



**QUEST
ALLIANCE**



ANANDSHALA

STAY, ENGAGE and LEARN in School

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Change Leaders Program



Anandshala Program

Fueled by research, strengthened by partnership and driven by innovation technology QUEST Alliance is a non-profit trust working to bridge the education and skill divide by enabling young people of 10 – 35 years' age become self-learners for life through engaging experiences. Over the last 5 years in Samastipur district of Bihar Quest in partnership with Bihar Education Project Council (BEPC) is working to build the Anandshala programme with a core goal of building a district wide replicable model. It advocates to make schools joyful learning space by enabling teachers to use data for understanding and support students effectively. It aims to enable teachers creating scape for enhancing students abilities and ownership towards school by having opportunities for free and creative expression. It intends to work closely with the system for perspective building of key people for a more responsive education system. Anandshala works at turning schools into learning spaces full of joy, and ensures that every child **stays, engages and learns** in those schools.

Anandshala works with the entire ecosystem to advocate that the focus remains on school activity and students’ engagement as a result of which learning enhancement is likely to happen. Through the Anandshala program, it is aimed to create a more transformative experience for learners by increasing collective ownership of all stakeholders in the learning experience. **Anandshala enhances students’ language abilities, and encourages ownership towards schooling by creating spaces for free and creative expression.** The program zeroes in on improving the implementation of government policies around quality learning in Indian schools. On a larger level, through advocacy and capacity building, it attempts to foster a responsive education system.

With Anandshala programme Quest has evolved to have an extensive portfolio of teacher support systems, tool kits for capacity building of schools, to improve the education system’s capabilities for effective teaching and learning and mediums for capturing and sharing best practices from within the eco-system of school

Anandshala has evolved from the School Dropout Prevention Pilot Program (SDPP), a USAID funded 4 country program implemented from 2011-15. This was an RCT undertaken with 113 intervention schools and 107 control schools. Since SDPP ended, we have scaled to 1000 Govt schools (Grade 5-8) in Samastipur District, Bihar, impacting 4,00,000 students.

Anandshala Approach

Anandshala works on a district wide model of change. It envisions a district education system where everyone is working towards the shared goal of ensuring quality education for all schools. This is translated at the school level through our approach to making schools joyful learning spaces which focusses on -

<u>Early Warning System</u>	<u>Enrichment Program</u>	<u>Parent Engagement</u>
A system that uses school level data to help teachers get to know students, build relationships and track progress of those who are not attending, engaging & learning at school.	Activities for students to develop language skills, using innovative strategies and tools like body movement, the arts, and stories, allowing for creative expression and freedom, while actively interacting with the community.	Activities and games for parents to build awareness and engagement with schools and their role towards their child’s education.

The approach is institutionalised within the district education system through our four-pronged strategy-

- **Developing Change-Leaders:** Creating a cadre of change leaders chosen from among government officials. These officials, in turn, train other stakeholders to ensure the application of the Anandshala approach at the school level. The program comprises of experiential workshops, on-site support, virtual support through mobiles and toolkits.
- **Recognition of Good Practices:** A platform for teachers and schools to share good practices, get recognised through awards, and encourage wide-scale adoption of those good practices.
- **Advocacy:** An integrated system connecting the different stakeholders of the education system from the school level to the district level, built around the idea of joyful learning environments.
- **Technology:** We use technology extensively across the program to support the change leaders with capacity-building tools like instructional videos, interactive voice response system-based engagement and support, and school-level data collection through the use of tablets and internet.

Why Changeleaders?

At Quest we believe in working with stakeholders and making them partners in the change process, to bring about long term change. As part of the Anandshala program, we are working towards developing a group of Change Leaders at the district level. The ChangeLeaders program strives to create a cadre of torch bearers who will play a leading role in supporting teachers and putting the idea of creating joyful learning spaces for children into action. This program gives them an opportunity to get introduced to new ideas, practice skills, understand and apply the use of technology as a learning aid.

By working with the Change Leaders our attempt is to build capacity within the system to take forward the ideas and processes. It focusses on working with the education functionaries in the government system to further strengthen the system. We want to identify ideas which are simple, relevant and integrate in the existing education system by working with the ChangeLeaders.

They will be developed as a valuable resource within the system, in the form of effective facilitators and would actively seek their participation in different workshops and training. They will play a key role as influencers, being able to shape the thinking and teaching techniques of peers. They will become the ambassadors of the goal of quality education and child engagement within the system and will be recognised as innovators and leaders.

Who are the ChangeLeaders?

ChangeLeaders are selected Block Resource Persons and Cluster Resource Coordinators. As part of the Anandshala strategy of teacher support, 14 ChangeLeaders were selected from 10 blocks in Samastipur. They were selected from the existing pool of Block Resource Persons (BRPs) and Cluster Resource Coordinators (CRCs). They are change agents/thought leaders at the district level to bring attention and build understanding about the idea of joyful schools and child engagement.

They would strive to create engaging learner centered environments for both teachers and students and actively advocate similar ideas in different forums. They believe that there is tremendous scope for changing the way learning happens in schools. They view their role as a facilitator, therefore shifting the focus from 'teaching' to 'help learn'. They adopt learner centric design and approach, keep students engaged and excited about school

More specifically, their role is to contribute in the following tactical ways:

- Support the teacher capacity building process by facilitating teacher training and monthly teacher meetings
- Provide on-site guidance to teachers through school visits
- Introduce teachers to new methods and resources for improving their teaching practice
- Become spokesperson in the media and the district forums to spread the idea and practices of child engagement

How are the ChangeLeaders selected?

The ChangeLeaders are selected through a 3 step process which is as follows:

Step 1: District Level Orientation: The CRCs and BRCs were invited for an orientation where they were introduced to an idea of who is a ChangeLeader.

Step 2: Nomination Form and Assignment: After the workshop they are given a nomination form asking them to state their intent of why they want to become ChangeLeaders and how they will contribute to improving quality education after becoming ChangeLeaders. Along with this they do a small assignment where they give an introduction to self using an audio, video or written essay and respond to a question pertaining to their vision for education.

Step 3: Interview: The CRCs/BRCs who submit the nomination form and the assignment are invited for a face to face interview with a district level jury. The jury comprises of representative of the district SSA office, District Education Office and Quest Alliance.

Across the nomination form and the interview the CRCs/BRCs are assessed on the following parameters:

- Vision for education and self
- Exposure to technology
- Communication skills
- Solution oriented thinking

Interaction Cycle with the ChangeLeaders

There will be different touch points with the ChangeLeaders which are as follows:

Form	Purpose
Capacity Building Workshops	ChangeLeaders will go through 10 days of workshop spread through the year. The main thematic areas of the workshop would be: <ol style="list-style-type: none"> 1. Understanding Schools and Child Engagement: Theory and Practice 2. Understanding Change and Leadership 3. Facilitation Practice and Skills 4. Digital Literacy Skills
On-Site Support	The ChangeLeaders will cascade the change through teacher training and headmasters training. The Quest team will support the ChangeLeaders in facilitating these training. Along with this the ChangeLeaders will also be supported in the process of making effective school visits to ensure child engagement practices are adopted across schools.
Monthly and Quarterly Meetings	The ChangeLeaders will have quarterly meetings with the Quest team to take stock of the progress at the school level, plan and review the activities and learn new skills. Apart from this, the ChangeLeaders would be part of the monthly meetings at the block level with all the BRCs/CRCs of the blocks. They will co-facilitate these meetings with the Quest team.

Virtual Support	The ChangeLeaders will be supported virtually through a whatsapp group which will be used as a learning platform and as a platform to share regular field level updates.
Certification Ceremony	At the end of ChangeLeaders program the ChangeLeaders would get a certificate from Quest Alliance and BEPC. This will be handed over to the ChangeLeaders by the District Magistrate.

ChangeLeaders Toolkit

The ChangeLeaders will be given access to concrete tools and knowledge in the form of a toolkit. This comprises of:

Element	Purpose
Anandshala school toolkit	A set of manuals, videos and posters defining child engagement and strategies and practices around Early Warning System, Enrichment Program and Parent Engagement. This will also include guidelines and resources for ChangeLeaders to facilitate monthly cluster teacher meetings.
CRC diary	A diary to help the CRCs and ChangeLeaders plan their yearly, quarterly and monthly activities. It also has suggestions and ideas around facilitating child engagement practices at the school and in teacher meetings.
Projector with SD card	Every block with a ChangeLeader has been provided a portable projector with a SD card. The SD card has videos around energizers, perspectives around child equality and facilitation videos. This projector can be used in the training and the monthly meetings to share ideas and practices with the teachers and headmasters.

ChangeLeaders Performance Assessment

ChangeLeaders will be assessed through a performance rubric which will highlight how they are translating their ideas into actions and performing their role of the ChangeLeader which includes the CRC/BRC role effectively. The assessment will guide the certification process of the ChangeLeaders. This will involve the following parameters:

Parameter	Description
Teacher support	Number and nature of school visits made Number and nature of teacher meetings facilitated
School level change	Number of schools in purview where child engagement practices are becoming visible Extent of implementation of child engagement practices in schools Status of own school with respect to child engagement practices
Identification of good practices	Number and nature of good practices identified, documented and shared The frequency of sharing good practices
Change projects	The ChangeLeader defines a change project for self Extent of implementation of the change project and the results achieved
Adoption of technology	The extent to which the ChangeLeaders use technology for their own learning and for facilitating learning for teachers and children
Portfolio building	The ChangeLeaders will document their learning journey and build a portfolio for self highlighting their professional identity. The extent to which the ChangeLeaders build their portfolio will be assessed.

ChangeLeaders Impact at the school level (2016-17)

ChangeLeaders have emerged as strong role models at the school level, encouraging teachers and Headmasters to ensure child engagement at the school level. In most of the expected functions, the change leaders have fared well, especially in creating and following processes, in encouraging schools to provide opportunities to students to participate and lead activities, in encouraging students to participate in activities and in ensuring that school communicates regularly with parents about the progress of students, with an average of 70%

change leaders showing progress. Change leaders must focus more on areas like prompting the HM and staff to have regular meetings in school related matters, as there is only 29% of them reported to be doing the same.

With respect to school level changes In 56% of the schools, students are provided opportunities to voice their opinions on matters concerning them and in 59% of the schools, students are given opportunities to explore beyond the syllabus of their grades. Teachers come prepared for the classes in 64% of the schools where the program is run.

Student attendance has also shown an improvement in across grades V to VIII. The average increase in attendance in grade V has been about 15% while for grade VI it has been about 5%. Grade VII there has been an average increase of 10% and in grade VIII the increase has been about 15%.

ChangeLeaders Case Studies

CASE STUDY 1: Lalit Kumar Singh, CRC, Shadipur Ghat, Khanpur



“ While working with the Anandshala program I realised the importance of planning and how with planning we can achieve our goals easily”

Lalit Kumar

Initiatives taken:

- Led the training of Anandshala Ambassadors and Headmasters in the block
- Identifies schools that need more support during the monthly meeting and makes school visits
- Has ensured the implementation of Focus Child Identification, attendance tracking, Muhim, parent teacher meeting and enrichment program in his cluster

“ The changes in our school such as in the morning assembly, activation of the Bal Sansad and Meena Manch, enrichment program in the last two periods because of which students stay for full school hours has been made possible under the guidance of Lalit Kumar ji.”

- Pavan Kumar Mahto, Headmaster, UMS Vikrampatti, Shadipur Ghat

CASE STUDY 2: Pravin Kumar Sinha, CRC, Vaeni, Pusa



“ Before I became associated with Anandshala, I had a very negative outlook as to why are we doing this, what will come out of this but now I am confident that change is possible with or without the support of Anandshala.” Pravin Kumar

Initiatives Taken:

- Has activated the CRC monthly meeting around issues of learning creating opportunities for teachers to learn from each other
- Has increased the school visits with a focus on morning assemblies

“ He creates a learning environment in the teacher meetings, focusses on discussions around hard spots in teaching. He has increased his school visits and he himself participates in the morning assembly and gives a demonstration of new and innovative techniques”

Imtiyaz Ahmad, Headmaster, UMS Koari Hindi, Pusa

