLIC SCHOOLS



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Godrej Industries sponsored Dasra to write this report in order to identify non profits in Mumbai that are working in the most successful partnerships with the Municipal Corporation to impact quality in State funded education.

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Photo: Akanksha, Kaushal Parekh

Foreword

“About 20 years ago I started my career in the Indian Administrative Service in a small district of Kerala. At the time we were working on literacy, which meant reading and writing your name, and perhaps signing it. If a person could do that, we would pat ourselves on the back, believing we had achieved some success.

When I moved to Mumbai, and joined the Municipal Corporation (MCGM), I started a journey of quality improvement within the school system. I visited schools and realized that there was a need to improve learning outcomes. Today municipal schools have adequate physical infrastructure, and children receive school supplies. However, learning outcomes leave a lot to be desired. There are only a few states in India, which have the kind of budgets Mumbai has committed to education; yet, we are not delivering quality education.

Unfortunately, I have not yet met even one teacher in the MCGM system whose child is studying at a public school. If none of us are sending our children to these schools, then we actually have no idea of what is happening in these schools. Whose children are we experimenting on? In other countries, most children, whichever families they come from, actually go through the public system. There are very few private schools. So today, it is time that we all start looking at our public education system and seeing what it is that is creating differentiation between elite and marginalized children in Mumbai. We need to bring in a change in this system so that children from better off families also attend public schools. Hence the idea of an inclusive approach to quality improvement in these schools. Bringing together different stakeholders in this process ensures that it is not 'somebody else's child' that is being experimented on. It is, over time, also your child and my child.

While doing my initial survey of schools, I found that almost every NGO (non profit) of consequence in the city of Mumbai is actually working with the MCGM, conducting creative experimentation in the system. Philanthropic organizations, corporates, social organizations and individuals have put in their own efforts, monies and time to deliver quality improvements. This is the kind of change I think we should fuel at a much larger level.

It was at this point, after my survey, that I realized that calling on philanthropic-minded people, would make a difference, and would build a bigger movement and an inclusive one. Fixing quality problems needs to happen step by step, school by school, teacher by teacher, headmaster by headmaster. We need to bring in a lot of training; we need to bring in mindset changes. These changes are not simple; they are long-term investments in terms of time and in terms of money.

The Municipal Corporation and I are committed to dedicating resources to education, but if philanthropists are involved for the long haul not just in terms of money, but commitment, the stage will be set for truly transformative change. If gaps in the school system are filled then as a society we would go a long way in achieving even minuscule improvements that are very significant if one considers each child that is impacted.

Today I invite you to join this journey and be a part of this process. You are all clients of the MCGM, because this is not my school, not my city, it is our school and our city.”

Transcribed from a speech made by Ashish Kumar Singh, Additional Municipal Commissioner MCGM; at Dasra's Indian Philanthropy Forum event “Making the Grade” on 22 July 2010.



Photo: Mukangan, Monica Kumar

Executive Summary

The city of Mumbai poses unique challenges to delivering quality education to the urban poor: first generation learners with limited access to public secondary schools, rural-to-urban migration creating a population with a mix of languages, poor living conditions in congested slum areas and a system delivering extremely low learning levels.

Mumbai has 97% of primary aged children enrolled in public and private schools. Despite the high enrolment in primary schools overall, 40% of children are attending private schools due to the perceptions of better quality education and greater job opportunities. This lack of choice for poorer families, who cannot afford to pay for private schools results in the public school system mainly educating the most marginalized children, where the midday meal and low cost of attending boost enrolment. However, these public school children suffer from low learning levels; it is estimated that 45-50% of children cannot write or read a paragraph.

Making the Grade focuses on how the quality of education in public schools can be improved by strengthening the public private partnership between non profits and the Municipal Corporation of Greater Mumbai (MCGM). The MCGM oversees the funding, management, infrastructure, staffing, implementation of national education schemes and finally, delivering education in Mumbai's 1,612 public elementary schools, spending ₹2,270 (\$50) per child per month. Therefore, leveraging the current MCGM structure for improving the quality of education can directly impact 600,000 children and create overall systemic change.

Over the past 40 years, non profits have transitioned their role from independently running programs outside the school system to working within the school system; this has required greater cooperation with the MCGM to enable access to the public schools. *Making the Grade* considers four models of partnership with the government: Research and Data Gathering to inform and shape government policy, Innovating Solutions that the public sector can take on and scale, Providers of Outsourced Services to public bodies and Up-skilling public sector to deliver systemic change.

Partnerships between non profits and the MCGM are currently more focused on efforts which are scalable and have a high impact on improving the quality of education. These interventions include capacity building of head teachers, teacher training support, curriculum development and pedagogy, student-teacher assessments, in-school remedial education and school adoption. Upon analysis of these in-school interventions and four partnership models it is evident that up-skilling of head teachers and teachers has the greatest impact on improving the quality of education in Mumbai's public schools.

Currently the MCGM has 117 non profits listed as public private partnerships; based on scaling potential and impact, *Making the Grade* highlights nine innovative organizations that can further leverage their model throughout the public school system. These organizations are Akanksha, Aseema, Door Step School, Life, Masoom, Mukangan, Naandi, Pratham and Teach for India. Each of these organizations has at least two or three focus areas within the school system.

With the recent launch of the School Improvement Program, the MCGM has decided to embark on a 'first-of-its-kind' partnership that aims to increase learning levels in the entire public schools system in collaboration with non profits on particular interventions. This requires a shift in the non profits' traditional independent delivery model and continuous innovation, to a standardized model where programs lead to the up-skilling of critical stakeholders – head teachers and teachers. However, this transformation is a staged approach requiring non profits to make choices, be risk takers and persevere in the initial phase where the particular model is being codified, standardized and the delivery mechanism institutionalized. The crucial role of private philanthropy is to support this stage of development enabling a structured transition to the overall public system thereby creating large scale systemic change in Mumbai's public school education.

The State of the City:

An Overview of Mumbai's Public Education System

“ Globalization and economic growth in India have made cities the foci of modernity.* Mumbai with its population of 14 million people** is the country's financial and economic capital where improving quality education and literacy will enhance the city's economic growth and create positive social outcomes for all Mumbaikers. ”



Photo: RIVER, Charlotte Anderson

Nowhere, more than in Mumbai, India's most densely populated city with the highest real-estate prices and economic activity, is there a more vivid illustration of the challenges to delivering quality education to the urban poor. This city poses unique challenges to education: first generation learners with limited access to public secondary schools, rural to urban migration creating a population with a mix of languages, poor living conditions in congested slum areas and a poorly performing system in terms of student learning levels.

Mumbai's Public Schools

Mumbai has 97% of primary aged children enrolled in public and private schoolsⁱ; where more than 600,000 children are attending 1,612 public and aided elementary schoolsⁱⁱ. Despite the high enrolment in primary schools overall, 40% of enrolled children are attending private schoolsⁱⁱⁱ due to the perceptions of better quality education and access to English medium schools which often improve the job opportunities of first generation learners.

A lack of choice for the poorest families, who cannot afford to pay for private schools, results in the public school system educating the most marginalized children, where the midday meal and low cost of attending help boost enrolment. These are children of migrants, construction workers, street vendors, domestic help, beggars, waste pickers, sex workers, taxi and rickshaw drivers, small factory workers, plastic recyclers, automobile mechanics, repairers, laundrymen, embroiderers, leather and tanning workers who are all daily wage earners and many of whose children are first generation learners^{iv}.

Sources: *Sassen, S., *Whose City is it? Globalization and the Formation of New Claims*, *Public Culture*, Vol 8, 205-223, 1996

**Based on the official projected growth of 200,000 persons per annum and the 2001 census that calculated Mumbai's population as 12 million. Unofficial sources estimate Mumbai's population to be as high as 20 million people.

There are three types of schools in Mumbai:

Public schools: entirely funded and managed by the central, state or local governments.

Aided schools: run by private managements but funded largely by government grant-in-aid. These schools are called private aided or just 'aided' schools.

Private schools: are run entirely on fee-revenues and have no government intervention in financial or operational matters. Private schools are further divided into two types: recognized schools and unrecognized schools. Unrecognized schools are not included in the MCGM framework and operate outside the regulatory mechanisms. The recent Right to Education (RTE) Act (please see Appendix A for more information) has strongly opposed these schools.

Currently 60% of school going children are attending the 1,612 elementary municipal schools. However, with access to only 49 secondary schools, the education continuum in Mumbai is severely limited, with approximately one secondary school for every 32 elementary schools in the city (including fee paying schools). This creates a bottleneck at the transitioning level from elementary to secondary education; especially in vernacular languages. Such a massive barrier in the education continuum, forces children to drop out of schools after the elementary level, due to inadequate supply of public secondary schools^v. Only 3.5% of the secondary schools offer free education, whereas 60% of children require such a subsidy.



School education in Mumbai and the rest of India follows the global

K-12 system, but is divided into four stages:

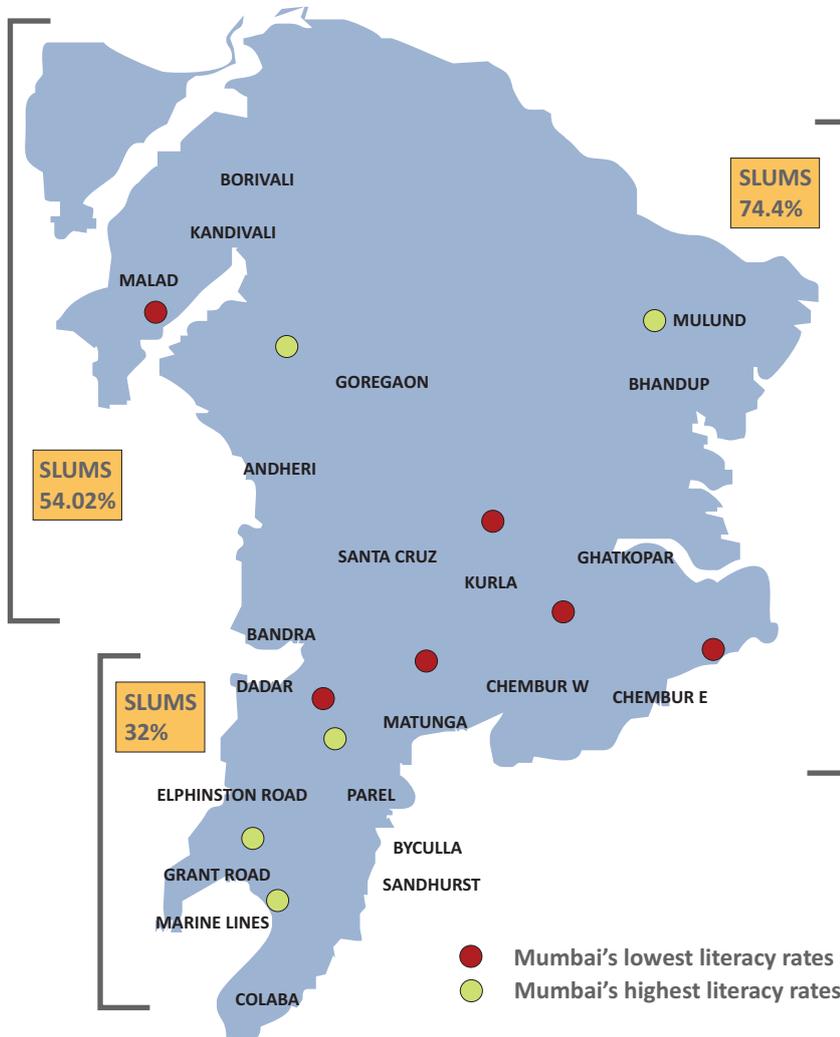
- 1. Primary (grade one to five; ages six to ten)*
- 2. Upper Primary (grade six to eight, ages 11 to 14); Elementary Education when grouped together*
- 3. Secondary (grade nine to ten, ages 15 to 16)*
- 4. Higher Secondary or commonly called plus two (grade 11 to 12, ages 16 to 18)*



SCHOOLS IN MUMBAI		
CATEGORY	ELEMENTARY	INTERMEDIATE
Public	1162	49
Aided	450	-
Private	631	1380
Total	2243	

Source: Municipal Corporation of Greater Mumbai, Mumbai Human Development Report 2009, p. 86

Mumbai's Challenges



Inequality in educational opportunity can be seen in six wards of the city, which, according to a report written by the non profit Pratham in collaboration with UNESCO^{vi}, account for 60% of Mumbai's out of school children. These six wards also correspond to the six lowest literacy rates and lowest scores in the Human Development Index among Mumbai's 24 wards. These wards highlighted are part of the eastern suburbs, which account for 74.4% of Mumbai's slums^{vii}. Areas in these wards, such as Dadar, Matunga, Chembur and parts of Kurla not only have poor quality schools, but poor living conditions in chawls, slum and pavement dwellings resulting in overall low human development scores.

The above mentioned wards also receive the largest influx of migrants. Mumbai has the highest number of in-migrants of any city in the country, where migration has accounted for 43% of population growth in the past decade^{viii}. The city's population increased by 2 million in the last decade and has a projected growth of 200,000 people per annum^{ix}. Additionally, the slum rehabilitation program has resulted in resettlement of these slum dwellers to northern suburbs where there are even fewer public schools available. Accessibility is now a growing concern for rehabilitated populations to northern Mumbai.

Regardless of resettlement, many wards continue to be extremely linguistically diverse which requires teaching in various languages. Mumbai is probably one of India's most language-rich cities, with a population that speaks 22 different Indian languages. However, majority of public school students are enrolled in Marathi and Hindi medium schools. 42% of Mumbai speaks Marathi, 15% Hindi, 14% Gujarati, 12% Urdu, 17% Tamil, Telegu, Malayalam, Konkani, Sindhi and other languages^x. But the school system only supports the top 8 languages.

Despite the different mother tongues, there is increasing importance given to an English medium education since many parents relate English speaking ability to increased job opportunities. In fact, to meet this growing English medium demand, the MCGM has launched new English medium schools called Mumbai Public Schools currently managed by non profits such as Naandi. However, there is growing evidence that education in the mother tongue continues to be more pedagogically sound. Improvement in vernacular medium education will directly impact a majority of the slum population, and the vast majority of students attending public schools.^{xi}

Although overall learning achievements for public schools are low, the reading skills of Marathi students were better, followed by Hindi and Urdu medium schools. However, there is a need to improve Marathi schools since 39.4% of grade three students cannot write.^{xii} According to National Council for Education Research and Training (NCERT) guidelines, between the third and fifth grade, “the most crucial and ultimate task of language education remains to prepare the learners to use the languages effectively in either mode (spoken/written).”^{xiii} Only 50% of children aged eight can read a simple paragraph, over 50% cannot write at all; and 30% do not even recognize numbers.^{xiv} Unfortunately in Mumbai, learning levels do not reflect these prescribed policy standards. The table below provides an overview of learning achievements.

LEVEL	3RD STANDARD			4TH STANDARD		
	HINDI	MARATHI	URDU	HINDI	MARATHI	URDU
CANNOT READ	47.7%	35.6%	54.3%	38.8%	28.6%	41.2%
CANNOT WRITE	45.5%	39.4%	58.8%	37.7%	34.4%	44.6%

Pratham, Universalizing Primary Education in India's Mega Cities: Issues from Mumbai and Delhi, Pratham Resource Center/UNESCO, 2005, p.41 and 42

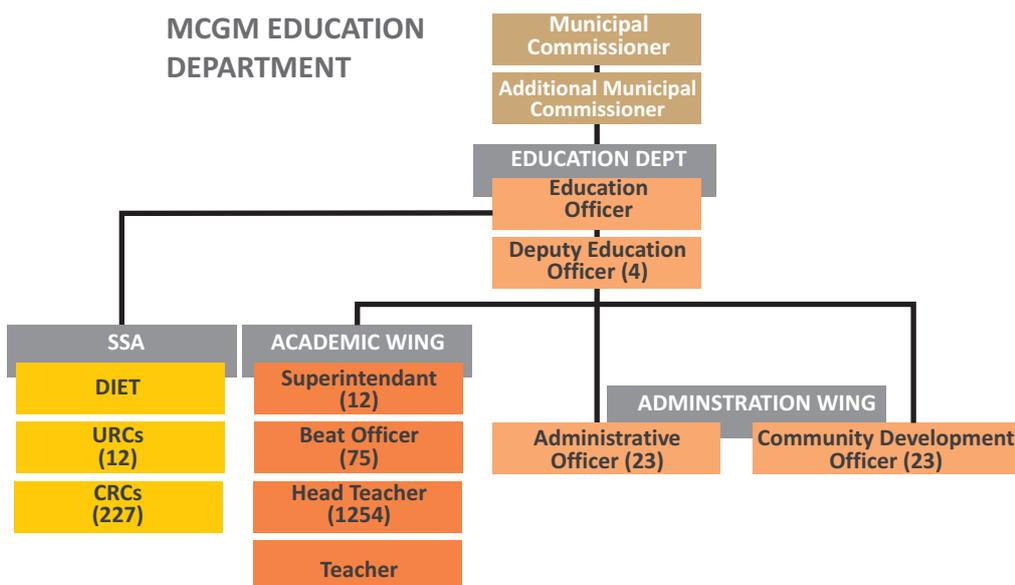
MCGM's Role in Improving Public Education

The Municipal Corporation of Greater Mumbai (MCGM) is the largest and richest Municipal Corporation in India. It has been responsible for the implementation of primary education as a free and compulsory right.

Education administration falls under the Municipal Commissioner with the assistance of the Additional Municipal Commissioner and the Deputy Municipal Commissioner. The Education Officer is the head of the Education Department of the MCGM, but a major challenge is the fact, that he is on deputation from the State Government; which means that he can be recalled by the State for service at any time. This can prevent long-term improvements since leadership is transient.

The Education Officer and his staff are responsible for maintaining, aiding and accommodating primary schools through two main wings: the Academic and the Administrative. The Academic wing is headed by the Superintendent who manages the Beat Officers, Head Teachers and Teachers. The Administrative wing is headed and managed by Deputy Education Officers where each ward is represented by an Administrative Officer who is mainly in-charge of the infrastructure; both the Beat Officer and Administrative Officer are responsible for academic achievement in schools.

This entire local authority oversees the funding, management, infrastructure, staffing, implementing of national education schemes and delivery of education in Mumbai's 1,612 elementary (municipal and aided) schools, and 49 secondary schools.^{xv}



The city spends 8% of the total municipal budget on education of which 80% is for primary education. In 2008-2009 the municipality spent ₹1,362 Crores (\$302 million)^{xvi} for 600,000 primary school children, a monthly per child cost of ₹2,270 (\$50); 96% of this is spent on teacher salaries; leaving only 4% to support other inputs such as training and curriculum.^{xvii}

There is an additional ₹27.9 crores available to the MCGM to spend on educational support through the Sarva Shiksha Abhiyan (SSA) scheme, the central government's 'flagship' education program, but this is only an additional 2% of the overall budget.^{xviii}

Launched in 2001 to universalize primary education across India by 2010, the SSA has had success in improving enrolment and is now in a position to allocate funds to programs that address quality improvement in urban India. (See Appendix A) The MCGM has additional administrative sections developed to manage the SSA budget,^{xix} which is meant to support both the school system and the quality of education under the Department of Education.

These administrative sections are the District Institutes of Education and Training (DIETs), sub-structures called Cluster Resource Centres (CRCs) and Urban Resource Centres (URCs). A group of CRCs in a given urban area is called an URC. The primary activity of the DIET is the mandated teacher training and capacity building of resource persons conducting training through the CRCs and URCs. Greater Mumbai has 227 CRCs and 12 URCs under management.

Under the Additional Municipal Commissioner's (City) leadership, there is a growing effort from the MCGM to strengthen these institutional identities, linkages between bodies and their resulting ability to improve the learning levels in the city's public school system. This year, the MCGM has been formulating a comprehensive School Improvement Program for primary schools to address quality related issues. The administration has been in consultation with the private sector including non profits that have evolved best practices, so as to revamp and equip the entire system with interventions that translate into providing high quality education in its schools.

MCGM education budget (1998-99)

BMC Primary	Aided	BMC Secondary	Total
₹ 3,014,620,000 (81.04%) \$ 66,991,555	₹ 415,635,000 (11.17%) \$ 9,236,222	₹ 289,620,000 (11.17%) \$ 6,436,000	₹ 3,179,720,000 (100%) \$ 82,660,444

Source: Brihanmumbai Mahanagarपालिका Year Book 1998-1999 in Juneja, Nalini 2001, Primary Education for all in the city of Mumbai India. IIEP p. 94

Budgeted Income of MCGM & expenditure on the education budget (1998-99)

Income	Expenditure	Expenditure on Education
₹ 50,184,800,000 \$ 1,115,217,778	₹ 46,856,300,000 \$ 1,041,251,111	₹ 3,777,800,000 \$ 83,951,111

Source: Brihanmumbai Mahanagarपालिका Year Book 1998-1999 in Juneja, Nalini 2001, Primary Education for all in the city of Mumbai India. IIEP p. 94

Key Take Aways

- **Mumbai's public schools educate the most marginalized childrens –** Despite 97% enrolment in both public and private schools, over 40% of children are attending private schools due to the perception of better quality education and access to English teaching, often improving job opportunities of first generation learners. There exists a lack of choice for poorer families, who cannot afford to pay for private schools and this results in the public school system mainly educating the most marginalized children where the midday meal and low cost of attending help boost enrolment.
- **Despite high enrolment, children in public schools exhibit extremely low learning levels –** Only 50% children aged eight can read a simple paragraph, over 50% cannot write at all; and 30% do not even recognize numbers. There is a major gap in the quality of education provided by the public system.
- **Chawls, slums and pavement dwellers suffer from the lowest literacy rates –** Dadar, Matunga, Chembur and parts of Kurla not only have poor quality schools but poor living conditions in slum dwellings which have resulted in overall low human development scores. Resettlements of slum dwellers have forced children to move to the northern suburbs where fewer public schools are available. Accessibility continues to be a relevant issue for the slum rehabilitated populations where classrooms exist with a wide variety of learning levels and age groups.
- **Vernacular public education needs improvement –** Over 50% of public schools are Marathi and Hindi medium schools, where learning levels are extremely low; 45-50% of children cannot write or read a paragraph. There is growing evidence that improving quality education in one's mother tongue rather than English has a greater impact on learning levels. Also, access to vernacular public secondary public schools can help to improve the education continuum for Mumbai's migrant population.
- **Leveraging the current MCGM structure for systemic change –** The MCGM is responsible for the funding, management, infrastructure, staffing, and implementing of national education schemes through both the Academic and Administrative wings including the management of the SSA budget. These existing structures support the quality of education through the education department and additional sections under the central government's flagship education program, the SSA, namely DIETS, CRCs and URCs. These can be improved for overall systemic change directly impacting 600,000 children.

The MCGM and the Non Profit: Public Private Partnerships for Quality Improvement

The Rise of Non Profit Initiatives in Mumbai Education

In Mumbai today, both the government and non profits are working closely together towards improving education in public schools. The first effective collaboration was in 1979, when non profits started remedial education for over 80,000 children from the most vulnerable groups in the city^{xxii}. Many child-friendly outreach programs such as non formal education centers, appointment of community development officers, school readiness programs and the formation of school committees became regular activities of the MCGM in many of its schools due to the success of this initial collaboration between the sectors. In fact, with greater clarity in the development agendas of the State in the early 80's, there has been a transition of the role of the non profit from being a direct service provider to conducting training, raising awareness, community mobilization, formation of community organizations, capacity building and institutional development.^{xxiii} As a result, over 70% of Mumbai based non profits now have education included in their agendas.

In the early 90's many non profits focused their efforts on increasing enrolment by working with drop out children in the community. This was pioneered by Door Step School, with its non formal education centers and School on Wheels programs. However, over time the role of the non profit became more child-centric where programs developed depending on the needs of the children from a particular community (slum and street children). This led to greater retention and higher learning levels, but these were programs conducted outside the school at a community-level. While community-based programs were created by a number of non profits, the most catalytic was Pratham; a non profit organization created by MCGM as one of its founders, along with UNICEF, some corporate houses and several prominent individuals.

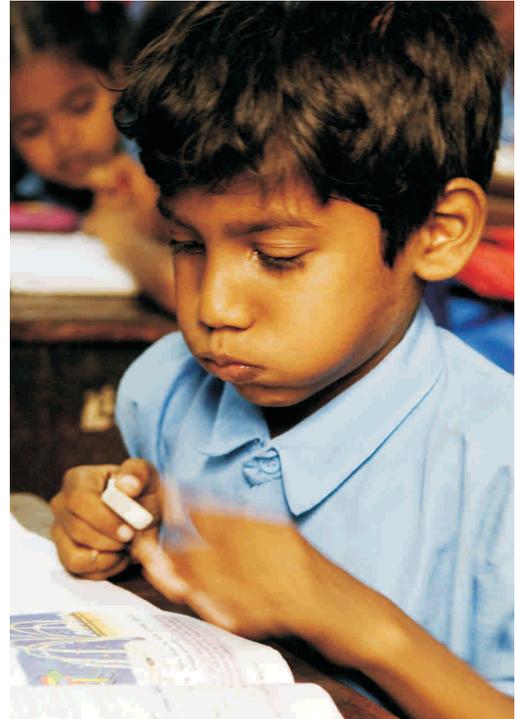
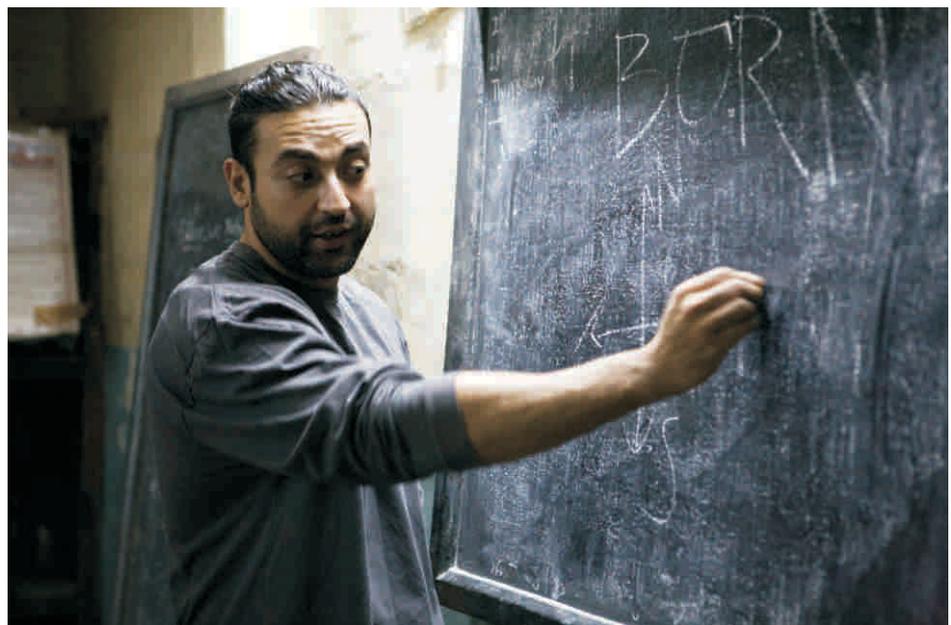


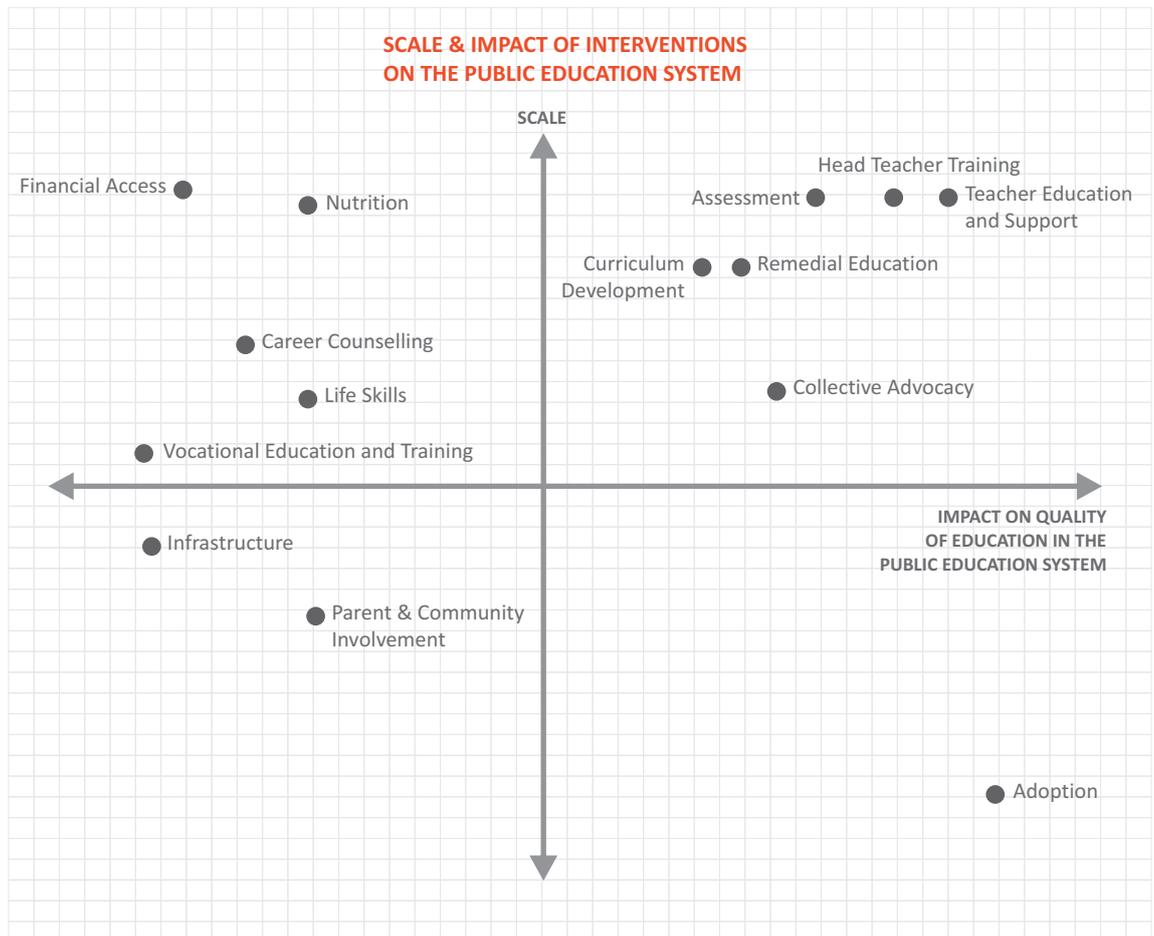
Photo: Akanksha, Kaushal Parekh

Pratham led the creation of programs such as pre-schools, remedial teaching centers and bridge courses. Akanksha in the late 90's became the most prominent non profit in providing after school support for school going children with an emphasis on developing art and English speaking; it has recently been engaged in improving quality of education by developing the 'charter school' model; adopting, funding and managing three municipal schools.

Recently, it has become evident that non profits are more proactive in working within schools, engaging key components of education, and directly impacting elements such as head teacher training, teacher training, curriculum and pedagogy development, student-teacher assessments, in-school remedial education, school adoption and collective advocacy. Other interventions taking place outside of schools engage factors that influence education but do not fall within the role of the public education system such as financial access, career counseling, nutrition, life skills education, vocational training, and community involvement. The following matrix provides a landscape of education interventions offered by non profits in Mumbai, with a relative measure on the scale of each intervention and its impact on the quality of education delivered to children of the public school system.

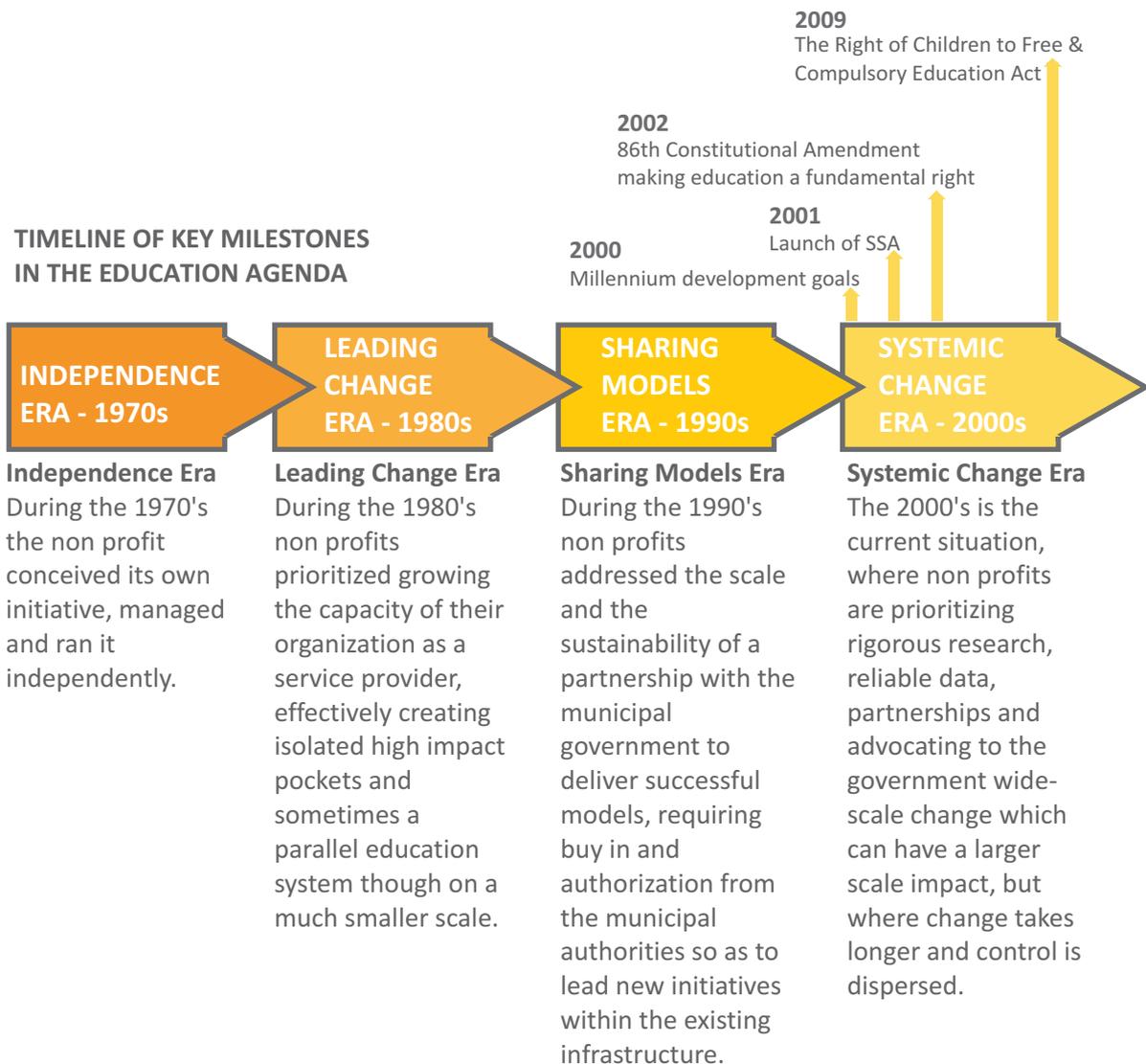
Photo: Masoom, Charlotte Anderson





It is evident from the matrix above that the most scalable and impactful interventions are the capacity building of head teachers and teacher training support. In the past decade, a new generation of non profits has focused attention on supporting children inside the school system. They have realized that outside support needs to be further enhanced with an overall improvement in quality of education within the school. This transition from independence to systemic change can be seen through the changing role of the non profit in improving public education from the past to the present.

TIMELINE OF KEY MILESTONES IN THE EDUCATION AGENDA



For large-scale systemic change in quality public education in Mumbai, there needs to be greater focus on initiatives that are working within the school system where collaboration with the government is essential. Research has shown that school systems based on public private partnerships are more effective than wholly private or public funded models. Therefore, it is vital for non profits to prioritize the creation and development of models that enhance public private partnerships. There are typically four models of partnership that non profits engage in with the municipal government to improve quality in public schools.

Public Private Partnerships

Research and data gathering: With a lack of quality data on the number of schools, school performance, student learning and teacher performance, non profits such as Pratham have taken the role of collecting data. This research is vitally important in developing the standard based reform for policy improvements; which informs the government where the gaps are. Education Initiatives, a private education company is a leader in student assessment providing critical data pan India and has been hired by both state and central governments to conduct such studies.

Innovation: Going the next step and developing practical solutions to fill gaps with philanthropic investment and take on the process of innovation, prototyping new solutions, refining them and then demonstrating their success is also a critically important innovation space. The public sector can then draw on best practices, once the proof-of-concept has been established. For example, Naandi has created a unique teacher training support structure in its Mumbai Public Schools which the MCGM is integrating into its School Improvement Program.

Outsourced providers: Non profits who are able to build their own organizational capacity can act as outsourced providers of schools themselves, or services to schools such as after-school clubs, teacher training academies, and many more, so as to create a dynamic marketplace in which public schools can access quality services. For example, Mukangan, Akanksha and Aseema have adopted schools where the municipality has outsourced the funding and management of schools with the intention to share best practices across all public schools.

Up skilling the public sector: Finally, non profits who can take the step of actively training existing teachers, head teachers and others already working in the public system, based on their insights and track-record, can act as change makers within the system, creating sustainable, highly scalable impact. For example, the MCGM is launching a head master and teacher training program in collaboration with various non profits who will supply master coaches to up skill municipal teachers, potentially leading to a formal training institute.





Photo: CORP, Kim Seidl

According to the MCGM's records, there are over 117 different organizations listed as public private partnerships. However, most of the support consists of small infrastructure improvements and school supplies. Only nine of these organizations, according to this report, show extremely high potential to improve the quality of education by focusing on core areas such as building head teacher capacity, teacher training support, curriculum and pedagogy, assessments and in school remedial education. Please see summaries of each organization in chapter four.

Key Take Aways

- **Non profits can lead systemic change by working within the public school system** – Over the past 40 years, non profits have transitioned their role from independently running programs outside the school system to working in collaboration with the MCGM despite administrative challenges.
- **Partnerships between non profits and the MCGM are now more focused on efforts within the school system** – Non profits have traditionally run programs that are integrated at a community level, but are now enhancing their community-based support by improving the school system itself to ensure a more holistic child-centric approach.
- **The outsourcing of schools to non profits must pass on best practices to the entire public system** – The school adoption program promoted by the MCGM cannot resolve the poor quality issues in all public schools, therefore, mechanisms to disseminate key learnings from data gathered, innovation and outsourcing partnership models must have a roll out plan for larger scale impact.
- **Head teacher capacity building and teacher training support are the most impactful and scalable in improving quality education** – Up skilling the key stakeholders who are ultimately responsible for the delivery of education to the child can have the highest impact on improving learning levels.



Photo: RIVER, Charlotte Anderson

The Cornerstones of Quality Improvement

Overview of Scalable and High Impact Interventions for Improving Quality Education

These areas are at the core of what needs to be improved to deliver quality education in Mumbai's public school and are closely interlinked to student learning outcomes and achievements:

1. **Building Head Teacher Capacity** to ensure that school management inculcates a culture of learning, builds administrative efficiencies and sets standards for all stakeholders
2. **Teacher Training and Support**, that ensures that the key stakeholders delivering public education have the skills, knowledge and capacity to positively impact student learning
3. **Curriculum and Pedagogy** that are child-centric and foster a joy of learning, which translates into understanding as opposed to rote-based learning. This includes the use of technology and provision of libraries as pedagogic tools, adequate and appropriate teaching and learning materials and methods
4. **Student-Teacher Assessments** that are conducted regularly and independently to gauge where schools are performing and areas that need improvement
5. **In School Remedial Education**, to ensure that the individual learning needs of each student are catered to and that no child is excluded from progressing in the learning process
6. **School Adoption**, which creates unique opportunities to create model schools where innovation in teaching and learning can take place in a holistic manner and later be adopted by others



Photo: Akanksha, Kaushal Parekh

1. Head Teacher Development

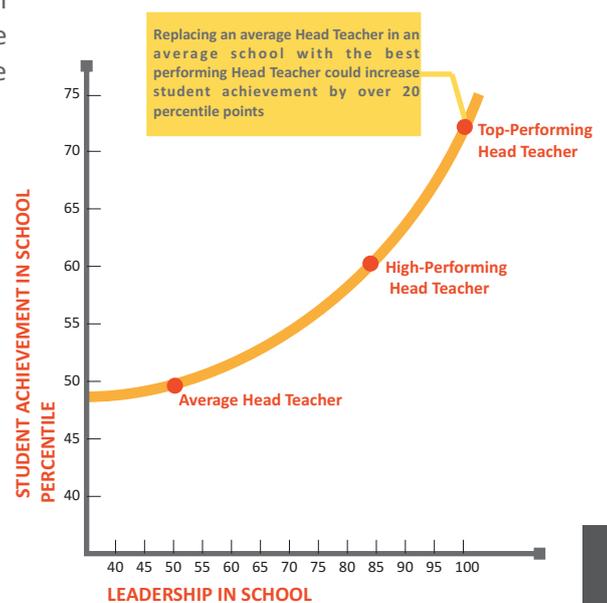
By virtue of their position at the apex of schools, head teachers (also known as principal, superintendent, head master) have the ability to shape the culture and performance of the entire school and thereby transform the teaching and learning practices taking place within schools.

Head teachers are probably the most neglected stakeholders in the public school system in Mumbai and also in India. While the government's 11th five-year plan makes several provisions for teacher recruitment and teacher training, it does not mention head teachers. 50% of primary schools in the country do not even have a head teacher^{xxvi} and evidence from Mumbai indicates that head teachers are viewed as administrators, almost extensions of the MCGM administrative hierarchy, rather than school leaders. With head teachers being recruited on the basis of age and the number of years they have spent in a public school, the system itself overlooks the development of head teachers as school leaders. In Mumbai, after 10 years of primary teaching a teacher becomes eligible to be posted as deputy head teacher and another two to three years later as head teacher of a primary school^{xxvii}.

An ICICI McKinsey report articulates head teachers as the second most influential factor on student learning, after teachers. As shown in the graph below, there is a positive correlation between good leaders and student performance: Replacing an average head teacher in an average school with a best performing one could increase student performance by 20 percentile points.^{xxviii}



Photo: Masoom, Charlotte Anderson



Source: A 'meta-analysis' of 69 studies of school leadership conducted between 1978 and 2001, involving an estimated 14000 teachers and 14000000 students by Roberto J Marzano, Timothy Waters and Brian A Mcnulty, 'School Leadership that works: From Research to Results', Association for Supervision and Curriculum Development and Mid-Continent Research for Education and Learning 2005

Developing good school leaders is still being experimented on around the world; however, there is consensus that greater emphasis on instructional leadership has the most impact on improving quality education at the school level. Consistent with this observation that the job of a school leader is multidimensional, the National Institute on Educational Governance, Finance, Policymaking, and Management, in the US, identified areas in which school leaders must have skills: They include (1) Instructional Leadership; (2) Management; (3) Communication, Collaboration, and Community Building; and (4) Vision Development, Risk Taking, and Change Management.^{xxix}

In Mumbai, non profits have started to work with head teachers in adopted schools, where their programs develop head teacher leadership potential as part of the adoption process in these specific schools. Elsewhere in India, Kaivalya, a Rajasthan-based non profit has pioneered a successful head teacher training model independent of other interventions in schools. In Mumbai, there are a few examples of organizations focused only on head teacher training.

- **Akanksha** implements a formal head teacher-training program in the schools it runs, through a comprehensive school management bespoke service for selected public schools.

SUMMARY

Training head teachers so that they are empowered to leverage their leadership potential can be a fruitful area for public private partnerships. Innovative head teacher training models can be developed by non profits and then rolled out to the public school system; this is already a priority of the MCGM's School Improvement Program.



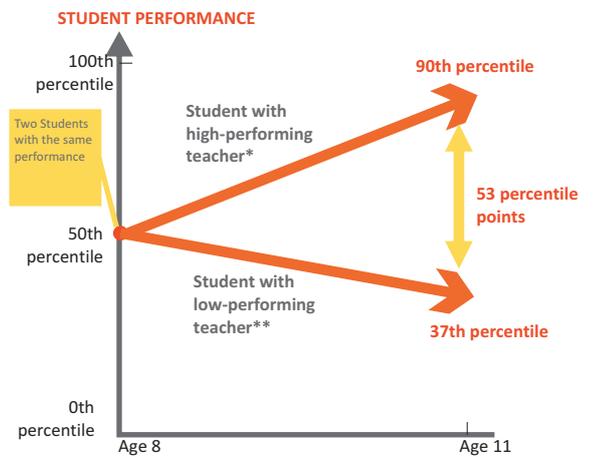
Photo: Naandi

2. Teacher Training and Support

“International studies show the effect of a ten student reduction in class size is smaller than the benefit of moving one standard deviation up the teacher quality distribution.”^{xxx}

Teacher training is one of the cornerstones of quality education since the quality of education imparted cannot exceed the quality of teachers.

A teacher is the most influential part of a school system. Apart from direct contact with students on a daily basis, a teacher has the most potential to impact student learning in positive ways. The graph on the right^{xxxi} shows the difference in student achievement with low-performing and high-performing teachers.



^{*}Among the top 20% of teachers
^{**}Among the bottom 20% of teachers
 Source: Sanders & Rivers, *Cumulative and Residual Effects on Future Student Academic Achievement*, McKinsey Analysis

Teachers in India are required to complete a Diploma, Bachelor or Masters Degree to teach various education levels (see below). Research from developing countries like India and Brazil has shown that teacher qualifications have a direct impact on student learning^{xxxi}. However, these graduate programs suffer from the faculty, curriculum and research being disconnected from current school practice, resulting in teachers being poorly prepared to teach in the system. Hence, there is growing emphasis on improving in-service training to up-skill current public school teachers. In fact, teacher effectiveness increases dramatically during the first five years of teaching,^{xxxi} demonstrating that ongoing training whilst teaching is a successful strategy.

	M.ED	B.ED	D.ED/BTC
Qualification for	Graduate Level Training	Teaching upper primary, secondary & senior secondary level (Classes VI - XII)	Teaching primary & upper primary, level (Classes I - VIII)
Duration of course	1 year	1 - 2 years	2 years
Entry Qualification	B.ED Degree	Bachelor Degree	50% marks in +2 examination
Offered by	Public & Private institutions	Public & Private institutions	Public & Private institutions; DIETS

Mumbai's school education system employs around 15,807 teachers, but learning levels are still low.^{xxxiv} The SSA mandates a compulsory 20 days of in-service training for all teachers. However, in India, only 60% of teachers have received the training.^{xxxv} Statistics from Maharashtra are far worse, indicating that a mere 20% of teachers receive the mandated in service training.^{xxxvi} Unfortunately, the quality of teacher training is low with little impact on student or teacher development. “[Mumbai] training courses are theoretical and not very relevant to innovation in the classroom or to the challenges faced by teachers within public schools.”^{xxxvii}

Mumbai-based non profits intervening in public schools have revealed that public school teachers are not trained in different teaching methodologies, as a result of which instruction is mechanical in most classrooms. However, some non profits have developed isolated pockets of excellence in training teachers in their centers and/or schools, a core activity that has significantly influenced learning levels. The draw back is that most of these are para-teachers or teaching assistants that act as coaches, as they do not have formal teaching degrees recognized by the MCGM and are only qualified to support the MCGM teachers. Non profits essentially train these para-teachers and teaching assistants in three different circumstances:

1. **Para-teachers that are placed in MCGM schools adopted by non profits**
 - **Muktangan** recruits para-teachers from the communities their schools' students come from, enabling the student and teacher to form a strong relationship. Their highly rated teacher training program adopts a 'total systems approach' to pedagogy that includes child observation and assessment in addition to teaching curriculum
 - **Teach for India** places highly qualified fellows for a period of two years, as teachers in MCGM schools. Prior to and during the two-year fellowship, TFI provides fellows with training needed to make them successful teachers in the classroom and to drive student achievement



Photo: RIVER, Charlotte Anderson



Photo: Masoom, Charlotte Anderson

2. Para-teachers that teach in remedial or after school support centers

- **Akanksha** have set up their own training institutes for their teachers to become familiar with their new roles, develop teaching skills, and connect with peers
- **Naandi** directly trains its para-teachers, who conduct Mathematics and English classes in MCGM schools, in their concept-based teaching methodology
- **Door Step School** organizes weekly training for their study class teachers in Hindi and Marathi medium municipal schools. The training focuses on understanding development in children, pedagogy and teacher-student interaction

3. Teaching assistants that function as resource people for MCGM schools

- **Life Trust** trains 'Life Coaches' to orient government appointed teachers on their visual learning methodology and trains a computer teacher to impart computer basics like MS Word, Paint and a computer curriculum
- **Naandi** uses facilitators and teaching assistants to support the MCGM teachers in their adopted Mumbai Public Schools

SUMMARY

Teacher training is a high potential area for collaboration between the MCGM and non profits. Adapting the current para-teacher training models that work towards training MCGM teachers and rolling these out into public schools has the potential to create long term systemic change in learning levels. The MCGM administration has realized the value of investing in its teachers to impact students' learning levels and increase the quality of public schools. Its School Improvement Program has considered improving the effectiveness of institutions like DIETs by involving non profits in strategy and management incorporating global standards.

3. Curriculum and Pedagogy

Design and delivery of the curriculum to students in such a manner as to foster learning is the crux of pedagogy. Innovative pedagogy and child-centric curriculum techniques have the potential to foster an understanding of what is being taught by actively engaging the child and thereby permitting every child to achieve. This is specifically important in Mumbai's public education system where many children are first generation learners and have numerous incentives to drop out such as joining the informal labor force. If learning is not enjoyable then children will not attend.

Pedagogy in the public schools is extremely challenging since the learning levels of the children within each class vary significantly and hence a curriculum that enables multi level teaching is relevant for public school teachers. States like Tamil Nadu and Karnataka have implemented an activity based program called Nali Kali, which has shown remarkable success in multi-level, multi-grade classrooms, where often children of difference ages are in the same class, as well as different learning levels. Andhra Pradesh based non profit, RIVER is another leader in multi-grade multi-level learning for poor communities. According to Education for All Global Monitoring Report 2005, many educational researchers advocate structured teaching – a combination of direct instruction, guided practice and independent learning in a child-friendly environment.

Public schools in Mumbai follow the State prescribed SSC curriculum. Since the State government retains control over academic decisions regarding subjects, the curriculum and textbooks etc., the content is geared to the needs of children in the whole State, whether in rural areas, small towns, villages or big cities. Therefore, the support needed for curriculum and pedagogy is more to supplement and enhance the existing State prescription and not to replace it.

“There is another bigger issue of whether children are enjoying learning. Creating that environment and impacting learning outcomes in the most simplistic way, i.e. making the child understand, is crucial. Understanding the ways in which humans learn and creating environments in which they learn is the first step and also the foundation of transforming public schools.”

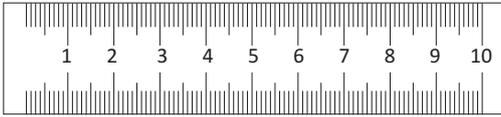
Ashish Kumar Singh, Additional Municipal Commissioner, Dasra IPF event Making the Grade, July 2010



Photo: CORP, Kim Seidl

APPLICATION OF LEARNING

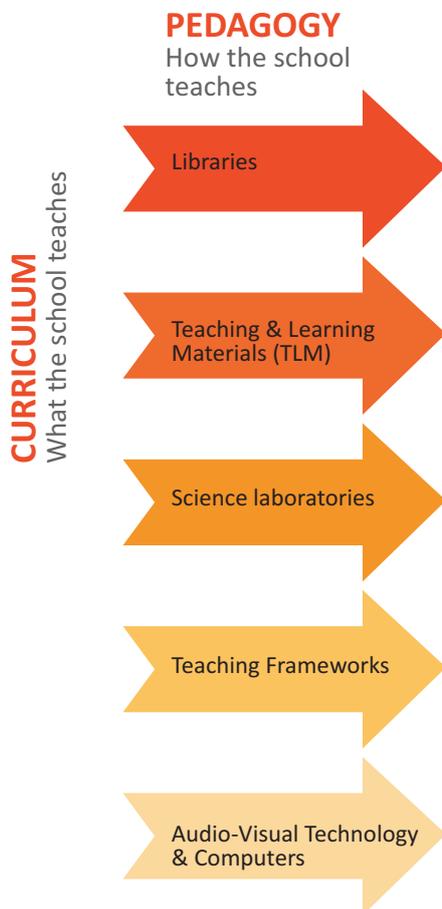
The length of this pencil is



A. 4cm B. 5cm C. 6cm D. 7cm

77% of Class 4 students said it was 6cm only 11% chose the expected answer, 5cm

Based on the EI SLIMS 2006 study results



Interviews with non profits working in the field, teachers and government officials in Mumbai indicate that the delivery of the curriculum takes place in a rote-based and mechanical fashion. A study by Educational Initiatives, a student learning assessment company, has demonstrated that this is the case with most Indian educational institutions. Typically children are given a set of principles to learn and are tested on the basis of their capacity to memorize and repeat what was stated in the classroom. There is very little space for critical thinking, analysis, application of the curriculum and understanding. For instance, most children would probably be able to answer the question 'what is four minus two?' but would find it more difficult to compute the difference between four cms and two cms on a ruler. (See left.)

Mumbai's non profits have evolved innovative, creative and inspiring curriculum and pedagogy methods to ensure that children understand as opposed to just memorize. The diagram on the left illustrates some of the most creative pedagogic methods developed by non profits to vehicle the curriculum into schools. These methods have not only contributed to better understanding and learning but these experiences have also suggested that exposure to new ways of learning has had a positive impact on students' level of confidence.

- For instance, **Muktangan**, a leader in child-centric education, equips each classroom with resources such as building blocks, art supplies, molding clay, etc. Learning takes place in large or small circles enabling face-to-face contact and collaborative learning
- In 10 out of the 49 schools in which **Life Trust** operates, it provides all courses for 10th standard students through audiovisual content. This allows MCGM teachers to face students while teaching, which makes learning interactive as opposed to being rote-based where teachers write notes on the blackboard and children copy

SUMMARY

Free from bureaucratic and administrative burdens, non profits have evolved creative and innovative pedagogy, with proven success. These can be extrapolated to the public system, via partnerships that impart these models to educators in public schools. Changing the way students learn in public school classrooms is perhaps one of the most effective ways of reducing inequality in educational opportunity. By investing in research and development, outside expertise can create dynamic changes in teaching and learning practices within the public school system.

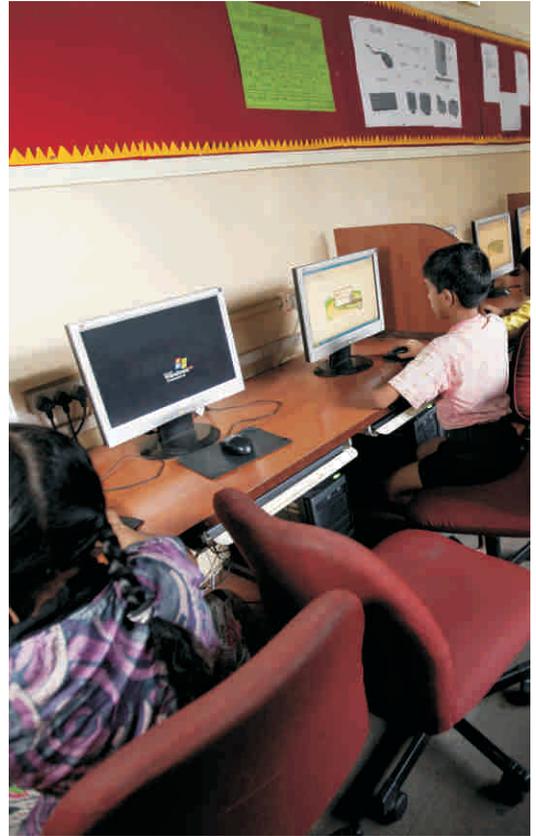


Photo: Muktangan, Scott Clark

4. Assessments

Student assessments are often the centerpiece of educational improvement efforts since they provide an exact understanding of where the education system is delivering successfully and where it faces challenges. Assessments that are well designed, and that regularly test achievement, are an essential element of an evolved, standards based education system. They foster accountability and also provide critical inputs for instructional purposes. Student assessments not only provide students with an incentive to study hard and achieve but can also provide rich diagnostic information for classroom, school-level, administrative and policy level decisions about appropriate educational practices. This information is extremely effective to know how well children are learning and thus provide critical guidance on improvements at the ward, city, state, national and even international levels.

Internationally, many countries use globally accepted tests to benchmark the strength of their school system such as TIMSS (an international examination in Maths and Science) for which Singapore students rank the highest and PISA (OECD countries assessing reading, mathematics, science and problem solving) where Finnish students top the world. Many attribute the success of both these countries to the teacher selection process and training leading to high quality teachers where teaching is an attractive and high status profession.

Nationally, in India, there are two mechanisms via which public education is assessed:

- The National Council for Education Research and Training (NCERT) which measures students' learning achievements in terms of subjects taught in the curriculum in primary and secondary schools
- The District Information System for Education (DISE): publishes an annual report on the status of the SSA across the country based on a sample of schools that are a part of the DISE system and corroborates findings by state. Currently, DISE measures the quality of education based on the data received from as many as 1.25 million schools spread over 624 districts across 35 States and Union Territories. However DISE's indicators for quality have very little to do with learning levels

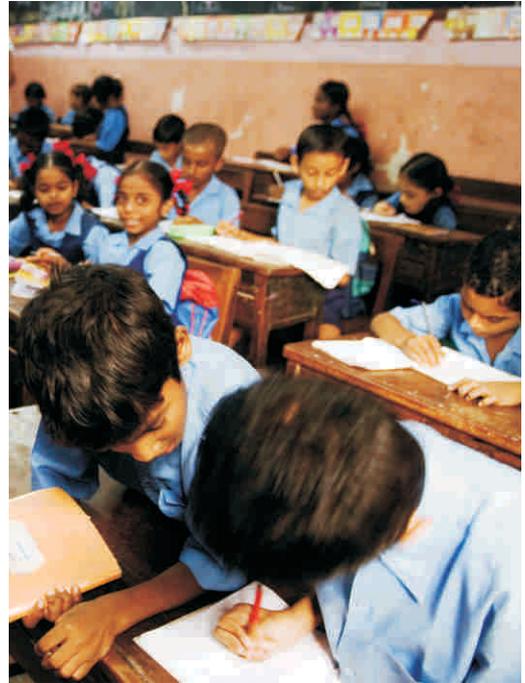


Photo: Akanksha, Kaushal Parekh

“ A system of periodic, low-stakes, sample student assessment which tests for understanding is a prerequisite for sustained educational transformation. That is the best way to check whether students are learning, and learning with understanding, not by rote ”

*Sridhar Rajagopalan,
Educational Initiatives*

In Mumbai, the public education system has no institutionalized or standardized approach to assessments for students, teachers or schools. In the last academic year 2009-2010, the MCGM started collecting students' academic achievement data from its own schools. However, at the time of writing this report, the administration was in the process of collating and analyzing this data.

Non profits typically conduct assessments as part of monitoring academic achievement of the students in their programs. In terms of the entire public education system, two organizations have pioneered student-learning assessments in India in a standardized and institutionalized manner that permits meaningful benchmarking of the system: ASER and ASSET.

- Every year **Pratham** carries out testing of students learning achievements based on reading, writing and numeracy across the country for the Annual Status of Education Report (ASER). However, this survey specifically focuses on rural India, with very little data available publicly on learning achievements in cities
- **Educational Initiatives** has evolved the ASSET test (Assessment of Scholastic Skills through Educational Testing), the only comprehensive test of learning outcomes in India, which tests how children apply classroom principles to demonstrate understanding

SUMMARY

Supporting the institutionalization of assessment at the Mumbai city level will help stakeholders such as policymakers decide how to help school stakeholders frame improvements where more appropriate targets can be set for students, training efforts for teachers, curriculum reform and learning materials. These assessments lead to stronger standard-based reforms within Mumbai's public school system. Performance assessments should ideally be conducted by third party organizations to reflect neutrality. By virtue of being removed from the bureaucratic framework, non profits can effectively partner with the public education system to carry out comprehensive assessments that provide the basis for quality improvement throughout the public system.



Photo: Muktangan, Scott Clark

5. Remedial Education

With an increasing number of children attending schools and a policy atmosphere geared towards providing greater quality education in classrooms, added incentives like better teachers might not have their desired effects, if children in schools lack the basic skills to take advantage of opportunities offered. Schools must adopt specific strategies to address the learning needs of at-risk and marginalized children.^{xxxviii}

Children who attend public schools face unique challenges in their learning. Some of them are first generation learners, others come from migratory families and have breaks in their education, and these challenges are also faced alongside more mainstream challenges such as learning disabilities or children that are slow learners. In Mumbai 25% of grades three and four cannot recognize letters and 35% could not recognize numbers, which are basic skills they should have acquired in first grade.^{xxxix} On a national level, 45% of students in grade six to eight in government schools cannot read simple words, indicating that while they may be enrolled in schools, children are simply not learning at similar paces.^{xi} Remedial education can effectively fill in gaps in learning so that each child is at par with the achievements realized by their peers.

This problem is not limited to India and developing countries. Other countries have evolved institutionalized solutions to provide remedial education. The Finnish system provides special education for 30% of students per year.^{xii} Special education teachers receive an extra year of training and are paid higher salaries. Elsewhere, in countries like France and the UK, schools are equipped with a wider support system including psychologists, advisors and educators for children with remedial education needs. In the USA, KIPP Academies have shown remarkable success in providing high quality education to children from marginalized communities. Functioning much like schools, KIPP academies run a 6-week program during the summer, which focuses on helping children achieve academically, and pursue their education successfully.

School Based Remedial Support



Since 1971, Mumbai-based non profits have successfully provided remedial education to public schools students in different settings. Typically, remedial education interventions are either

- School-based, where non profits set up after school classes to which teachers refer students. For instance, through para-teachers, **Naandi** conducts Mathematics and English classes in MCGM schools for low performers who are then re-integrated into their regular classes. This dynamic model (see above) encourages teachers to be more attentive to the needs of their students and ensures that every child is able to learn

Or

- Community-based, where non profits set up centers to cater to public school children's educational needs outside of their formal education. For instance, **Pratham** found that community based non formal education, imparted by a member of the same community in a public space, like a temple or a garden, was an effective way to prepare children for school enrolment. Their Balsakhi program has implemented strategies to address basic learning needs of marginalized children at low costs



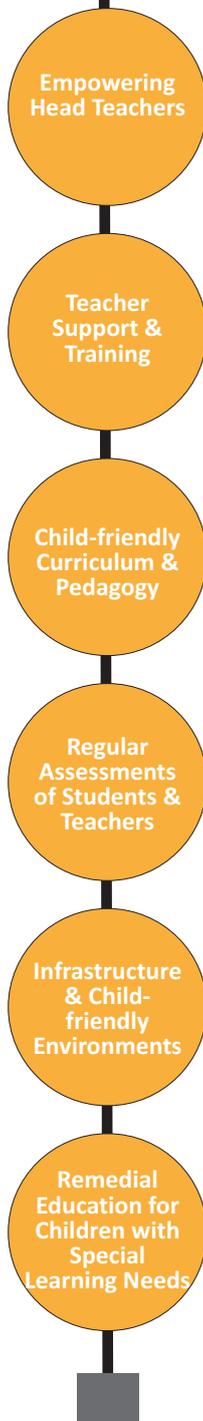
Photo: Akanksha, Kaushal Parekh

Tackling remedial education is critical to the success of improving learning levels whether delivered in school or in the community. Faced with a class of students with dramatically varying competencies is a major challenge for teachers, along with the pressure of completing the prescribed syllabus mandated by the State. In the public school system weaker students have no opportunity to move ahead if they fall behind as remedial education is rarely available and this also means that children are passed on to the next class with even greater shortcomings than at the beginning of the year, proving a greater challenge to the next class teacher.

SUMMARY

In Mumbai, 70% of slum dwellers are unlikely to complete ten years of education, indicating a need for mechanisms to address learning needs specific to this demographic that frequents public schools. Remedial education integrated into public school infrastructure, can effectively help the slum population benefit from the public education system. By outsourcing remedial education either in school or out of school, the MCGM needs to partner with successful non profit models, and thereby close the learning gap inherent in its classrooms.

SCHOOL ADOPTION



6. School Adoption

There is broad acceptance that an integrated approach to providing quality education can result in the highest impact. As a result, some non profits believe that quality education cannot be imparted through a handful of separate interventions – it can only be delivered if entire schools are adopted. Every school in Mumbai's public school system is unique in some way and faces a combination of different challenges in delivering quality education. Adopting a school means addressing each challenge simultaneously and holistically, with greater control and without municipal bureaucracy.

In the UK, the government has introduced the academy school system, and in the USA, charter schools function much like Mumbai adopted schools, where a publicly funded school enters a “charter” or contract with the government to be run and managed privately. Most charter schools are new schools that are run by non profits or communities and cater to some of the most marginalized communities. There are many kinds of charter schools that focus on different vocational streams that fare extremely well with low-income communities, which otherwise experience high dropout rates. Research has shown that charter schools have a positive impact on other public schools by showcasing their success.

In Mumbai, a number of non profits have adopted MCGM schools where they are entirely responsible for running and managing public schools. As a result, a handful of Mumbai's public schools function as model schools for innovation in imparting quality education. Adoption provides non profits with a unique opportunity to deliver quality by focusing on the school holistically and thereby simultaneously addressing the issues elaborated in the preceding pages in addition to the physical infrastructure and environment of the school (see left).

For instance, adopting the Pali Chimbai Municipal School and Santa Cruz Municipal School in Mumbai provided **Aseema** with the challenging opportunity of working together with the MCGM to provide relevant and quality education to underprivileged children, while following the state syllabus.

As part of reviving the school, so that it is a place where education is a joy and the children are inspired to learn, **Aseema** revamped the existing infrastructure and assumed complete control of the schools' day-to-day operations.

Typically school adoption either involves scaling up existing operations in a school or making a 180 degree change in a school. There are two ways of going about this from a partnership point of view, the former sees the MCGM remain in place to provide human resource and infrastructure, but the non profit provides for everything else; the second sees full adoption of the school where management, funding and teacher appointment is taken over by the non profit.

- **Naandi** is an example of the first model, and has a three year MOU with the government to run 15 MCGM schools which mandates that the organizational and management aspects of the school are outsourced to Naandi, while the MCGM provides head teachers, teachers and infrastructure
- **Akanksha** operates the second model and has adopted two English-medium MCGM schools and is carrying out a full range of activities at these schools including funding all costs, appointing and training teachers and head teachers, setting up libraries and computer classes, renovating school buildings and compounds, involving communities and providing counseling therapy

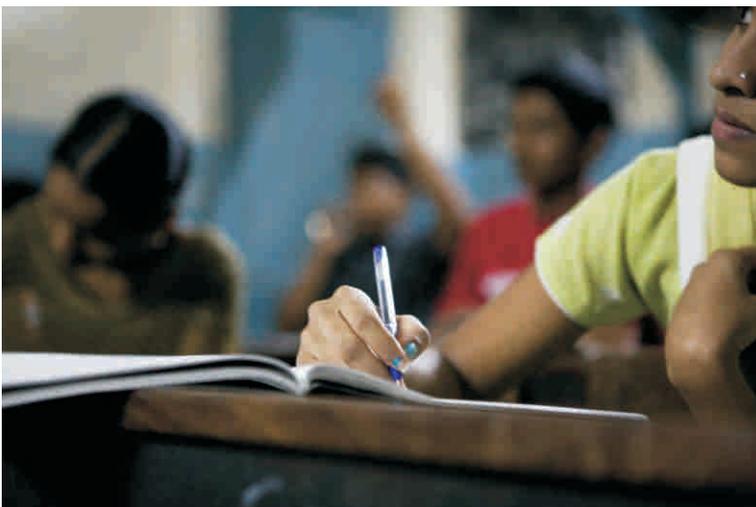


Photo: Masoom, Charlotte Anderson

The success of the MCGM's partnership with certain non profits has led them to be more proactive in seeking adoption. The MCGM have created English medium schools called Mumbai Public Schools (MPS), which the administration now feel would not be adequately run by the public system. A large number of MPS's have been adopted by different non profits as cited above and through the public private partnership cell, the MCGM now intends to put all 83 Mumbai Public Schools up for adoption.

An outcome of the adoption process is clearly innovation and best practices. With the non profit having full jurisdiction over the public school, they are in a position to experiment, conduct trial programs and curricula that would not necessarily be possible in the up skilling model where the MCGM still have overall control. Investing in these schools means shaping model schools and creating laboratories for innovative practice that can then be scaled up across the school system.

SUMMARY

Non profit adopted schools are models where best practices need to be scaled to the entire public system rather than schools being outsourced in an ad hoc manner. With the recent trend towards non profits funding and managing schools, there is the risk that they become providers of public education. Considering the magnitude of servicing public education in Mumbai, the ultimate responsibility for delivering quality education should continue to be the Municipality and State, but, the funding and development of adopted schools is still nurturing the best new ideas.

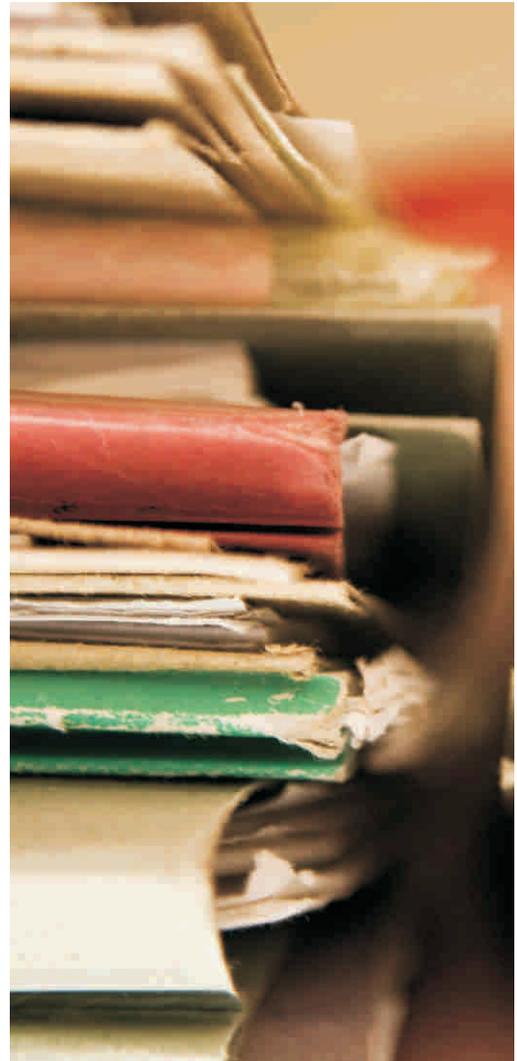


Photo: Educate Girls, Charlotte Anderson

Key Take Aways

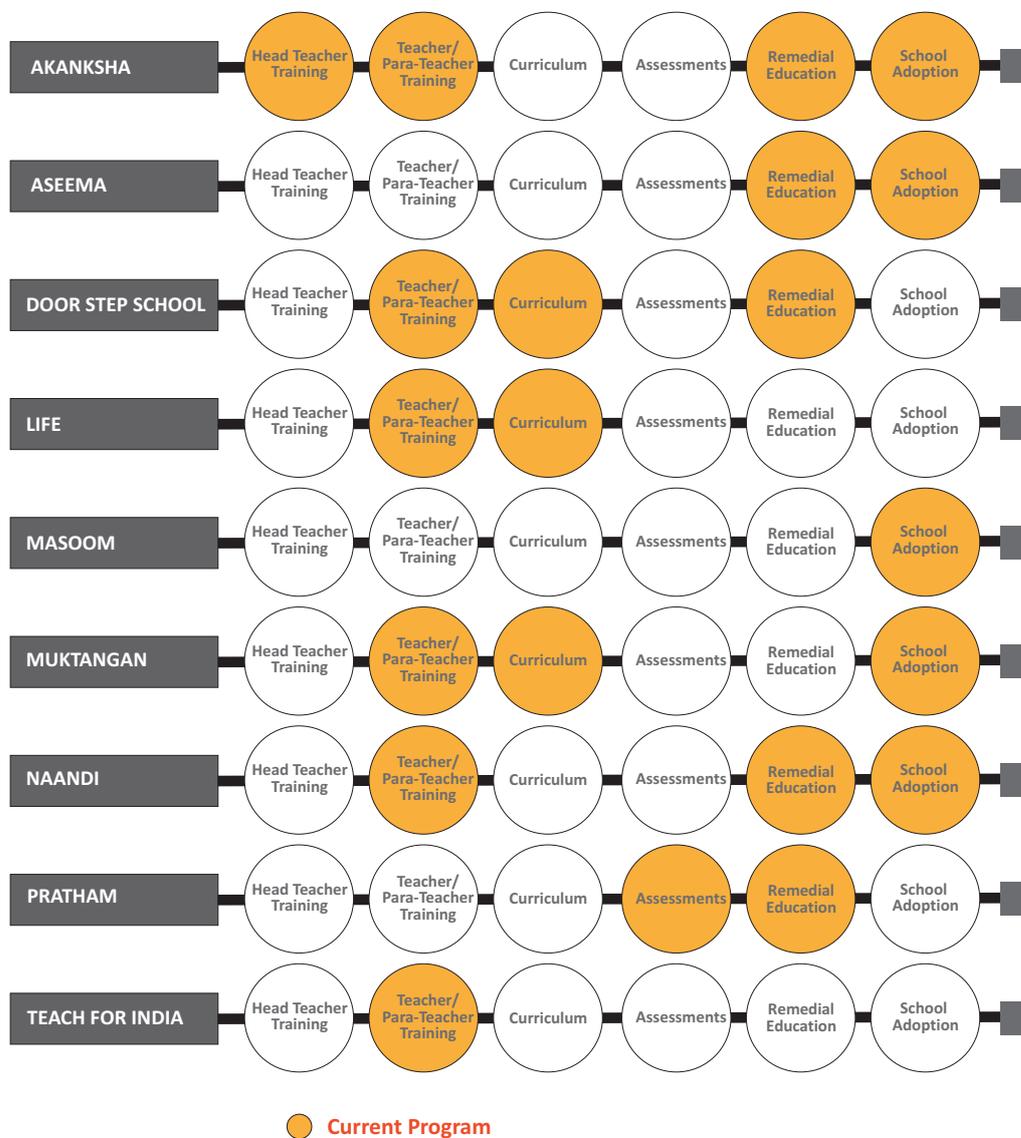
- **School leadership, classroom instruction, assessments and remedial education are critical to creating a robust school system** – Although all these areas need to be equally developed for overall improvement in learning levels, if scale and impact are to be priorities, building head teacher capacity and teacher training support as the first areas to standardize, will create a step-change and move the school system from its poor levels of performance to at the least, average
- **Improvements in curriculum and pedagogy can be delivered through teacher training support** – Since 'what to teach' and 'how to teach' are closely related to the teacher in the classroom, creating relevant teaching learning materials (TLM) and improving instructional training can overcome weakness in the existing curriculum and pedagogy
- **Assessments are impactful only if findings are translated into action** – The city of Mumbai needs to incorporate an integrated student and/or teacher assessment that can influence standard-based reforms especially through a third party, since this ensures efficiency and independence
- **Non profit adopted schools are models where best practices need to be scaled to the entire public system rather than schools being outsourced** – With the recent trend towards non profits funding and managing schools, there is the risk that they may become providers of public education. Considering the magnitude of servicing public education in Mumbai, the ultimate responsibility for delivering quality education should continue to be the Municipality and State



Photo: Akanksha, Kaushal Parekh

Nine Non Profits with High Impact Interventions

During the process of writing this report 117 organizations (all are listed as working with the MCGM) were taken into consideration. Nine high potential non profits, with innovative models, who are already working in partnership with the MCGM stood out. Dasra mapped these organizations based on their demonstration of interventions that are highly scalable and deliver high impact on the quality of education. (See the Scale vs Quality of Education matrix on page 16.) The list and areas of focus are examined in this chapter.



Akanksha Foundation

The Basics

CEO: Vandana Goyal

Website: www.akanksha.org

Founded: 1990

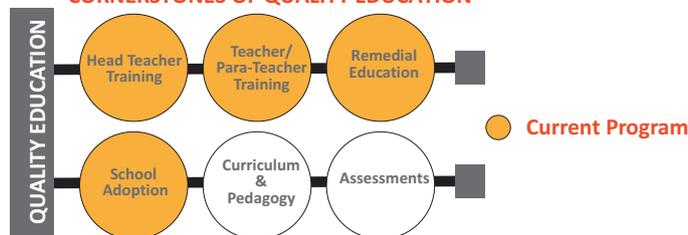
Location: Mumbai, Pune

Annual Budget: ₹ 60,000,000 (\$1,333,333)

Akanksha is a non-profit organization that aims to equip all students with the education, skills and character needed to lead empowered lives. Akanksha's model includes:

- Akanksha Centers:** based on the idea that a strong afterschool model can effectively fill many of the gaps in the public school system as well as provide a holistic education to underprivileged children. There are 31 centers in Mumbai reaching out to 1,250 children between the ages of 5 to 18
- Akanksha Schools:** an initiative that seeks to build a small cluster of high-performing municipal schools adopted by Akanksha. At present, Akanksha runs 3 English medium MCGM schools, which provide quality education to 640 children up to the 4th standard
- Akanksha Training Institute:** a month-long training program to train Akanksha teachers and headmasters in the Akanksha schools

CORNERSTONES OF QUALITY EDUCATION



Through its centers, school program and training institute, Akanksha covers four cornerstones of quality education. Together, these initiatives have ensured the training of 90 teachers and 9 head teachers in Akanksha's methodology, which incorporates the State's curriculum into innovative and creative pedagogy, and has impacted 1,900 students till date. This holistic approach towards quality has made Akanksha a leader in the education space.

Scalability

Akanksha plans to maintain the number of centers, restructure the center operating model, and expand the school project by adopting 8 additional English medium MCGM schools. This will increase its coverage to 11 English medium schools and 4,300 children. While Akanksha centers and schools have high impact, its Training Institute is its most scalable program. Teacher and headmaster training are key components of the MCGM's school improvement plans and Akanksha can leverage its experience to train MCGM teachers and headmasters as part of the public school system. Akanksha needs approximately ₹7 crores of funding over the next 3-5 years to expand its school project.

QUALITY INDICATORS

Learning Levels of Students	In 2008-09, 80% of Akanksha Center students who appeared for the SSC exam secured a passing grade; 22% passed with a 1st Class; and 10% passed with distinction. In the same period, 94% of students who appeared for the HSC exam secured a passing grade; 47% passed with 1st Class; and 9% passed with distinction
Model Schools/Centers	Akanksha has a standardized model for the 31 centers and 3 schools. It has developed and refined its model by drawing on over 20 years of experience in the education sector in Mumbai
Relationship with MCGM	Strong, as Akanksha's experienced center model was the basis for adopting MCGM schools. Shaheen Mistri, Akanksha's ex-CEO, who now serves as a mentor/ advisor, is considered a leader in the Mumbai education sector and also advises the MCGM
Third Party Endorsements	ASSET test results for 2007-2008 show that Akanksha students in the 3rd standard went from scoring 34% less than the national average, to 2% higher than the national average
Leadership & Team	Akanksha recently promoted Vandana Goyal to the post of CEO. Prior to her current role, Vandana served as director of Akanksha's School Project. She is supported by a strong and well organized second line management. As a leading name amongst non profits in the education sector, Akanksha is also able to attract a large number of qualified volunteers

Aseema

The Basics

Chairperson: Dilbur Parakh

Website: www.aseema.org

Founded: 1995

Location: Ward HW, HE, Mumbai

Annual Budget: ₹ 16,000,000 (\$355,555)

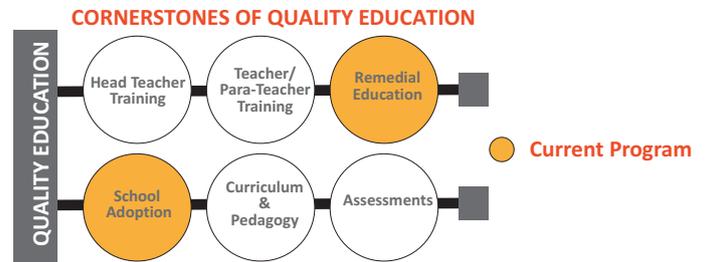
Aseema aims to provide underprivileged children with a nurturing and stimulating educational environment that helps them recognize their limitless potential.

Aseema's model in Mumbai is based on the following:

● **Adoption of MCGM Schools:** Aseema has adopted 3 municipal schools in Mumbai catering to children between 2.5 and 18 years of age in Pre-Primary, Primary and Secondary Sections. Aseema believes in complete adoption which involves providing teachers, revamping the school, facilitating meaningful education and ensuring that the state curriculum is taught in a relevant manner for the children.

● **Support Centre and Study Classes:** In addition to formal education, Aseema runs support classes for the children where they have an opportunity to learn new skills and strengthen their academic foundation. In keeping with the RTE, Aseema also provides additional help to children with academic difficulties.

● **Education Centre for Tribal Children:** Aseema runs two Anganwadis for tribal children in Igatpuri and is in the process of constructing an Education Centre there.



This Center will cater to children upto 18 years of age providing them with formal and non formal education as well as vocational skills.

Aseema believes that quality education is delivered by focusing on the school as a whole. Through school adoption, Aseema indirectly implements other core quality practices thereby creating a positive impact on over 1,200 children and increasing the enrollment in their schools by 800%

Scalability

Aseema's whole school adoption model focuses on education, remedial support, counseling and infrastructure improvement. Over the last 13 years, Aseema has proved the effectiveness of their model by creating 2 model schools in Mumbai. Aseema is now implementing this model at the recently adopted third school. Their approach requires the implementation of a customized process to every potential Aseema school and scaling may not be cost effective for this reason. Looking forward, Aseema plans to extend its support to the regional medium sections of their schools. To achieve their ambitious goals, Aseema will need to raise approximately ₹3.6 Crore over the next 2 years.

QUALITY INDICATORS

Learning Levels of Students	By following a high quality approach to education, Aseema ensures that students learn more than just academics. Through participation in co-curricular activities, and availability of multiple opportunities, the Aseema children benefit from holistic growth
Model Schools/Centers	Adoption of MCGM schools and providing quality, value-based education to students from Pre-Primary to the Secondary Sections Support Centre and Study Classes enable students to strengthen their academic foundation.
Relationship with MCGM	Aseema's schools are considered model schools. Aseema's management is also part of committees looking into infrastructure and education in all MCGM schools
Third Party Endorsements	Aseema has received numerous awards for their work in the education sector: Gulestan & Rustomjee Award, Diwaliben Mohanlal Mehta Award, Mancherjee Joshi Memorial Trust Award, Rotary Vocational Award, Young Achiever Award for Social Work by the Indo-American Society, National Award for the Best Animation Film awarded by the President of India
Leadership & Team	Aseema employs a staff of 134 comprising of the teaching staff and non-teaching staff in Mumbai and Igatpuri

Door Step School

The Basics

CEO: Bina Lashkari

Website: www.doorstepschool.org

Founded: 1989

Location: Mumbai & Pune

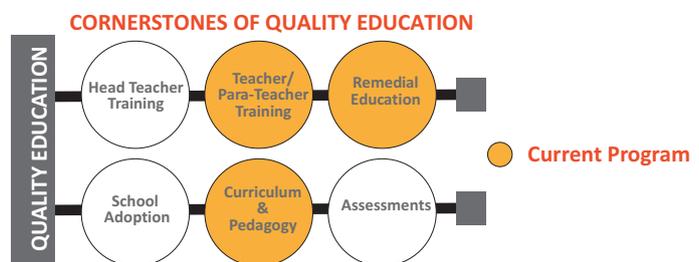
Annual Budget: ₹ 40,000,000 (\$889,000)

Door Step School (DSS) aims to provide education to economically disadvantaged children in urban societies by using innovative programs to help them make the transition to literacy and a brighter future. Their program areas include:

- Community Based Direct Educational Initiatives such as preschool (Balwadi), Non-formal Education and Study classes. Supportive programs in the community include door to door libraries, computer class and Community Learning Centres. DSS Alumni remain in close association with the organisation through the ever growing youth group, the **Bal Samuha**.

- The **School-on-Wheels** is a flagship project of DSS and attempts to take education to out-of-school street children who dwell on pavements.

- DSS engages with the formal public education system via the following models: The School Partnership Project in Mumbai involves intervention in BMC schools. It includes study classes for children facing difficulty with academics, a reading enhancement and library program, counseling services, various co & extra curricular activities, educational sponsorship and school transportation.



For the past 22 years, Door Step School has catered to the needs of over 11,000 of the city's poor children through exemplary educational programs, prepared them for mainstream schools and ensured their enrollment in the public school system. As it has grown over the years, DSS has been able to maintain its commitment to quality, upholding an impressive reputation for providing education to children who otherwise would likely miss out on an opportunity for upward social and economic mobility.

Scalability

Based on extensive background research and community needs assessments, DSS has identified a target of doubling its reach by 2012 by effectively conducting bridge schools, non formal education centers and balwadi programs with the goal of reaching 22,000 children. DSS plans to scale their operations by covering children at more locations and municipal schools. They also plan to put more children into mainstream schools and create more community learning centers where services are offered for children. To achieve their ambitious goals, DSS will need to raise approximately ₹60,00,000 annually for the next 3 years.

QUALITY INDICATORS

Learning Levels of Students	More than 10,000 children have been enrolled in Municipal schools Successful in bringing about change in one generation of the Banjara community by introducing them to the process of education 20 years ago Many of DSS's beneficiaries have graduated from college and are successfully placed in respectable jobs
Model Schools/Centers	DSS' School-on-Wheels is a bus which is furnished and equipped to be used as a class room. Sessions are held on the bus to instill social skills like basic hygiene, health and safety. The Parivatan Teacher Training Center was initiated in October 2007. DSS has developed the training content and methodology along with a kit of teaching aids keeping in mind the needs of the NFE centers
Relationship with MCGM	Prior to entering any school, DSS get permission from the MCGM to audit the school to identify any gaps related to additional teachers needed, infrastructure and curriculum development. This audit leads to the creation of an action plan, which incorporates the suggestions of existing staff, and these action plans are submitted to the MCGM
Third Party Endorsements	DSS' model has been advocated in several media publications such as City Plus and Sunmirsh
Leadership & Team	DSS has a staff of more than 500, including their management, coordinators and teachers. In Mumbai, all the coordinators meet fortnightly to review the work done their respective areas and plan for the next 2 weeks. In Pune, this meeting is a monthly feature

LIFE Trust

The Basics

CEO: Poonam Lalvani

Website: www.lifetrustindia.org

Founded: 2000

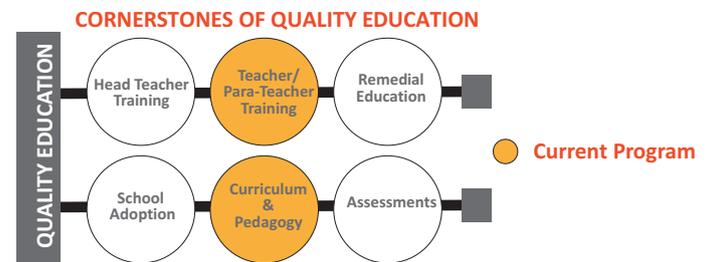
Location: Worli, Mumbai

Annual Budget: ₹ 10,000,000 (\$ 222,222)

LIFE is the only non profit intervening in secondary schools in Mumbai. By increasing retention rates, improving learning and transforming underprivileged students' attitude towards education in public secondary schools, LIFE makes learning fun and relevant to their lives after school.

Their model includes:

- Digital Classrooms:** Where SSC curriculum content is adapted in an audio-visual format for Maths, Sciences and Social Sciences in Marathi medium. These classes are run during school hours in 10 of the 49 MCGM secondary schools with the MCGM teacher and a LIFE coach as a facilitator. In addition, Learn for Life, the English program for grade 5 to 10 students in an audio-visual format covers 7538 students taught during school hours by a LIFE teacher in 49 schools.
- Computer Classes:** LIFE provides computers in 10 MCGM schools for students in the 5th to 10th as well as 2 periods per week of computer classes based on MCGM curriculum
- Remedial Education:** IQ testing and remedial classes for children with learning disabilities.
- Workshops:** LIFE conducts Life Skills Education and Career Counseling Workshops for student, attitudinal change and teacher training workshops for teacher, and headmaster training workshops in all 49 MCGM Secondary Schools.



LIFE's visually-aided, interactive learning methodology together with training LIFE Coaches as para-teachers that function as resource persons in schools, increases effective learning in public secondary schools as well as provides a support system for MCGM teachers. In this way, LIFE adds tremendous value to secondary public education for 7500 students and 100 teachers in 10 secondary schools in Mumbai.

Scalability

LIFE plans to build partnerships with the MCGM as well as potential scale partners to increase the impact of their digital classrooms. Since the fixed costs associated with curriculum development have already been made, LIFE is well poised to roll out to other Marathi medium schools. In addition, they plan to adapt the curriculum to other mediums such as Hindi, which will aid in strategic scaling and increasing impact across the public education system in Mumbai. LIFE will require ₹ 10,000,000 (\$ 222,222) in grant funding to achieve scale.

QUALITY INDICATORS

Learning Levels of Students	In the 9th grade, students are given a baseline test on the basis of which they are placed in skill categories. Students are evaluated through the 9th and 10th grade to facilitate an upward movement between categories in preparation for the 10th grade SSC exam
Model Schools/Centers	LIFE's 10 digital classrooms are unique models in Mumbai, recognized by the MCGM for their innovation in teaching and learning practices
Relationship with MCGM	LIFE has an established working relationship with the MCGM based on MOUs for each of the 49 schools in which it intervenes. These are mutually beneficial partnerships where the MCGM provides space for LIFE's programs, LIFE provides infrastructural inputs
Third Party Endorsements	LIFE has an open dialogue with the MCGM to roll out its digital classrooms in all MCGM secondary schools. LIFE conducts regular advocacy to inform policy implemented by the MCGM
Leadership & Team	Life Trust has 38 full-time employees, including 13 Life Coaches, 10-15 Project Coordinators (around 1 for 5 schools), 17 volunteers. However, they are looking towards building a second line management team to strategically formulate a growth plan with future targets

Masoom

The Basics

Founder & CEO: Nikita Ketkar

Website: www.masoomforu.org

Founded: 2008

Location: Mumbai

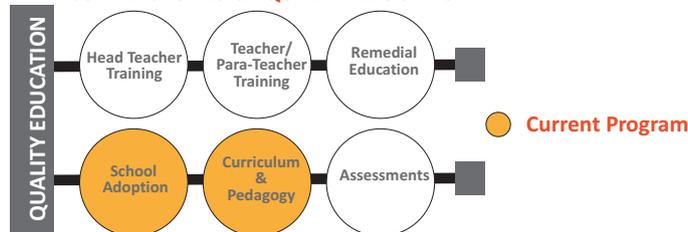
Annual Budget: ₹ 5,300,000 (\$117,777)

Masoom believes that providing quality educational resources that are lacking in night schools, gives students who work during the day a chance to learn, and to access better career opportunities and a brighter future.

Currently the only non-profit in the city intervening in night schools, Masoom has a three pronged strategy to transform existing night schools which is implemented by adopting the night school and includes:

- **Education infrastructure and inputs:** from English and Maths classes, to mobile science laboratories and libraries, Masoom fills severe gaps in the provision of education to night school students
- **Capacity building for teachers and students:** Masoom places educational co-coordinators in night schools who provide comprehensive training for teachers as well as guidance and support for students.
- **Advocacy:** putting night schools on the development agenda of authorities and ensuring that they receive adequate infrastructural inputs is an extremely important program area for Masoom so as to ensure that night schools are not entirely neglected.

CORNERSTONES OF QUALITY EDUCATION



Masoom's quality interventions in night schools have made a high impact on 300 children in 6 of Mumbai's otherwise neglected night schools. By adopting schools and providing innovative solutions to ensure that students are able to learn the prescribed curriculum, Masoom has created awareness on night schools and advocated with the education department .

Scalability

Masoom intends to leverage their impressive background in research and their focused approach to increase the passing percentage of night school students by 50% in 5 years. In doing so, they are answering a real, but overlooked need in Mumbai and have a strong plan to scale, sensibly leveraging the outreach and local knowledge of existing community NGOs. They have first mover advantage and a good understanding of the importance of advocacy and policy change. In order to scale its intervention model to positively impact 52 night schools in 5 years, Masoom plans to expand its operational capacity in research and development to fine tune its model and increase performance metrics. Masoom also plans to increase its impact footprint with the help of scale partners, so that all night schools in Maharashtra are effective in providing education to children that work. Masoom requires ₹ 4,500,000 (\$100,000) to achieve its plans for scale.

QUALITY INDICATORS

Learning Levels of Students	In the last year of Masoom's interventions, the passing percentage of students has increased by 32% on average. Attendance numbers have also increased with Masoom being responsible for admissions in 6 night schools
Model Schools/Centers	Masoom's curriculum development models, such as mobile science laboratories, have been extremely successful, where night school teachers have requested using them in all their classrooms
Relationship with MCGM	Masoom successfully brought together key decision-makers who dictate the future of night schools (The Maharashtra Education Department & Headmasters Committees) for the first time and maintains close working ties with them. Masoom's night schools are run on the same premises as MCGM's day schools. Masoom is lobbying the MCGM to ensure night schools get access to all the school's facilities
Third Party Endorsements	Night schools, previously completely neglected by the administration are now included in the elementary education section of the Mumbai Human Development Report
Leadership & Team	Nikita is a passionate and driven CEO who has an exemplary understanding of Night Schools and creative and innovative mechanisms to respond to the students' educational needs. While founding Masoom, she effectively leveraged human resources to build a small but strong team of 7 including former night school students. Masoom is in the process of building its team

Muktangan

The Basics

Founders: Elizabeth and Sunil Mehta

CEO: Elizabeth Mehta

Website: www.muktanganedu.org

Founded: 2003

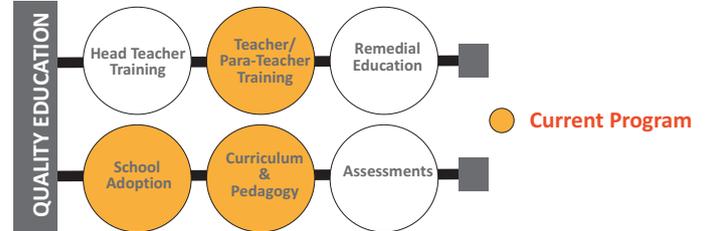
Location: Worli, Mumbai

Annual Budget: ₹ 26,000,000 (\$ 577,777)

Muktangan's model is based on the idea that the educational needs of underprivileged children can be addressed by training members of low-income communities as teachers in its special child-centered methodology. Their activities, conducted in 7 MCGM schools that are entirely managed by Muktangan, include:

- Teacher Training:** a one year modular pre-service program which trains women from low-income communities for service in government schools located in their communities. The crux of Muktangan's training program is teachers being made aware of the uninterrupted nature of the child development sequence so that they are fully equipped to deal with the changing learning needs of children as they develop. Once appointed, teachers continue to develop through structured in-service training.
- Structure & Curriculum:** development and delivery of high quality, experiential, child-centric teaching models in a way that fosters joyous learning, independent thinking and understanding as opposed to rote-based memorization.
- School & Community Development:** parental engagement in schools to create a seamless environment between school and home which is conducive to child centric quality education.

CORNERSTONES OF QUALITY EDUCATION



A pioneer in the quality education space, Muktangan's 'whole school based' approach, is a 180 degree paradigm shift from conventional approaches to schooling in India. By incorporating extremely innovative and creative teaching and learning techniques and materials in their classrooms, Muktangan's approach to curriculum and pedagogy has not only a high impact on the learning outcomes of currently 1681 children, and the learning environments in 7 schools, but has also empowered 165 teachers to impart the joy of learning and understanding in an effective manner. Muktangan's success is based on targeting the most central unit of school improvement: the classroom, by combining two cornerstones of quality education viz. teacher training and curriculum and pedagogy. In addition the approach is truly inclusive, and Muktangan schools include a Learning Resource Unit with trained staff that caters to the needs of differently-abled children.

Scalability

By refining, documenting and restructuring their model and processes, Muktangan intends to enhance its impact by:

- Adding a grade annually till all 7 schools will reach SSC between 2013 and 2017, impacting 2281 children by 2013
- Adding 120 trained teachers annually and building a cadre of trained faculty.
- Developing the teacher education model for accreditation to impact the larger educational system, within the norms of the RTE Act.

QUALITY INDICATORS

Learning Levels of Students	Muktangan's approach to outcomes is continuous, qualitative and comprehensive of all round development including independent thinking through experiential learning. Muktangan children consistently perform well in BMC examinations
Model Schools/Centers	Muktangan's schools are recognized as model schools by Public/Government Organizations
Relationship with MCGM	Strong, as Muktangan's methodology is considered the most innovative in this space. Muktangan's unique entry into the government system was achieved by offering their trained and highly skilled, but non-accredited, teachers "officially" as teaching assistants to the conventionally-certified government teachers
Third Party Endorsements	Muktangan trains trainers and teachers for other non profits such as Naandi, Slum Rehabilitation Society and Door Step School
Leadership & Team	There are active collaborations with Tata Institute of Social Sciences, Nirmala Niketan College of Home Science, Maharashtra Dyslexia Association and Ummeed Muktangan has an extremely strong leadership with exemplary credentials in education and a collaborative reflective team

Naandi Foundation

The Basics

Program Coordinator: Samir Desai

Website: www.naandi.org

Founded: 1998

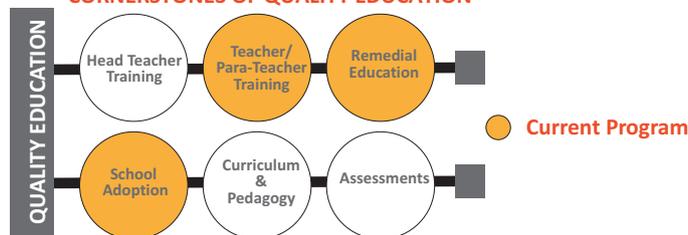
Location: Mumbai, Hyderabad

Annual Budget: ₹ 64,000,000 (\$1,422,222)

Naandi works across 9 states in India in the areas of Child Rights, Sustainable Livelihoods, Hunger & Malnutrition and Safe Drinking Water. Education is the largest program area within Child Rights, and initiatives in Mumbai include:

- Remedial Education:** low performing students in MCGM schools are referred by class teachers to one of 205 Academic Support Centers, which are conducted in schools, before or after school hours. Children are integrated back into classes once the learning lag has been effectively reduced
- School Management Program:** Naandi manages and runs 27 English Medium MCGM Schools, where MCGM headmasters and teachers are employed and receive training
- In-Class Teaching:** Naandi teachers conduct 3 English periods per week for students in 50 vernacular medium schools and Math in 22 schools. Going forward, the focus of this program will transition to teacher training and content development
- Project Nanhi Kali:** Naandi, in joint partnership with KC Mahindra Education Trust (KCMET), provides scholarships for girls in primary and secondary MCGM schools

CORNERSTONES OF QUALITY EDUCATION



Naandi's remedial education, in-class teaching and school management programs cover three important cornerstones of quality education. Together, these initiatives have impacted 25,000 beneficiaries in Mumbai till date

Scalability

Over the next 3 years, Naandi plans to set-up 70 additional remedial centers, develop teacher training for MCGM teachers, create content for vernacular medium MCGM schools, and adopt 18 additional English medium MCGM schools. By doing so, Naandi will reach a beneficiary base of 86,100 children across English, Hindi, Marathi and Urdu mediums.

Naandi's cooperative and reflective teaching method, content development and teacher training processes and support structures have been codified over the past few years and have great potential to be adopted by the MCGM. Naandi can also achieve significant scale by establishing its remedial education program as intellectual property that can be mainstreamed in public schools

Naandi needs approximately ₹ 13 crores of funding over the next 3 years to achieve its growth plans

QUALITY INDICATORS

Learning Levels of Students	Bi-annual evaluations using the ASSET test for Language (2nd-5th std) show that learning levels increased from 36% to 70% in Hindi medium schools, 43% to 71% in Marathi medium and 53% to 78% in Urdu medium schools. In Math (2nd-5th std), learning levels increased from 33% to 67% in Hindi medium schools, 39% to 73% in Marathi medium and 50% to 80% in Urdu medium schools
Model Schools/Centers	Naandi's expansion is based on prior learning and best practices. The school adoption program is built on the codification and mainstreaming of the remedial and in-class teaching models
Relationship with MCGM	Naandi has a strong working relationship with the MCGM due to its comprehensive stakeholder management system. This system aligns Naandi's staff structure with the MCGM's hierarchy in education in an almost one-to-one basis
Third Party Endorsements	Forging partnerships with the corporate sector, government bodies and civil society in order to scale efficiently is built into Naandi's organizational philosophy. In the past, Naandi has partnered with Muktangan for pre-school teacher training, and IL&FS and Karadi for content development in Math and spoken English
Leadership & Team	Naandi has strong leadership and second line management teams built around its program areas. Samir leads their school management team and has many years of experience in strategic consulting, which will help a great deal in both designing and achieving their growth plans

Pratham

The Basics

CEO: Madhav Chavan

Website: www.pratham.org

Founded: 1994

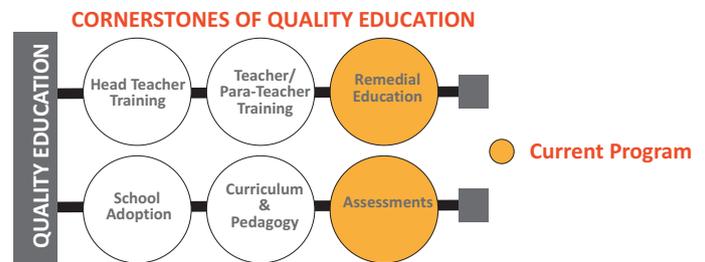
Location: Pan-India

Annual Budget: ₹ 35,000,000 (\$777,777)

Pratham believes that if every child is in school and is learning well, then their lives can be greatly impacted and poverty can be reduced. Pan-India, Pratham has several program areas. Their activities in Mumbai include community-based educational programs (Read Mumbai, Children's libraries, English speaking classes) and pre-school education (Early Childhood Care and Education Center, School readiness program)

Pratham engages with the public education system through five major program areas:

- **Scholarships:** grade 4 students are prepared for the Maharashtra State Board conducted scholarship examination (an aptitude test) in Math, English and General Knowledge.
- **Pratham Outreach Initiative:** where out of school children are mainstreamed and provided support so as to ensure retention.
- **Remedial teaching for in-school children:** Pratham trains a 'Community Contact Person' (CCP), who does not teach children directly unless the MCGM teacher is absent, but facilitates the transfer of Pratham's curriculum to the MCGM teachers. In addition, the CCP follows up with children in the community and conducts remedial education classes.
- **Assessment Testing (not ASER):** While Pratham does not plan to conduct ASER tests in Mumbai, they do conduct a variety of tests to ensure that children can apply their in-class learning to day-to-day activities so as to provide an accurate and reliable diagnostic of the public education system.



● **Practice into Policy:** Through Best Practices, Teaching & Learning Materials, Bridge Courses, and Assessments, Pratham has had a wide impact on national and state education policy.

In Pratham's experience, community involvement has contributed towards enhanced quality of education. Pratham's remedial education program is a highly rated one which in 2009-10, covered 2000 and impacted 110,000 children. Over the years, the network has been expanded to various other cities where like minded people wanted to replicate the Pratham experience.

Scalability

Pratham's experiences in Mumbai's schools and communities has enabled the organization to scale pan-India, working with the government. Community mobilization and large scale volunteers is the hallmark of Pratham. Pratham plans to concentrate on quality and consolidate its efforts working on RTE in partnership with governments to ensure that "every child is in school and learning well." This includes, working with teachers on teaching techniques, testing tools and developing class-specific competencies in English, Maths and Sciences.

QUALITY INDICATORS

Learning Levels of Students	A MIT Abdul Lateef Jameel Poverty Action Lab study of Pratham revealed that averaging over all competencies, the gain due to Pratham's remedial education model is equivalent to about one-fourth of what is learned by the average child during the year.
Model Schools/Centers	The Pratham movement for community based remedial education has become a pan-Indian movement reaching millions of children across 19 states.
Relationship with MCGM	The MCGM has provided Pratham with the necessary permission to work in their schools. However, no formal MoU exists. Despite this, Pratham has excellent support from the MCGM and some members of their executive team assist the government in their policy-making endeavors.
Third Party Endorsements	The MIT Abdul Lateef Jameel Poverty Action Lab documented a policy brief based on Pratham's model for remedial education with a strong community focus, considered a global best practice.
Leadership & Team	Extremely qualified strong leadership and an exemplary board of trustees a well developed team with sound second line management and an exceptional community based team.

4

Teach for India (TFI)

The Basics

CEO: Shaheen Mistri

Website: www.teachforindia.org

Founded: 2008

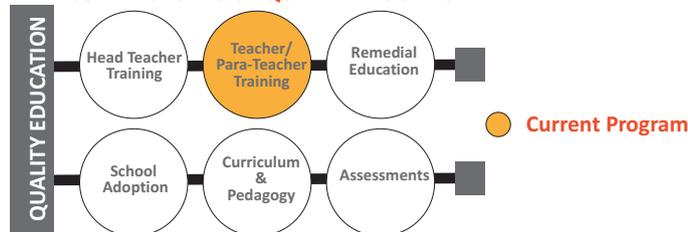
Location: Mumbai, Pune

Annual Budget: ₹ 51,256,883 (\$1,139,042)

TFI aims to transform the quality of education in public schools and low cost private schools by selecting, training and placing highly qualified Fellows as teachers in these schools.

- Sourcing Fellows:** TFI recruits outstanding college graduates and young professionals to teach in low-income schools for two years
- Training Fellows:** Prior to and during the two-year Fellowship, TFI provides Fellows with training required to make them successful teachers in the classroom, which greatly improves student achievement
- Placing Fellows:** TFI places Fellows for a minimum of two years in full-time teaching positions in under-resourced, English medium public and private schools, where their impact on student achievement can be maximized
- Alumni Support:** TFI builds partnerships in all sectors to ensure that participants have a clear path to leadership after the two year fellowship. Through TFI's alumni network, Fellows stay connected with each other and have a strong commitment towards TFI's mission of transforming education

CORNERSTONES OF QUALITY EDUCATION



By sourcing and training high caliber Fellows, TFI covers a fundamental cornerstone of quality education. In Mumbai, TFI has placed 112 Fellows in 33 schools, and through their rigorous training, Fellows have made a significant improvement in the educational experience of 3,465 children.

Scalability

Over the next 3 years, TFI plans to scale its model across 5 major cities in India, placing 800 Fellows who will positively impact the education of 25,000 children. In the short-term, Fellows will impact the education system by raising the quality of teaching in classrooms. Over the long-term, TFI will build a powerful and ever-growing leadership force of alumni who, informed by their experiences and insights, will work from inside and outside the educational system to effect fundamental, sustainable change. TFI needs approximately ₹ 15 crores of funding over the next 3 years to expand its program in Mumbai.

QUALITY INDICATORS

Learning Levels of Students	Attendance rates in Fellows' classrooms are 89% on average, reading levels have increased from 29 to 62 words per minute, and writing levels have shown improvements equivalent to 1.2 years' growth
Model Schools/Centers	TFI Fellows completed one year of teaching only in June 2009, so they are still in the process of codifying their model, and structuring and implementing M&E
Relationship with MCGM	TFI has a very strong relationship with the MCGM since it was founded by Shaheen Mistri, who also founded Akanksha and is considered a leader in the education space in Mumbai. Akanksha has MOUs with the MCGM for 15 schools in which to place Fellows
Third Party Endorsements	A study conducted by McKinsey & Company to assess the feasibility of applying the Teach for America model in India concluded it would create significant impact. The model has been successfully implemented and scaled in several countries. Already, in India, more than 85% of the schools in which Fellows are placed have asked for more Fellows in the coming years
Leadership & Team	TFI has a strong leadership headed by Shaheen Mistri, an executive team with significant strategic consulting background, and a well organized support system for their Fellows, which will help in designing and realizing their growth plans

Key Take Aways

- **Non profits have developed several models to support teacher training** – Seven out of the nine non profits listed have developed teacher training or teacher education programs, however, only Muktangan has directly trained teachers outside its own adopted schools, including teachers in other non profits, para teachers and government teachers.
- **Education Initiatives (EI) ASSET test has been widely used for assessments** – Naandi, Teach for India and Akanksha use modified versions of the ASSET test. From the non profits listed, only Pratham has developed student assessments through ASER, which does not include Mumbai.
- **Headmaster training only exists in the adopted schools** – Akanksha has developed modules for training head teachers, but this has been in the schools that they are working in directly. These training programs would need to be codified and standardized for roll out to head teachers in the public school system.
- **Non profits rarely confine their activities to only one intervention** – Providing quality education requires improving many inputs, so many non profits are compelled to provide a holistic solution to increasing learning levels since they are also more child centric with additional community based activities.



Concluding Thoughts

Mumbai's public schools educate the most marginalized children. Many of these children live in chawls, slums and pavement dwellings where they not only have poor quality schools but even poorer living conditions. Despite these challenges, enrolment in primary schools is high with over 97% attending; however, these 600,000 children in public schools exhibit extremely low learning levels. Only 50% children aged eight can read a simple paragraph, over 50% cannot write at all; and, 30% do not even recognize numbers.^{xiii}

Making the Grade focuses on how the quality of education in public schools can be improved by strengthening the public private partnership between non profits and the Municipal Corporation of Greater Mumbai (MCGM).

Leveraging the current MCGM structure for systemic change – The MCGM is responsible for the funding, management, infrastructure, staffing, and implementing of national education schemes through both the Academic and Administrative wings including the management of the SSA budget. These existing structures support the quality of education through the education department and additional sections under the central government's flagship education program, the SSA, namely DIETS, CRCs and URCs. If these are improved, there is an opportunity for overall systemic change directly impacting 600,000 children.

Non profits can lead systemic change by working within the public school system – Over the past 40 years, non profits have transitioned their role from independently running programs outside the school system to working in collaboration with the MCGM despite administrative challenges. Non profits have traditionally run programs that are integrated at a community level, but are now enhancing their community-based support by improving the school system itself to ensure a more holistic child-centric approach.

A public private partnership between the MCGM and non profits requires a shift in the non profits traditional independent delivery model which continues to innovate to one where models are codified and standards set leading to the up skilling of the entire public school system. Specifically, non profits are more focused on a scalable and high impactful area such as: Capacity building head teachers, teacher training, supporting curriculum and pedagogy development, providing student assessments and integrating remedial education. Although, *Making the Grade* recommends the prioritization of up-skilling head teachers and teachers in the classroom as the most urgent and high impact intervention; there are several essential interventions that non profits will continue to deliver to support the public school system.

Considering the recent launch of the School Improvement Program, the MCGM has announced a call to action requiring all stakeholders to be committed to quality education and involves the 'best-and-the-brightest' in the development of a blueprint that can transform Mumbai's public education. However, this transformation is a staged approach requiring risk taking and perseverance in the initial phase where the model for up skilling is standardized and the delivery mechanism institutionalized. This initial phase of transition is a where private philanthropy plays a critical role.

By strategically investing in the most effective non profit and developing a scaleable institutionalized model, the potential leverage gained by the city supporting the roll out is significant. This public private partnership is an opportunity for philanthropy to create large scale systemic change in improving Mumbai's public school education.

Appendix A

Education and the Millennium Development Goals 2000

In 2000, the World Education Forum in Dakar, Senegal adopted a Framework of Action, committing to attain six specific goals related to achieve Education for All. In the same year, the United Nations outlined the Millennium Development Goals (MDGs) with a view to end poverty and combat inequality. Central to these eleven goals are goals two and three requiring governments to ensure that by 2015 all children of school-going age complete a full course of good quality primary education.

The Constitution of India amendment 2001-2002

The Constitution of India states under Article 45 of the Directive Principles, that the State shall endeavor to provide free compulsory education for all children up to age of 14. This was converted to a fundamental right of every citizen through the 86th Constitutional Amendment of India in 2002.

The Sarva Shiksha Abhiyan 2001-2002 (SSA)

The Indian government's flagship scheme that seeks to ensure universal enrolment in public schools at the primary level has played a major role in ensuring high enrolment rates in Mumbai and elsewhere. The SSA aimed at universalizing primary education across the country by 2010. Although not 100%, the SSA has seen remarkable success in primary school enrolment. According to a special report* prepared by IMRB International for the Ministry of Human Resources Development there are an estimated 190,582,581 children between the age of 6 and 14 in India, of which 4.28% are out of school.

Under the SSA, elementary education is free and compulsory for all children under the age of 14 and it is the responsibility of state governments and local actors to ensure that this achieved. Moreover, SSA mandates that each school-going child receive a comprehensive set of 27 items, including textbooks, notebooks, school uniforms, shoes, socks etc, to incentivize school enrolment and remove financial barriers to education.

The Right to Education Act 2010 (RTE)

Internationally, the Right to Education has been articulated as a fundamental human right through a number of conventions and declarations such as the Universal Declaration of Human Rights and the Convention on the Rights of a Child. This year, India joined an elite group of countries that constitutionally recognize education as a human right.

The Act states that education is a fundamental right of every citizen of India and is a prerequisite to lead a culturally, socially and economically advanced life. Under the act, it is the duty of the State to provide free and compulsory quality education to all children under the age of 14. This includes early childhood care from the ages of 0-6 and elementary education from the ages of 6-14. Under the RTE, it is mandatory to pass every child up to the 8th grade, which is a part of the Act that is heavily contested in education circles. Since the passing into force of the Act is quite recent, there is still a need for conceptual clarity as to what regulatory frameworks are applicable to state governments under the Act.

**Government of India Department of Elementary Education & Literacy, All India Survey of Children of Age 5 & in the 6-13 age group, Social and Rural Research Institute, IMRB International, 2009, p.5.*

Appendix B

Methodology: Dasra's Research Process

Dasra has over a decade of experience of researching the social sector in India. As an organization we pride ourselves on being analytical and researched focused with many of our team coming from analytical roles in the financial and corporate sector. We transfer those well honed skills to the social sector.

We are used to working on reports in sectors where access to reliable primary research can be limited and hard to verify. We have developed systems and processes to ensure we can paint an honest picture.

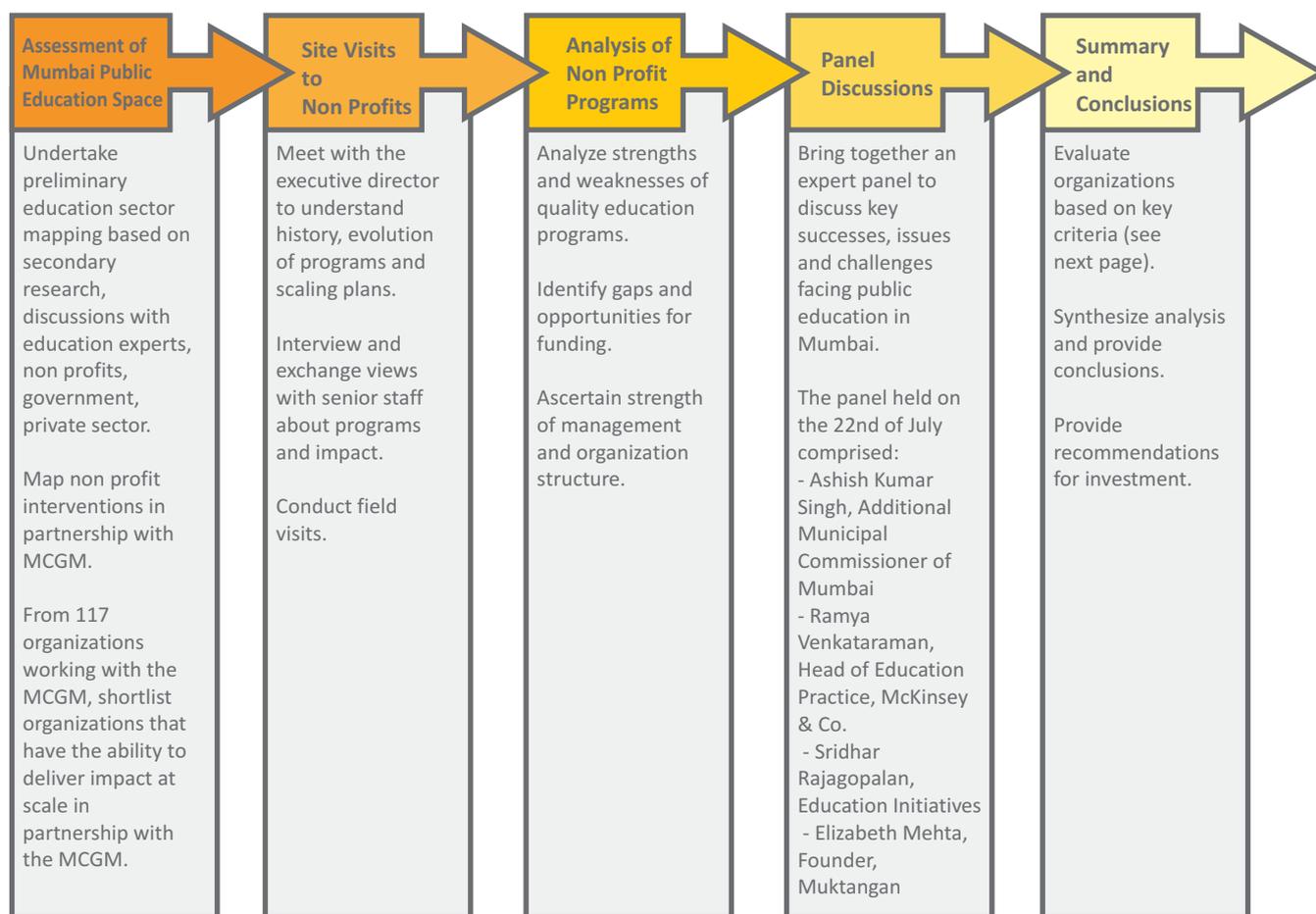
There is currently very limited quality research specific to education in the city of Mumbai, with extremely limited data on learning levels of children in public schools. This created a huge challenge for our research team who undertook time-intensive secondary research to ensure our data was accurate and gave us a true reflection of the issues and current state of the problems.

Dasra undertook 6 months of detailed interviews with experts, academics, non profits, and MCGM authorities in order to help Dasra understand the challenges and issues in delivering quality education through Mumbai's public education system and how these are addressed by non profits.

Our research was not just restricted to Mumbai and we looked at national and global best practices to benchmark them against the current state of education in Mumbai's public schools.

Appendix B

Dasra's research design followed a mixed approach including:



Appendix B

Selection Criteria

In this study Dasra has focused on non profits that fulfill the following key criteria:

- **Ability to reach high volumes –**

Though the official enrolment figures are quoted to be as high as 97%, there are many gaps in the education that is delivered within schools. Effective interventions have to be able to reach high volumes of children, to be able to achieve a scale of change that is as large as the public school system. Small-scale solutions can be useful as a lobbying tool for the state, but in this report Dasra has focused on scalable education initiatives, either already working with thousands of students, or with the ambition to grow.

- **Quality of outcomes, not just quantity –**

SSA saw an expansion in overall teachers and enrolment numbers. Of the children within school, an estimated 45% of the children in the 3rd Standard cannot even read simple paragraphs. Dasra's research focused on non profits that have clear and strong outcome data that juxtapose input and output based approaches to deliver high quality results.

- **Partnerships with the MCGM –**

Independent solutions that can be rolled out to the public system by building linkages with the system itself. The entire public system is a key stakeholder and cannot be excluded from the process of quality improvement.

Dasra's use of statistics

How reliable are the official statistics on schools?

Reliable educational data in India is hard to find, one of the biggest challenges facing not only the State but the non profits who want to understand what works. Key issues include:

- Official data collected on schools (including 'All India Education Surveys') only collects data on a state or national level. There are no figures that are corroborated only for cities.
- Enrolment estimates in official data returned from schools are unreliable because failing publicly funded schools exaggerate their student numbers in order to justify their existence [Drèze and Kingdon, 2001]. In addition, official data is heavily disputed by non profits intervening at a field level.
- No official national, state or district level data are collected on student learning achievement in primary and junior education in private and public schools; while exam boards do have achievement data for secondary school level, these are not publicly available to researchers and in any case, they are not linked to student, teacher and school characteristics.
- There are massive discrepancies between official data and non profit and academic sources. Where possible we have tried to use MCGM data so as to provide a basis for common understanding and cooperation between the MCGM and non profits.

Glossary

ASER: Annual Status of Education Report

Jointly administered by the ASER Center and Pratham, ASER tests learning achievement of primary school children in rural India. In the four years since the ASER survey has been conducted, it has made an impact on national policy by bringing the issue of basic learning to the centre of discussions on elementary education. The report was released each year in Delhi by Montek Singh Ahluwalia, Deputy Chairman, Planning Commission.

CRC: Cluster Resource Center

Under SSA, schools are grouped into clusters and one school is designated as the Cluster Resource Center. Its main function is to provide training inputs and guidance to schools in the cluster. Greater Mumbai has 227 CRCs.

DIET: District Institute for Education Training

The primary activity of the DIET is the mandated teacher training and capacity building of resource persons conducting training through the CRCs and URCs.

DISE: District Information System for Education

An annual report on the status of the SSA across the country based on a sample of schools that are a part of the DISE system and corroborates finding by State. Currently implemented in 1.25 million schools spread over 624 districts across 35 States & Union Territories.

MCGM: Municipal Corporation of Greater Mumbai

NPO: Non profit organization

PISA: Programme for International Student Assessment

The OECD's internationally standardized assessment that was jointly developed by participating economies and administered to 15-year-olds in schools. Every three years, it assesses how far students near the end of compulsory education have acquired some of the knowledge and skills essential for full participation in society. In all cycles, the domains of reading, mathematical and scientific literacy are covered not merely in terms of mastery of the school curriculum, but in terms of important knowledge and skills needed in adult life. Tests are typically administered to between 4,500 and 10,000 students in each country.

TIMSS: Trends in International Mathematics and Science Study

TIMSS provides reliable and timely data on the mathematics and science achievement of U.S. 4th- and 8th-grade students compared to that of students in other countries. More than 60 countries and jurisdictions, including the United States, will participate in TIMSS 2011. More than 20,000 students in more than 1,000 schools across the United States will take the assessment in spring 2011. These U.S. students will join almost 500,000 other students around the world taking part in TIMSS.

UPE: Universal Primary Education

The second United Nations Millennium Development Goal, to which India is a signatory, is to achieve Universal Primary Education, more specifically, to “ensure that by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling. This includes:

- Enrollment in primary education
- Completion of primary education
- Literacy of 15-24 year olds, female and male

URC: Urban Resource Center

A group of CRCs in a given urban area is called a URC. Greater Mumbai has 12 URCs \$1 = ₹ 45

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Aseema	www.aseema.org
Atma	www.atma.org.in
Door Step School	www.doorstepschool.org
Educational Initiatives	www.ei-india.com
Gyaan Shaala	www.gyanshaala.org
LIFE Trust	www.lifetrustindia.org
Magic Bus	www.magicbusindia.org
Masoom	www.masoomforu.org
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