

# PARTNERSHIP BETWEEN DELHI GOVERNMENT AND STIR EDUCATION - SUMMARY OF ACHIEVEMENTS AND LEARNING

## SECONDARY AND SENIOR SECONDARY

*“If this commitment of Changemakers continues for the coming few years, and it embeds into the system, then definitely the coming years will witness a great change and growing faith in government teachers and schools”*



# A WORD

*India has made a remarkable achievement by enrolling more than 95% children in schools coming from various segments of the society. However, the quality of education they receive has always been a matter of concern. A majority of the children now attend schools but hardly learn anything. This 'learning crisis' in India is evident as an epidemic.*

*A McKinsey survey<sup>1</sup> of education systems across 50 countries quotes, "The quality of an education system cannot exceed the quality of its teachers".*

*Teachers are possibly most well placed to influence children learning, yet in India the teachers are largely de-motivated and often blamed for low learning levels of the students. One out of four teachers fails to attend school on any given working day and many who are in school are off-task and burdened with non-academic engagements.*

*Therefore, to discontinue the 'status quo', STIR invests in teachers to build both their intrinsic motivation and collective capacity. Our method builds on a growing body of evidence that suggests that teacher motivation (including mindsets around self-efficacy, resilience, pride and commitment), and professional skills (collaboration, problem solving, reflective practice and influencing) have some of the strongest causal impacts on the quality of teaching practice and student learning.*

*The STIR approach focuses on teacher ownership - teachers drive their own journey, with us simply providing a structured support process. We want teachers to consciously co-create (collaboratively where possible) new ways of teaching by becoming part of local "Teacher Changemaker Networks". In this journey, we also focus on a "Learning Improvement Cycle" (LIC) by which teachers identify a problem, diagnose the root cause, develop a solution, implement it, get feedback and refine based on what they have learnt.*

*By embedding our model in government systems, we aim to exceed over 10% of the local teacher bases in the India systems where we operate, and thus create a 'tipping point' at regional level. On a global level, our aim is to build a movement of **1 million teachers impacting learning of 40 million students** by 2025.*

*We have been really privileged to generate early-on significant leverage in Government in Uttar Pradesh and Delhi and successfully embedded our model in these states. The initial discussion with DSERT Karnataka has been very fruitful and we have started our pilot in one district of the state. We are hopeful that the new partnership will provide us an opportunity to learn and build the "Teacher Changemaker Movement" even stronger by embedding remarkable leadership at various levels of governance.*

*I would like to conclude by extending my deep sense of gratitude to all our partners and particularly to SCERT- UP, DoE- Delhi and DSERT- Karnataka for their continuous feedback and constructive inputs to help us improve our model. We look forward to continue these robust partnerships to successfully embed and sustain the model for better learning outcome of children.*

Sincerely



Sandeep Mishra

Country Director, STIR Education - India

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<sup>1</sup>Barber, M & Mourshed, M, 2007, *How the World's Best Education Systems Come Out on Top*, London & New York, McKinsey

# ABOUT US

## Praveen's story

*Six years ago, Praveen became one of the first children in his village able to attend school. But six years later he found himself like most of his peers – unable to read or write a single paragraph in his native language Hindi; or to add or subtract two numbers.*

*And on his last day of school, Praveen's father – who had never been educated himself – finally plucked up the courage to walk into Praveen's classroom and told his teacher: "You failed me. I thought my son's life would be better than mine."*

*To which Praveen's teacher simply shrugged his shoulders and replied: "The son of a donkey will always be a donkey."*

*Praveen's story is the story of a child who a generation ago would have been called untouchable, now written off as un-teachable. And alongside it the story of a teaching profession that has lost its calling and moral purpose.*

## The Problem

Praveen is only one example out of over 250 million children in developing countries are now enrolled in school but learning almost nothing, and not even coming close to realising their true potential. Evidence shows that teachers make the biggest difference to how children learn and develop. But in most developing countries teachers are seen as the problem: poorly motivated and not seeing themselves as true professionals. 25% are absent, when in school less than 50% of time is actually spent teaching, and even that is of very poor quality.

Traditional 'carrot and stick' solutions - from attendance scanners to performance bonuses to top down teacher training programmes - have failed to solve the core problem: how to motivate teachers to really want to teach, and to teach well.

### Our Vision: Teachers as the Solution

Our vision is of a world where every child has a motivated professional as a teacher, whom they trust, respect and value.

### Our Mission

Our mission is to ensure that every teacher is driven by the intrinsic motivation to see their children learn and achieve their potential. And driven to become the best teacher they can possibly be.

## Our Values

- We don't have all the answers upfront.
- Instead, we empower people: with high expectations and support, we'll find answers together.
- We'll continually listen, reflect, learn and improve – and lead through whatever obstacles come our way.
- We're united by a shared belief, passion and vision – which we'll build, achieve and grow together.

## Our Approach

We build teacher networks: ongoing, local communities of practice where teachers can collaboratively develop core 21st century mindsets and behaviours. These professional mindsets and behaviours enable teachers to learn to solve problems for themselves, and to lead tangible improvement in their classrooms. We partner with governments to run and sustain these teacher networks. In this way we strengthen education systems at the district, regional and national levels.

We are building a movement within the current generation of teachers to bring back the moral purpose and noble status of their profession.

### Our Scale

Since 2012, 25,000 teachers have joined our movement, teaching and impacting over 1 million children in India and Uganda. We are on a path to reach 120,000 teachers and 4.5 million children by 2020 across both countries. Our longer term aspiration is to reach 1 million teachers and 40 million children across many more developing and emerging countries.

### Our Cost Effectiveness

We help education systems get the best returns from their most valuable investment - up to 80% of an education budget is spent on teacher salaries and related costs. And we can typically do this for less than a 1% increase in unit costs: as little as \$70 per teacher, or \$2 per child, per year.

## Our Impact

We measure our impact at three levels: the teacher level (motivation, professional mindsets and behaviours), the classroom level (teaching quality and practice), and the child level (engagement in learning, learning levels and foundational skills). A number of independent and internal studies have demonstrated promising results at all three levels. We are now undertaking several rigorous (experimental and quasi-experimental) evaluations to learn how our approach can be made as impactful as possible.

## Our Influence

Alongside our movement of teachers, we have built one of the largest movements of governments, donors, NGOs, teacher unions and policy influencers, who are committed to learning on the journey with us.

We hope what we collectively learn can change the global paradigm around teachers and provide practical strategies for how they can be truly motivated and harnessed within education systems.

# PARTNER

## What does our partnership with government look like?

The journey of the STIR Education program in Delhi began when it became apparent it has mutual aims and objectives with the Director of Education (DoE); that of improving children learning outcome.

Similar to the STIR Theory of Change, DoE Delhi also operates on improving children learning outcomes by improving the teaching quality practice in the schools, in addition to the responsibilities of the educational infrastructure. With the support and collaboration of DoE, STIR currently runs networks of approximately **1300 teacher** across North East and East Delhi.

A permission letter between STIR and DoE was signed in July 2013 with the objective of working closely together with Secondary and Senior Secondary teachers, and as per the STIR model. Following the permission, DoE Delhi further support the STIR program in the following ways:

In Two Districts, Directorate of Education Delhi provides basic permission of trainings to teachers and conduct basic studies (evaluation of the process and outcomes of the program). These are conducted by Columbia University and ID-Insight. A Zonal Officer (DoE), Schools Principal (DoE) and STIR staff work closely on the implementation level of the program.

- **At Regional District and Zonal Level** the collaboration is broader, where the Regional Director, District Deputy Director and Zonal Regional get orientation about the programme (where Zonal Regional are responsible for implementation of senior secondary education program).
- **At School level** 'Block Education Officers' (BEO) and Principals are in charge of academic and administrative support and responsible for implementation of the program selection of the Education Leaders (ELs). The ELs gets training by the STIR Team (through Institutes) in order to lead Teacher Changemaker Networks of approximately 15-20 teachers.

Ultimately the vision of the program is to see *permanent structures within the existing system* - from school to state level - working on the same objective of improving children learning outcomes.

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# IMPACT

## How the STIR model gained ground within Delhi government systems

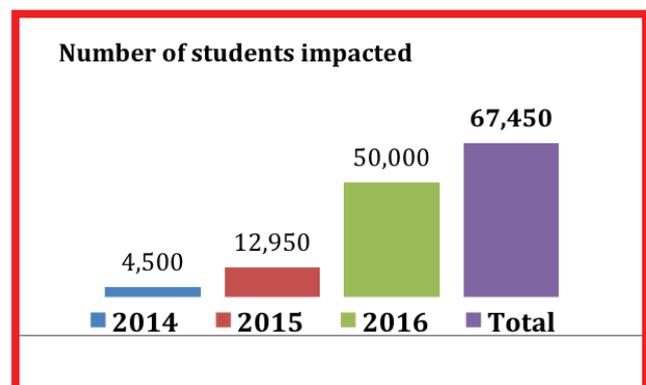
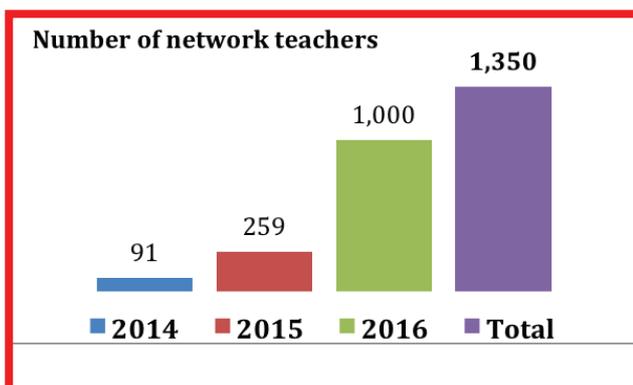
In 2013-2014, STIR started out in Delhi by engaging with 20 schools and 91 teachers, who in turn were impacting approximately **4,550 children**. The 20 schools were divided into four clusters and each cluster had five schools. At this stage the STIR main focus was on micro-innovations as the way to improve on children learning outcomes. STIR used this time for careful and rigorous observations and continuous feedback from the teachers. During 2015-2016, STIR expanded the practice to include another 30 schools, 259 teachers, who in turn impacted **15,000 children** up until July 2016. By April 2017, STIR estimates to reach a total number of 100 schools, 1350 teachers and who will have an impact on an estimate of **65,000 children**.



There are a number of factors that have made this growth possible in the district of Delhi, for example STIR has been able to:

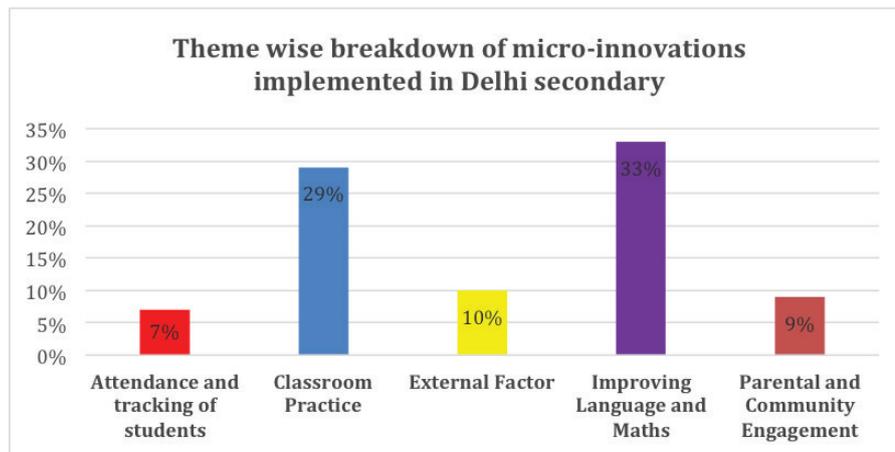
- **Illustrate** that teachers and principals innovations are valued and welcome
- **Identify** a pool of innovative and committed teachers in DoE who can act as an important resource for the government in leading improvement in student learning outcomes
- Run a **fair, transparent and merit-driven** process in which teachers feel excited and pleased to be involved

Parallel, STIR actively involves Zonal Deputy Director who regularly observes trainings and impact on the ground by attending Institutes and visiting schools. In the academic session of 2017-2018, STIR plans to launch a specific program for zonal officials, called *Learning Improvement Group (LIG)*, with the aim of engaging those directly involved in improving the quality of student learning outcomes, to meet, discuss and share experience of on ground reality for policy adaptation and systematic change initiatives.



## Delhi state specific evidence shows us:

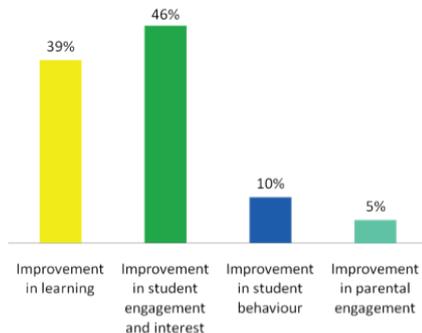
- Average attendance of teachers during network meetings in Ignite year: 85%
- Average attendance of Education Leaders during Institutes: 92%



Interviews were conducted with STiR teachers in the Delhi secondary networks as part of a qualitative study to understand the impact of being part of the *Teacher Changemaker Movement*, for example:

- Teachers talked about how the network meetings would reignite their desire to change their routine forms of teaching and view “problems as challenges to overcome and not as burdens.”
- Several teachers highlighted how being part of the STiR network has provided them a platform and direction for change, and a sense of focus that comes from the association with a larger movement of teachers.
- Teachers also observed greater academic performance and understanding of concepts in their students. Teachers observed a decline in rote learning and an improvement in their class’ performance, particularly amongst the weaker students.

## Understanding STiR impact through teacher portfolios



•32 teacher portfolios were analyzed and coded through content analysis

•41 responses were coded from teachers’ answers to the question “Write 2 benefits to the micro-innovation you have implemented in your classroom”

**Data indicates that teachers found micro-innovations to improve learning levels and student engagement.**



# FIELD STORY

## IMPOSSIBLE BECAME POSSIBLE

Name: Sarita Saxena, Education Leader, GGSSS, No.1, Gonda Delhi

Sarita never thought it to be possible. A teacher can create a platform where other teachers meet and engage – and one that actually works? She had heard about similar suggestions by officials doing school visits, but it never materialized outside of those well-rehearsed speeches. And here she finds herself – one year into the STIR Teacher Changemaker Journey- leading and engaging other teachers to come together on a regular basis.

***“When I was approached about the STIR programme, I was very skeptical to say the least – but I went for a two day training anyways, I guess mostly out of curiosity to explore if this could be something different and new. And I have to say – it did not take much before I was hooked and I am really enjoying being part of it all. We are now 17 teachers in my network, teaching secondary as well as senior secondary – and all teaching different topics. I make for good conversation.”***

***- Sarita***

The exercises and programmes are really quite simple and not very complicated she says, but says that yet they are so effective. She gives the example of the Micro-innovation sessions – “We learn so much from each other. For example during Institute 2, when we look at team building and different mindsets, we have come to realize that small things like greeting the students with a smile, or calling them by name has had a huge impact.”

She mentions how they are all really excited about the coming year, where they will talk about classroom practice, and on the benefits continuing to be part of this platform where they can share, learn, challenge and question each other as teachers.

Sarita ends by saying “So although I was so skeptic in the beginning, in the end I would like to say a big thank you!”

# The STIR model impact on global level

## Teacher motivation

Initial evidence from India and Uganda suggests that non-financial incentives (such as local recognition, career and personal development opportunities) can have powerful impact on teacher motivation.

- A qualitative study with a group of teachers in India (12 teachers) and Uganda (19 teachers) was conducted in which teachers were interviewed at the beginning (baseline) and towards the end (endline) of the STIR intervention (over a one year period).
- The study showed an increase of teacher fulfillment, more commitment to the profession and with a greater clarity of vision. Towards the end line, the teachers demonstrated greater motivation to grow as professionals by implementing new structures and adopting concrete measures to improve learning while also supporting other teachers to excel professionally.

## Teaching practices

STIR's theory of change hypothesizes that motivated teachers are more likely to improve their teaching practices.

- Data from STIR NGO partner in Uganda (Africa Education Trust) showed four times increase in number of teachers who arrived on time to school after their engagement with STIR programme. Data from STIR NGO partner in India (Room to Read) showed that 10% more time is spent by STIR teachers on teaching children compared to other teachers in their school.
- During the qualitative study in India and Uganda, the following increase was demonstrated:
  - Reflective about their teaching practices: 25% in India, 16% in Uganda
  - Additional efforts beyond academics: 25% in India, 10,5% in Uganda
  - Using creative techniques in classrooms: 16,7% in Uganda
  - Teachers in Uganda influencing other teachers: 47,3% In Uganda

## Student learning outcomes

STIR is also conducting large-scale evaluations in collaboration with ASER center, NYU University, and ID-Insight to rigorously assess the impact of the STIR model on student learning levels.

A non-randomized evaluation took place, from July 2014 to March 2015, with 700 students of STIR network teachers (India) and a matched control group of teachers. Testing tools based on ASER (Pratham) for Hindi and Math were used for testing the students. At the baseline, in both the Hindi and the mathematics test, STIR students appear to be somewhat behind the comparison group. By the endline, STIR students had made significant ground in both Hindi and Mathematics.

Teachers in India and Uganda have also reported that the implementation of micro-innovations in the classrooms resulted in noticeable change in student behaviors. Some of these changes include: improvement in student attendance, verbal communications, student/teacher relationships, and decreased gap between learning levels and an increase in student confidence.

# Key initiatives to improve programme quality, learning and scaling plans

## Our achievements and learning so far

At state level, STIR finds itself in a unique spot as the only reputed organization that works directly with teachers to, themselves, lead and implement positive change on student learning outcome - all from within the system itself. The number of teachers who joined the movement increased largely in only three years time: from 91 teachers in 2013, to 1,350 teachers in government secondary space in 2016. The DOE regularly renews the permission due to the STIR model and demonstrated impact – showing how adaptable the low cost STIR model is to be embedded into already existing government structures.

## Learning points shows us that:

- There are teachers in the system who are motivated and equipped if they get the support and recognition to lead teams for the desired change
- Put efforts into designing a supporting system in the schools where *Teacher Changemakers* operate so they can reach out to other colleagues
- Support from School Head Masters is really necessary in order for sustainable change to take place at school level
- Further emphasize the importance of regular teachers recognition and acknowledgement to maintain motivation and consistence in improved classroom practice

## Key priorities to improve programme quality and learning

- Gain detailed understanding of the ELs individual context of work - what motivates them, what are their challenges and what they envision for their school, class and professional growth. This so we can give them the right kind of support and motivation.
- Gain detailed understand of the various programmes in Government schools and create synergy between them and the STIR model to avoid the model to become molded as per the existing models used in schools.
- Experienced Teachers, principles, ELs, and academicians to be part of the programme design and training execution plans
- Policy and advocacy reach out to include government officials and think tank agencies as advisory boards and monitoring experts

## Scale up plans

The continuous growth in consecutive years is an example of the acceptance of our model, something we take into consideration in the ambitious plans of reaching out to 200 new schools and 3,000 teachers in the year 2017-2018. The feasibility of our model have encouraged government officials to belief that the STIR model can be implemented in other states as well in both primary as well as secondary structures.

The key point of our scale up plans will include: Strengthening our partnership with DOE, reaching out to more districts and growing secondary and approach SCERT DELHI for partnership through the signing of an MoU.

# Annex 1:

## Organizations visiting STIR operations in Secondary, Delhi 2016

Visitor's Name	Organization	Date
John Fairhurst	UBS	21st Jan
Deepa Nag	MacArthur	5th Feb
Alina MA	Macau Tong Chai Charity Association	21st Feb
Caroline Arnold	Aga Khan Foundation	21st Feb
Lynn Murphy	Echidna Giving	21st Feb
Richard Bennett	Hewlett Foundation	21st Feb
Eva Halper	Credit Suisse	21st Feb
Radhika	BCG	4th April
Saurabh Bansal	MSDF	13th April
Jayson Morris	Peery Foundation	17th July