



Zero Investment Innovations for Education Initiatives (ZIIEI): Benchmarking Report

October 2019

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Executive Summary

Zero Investment Innovation in Education Initiatives (ZII EI) initiative was launched as part of **Sri Aurobindo Society (SAS)**'s umbrella educational initiative-**Rupantar**. SAS is a 60+ year old non-profit organization, headquartered in Puducherry, India with 300+ centres across the world. The organization is one of the shining lights in terms of credible social work across Rural Development, Sustainable Development, Leadership & Management, Palliative Care, Integral Health and Education. The organization finds inspiration from its founders Sri Aurobindo Gosh and Mira Alfassa (Mother), who introduced the world to the philosophy of Integral Education.



ZII EI is a **mass scale teacher outreach** initiative which recognises teachers as the pillars of the nation and believes that their contribution, with due **recognition** and support can bring about a significant improvement in the **quality and reach of education**. Alongside its efforts, the ZII EI team wants to gain a deeper understanding of their program in the context of what others are doing as means of introspection and learning.

ZII EI has appointed EY to conduct benchmarking study which aims to systematically examine ZII EI against similar programs in India and internationally on an established framework and provide observations, learnings and the way forward to Sri Aurobindo Society to plan and strategize towards taking ZII EI to the next level. It is with this purpose that the benchmarking study is conducted and not necessarily to showcase any organisation or initiative in a poor light.

This effort also marks one of the first Benchmarking Studies in the Social Sector. This report will first lay the foundation of the Global and Indian Learning Crisis in the **Background** chapter. This chapter goes on to briefly discuss gaps in Teacher Management and Motivation, Schools, Learning Outcomes etc before discussing Micro-Innovations, the primary area of ZII EI's focus. Following this, a brief chapter discussing **Sri Aurobindo Society**, and **ZII EI** provides a deeper programme context to the reader. Following this, the **Approach and Methodology** has been outlined. This includes the process by which the organisations to be Benchmarked against ZII EI were chosen as well as methodology followed in Primary and Secondary Research. Following the description of the methodology followed in their selection, comes the background/contextual information of the **Organisations Examined**.

For the purpose of this study, we have selected a total of **6** organisations globally that had the most similarity to ZII EI i.e. **considering teachers as agents of change, facilitating innovations at school and creating a community of practice**. An additional exercise of narrowing down these organisations from 30+ to these **6 select organisations** was presented as a separate report to SAS. To ensure maximum contextual similarities whilst still highlighting how globally relevant ZII EI is as a programme, **3 Indian** and **3 International** organisations were selected.

STIR Education's India arm was studied, who primarily work with **teachers** and **education officials** to build their **capacity** and intrinsic **motivation**. It currently operates in India and Uganda and is a registered Charity in the United Kingdom. **Azim Premji Foundation's** Teachers of India portal, that aimed to create a **vibrant online community** of Education online was studied. Their programme aims to **share knowledge and experiences online** - Azim Premji founded, funded and promoted APF since 2000. The final Indian organisation selected was **Kaivalya Education Foundation**, which, since 2008

has been focussing on **targeted interventions** to address **gaps** in the **Public Education** system. KEF leverages their **School Leadership Development, Gandhi Fellowship, State Transformation and State and District Transformation Programmes** to drive this change. **Globally**, we have chosen organisations based in Finland, the United States and the United Kingdom. **HundrED** is a Finnish not-for-profit that aims to **identify, recognise and promote innovations** in **K-12 Education** on their online platforms. **SHINE Trust** aims to **identify and scale-up innovations** that have the potential to **increase the education attainment of disadvantaged students** in the Northern Powerhouse in the **United Kingdom**. Finally, the **Center for Teaching Quality (CTQ)** uses a **competitive** process to **reward** ideas that address problems in **Public Schooling** in the **United States**.

The **Benchmarking Study** follows this with **30+ curated parameters** aimed at either providing contextual or comparative information of ZIIEI and the select programmes. This section, for ease of reading, has also been broken into **7 buckets** that group indicators together, to provide a way to provide relative information and commentary thematically. The final indicator is a Net Promoter Score, where ZIIEI stands out for having the highest score by a significant margin.

To follow the Benchmarking Study, an additional detailed bucket-wise commentary has been added in the **Benchmarking Discussion** chapter. Furthermore, to demonstrate our shared belief that ZIIEI can take itself to the 'next level' we have followed this qualitative analysis with a chapter discussion on possible **Integration with Government Schemes**. The potential for ZIIEI to institutionalize itself is tremendous, largely attributed to its strength of Programme Design, input, state outreach and beneficiary numbers. Finally, a **Way Forward** chapter concludes this Report.

The report has found that ZIIEI has **compared exceedingly well** to its Indian and International counterparts. In nearly half (48%) of comparable indicators, ZIIEI has come out with a 5-star rating.

In the **Nature of Programme** bucket, ZIIEI has received the maximum score of 5 stars in **Programme Focus Sharpness**, as its targeted and final beneficiaries fit well within its overall objective as an organisation. In terms of **Attitudinal Change**, ZIIEI got 3 stars since its change is currently attitudinal but has the potential to be institutional largely due to its rapid growth and important partnerships with the Government and its Bodies.

In the **Programme Design** bucket ZIIEI's singular **Cycle Lead Time** was benchmarked at 4 stars, since its duration and turn-around of physical in person interactions was comparable to bodies working online with no personal connect. It also received 4 stars in its **Inclusiveness** rating as its target beneficiaries were far reaching and diverse. Once again, its diversity of in-person time-intensive interventions compared to numbers of portals where very little organisational time and resource investments were required.

It has received the highest **Scalability Rating** despite being a largely physical programme with minimum online presence yet. This is testament to its strong shared vision with more than 25 Indian states, strength of idea and efforts to define the space of recognizing and rewarding micro-innovations. These reasons are also why ZIIEI has come out on top in terms of their **Scale and Diversity, Stakeholder Interaction** numbers and **Breadth of Reach**.

In the **Operational Processes** bucket, ZIIEI's constant **Support System** gave it the highest rating due to capacity builder, district coordinator, Central Operations teams and call centres for their Beneficiaries. No other organisation studied has such an extensive support network. Furthermore, their direct training model, rather than the cascading model was streamlined and efficient, thereby getting a 4-star rating in the **Training Model** bucket, with its only shortfall being further building

and institutionalizing this process. In the **Scale and Diversity bucket**, ZIIEI's **Beneficiary** number, **Speed of Scaling up** and **Linguistic Spread** have a 5-star rating, not only because of the rate at which ZIIEI has scaled up, but the extent and diversity it has achieved in the process. Furthermore, the systems and processes in place to ensure these numbers are highly scalable and in some cases are more effective than online portals. Although HundrED and CTQ have higher **Beneficiaries per Employee**, ZIIEI has won 4 stars since these programmes are online and do not require human-capital intensive interactions. The ability to achieve such a high ratio of inputs to outputs are extremely promising.

In the **Beneficiary Adoption and Incentives Bucket**, ZIIEI's adoption of more than 7 lakh ideas illustrates the interest of beneficiary teachers, as well as the rate at which ideas are being evaluated by ZIIEI's team. Hence, it has received a 4-star rating in **Innovation Adoption**. Furthermore, although the Programme has been extensively recognised by Government and Public Institutions in India, since we believe that ZIIEI should aspire towards International and other third-party acclaim, it received 3 stars in **Programme Recognition**. Along the same lines, ZIIEI should also push towards third party evaluations, academic or otherwise, to inculcate findings into their workstreams.

In the **Financials and Sustainability** bucket, 5 stars were given for **Intrinsic Motivation** due to the rewards and recognition given to micro-innovations. However, ZIIEI received only 2-stars on their **Financial Sustainability**. Single-funded programmes are not sustainable in the long-run, and we recommend that ZIIEI reaches out to **long-term, reliable mix** of international and domestic funders. In the same way, with **HDFC Bank** as a donor and **Cambridge University** press being the some of the Funding and Knowledge partners, respectively, on board. However, given that in 2019, Sri Aurobindo Society also partnered with the National Institute of Educational Planning and Administration (NEUPA), the National Council for Teacher Education (NCTE) and the Center for Innovation in Public Services (CIPS), we see an increase in Government body partnerships. By forging meaningful strategic, and in this case, critical Government partners in Education, ZIIEI is taking important steps towards sustaining their rapid growth. ZIIEI has also received an exceedingly positive **Net Promoter Score** (80.5) in comparison to the Indian organisations selected (STiR and APF).

Compared to all other programmes being benchmarked, if ZIIEI were to scale-up, it would require far less interventions largely due to the strong network and programme design it has developed despite being a relatively new initiative. Another important distinguishing factor that makes ZIIEI unique is programme staff and call center/Research Center executives are available to teachers from the orientation till the publication and recognition of innovations. We recommend that ZIIEI open their doors to third party studies and evaluations to understand which processes to institutionalise, and which are redundant. This report acknowledges the exceptional pace and consistency this programme has shown since its recent inception. If SAS shifts their focus towards more independent evaluations and studies and acquired diversified, reliable funding, this pace can be maintained.

We hope this study has been an effective way to illustrate ZIIEI's relative strengths and weaknesses as well as its possibilities to scale-up to meaningfully impact the Education in India. We thank Sri Aurobindo Society for their engagement, and generosity and support their team has shown in making this study meaningful.

Background

At the turn of the millennium, the United Nations formulated the Millennium Development Goals (MDGs) that detailed out eight measurable goals to improve the human condition by 2015. Alongside tackling extreme hunger, poverty, and ensuring environmental sustainability, achieving **universal primary education (goal two)** was prioritised.

Specifically, with respect to universal primary education, tremendous progress has been achieved in increasing access. It was reported that net enrolment at the primary level in developing countries increased from 83% in 2000 to 91% in 2015¹. In India, by 2014-15, enrolment in primary grades (1-5) was almost universal (~100%), which was aligned to the MDGs².

The Sustainable Development Goals (SDGs), which followed the MDGs, put **quality of education** at the forefront in the post-2015 (post-MDG) development agenda. It is articulated, thus, that the process of effective learning entails institutionalising advances in providing access by building **knowledge, skills, values, beliefs and habits** in children which contribute to Quality Education. Children need to be ensured an education that accelerates effective learning, including skill building and prepare them for the further education and world of work.

The Learning Crisis

However, the progress towards **SDG4**, in the four years starting 2015, has been much slower than expected. Children continue to **lack basic or foundational skills** for successful academic progression. Poor academic performance coupled with low social-economic disposition, may eventually provoke children and their families to rethink the need for schooling, leading to children dropping out of schools. For those who continue, their achievement in terms of learning outcomes is dismal.

The **National Achievement Survey (NAS)**³ in India corroborates this trend of poor foundational student achievement. Data from the 2017 round of the survey reports that with respect to foundational level learning for Language and Mathematics, performance across elementary grades has been abysmal. The statistics show drops from 68 to 58 points in the achievement in Languages. In Mathematics, only half students in Grade 8 are learning at their appropriate grade level.

Another set of data was reported by the Annual Status of Education Report (ASER) in 2018. With respect to reading skills, the Report states that at grade three, the percentage of children who can read a grade two level text is 27.2% in 2018⁴.

In grade five, those who can read a grade two level text has increased slightly from 47.9% in 2016 to 50.3% in 2018. Alarming as these may be, they paint a telling picture of the current state of Education in India.

¹<http://www.sdgfund.org/mdgs-sdgs>

²<https://www.livemint.com/Education/k1ANVHwheaCFWCupY3jkFP/Trends-in-school-enrolment-and-dropout-levels.html>

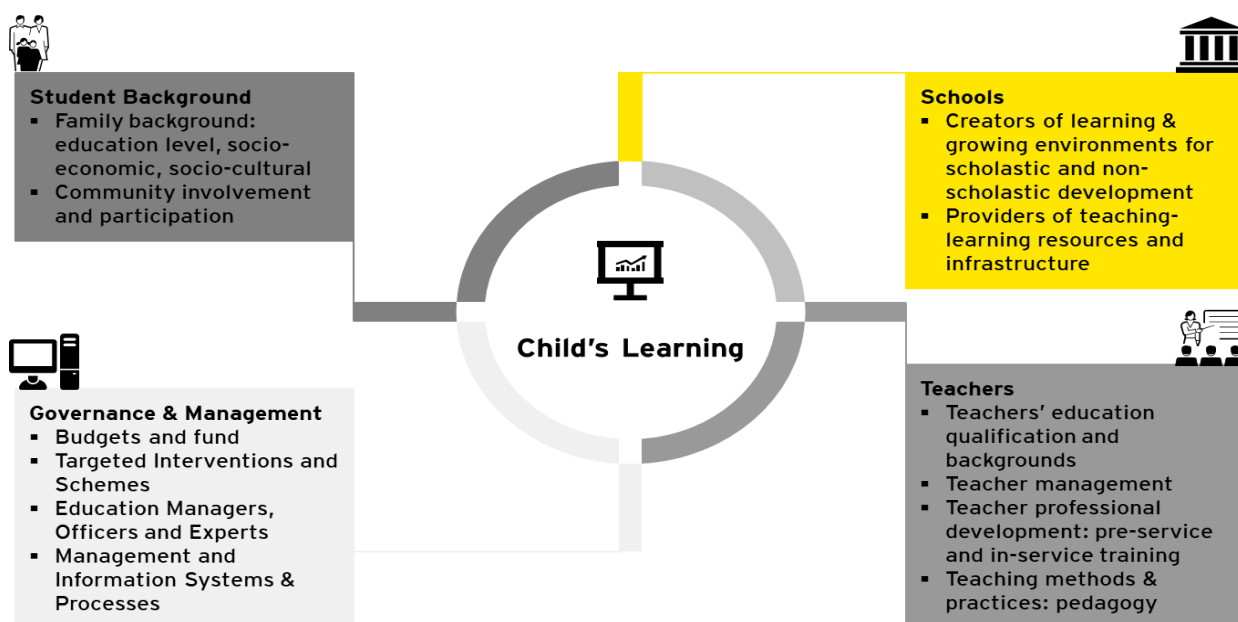
³<http://www.ncert.nic.in/programmes/NAS/SRC.html>

⁴<http://img.asercentre.org/docs/ASER%202018/Release%20Material/aserreport2018.pdf>

What are factors that can be attributed to this?

There are some systemic issues leading to low student learning outcomes, such as **poor management, accountability, and governance**. Across the globe, education systems are plagued by the issue of poor school leadership and low-levels of community/parental participation. In India, for example, parents/community do not get directly involved in schools to monitor teacher performance and/or provide more non-monetary incentives for teachers to 'do their jobs better'. Although poor school leadership, community involvement and teacher accountability are not the sole factors to be attributed to low learning outcomes, their contribution cannot be undermined. A strong school leadership and community presence can facilitate more pronounced improvements in teaching outcomes; encouraging them to partake in collaborative problem solving, and decision-making, while working within systemic constraints with the shared goal of ensuring that every child learns.

It is, therefore, important to view a child's learning as being a function of involvement and engagement of multiple stakeholders as shown in the figure below:



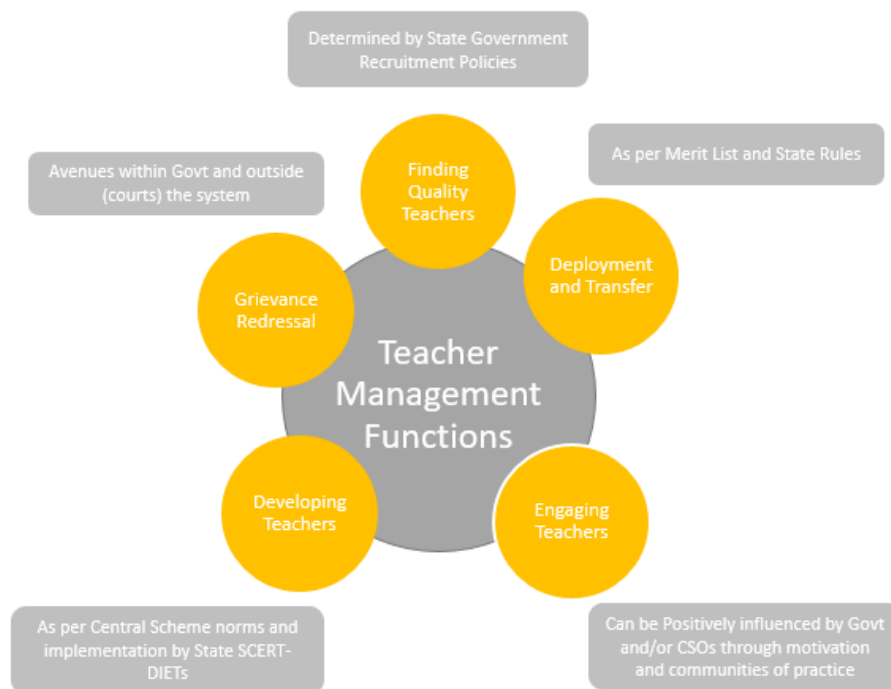
Teacher Management and Motivation

As children begin school, **teachers** become one of the most important actors and influencers contributing to a child's learning process. The teacher's role is more pronounced in developing countries such as India where majority of children, especially those belonging to socio-economically marginalised sections, have only limited parent and home support. '**Quality teaching**' and '**Quality teachers**' are prominent determinants of students' learning achievement. That said, India faces many challenges related to teachers: lack of sufficient number of qualified teachers, disproportionate distribution of teachers across rural-urban areas, teacher absenteeism, poor quality of teaching and a general lack of motivation in teachers to facilitate learning. These challenges, compounded with socio-economic inequities, poor school leadership, inadequate infrastructure, and limited financial resources severely impact learning outcomes for a large population of learners in India.

Several factors underlie low teacher motivation: lack of teacher accountability for student achievement; poor work environment and employment conditions for teachers; lack of monetary or

non-monetary rewards and/or recognition for good performance, etc. Also, the broader school community and education administration is usually unable to enthuse the teachers with a spirit to do their jobs better as they often view teachers as a part of the problem.

The existing interventions of state governments with respect to teacher management are restricted to recruitment, promotion, transfers, trainings and maintaining service books. However, the state governments have had limited success in motivating and engaging teachers and assisting them in improving the overall quality of learning for students. It is in this light that many non-government organizations have conceptualised and implemented innovative models of interventions with teachers as the key agents of change.



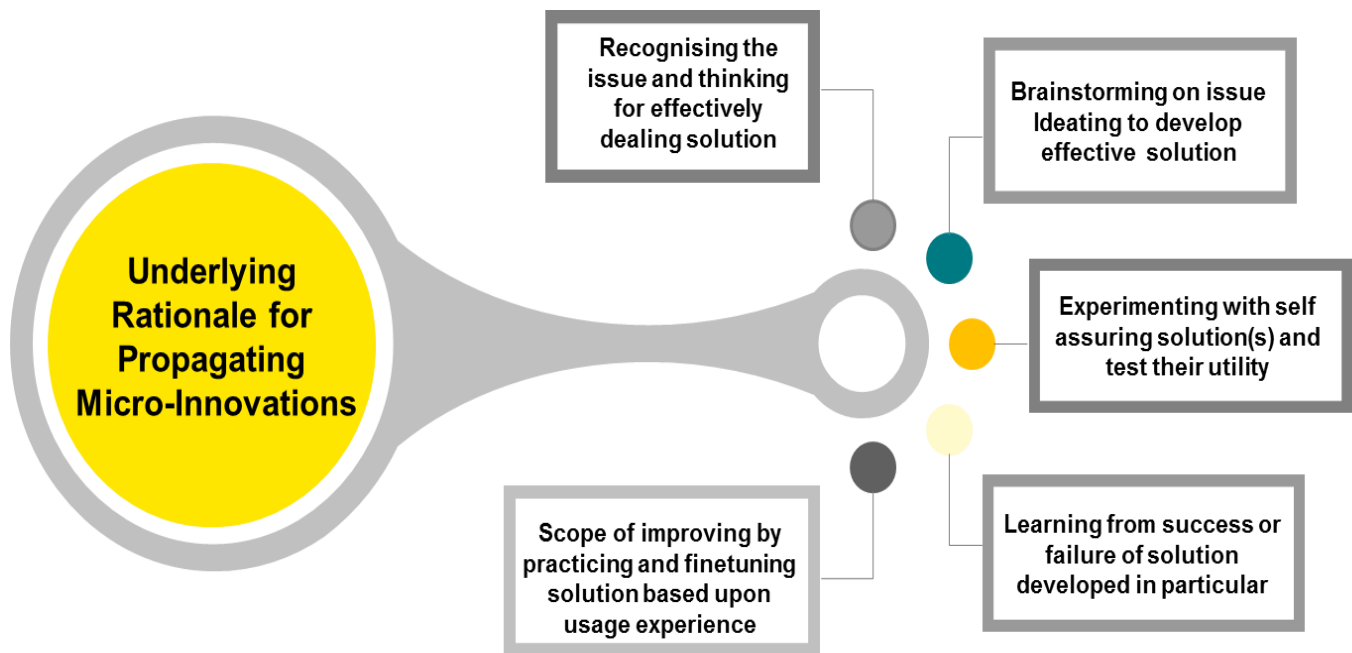
Teachers require constant professional development and peer support to improve their practice. Teachers feel empowered and more 'in-charge' of their classrooms when they work on solving problems for themselves and their students. Therefore, organizations encourage teachers to develop micro-innovations: creative ways to address specific problems around learning and/or general environment of the schools. These micro-innovations are mostly low or zero-cost, often utilizing material and resources that are readily available in schools. The underlying rationale behind propagating micro-innovations is that the process of understanding a problem, ideating for solutioning, experimenting with it, and then finally learning from success or failure can help teachers feel more stimulated, and develop as collaborative professionals.

Micro-innovations become sustainable by establishing a **community of practice** where teachers share their own attempts, experiences and results. Teachers can then also reach out to each other to understand the details and seek help during trying out the solutions at their schools.

How do micro-innovations work?

Micro-innovations are probable solutions that are designed by teachers to tackle micro problems that teachers and students face in the classroom or in the larger education environment outside the classroom.

Micro-innovations are interventions/ programs that facilitate behaviour change. The underlying rationale for propagating micro-innovations is to improve teaching-learning through collaborative thinking, and problem solving.



The consideration being that these innovations should be:

- ▶ Low or no investment
- ▶ Solve a specific challenge
- ▶ Initiated or carried through by an individual (either a Teacher or Head Teacher)

The impact of micro-innovations from groups of teachers can increase dramatically if they are implemented at scale. This can be done using simple dissemination channels such as websites, blogs, etc. Furthermore, to achieve nation-wide success in critical student outcome areas, it would be necessary to promulgate collaborative thinking with institutional stakeholders (governments), non-governmental organisations, teachers, and the wider community.

It is because of these reasons that many Not-for-Profits in India and Internationally are beginning to work in Micro-Innovations. Within Micro-Innovations the identification, promotion, scale-up or implementation are developing domains. One of the unique characteristics of organisations working in Micro-Innovations is that not only is replication of good practices simple, it is encouraged. Therefore, although uncommon in the Social Sector, a Benchmarking study in this domain is a useful and insightful exercise.

Sri Aurobindo Society (SAS) and Zero Investment Innovations in Education Initiatives (ZIIIEI)

Founded in 1960, Sri Aurobindo Society (SAS) is a spiritual organisation that works towards solving global issues through individual perfection, social transformation and human unity. It is in this background that the ZIIIEI initiative was launched as part SAS's umbrella educational initiative- *Rupantar*. ZIIIEI is a mass scale teacher outreach initiative which recognises teachers as the pillars of the nation and believes that their contribution, with due recognition and support can bring about a significant improvement in the quality and reach of education.



Stemming from the belief that the education system in India requires a renovation and not a disruption, ZIIIEI believes that despite the systemic and infrastructural drawbacks caused by factors such as governments, public policy, politics etc. that plague the educational system in India, it is the teachers who can act as agents of change in improving the educational outcomes of children. Teachers and students spend the maximum part of the day with each other and it is through these interactions that teachers are able to gain a deep understanding of classroom instructional and learning challenges and solve them too.

Hence, one can learn a lot from teachers' experience to understand the challenges that children face in learning and, also find ways in which these can be addressed.

From the field stories of how a teacher in Karnataka helped a Hindi speaking child in her class to become fluent in Kannada to the teacher in Uttar Pradesh who came up with the idea that it is the mothers who ensure children attend school and started recognising the “super moms” which lead to increased attendance in her class, the ZIIEI initiative has plucked the smallest of innovations at the remotest corners of the country and give these innovative or ‘Navachari’ teachers a platform to share their stories. It is these scattered, isolated, unrecognised but effective micro-innovations created by teachers at the grassroots level that ZIIEI meticulously selects and scales for adaptation to millions of other schools across the country.

As a measure of institutionalising these innovations and helping teachers to adopt and implement the academic ideas into their classrooms, SAS has documented these innovations as ‘Innovative Pathshala’. This aligns the innovations to curriculum (NCERT and State Boards) and helps teachers to use these innovations to teach day to day classes in a joyful and engaging manner. Due to much higher engagement between teachers and students, there is considerable improvement in attendance, teaching and learning. Innovative Pathshala is published by Cambridge University Press in India.

The program, only 4 years old has garnered the support from the President of India, the Minister of Human Resource Development, and Chief Ministers of Uttar Pradesh, Jharkhand, Chhattisgarh, and Haryana to policy institutes such as the National University of Education Planning and Administration (NUEPA).

SAS, after receiving such public recognition and gaining tremendous support and respect from teachers across India, has embarked on a mission to take ZIIEI to the next level, a “Version 2.0”. It is undertaking various programs to strengthen and streamline the program to enable it to extend its reach and coverage of all government schools, across India and in future, internationally as well.

- ▶ The expansion of Innovative Pathshala and their practice in schools to be deeper and more sustained with teachers.
- ▶ SAS is also working on strengthening the Monitoring and Evaluation framework of the ZIIEI program to enable it to run efficiently and effectively;
- ▶ The ZIIEI program is also going digital soon to streamline its operations and manage its scale and propagation.

Alongside these efforts, the ZIIEI team also wants to gain a deeper understanding of their program in the context of what others are doing as means of introspection and learning. The present report is a benchmarking study which aims to systematically examine ZIIEI against similar programs in India and internationally on an established framework and provide observations, learnings and the way forward to Sri Aurobindo Society to plan and strategize towards taking ZIIEI to the next level. *Presently, ZIIEI has benefitted upwards of 15.30 Lakh teachers across the country and established itself as a strong changemaker in the Indian Education space. With Memorandums of Understandings signed with over 25 Indian states, this programme’s strong foundation has been recognised by the President of India and Minister of HRD, Government of India.*

| ZIIEI Footprints as on 31st July 2019 | | | |
|---------------------------------------|----------------------------|---|--|
| State | No. of teachers registered | No. of teachers who have submitted their Innovative Ideas | No. of teachers who have adopted ZIIEI Innovations |
| Uttar Pradesh | 644,334 | 300,000 | 95,291 |
| Jharkhand | 53,214 | 22,780 | 48,886 |

| | | | |
|----------------------|------------------|----------------|----------------|
| Himachal Pradesh | 32,461 | 25,255 | 24,402 |
| Chhattisgarh | 117,491 | 82,513 | 78,716 |
| Uttarakhand | 15,034 | 13,307 | 14,210 |
| Madhya Pradesh | 163,171 | 92,082 | 73,457 |
| Haryana | 29,466 | 19,778 | 19,815 |
| Bihar | 191,843 | 156,809 | 176,466 |
| Puducherry | 3,154 | 1,770 | 1,955 |
| Sikkim | 7,219 | 4,650 | 6,781 |
| Tamil Nadu | 138,149 | 69,519 | 92,961 |
| Jammu & Kashmir | 30,431 | 14,919 | 15,421 |
| Chandigarh | 3,224 | 1,683 | 1,653 |
| Daman and Diu | 514 | 455 | 393 |
| Karnataka | 59,237 | 24,554 | 46,662 |
| A & N Islands | 3,178 | 2,190 | 1,636 |
| Dadar & Nagar Haveli | 1,587 | 1,444 | 1,261 |
| Andhra Pradesh | 29,663 | 11,619 | 14,964 |
| Goa | 3,861 | 3,752 | 3,778 |
| Assam | 879 | 509 | 376 |
| Tripura | 2,815 | 2,429 | 2,708 |
| All India | 1,530,925 | 852,017 | 721,792 |

As of March 2019, around 7,500 government school teachers of Uttar Pradesh, were provided 3-day training on the use, benefits and practical application of Innovative Pathshaala (IP). As a result, **Innovative Pathshaala** is being used in around **3400 government schools** of Uttar Pradesh and over 70,000 teachers are using the IP content through its mobile phone application.

ZIIEI aims to find most effective solutions created by teachers at the grassroots and systematically scale them up to millions of schools across the country. In the process, teachers are:

- ▶ Sensitized about the critical need for innovations in the Indian state-run schools;
- ▶ Educated about the potential of innovation that require zero monetary investment;
- ▶ Encouraged to share such best practices freely with the teaching community;
- ▶ Recognized grandly for their contribution towards improving the quality of education

Process Flow

The Workshops/orientation sessions are organized for the Education Officers who are the key drivers of ZIIEI in their respective districts. The objective is to sensitise them towards the need of empowering teachers and how they can lead state-wide initiative by practicing 'leadership by consciousnesses'.

Alongside, the teachers are also motivated and made aware of how their small innovative ideas can become a game changing factor for the education system. ZIIEI trainers introduce the teachers to ZIIEI, explain them how ZIIEI works to identify the most effective zero-investment innovations by teachers and encourages them to collectively create innovative ideas to improve the existing

education systems and processes at zero cost. They further encourage the teachers to document and share their best practices that they are practicing in the classroom with ZIIEI team.

Teachers then provide a brief summary of their best practices by filling in the 'Idea submission form'. The ideas submitted by the teachers are screened by the 'Idea Review Team', based on the resources used while implementing the idea, the main beneficiary, time required to implement the innovation, the impact areas of the innovation etc. After reviewing their concept, proofs of implementation and other documents, based on the impact and scalability of the ideas, the best ideas are selected to be compiled together as replicable case studies, which are published in the State *Navachar Pustika*. This *Navachar Pustika* reaches out to various schools/teachers across the state/country.

During the orientation session, the ZIIEI trainer also takes them through the various Zero Investment best practices of teachers across the country and provides them with ZIIEI Navachar Pustika comprising of various innovations by teachers from other states. After the training, the teachers are motivated to replicate the best practices in their classrooms to improve the quality of teaching & learning process. They are inspired to choose at least one ZIIEI Innovation from the Navachar Pustika.

ZIIEI team also follows up with the teachers about the implementation of ZIIEI Innovations in their classrooms. They are also requested to share photographic evidence of ZIIEI implementation in their classrooms with ZIIEI team.

How does ZIIEI training differ from other teacher training programmes?

The ZIIEI training sessions are particularly designed to trigger off the energy of teachers in uplifting the education quality. The key differentiators of this programme include:

- ▶ Unlike any other programme, teachers are the focal point of ZIIEI programme, sharing their innovative experiences with other teachers of the state. Their innovative ideas are compiled as replicable case studies and shared with teachers across the state.
- ▶ There is close involvement of all the stakeholders like teachers, principals, education officers etc. in planning, strategizing and executing the programme. This infuses them with a sense of responsibility and belongingness, resulting in higher commitment and contribution towards the programme objective.
- ▶ ZIIEI addresses the key challenge of limited resources/infrastructure, faced by teachers, in the government education system through its zero investment innovations.
- ▶ The training sessions are designed in a way to make the teachers feel important, by making them the centre of process, by giving them charge in their area of influence, thus the teachers are willing to go the extra mile, without any monetary incentives.

Approach and Methodology

A mixed-methods approach was used in undertaking the benchmarking study. The team carried out extensive desk research and interviews with experts to identify organisations or programmes like ZIIEI in India and internationally, identifying 30 such organisations and initiatives. Next, it culled down the long list to 18 such entities, short-listing them based on their similarity to the background and ethos of SAS i.e. not-for-profit organisations/initiatives working with school actors and institutional representatives to create impact at scale and which are recognised for their credibility of commitment and delivery.

Longlist
30
initiatives

1 Initiatives to improve quality of school education

- Focus on government schools
- Teachers, HMs, Schools as key stakeholders

1st Shortlist
18
Initiatives

2 Type of Entity (purpose), Institutional Integration and Scale

- Not-for-profits looking at creating impact at scale (# of stakeholders, # of regions/states)
- Credibility of commitment and delivery

Final Shortlist
3+3
Initiatives

3 Similarity with ZIIEI

- Teachers as agents of change
- Facilitating innovations at school
- Creating community of practice

For the final selection, the team identified those which had the most similarity to the ZIIEI program i.e. **considering teachers as agents of change, facilitating innovations at school and creating a community of practice** - narrowing down to a final comparator set of three national and three international initiatives/organisations. The findings of this exercise were presented as a separate report to SAS. After discussions on that report, the final organisations were filtered down to three national entities and three international entities. These were:

National

1. STiR Education
2. Kaivalya Education Foundation
3. Azim Premji Foundation

International

1. HundrED - Finland
2. Shine Trust - United Kingdom
3. Centre for Teacher Quality - United States.

A brief summary of the Organisations studied has been included in Chapter 4

1

Desk research to collect information such as the presence of annual reports, financial statements, strategy documents and any other reports/studies

2

Conducted Key Informant Interviews (KII) with the ZIIEI program leadership team and key personnel driving the program, field teams and beneficiaries. (please refer to the annexure for the KII questions).

3

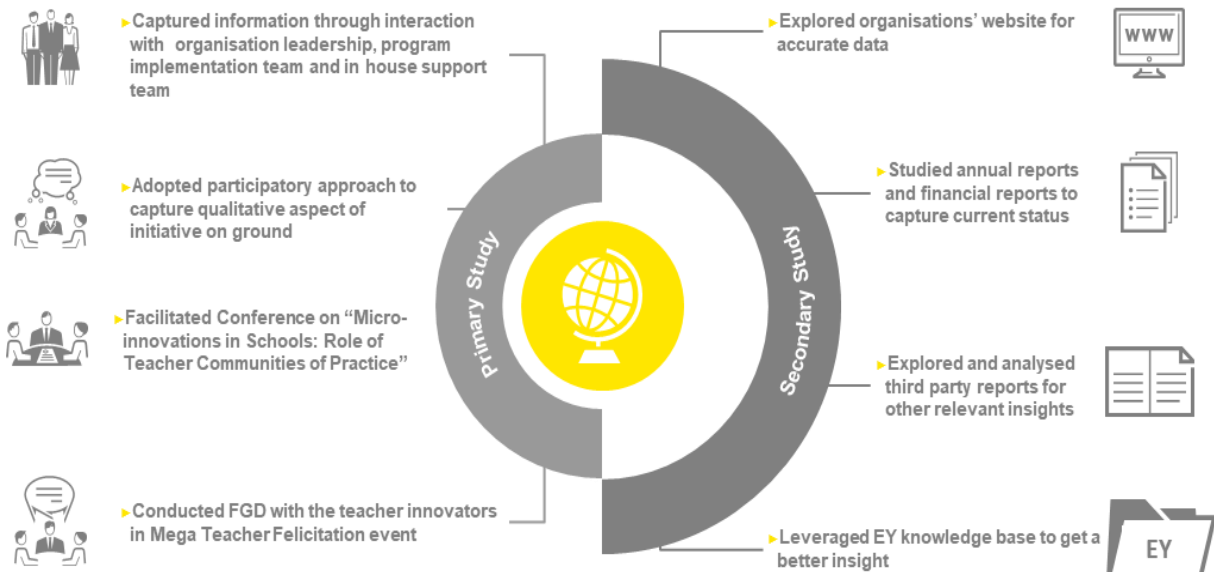
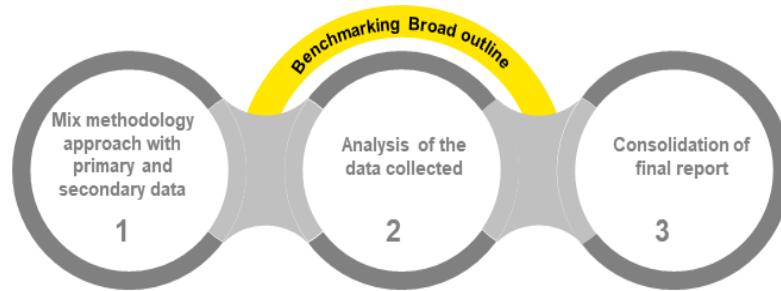
Conducted Focus Group Discussions (FGD) with teacher innovators from across India during ZIIEI's national level mega teacher felicitation event in New Delhi, findings of which were presented in a separate report.

4

Organised a high-level conference on "Micro-innovations in schools and the role of teacher communities of practice" to discuss and ideate on teacher motivation and management and how innovations drive changes in a large system.

5




Alongside these activities, the EY team also facilitated a Net Promoter Survey (NPS) to gauge the teachers' feedback on the ZIIEI program.



Organisations Studied

As per the approach and methodology, a selection of national and international organizations have been selected to provide benchmarking of the different facets of the work SAS is engaged through the ZIEI programme. Before Benchmarking them against ZIEI, it is useful to understand a brief background and context about them, their key areas work, and objectives.

| Name of Programme | Introduction to organisation/initiative |
|--|--|
|  <p>STiR education Re-igniting intrinsic motivation in teachers and education systems</p> | <p>STiR Education is an International NGO, registered as a Charity in the United Kingdom, founded in 2012. An organization that works with Teachers, its vision is to create a world where teachers love teaching and children love learning. To this end, STiR' s mission is to support education systems to reignite intrinsic motivation in teachers and officials through building and sustaining working teacher networks. As an overarching approach, STiR works with governments to design programs that can enable better collaboration among teachers and improve teaching practice and student learning. It has operations in India and Uganda and its work has been well received in the international community.</p> |
|  <p>Azim Premji Foundation</p> | <p>Azim Premji Foundation (APF) has been founded and promoted by Azim Premji since 2000. Currently working with 1000+ employees, APF recognizes teacher and education administrator as the most important change leaders for improving education quality. It positions teachers at the heart of the educational system with a belief that any effort to improve the quality of education is centrally dependent upon the teacher. APF considers quality of academic support (pre-service and in-service) as impetus for effective functioning of teachers. In this direction, Teachers of India-Portal (Azim Premji Foundation) was launched by Azim Premji Foundation in 2008; It is a platform for teachers, teacher educators and others working in education in India which aims to create a vibrant community of teachers through the sharing of knowledge and experience on a common platform.</p> |
|  <p>K A I V A L Y A EDUCATION FOUNDATION</p> | <p>Kaivalya Education Foundation (KEF) is an organisation driving social change whose principal donors are the Piramal Group. Its interventions started in 2008 with the focus to transform the quality of education by addressing education crisis in public schools by providing leadership training to school principals.</p> <p>KEF's programs include:</p> <ul style="list-style-type: none"> ▶ School Leadership Development Program (SLDP) is a three-year program which provides holistic training and support to the school leaders of government primary schools. SLDP initiates school leaders to experientially understand and develop skills so that they can effectively manage and lead their schools. |

| | |
|---|--|
| | <ul style="list-style-type: none"> ▶ Gandhi fellowship program is an intense 2-year youth leadership development program that strives to create a pipeline of nation builders who embody and practice leadership skills. ▶ State Transformation Program aims to transform the learning outcomes across the state in collaboration with State Government. ▶ State and District Transformation Program is aimed at developing and enabling Education Officers at block, district and state levels and other Govt. Stakeholders to foster learning outcomes of children and change in schools in their Block/District/State. |
|  | <p>Realising that in an increasingly connected and globalised world, educational practices can still remain very local and isolated, HundrED, a Finnish not for profit organisation aims to support improvements in K-12 education and inspire a grassroots movement by encouraging pedagogically sound, ambitious innovations to spread across the world. The organisation has three main initiatives:</p> <ul style="list-style-type: none"> ▶ HundrED Global: an annual collection of 100 inspiring innovations in K12 education that are innovative, impactful and scalable ▶ HundrED Open: an open resource platform where anyone can share their innovative work in education for free ▶ HundrED Spotlights: partnerships between HundrED and local partner organizations to focus on a location or theme to research, understand and share 10 innovations |
|  | <p>Shine Trust supports the brightest minds in teaching across England to develop new ideas to improve the educational attainment of disadvantaged children. In the North of England, 66% of children from the poorest households do not clear 5 GCSE Examinations at school, leaving them without the foundation to access further education or secure a good job. SHINE Trust aims to raise the attainment of children from low income homes across the Northern Powerhouse. Let Teachers SHINE is a national funding competition aimed to fund any qualified, practicing teacher who has ideas related to increasing attainment in English Maths and Science. The trial of the project, as well as the scale up is then funded by the trust, to benefit children most in need.</p> |
|  | <p>The Center for Teaching Quality (CTQ) has been leading efforts to improve public education in America, drawing from the expertise and insights of experienced educators. It has worked with thousands of teachers, administrators, and system leaders nationwide, listening to and learning from their experiences, then collaborating with them to create solutions to make public schools better. CTQ helps teachers grow as leaders and has partnered with administrators and district officials to reimagine how schools work and find solutions to improve public schools.</p> |

All the organisations studied are working in a similar domain as ZIIEI. Using different factors and nuances of Micro-Innovations, indicators have been created to illustrate the relative strengths and weaknesses.

Benchmarking Organisations

This section aims to first identify, and then utilize select parameters to benchmark Sri Aurobindo Society's ZIIEI initiative against other similar National and International programmes/organisations explained above. To structure this, indicators have been thematically divided into the following seven buckets/categories:

- I. Nature of Programme
- II. Programme Design
- III. Operational Processes
- IV. Scale and Diversity
- V. Beneficiary Adoption and Incentives
- VI. Financials and Sustainability
- VII. Voice of the Customer

Additionally, within these buckets some of these indicators are intended to give background context about these organisations/programmes and hence cannot be compared. Therefore, under each bucket, there will be two sections, within which indicators will be explained. These are:



- a) **Context Benchmarking**: A range of indicators that are merely to provide context and details, and will not be followed by a commentary or a rating
- b) **Comparative Benchmarking**: Parameters that can be compared, followed by either a commentary, or a commentary and rating

I Nature of Programme

This section aims to uncover the 'What', 'How' and 'Why' of the programme within the larger organization. In some cases, this is especially important because despite being a flagship initiative, the 'What', 'How' and 'Why' may differ from the parent organization.

Context Benchmarking








1. **Type of Intervention**: Defining the domain and key aspects of the programme (What)
2. **Goal of the Initiative**: Defining the key reasons for the programme's existence (Why)
3. **Methodology Followed**: Defining the ways in which the Goal of the Initiative is met (How)
4. **Targeted Beneficiary**: Group that is best positioned to utilize the programme to bring about desired change directly (Whom it is meant for)
5. **Type of Innovations**: Defining what types of innovations are being focused upon within these initiatives


| S.No | Indicator |  |  Re-igniting intrinsic motivation in teachers and education systems |  |  |  |  INFORM. INSPIRE. INNOVATE. |  |
|------|----------------------|---|---|--|---|--|--|--|
| 1. | Type of Intervention | Crowd-sourcing the micro-innovations, felicitating innovators and mapping the micro-innovations with curriculum books, to be used by Teachers while teaching in classrooms. | Systemic interventions for teacher motivation through Micro-Innovations and other motivating factors. | Creating a platform to build capacity of Teachers and improving teaching in India | Improving schools and education system through better school leadership | Providing a forum through which innovations in School Education by Teachers and Educational Leaders can be shared. | Using a competitive process to identify and reward solutions to problems in Public Education by all stakeholders in Education. | Recognising and scaling up innovations by Teachers aimed at increasing attainment. |
| 2. | Goal of Initiative | To inspire joyful classrooms through zero-cost micro-innovation and help teachers solve their local educational problems on their own | Create a world where Teachers love teaching and children love learning. | Creating a Forum to unite teachers, institutions, resources and organisations. | Leadership and School Development for Better Schools | Inspiring Education Leaders to inspire change and share their experiences, ideas and best practices. | Using ideas as a way to tackle all shortfalls in Public Education in the United States. | Scaling up winning teachers' innovations to increase the attainment of low-income students in Northern Powerhouse, UK. |
| 3. | Methodology Followed | Collecting micro-innovations through physical training workshops, | Curated and context-driven training programmes at the State, District and School level. | Outlining and sharing P2P modules with teachers | Supporting school Leadership with Gandhi Fellows for improving schools, as well as District and | Invite, identify and incubate ideas and share them on a large portal | Using a large-scale competition to invite innovations in education and | Inviting ideas related to increasing attainment in Education and providing |

| | | | | | | | | |
|----|---------------------|---|---|---|---|---|---|---|
| | | selecting best micro-innovations, felicitating the innovators and distributing the micro-innovations back into schooling system | | | State Transformation for systemic interventions | | rewarding winners. | financial support for scale |
| 4. | Target Beneficiary | Government School Teachers (India) | Government School Teachers, Administrators (India and Uganda) | Teachers across India, and other concerned stakeholders who stand to benefit from the Forum (India) | Government School Teachers and Educational Managers (India) | Primarily, but not restricted to Teachers with pedagogical innovations (Global) | All School Education stakeholders (United States of America) | School Teachers in the Northern Powerhouse (United Kingdom) |
| 5. | Type of Innovations | Academic and non-academic innovations for joyful learning and for addressing local problems of education system | Teaching capacity building and motivation-based | Innovations in curriculum content | School Management and Educational Leadership | Global innovations across various themes in Education | Solutions for problems being faced by the public schooling system | Teacher Innovations aimed at increasing attainment |

Comparative Benchmarking

6. **Programme Focus Sharpness:** Describing specificity of target beneficiaries compared to the programme objective i.e. how closely indicator 2 and 4 are correlated
7. **Attitudinal Change:** Defining the change the programme wants to bring about - either Institutional or Attitudinal

| S.No. | Indicator |  |  |  |  |  |  |  | Rating & Commentary |
|-------|------------------------------------|--|---|--|---|--|--|---|--|
| 6. | Program me Focus Sharpnes s | Exceptional. Single focus objective directly correlated to the only target group. | Good. Although the correlation is stronger, the number of groups targeted to meet the objective are much higher in number. | Average. It is significantly more difficult through a single Forum to meet an ambitious goal. | Very good. Each goal is accompanied with the exact group that can enable and bring about the same. | Average. The objectives for target audience are very ambitious and are not sharp. | Good. The focus and the target group is clear. However, without establishing clear themes for the innovations each year, the sharpness has reduced. | Very good. There is a strong geographical eligibility and innovation clarity communicated to a focused cluster of teachers in a specific region. | ★★★★★ ZIIIEI stands out since the target is purely focused on one single stakeholder. |








| | | | | | | | | | |
|----|---------------------------|---|--------------------------------|---|--|--|---|---|--|
| 7. | Attitudinal Change | <p>Change the attitudes of Direct Beneficiaries</p> <p>Innovative Pathshala is a means of institutionalising the micro-innovations for Attitudinal Change</p> | Attitudinal change in teachers | Attitudinal change in teachers and education managers | Change the attitude of Educational Leaders at school levels and institutional changes through State Transformation Programme (STP) and District Transformation Programme (DTP) | Change the way its readers think about innovations | Changing public school gaps without using institutional support | Changing attitude of low-income students in order to increase attainment only | <p></p> <p>ZIIEI, perhaps along with Let Teachers Shine are the only two programmes with targeted attitudinal changes through very tangible deliverables, hence providing possibility of good outcomes. Other programmes aim to target all stakeholders in their ecosystem, whereas ZIIEI and Let Teachers Shine are aiming to change attitudes of very specific changemaker.</p> |
|----|---------------------------|---|--------------------------------|---|--|--|---|---|--|








II Programme Design

This section aims to focus deeper on the design, timelines and cycles relating to the programme as well as the implications for the stakeholders. Following the context built in the first section, this will give a deeper and better understanding of the 'How'.

Context Benchmarking

8. **Cycle of Activities:** Describing steps taken by all Stakeholders during a single cycle of intervention
9. **Knowledge Management and Documentation:** Describing various distribution strategies for content with the objective of creating higher adoption
10. **Idea Selection Methodology:** Describing the criteria and institutional processes used to select innovations or ideas received from stakeholders








| S.No | Indicator |  |  |  |  |  |  |  |
|------|----------------------------|---|---|---|---|---|---|---|
| 8. | Cycle of Activities | <p>Orientation and training of teachers</p> <p>Educators submit their ideas on the ZIIIEI portal/Courier/Through Trainer/Through Education officer</p> <p>Week long workshop to refine and scale ideas</p> <p>Case studies published</p> <p>Recognition and rewards for ideas</p> <p>Creation of Innovative Pathshala (Teacher Help Material), by mapping the selected ZIIIEI ideas with curriculum books</p> <p>Training of teachers on Innovative Pathshala</p> <p>Tracking implementation of Innovative Pathshala in schools</p> | <p>Conduct system partnership diagnostic</p> <p>Understand Needs-Priorities</p> <p>Develop Implementation support models</p> <p>Learn, Assess, Refine & adapt</p> <p>Train Dist. & Sub-dist. Officials</p> <p>Motivate & Create impact and repeat</p> | <p>Teachers, teacher educators, enthusiasts and members of APF are invited to register on the Teachers of India Portal</p> <p>Classroom, teacher development resources are uploaded</p> <p>Teachers are invited to participate in forum discussions</p> | <p>Trained Gandhi Fellows are allocated to Schools</p> <p>Support Teachers and Head Teachers in School functioning and teaching</p> <p>Pedagogy and Academic teams support teachers in select areas</p> | <p>Ideas submitted online</p> <p>Ideas incubated</p> <p>Ideas shared on the HundrED portal for the benefit of the larger community.</p> | <p>Identifying an area of impact</p> <p>Documenting an area of impact</p> <p>Documenting the stories of innovations</p> <p>Sharing and the presenting the success stories</p> | <p>Submission of ideas</p> <p>Shortlisting of ideas</p> <p>Presentation of ideas</p> <p>Funding / awarding</p> <p>Options to scale-up</p> |


| S. No | Indicator |  |  |  |  |  |  |  |
|-------|---|---|---|---|--|---|--|--|
| 9. | Knowledge Management and Documentation | <p>Publishing state-wise innovation booklets in local languages & sharing with all teachers in state.</p> <p>Publishing Innovative Pathshala books, with ZIIIEI ideas mapped to curriculum books</p> <p>Hosting ZIIIEI ideas and Innovative Pathshala content on the Portal and App</p> <p>Publishing snippets on Social Media</p> <p>Organizing exhibitions and award ceremonies in each district of the country, as well as at the state and national level</p> | <p>Co-authored learning journals: STiR develops detailed quarterly analyses of findings for distribution among governments & systems</p> <p>Inclusive learning events: STiR assembles 2-3 majors symposiums timed around UNGA & Education World Forum, and funding partner strategy events in India and Uganda.</p> | <p>Periodicals Publication: Learning Curve</p> <p>At Right Angles: National level platform for learners to access resources for math</p> <p>I Wonder: Combined reading for Science & Social Science explaining concepts</p> | <p>Supporting teachers to create Learning Material</p> <p>Supporting teachers to conceptualize TLM</p> <p>Understanding level of students' understanding through assignments</p> | <p>HundrED Open: Platform for anyone to share innovative work in education and entry(s) may get considered for:</p> <p>Annual HundrED Global Collection.</p> <p>HundrED Global Innovation Summit</p> <p>HundrED Community Website and</p> <p>HundrED Social Media Pages</p> | <p>CTQCollab: All relevant ideas and proof of impact documented and presented on the website for being available publicly.</p> | <p>Details and the success of the program is conveyed via following media channels:</p> <p>SHINE Trust's Press Releases, Annual Reports and Website</p> <p>Capita SIMS, the most widely used School Information Management System in the UK.</p> |


| | | | | | | | | |
|-----|-----------------------------------|--|--|--|---|--|---|---|
| 10. | Idea Selection Methodology | <p>Innovations are selected by a central team of experts and is based on strict criteria which necessitates that the Idea is zero/ no cost,</p> <p>Idea been implemented for at least 1 year</p> <p>There is photographic evidence of its implementation</p> | <p>STiR has a unique selection framework for learning maximization driven program design based upon:</p> <p>Big data for behavioural insights using mobile platforms</p> <p>External longitudinal sampling & key outcome data analysis</p> <p>Rigorous, rapid learning cycles using problem-driven iterative adaptation to design, test for maximum impact</p> | <p>All ideas are promoted on the Teachers of India platform, and relevant curated content is shared.</p> | <p>Staff and fellows use relevant need analysis tools, as well as videos to capture classroom progress. Only relevant tools are chosen that can aid classroom progress.</p> | <p>Final selection of winning innovations by HundrED Academy on the basis of feedback received from multi-level stakeholders</p> <p>Announcement of winning cohort by 100+ members inclusive of varying stakeholders in education including educators, young researchers, leaders.</p> | <p>All ideas related to the larger theme of improving public school education are shared through videos followed by interviews.</p> | <p>Let Teachers SHINE offers funds to teachers within the following criteria:</p> <p>Ideas that will help disadvantaged children aged 4-18</p> <p>Ideas that will benefit disadvantaged children to succeed in English, Maths or Science</p> <p>Innovative ideas that can be easily replicated and scaled</p> |
|-----|-----------------------------------|--|--|--|---|--|---|---|


Comparative Benchmarking


11. **Cycle Lead Time:** Time taken for the completion of one complete intervention cycle
12. **Inclusiveness:** Defining who all are eligible for this programme
13. **Scalability Rating:** Rating the feasibility of the programme being scaled-up
14. **Breadth of Outreach:** Describing the breadth of dissemination platforms to influence wide variety of stakeholders
15. **Stakeholder Interaction:** Describing the extent of interaction with key stakeholders involved in a programme cycle

| S. No | Indicator |  |  STiR education <small>Re-igniting intrinsic motivation in teachers and education systems</small> |  Azim Premji Foundation |  KAIVALYA EDUCATION FOUNDATION |  hundrED |  OCTO <small>INFORM. INSPIRE. INNOVATE.</small> |  Let Teachers SHINE | Rating & Commentar y |
|-------|-----------------|---|--|--|---|--|--|---|---|
| 11. | Cycle Lead Time | Approximatel y 12 months | 12 weeks structured training programmes for Teachers and Educational Managers | Continuous updating of content on portal with no fixed cycle time | Gandhi Fellowship: 104 weeks School Leadership Development Program: 156 weeks | Total Time 10 months (5 for submission, 1 for voting and final decision and rollout 4 months) | Continuous updating of platform | Total Time 10 weeks (6 weeks submission window, 4 weeks selection) | ★★★★★ ZIIIEI is the only initiative wherein a constant physical interaction takes place for the whole year, while completing an extensive set of activities within a Cycle Lead Time of single year. All other programme s rely mostly on complete online portals for constant progress. |

| | | | | | | | | | |
|-----|----------------------|---------------------------------------|---|------------------------------------|--|----------------------|-------------------------------|--|---|
| 12. | Inclusiveness | Open for all School Teachers in India | Open to all teachers of the states where STiR decides to go | Open to all with access to content | Select stakeholders in the Education ecosystem | Open to all globally | Open to all US-based teachers | Open to teachers largely in Northern Powerhouse, UK. |  <p>Aside from teachers who have access to STiR training, ZIIEI is the only focussed programme with an inclusive, wide reach, thereby reaching out to all kinds of Teachers whether or not they have Technology access or social/economic privilege.</p> |
|-----|----------------------|---------------------------------------|---|------------------------------------|--|----------------------|-------------------------------|--|---|

| | | | | | | | | | |
|----|--------------------|------|--------|-----|--------|-----|-----|--------|--|
| 13 | Scalability Rating | High | Medium | Low | Medium | Low | Low | Medium |  <p>Although the ZIIEI is a largely physical programme, its deep-rooted cooperation with the Government and key enabling institutions, rapid progress thus far, and strength of idea make it the most scalable idea amongst the chosen organisations.</p> |
|----|--------------------|------|--------|-----|--------|-----|-----|--------|--|

| | | | | | | | | | |
|----|----------------------------|---|---|--------------------------------------|--|------------------------|--------------------------------------|--------------------------------------|---|
| 14 | Breadth of Outreach | Field exhibitions, award ceremonies newsletters, online portal, social media, webinars, Innovation Case Books, Teacher Reference Books (Innovative Pathshala) | Field-based, academic articles thought pieces, institutions | Web-based (all supplementary online) | Field-based, newsletters, social media | Web-based (all online) | Web-based (all supplementary online) | Web-based (all supplementary online) |  <p>ZIIEI stands out since despite being purely field based, it also has physical books, newsletters and an extensive spread of distribution platforms. Considering different stakeholders are reachable through different platforms, ZIIEI has done a commendable job to create a wide variety of dissemination mechanisms.</p> |
|----|----------------------------|---|---|--------------------------------------|--|------------------------|--------------------------------------|--------------------------------------|---|








| | | | | | | | | | |
|-----|--------------------------------|---|--|-----------------------|--|---|--|--|---|
| 15. | Stakeholder Interaction | Feedback at all stages. Throughout orientation, support for submission, checking for issues/support and during publication of innovations. Feedback process through Call Centre, School visits etc. | Progress tracking, regular reviews and longitudinal studies following sessions | Low-Touch involvement | Regular update check-ins, reviews, interactions and trainings in service. Intensive during training, and minimal following thereafter. | Reviews in pre-posting stage by HundrED team. | Select story documentation following posting on Platform | Assessments and interactions for only selected innovations |  <p>ZIIEI is the only initiative that has intensive interaction throughout . The interactions are designed to enthuse the stakeholders throughout the cycle.</p> |
|-----|--------------------------------|---|--|-----------------------|--|---|--|--|---|








III Operational Processes

This section aims to not only describe operations, but also indicate how effectively these programmes are run. By understanding the structure, support system and training that takes place within all of the programmes and organizations being looked into, the element of the sustainability of these programmes can be seen. **Context Benchmarking**

16. **Organization Structure:** Refers to how the teams are structured for operational convenience, efficiency and effectiveness.

17. **Means Leveraged:** Describing what programmes are using to meet their larger objectives


| S. No | Indicator |  |  STiR education <small>Re-igniting intrinsic motivation in teachers and education systems</small> |  Azim Premji Foundation |  KAIVALYA EDUCATION FOUNDATION |  hundrED |  OCTO <small>INFORM. INSPIRE. INNOVATE.</small> |  Let Teachers SHINE |
|-------|-------------------------------|--|--|--|--|---|--|---|
| 16. | Organisation Structure | <p>Number of Employees: 420</p> <p>Number of Program Staff: 188</p> <p>Number of Support Staff: 232</p> <p>A balanced structure with functional departments of Operations, Idea Review and Management, Training, M&E and communications among other functions such as HR, finance etc.</p> | <p>Number of Employees: 90</p> <p>Number of Program Staff: 60</p> <p>Number of Support Staff: 30</p> <p>A strong global support system of knowledge management, M&E and documentation to support the field/programme team.</p> | <p>Number of Employees: 8</p> <p>Number of Program Staff: N/A</p> <p>Number of Support Staff: N/A</p> <p>Limited programme team and mostly operating the portal and support.</p> | <p>Number of Employees: 1200</p> <p>Number of Program Staff: 750</p> <p>Number of Support Staff: 450</p> <p>A core team of 10+ members leading different initiatives, followed by Programme Managers and officers and subsequently by large field team</p> | <p>Number of Employees: 9</p> <p>Number of Program Staff: 9</p> <p>Number of Support Staff: NA</p> <p>Limited programme team and mostly operating the portal and support.</p> | <p>Number of Employees: 10</p> <p>Number of Program Staff: 10</p> <p>Number of Support Staff: N/A</p> <p>Limited programme team, mostly operations.</p> | <p>Number of Employees: 7</p> <p>Number of Program Staff: 7</p> <p>Number of Support Staff: 0</p> <p>Limited programme team, mostly operations.</p> |
| 17. | Means Leveraged | Using Micro-Innovations, their subsequent Communities of Practice to increase the motivations of India's teachers to drive social change. | A deep system-level understanding leveraged to further develop State and school-level practice for Teachers to create change per student. | Using a nationwide digital platform to share ideas and experiences amongst key influencers to inspire more active learners. | Using targeted interventions to empower future Education leaders in driving self and social change. | Use and promote innovations that highlight the direction of thinking in which the Organisation is focussed | Promoting educational innovations that solely cater to gaps in public education system in the United States to bypass the need for institutional support | Increase low-income children's' attainment through scalable and replicable solutions to assist in subjects that are important in the future. |

| S. No | Indicator |  |  Re-igniting intrinsic motivation in teachers and education systems |  Azim Premji Foundation |  KAIVALYA EDUCATION FOUNDATION |  |  INFORM. INSPIRE. INNOVATE. |  | Rating & Commentary |
|-------|-----------------------|---|---|---|--|---|--|---|--|
| 18 | Support System | Capacity Building Trainers to train teachers District Coordinators to oversee Capacity Building Trainers Central Operations Team to oversee District Coordinators Call centre that handles queries and collects feedback from teachers | State teams that include District Program Managers that spearhead programs and any issues related to implementation | Association with sector expert organisations for appropriate editing of content and Guidance from key players of digital space for online publishing under appropriate monitoring. | Gandhi Fellows act as agents of change and Program implementation with academic leadership support from a Center of Excellence | Personalized support via Helpdesk. Regular information updating through print, digital & social media Opportunities to meet and connect through meetings, events & spotlights | CTQ builds capacity of teachers to facilitate activity of experiences sharing CTQCollab platform enables learning through workshops, duly followed by certificates on completion. | Once funding is received, the teacher has complete autonomy on how to implement within the school, he/she represents. SHINE Trust participates in overall assessment process of measuring success. | ★★★★★ ZIIIEI has the most in-depth and extensive Support System running through all levels, as can be seen. |

Comparative Benchmarking

18. **Support System:** Discussing additional stakeholders being leveraged

19. **Training Model:** Mentioning the training that the trainer receives before delivering the programme to the beneficiaries








| | | | | | | | | | |
|-----|-----------------------|---|---|-----|--|----|--|----|---|
| 19. | Training Model | Direct training of the Teachers by Trainers of the ZIIEI programme, rather than cascading model of training | District and sub-district trainers prepared at the system level as well as for better classroom orientation | N/A | Gandhi Fellows support implementation of initiatives on ground through participative learning/training | NA | Workshop Facilitators orient the participants for innovative practices | NA |  Among all organisations to whom this important indicator applies to, ZIIEI is the most extensive and sophisticated with regards to its Training of Trainer (ToT) |
|-----|-----------------------|---|---|-----|--|----|--|----|---|

IV Scale and Diversity

This section uses indicators to look into the scale and diversity the programmes being studied. This is essentially important given sharp differences between India and other countries in terms of linguistic, socio-economic and nuanced local cultural dynamics.

Comparative Benchmarking

- 20. **Beneficiaries:** Total number of beneficiaries
- 21. **Physical Presence:** Listing the Scale of Operations
- 22. **Speed of Scaling Up:** Describing the frequency of increasing the scale of the programme
- 23. **Linguistic Spread:** Refers to total number of languages in which programme learnings and innovations are accessible across the globe.
- 24. **Beneficiaries Reached per Employee:** The result of dividing the input (employees) and output (beneficiary) numbers

| S. No | Indicator |  |  Re-igniting intrinsic motivation in teachers and education systems |  |  |  |  INFORM. INSPIRE. INNOVATE. |  | Rating & Commentary |
|-------|-------------------|---|---|--|---|---|---|---|---|
| 20. | Beneficiaries | 15.3 lakh teachers | 92,845 teachers | 16,514 teachers | 4600 principals | NA | 3.75 lakh teachers | 10 unique teacher ideas implemented | ★★★★★ Without a close second, ZIIIEI, one of the youngest initiatives has the highest number of target beneficiaries |
| 21. | Physical Presence | 22 States (India) | 4 States (India) and Uganda | 6 States and 1 UT (India) | 3 states and 25 Aspirational Districts (India) | Global (Online) | Pan-America | Northern Powerhouse, England, United Kingdom. | ★★★★★ Without a close second, ZIIIEI, has the highest number of States it is operating in |

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|-----|---|---------------------------------|---------------------|--------------------------------|--------------------------------|------------------------------|----------------------|---|---|
| 22. | Speed of Scaling-Up | 22 States in 3 years | 4 States in 7 years | 6 States and 1 UT in 9 years | 3 states in 11 years | Global (Yearly) | Pan-America (Yearly) | Northern Powerhouse, England, United Kingdom (Yearly) | ★★★★★ Without a close second, ZIIEI, one of the youngest initiatives has the highest speed of scaling up, with the International examples not comparable directly. |
| 23. | Linguistic Spread | 9 Indian and 1 Global (English) | 1 Global (English) | 3 Local and 1 Global (English) | 1 Local and 1 Global (English) | 4 Global (including English) | 1 Global (English) | 1 Global (English) | ★★★★★ Given that this parameter concerns itself with the accessibility of its material and innovations, ZIIEI is clearly ahead of all the others. |
| 24 | Beneficiaries Reached Per Employee | 15,473 | 2,000 | 2,049 | 3 | 50,962 | 37,500 | 21 | ★★★★★ International initiatives do not work on a face-to-face intervention model. Given that distinction, ZIIEI has done a commendable job in squeezing efficiency out of its limited resources. |

V Beneficiary Adoption and Incentives








This section aims to explain the reception of these programmes by the intended beneficiaries and the incentives used to enable further adoption. Given that these are all organizations working in the Social Sector, an understanding and comparison of incentives is critical.


Comparative Benchmarking

25. **Innovation Adoption:** Numbers related to adoption of this programme

26. **Programme Recognition:** Describing external endorsement and recognition

27. **Third Party Assessment and Independent Evaluation:** Discussing the organizations that examined these initiatives in depth

| S. No | Indicator |  |  Re-igniting intrinsic motivation in teachers and education systems |  |  |  |  INFORM. INSPIRE. INNOVATE. |  | Rating & Commentary |
|-------|---------------------|---|--|--|---|--|---|---|---|
| 25. | Innovation Adoption | 7,21,792 teachers have adopted ZIIIEI ideas as of July 2019 | Number of teachers' networks across 4 states: 2565 Number of teachers across 4 states: 92845. As such, no clear data has been captured or available on adoption | NA | Adoption not tracked. From the data available, it appears to be that adoption is very limited in pockets. | Over 2750 innovations have been researched worldwide. HundrED has published 2 global collections of toolkits with 100 innovations each | Currently 128 members on the CTQCollab platform | 7 ideas currently working at scale, with a further 10 ideas funded. | ★★★★ ZIIIEI's adoption numbers being so high means that their traction has once again paid off since they are recognising highly replicable innovations very frequently. |

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| 26. | Programme Recognition | District-level awards given by District Administration. State-level Awards by Chief Ministers of respective states. National Awards given by Minister of HRD, Government of India & Ideas published in Institutional Magazine - circulated in 22 states. | 2017 WISE Award Finalist; partnership with state govts of Delhi, Karnataka, M.P. and Tamil Nadu. | Received the Carnegie Medal for efforts to reform public education, and awarded by the US-India forum | Selected by NITI Aayog to sign Statement of Intent for key indicators status improvement in 25 aspirational districts | Applauded by Finland Ministry of Education, National Board of Finnish Education & University of Helsinki | Recognised by National Edu. Association. South Carolina Dept. of Edu. UCLA Center for Transformation of Schools | Recognised by National STEM Centre & Promoted by SIMS-UK's Largest School Info. Management System. |  <p>ZIIEI has received tremendous recognition at all Government levels, including awards directly given to teachers as well as endorsement given by President of India, Minister for Human Resources, multiple other Union Ministers as well as State Chief Ministers. At the same time, ZIIEI should further aspire to get recognition from 3rd party neutral institutions.</p> |
|-----|------------------------------|--|--|---|---|--|---|--|--|








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| 27. | Third Party Assessment and Independent Evaluation | <p>Tata Institute of Social Sciences (TISS) conducted a process assessment of the programme in 2017-18.</p> <p>In 2019-20, EY conducted a National and International Benchmarking Study.</p> <p>At the same time, a research study on ZIIEI is underway in Cambridge University,</p> <p>Furthermore, Datamation conducted a baseline study to assess the change in the teaching and learning environment created by Innovative Pathshala in UP Schools.</p> | <p>ID Insight: Improvement in teacher effort to implement micro innovations and best practices in school</p> <p>ASER study on fall in proportion of beginner level children</p> <p>Education and Development trust with DFID: FGD qualitative evaluation on professional mindsets and behaviour of systemic stakeholders</p> | <p>University Research Center actively engages in conducting assessment of various aspects of program with results being shared through review articles and success stories.</p> | <p>KEF appointed external organisation to assess the learning outcomes of the students, but results are not possible</p> | <p>Covered vastly in news articles and blogs online.</p> | NA | <p>Although Let Teachers SHINE has never been studied, another initiative by SHINE Trust has been studied by the National Foundation of Educational Research, United Kingdom in 2011.</p> | <p>★★★</p> <p>Third party assessments or examinations of programs are important in increasing awareness about their importance to the community they are helping. Although a relatively new phenomenon, at ZIIEI there is a clear plan to engage outside agencies to conduct research into their programme.</p> |
|-----|--|---|--|--|--|--|----|---|---|


VI Financials and Sustainability


This section aims to look further into financial perspectives, as well as using the multiple facets through which donors play a role in the long-term sustainability of Not-for-Profit Organizations.


Comparative Benchmarking


28. **Intrinsic Motivation:** Describing the in-built motivation methods that exist within these programmes. Programmes that build strong intrinsic motivation tend to be more sustainable, since extremely committed stakeholders attract resources
29. **Financial Sustainability:** Describing the focus on financial sustainability
30. **Exit Plan:** Stating the presence of an Exit Plan
31. **Partnerships:** Listing the extent of partnerships intended on increasing funding, adoption or both
32. **Cost per Beneficiary:** A number arrived at by dividing the total programme budget by the number of beneficiaries.

| S. No | Indicator |  |  |  |  |  |  |  | Rating & Commentary |
|-------|-----------------------------|--|---|--|---|---|---|---|---|
| 28. | Intrinsic Motivation | Classroom and school specific micro-innovations are recognized by Government at various levels, and their impact documented. Additionally, these teachers are also rewarded for their innovations. | Support and Solutions for Teaching Challenges and publication in booklets | Being a part of a larger Teaching and School Management community | School Leadership Development for Better School Management but no reward or recognition | Educational Innovations as Global, Credible & Scalable Solutions to Learning Issues | Digitally accessible Collaboration platform for educators' peer-learning | Innovative Solutions for School Improvement & Quality Education |  ZIIIEI has made felicitation as the central theme of its programme. The way Teachers are felicitated at district, state and national level by Government functionaries goes a long way to create intrinsic motivation. |

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|-----|---------------------------------|---|--|---|--|---|--|--|---|
| 29. | Financial Sustainability | Currently HDFC Bank is the only funder of the ZIIEI initiative. | 18 leading funders including bilateral and multilateral donors such as DFID and USAID, and innovative corporate and family foundations like MasterCard Foundation and Segal Family Foundation. | Azim Premji (a leading Indian businessman with ownership of multiple business interests. He is the key funder of the initiative. Other partners include Teacher Plus, Development Research Communication and Services Centre (DRCSC), Eklavya, Khan Academy, Rishi valley Education Centre and others | The PIRAMAL Foundation, Michael and Susan Dell Foundation, Porticus, USAID, Tata Communications, EdelGive Foundation, Central Square Foundation, | SUPERCELL Partners: OP Group MUSE School Atlassian Foundation Ashoka The Teachers Guild IDEO University of Helsinki Trams | CTQ receives funding from various unlisted foundations in the education space through tax-deductible donations on their website. | Capital Raising bodies Foundations Government Bodies Large Organization s' CSR Arms Trusts and Estates |  <p>ZIIEI's sole funding partner is not sustainable. Financial sustainability is not assured or diversified.</p> |
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| 30. | Exit Plan | The program intends to build the capacity of teachers and state education departments for ultimately handing over and exit at the end of 7 years. The programme institutionalizes this through Innovative Pathshala. | Programs are designed for 5 years only | The very nature and design of initiative does not have limitation of time-bound operations. The TLC and Teachers of India- Portal (Azim Premji Foundation) will supposedly be having permanent operations and significance | School Leadership Development Plan is designed for three years. | HundrED is working on mission mode and hence it is creating a facilitating platform for innovation sharing. Thereby, building capacity of educators to embed innovative ways of teaching in their classrooms | No stated plan or exit strategy | SHINE is currently focussing exclusively in the Northern Powerhouse in England. The overall Strategic Framework for 2025 mentions not being required in the Northern Powerhouse for helping education |  ZIIEI has one of the longer-term exit plans and has not divided its programmes into shorter, focused programmes that can easily be discontinued like KEF. Exit Plan will become difficult to achieve, if Government s don't wish to carry forward. |
|-----|------------------|--|--|--|---|--|---------------------------------|---|---|

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|-----|-------------------------------|--|--|--|---|-------------------------------------|---------------------------------------|---------------------------------------|--|
| 31. | Number of Partnerships | Donor- 1, Program- 0 Knowledge- 1 Govts- 25+ Govt Bodies: 3 | Donor- 18, Program- 22, Global Policy- 5, Knowledge- 5, Evaluation-7, Technology- 2 Governments - 4 | Donor- 1, Program-2, Knowledge- 17 Governments - 8 + | Donor- 6, Program-7, Knowledge- 5 Governments - 15+ | Donor- 4, Program-0, Knowledge-0 | Donor- 5, Program- 5, Knowledge- 0 | Donor- 20, Program-0, Knowledge- 0 |  <p>This is an area worth improving immediately since, since ZIIEI has not diversified or increased any of these partnership buckets. However, ZIIEI has signed partnership MOUs with 25+ State Governments in India, which places it in an unenviable situation.</p> |
|-----|-------------------------------|--|--|--|---|-------------------------------------|---------------------------------------|---------------------------------------|--|

| | | | | | | | | | |
|----|----------------------|---------|---------|-----|------------|-----|-----|--------------|--|
| 32 | Cost per Beneficiary | INR 120 | INR 175 | N/A | INR 54,086 | N/A | N/A | Rs. 1.1 lakh |  <p>It is commendable that ZIIEI is able to serve a very large number of beneficiaries with the budget they have. A reduced budget per beneficiary over the years could agurs well for an organisation' s financial sustainability and provides a good value for the money spent.</p> |
|----|----------------------|---------|---------|-----|------------|-----|-----|--------------|--|

VII Voice of Teacher





This section aims to explain what the end user thinks and believes about the programme. This has been quantifiably illustrated by using a Net Promoter Score.

Net Promoter Score (NPS) represents relative status of organizational potential to propagate its initiative. It focuses upon estimation of beneficiary satisfaction and their readiness to recommend the initiative as primary grounds of assessment.

In present context, the modified tool has been used to record **beneficiary's experience, perceived relevance of initiative and readiness to recommend the initiative to others** for each of the three organisations i.e. **Sri Aurobindo Society (SAS), Azim Premji (APF) & STiR**. This level of insight requires extensive data to be provided by organisations directly, and hence only Indian programmes were selected. We were not able to arrive at this number for KEF as the respondents did not share any information regarding the programme.

The data obtained in the process for Sri Aurobindo Society, Azim Premji Foundation & StiR has been analysed within a framework to assess effectiveness of the organizational initiatives in terms of holistic perspective gained through teachers' personal experience while being direct beneficiaries to the initiatives.

Furthermore, comparative understanding of NPS for three of these organizations can therefore be considered as rough reference to gaze into relative on-ground popularity and perceived relevance value of initiatives amongst the beneficiaries. STiR's negative Net Promoter Score means that the sample chosen in Uttar Pradesh consists of participants who will not promote this initiative further. A negative score is a sign of intervention required.

| S. No | Indicator |  |  |  | Rating & Commentary |
|-------|--------------------|---|--|---|--|
| 33. | Net Promoter Score | 80.50 | -63.27 | 49.47 |  ZIIIEI's NPS numbers being so high means that teachers are highly satisfied and would like to attend such programmes in the future. |

Benchmarking Discussion

Following the Benchmarking Study, we can see key aspects of ZIIEI in comparison with Indian and International Programmes working in a similar domain. It would be useful to analyse and comment on where it has shown a clear advantage, and where it can still improve. The study also used a 1-5 Rating Scale for comparable indicators, that further assisted in providing objective comparability of organisations. Using a Rating Scale from 1-5 when using indicators that are objective and comparable will guide the structure of this section. ZIIEI has emerged an extremely strong programme with 81% of indicators falling in the 4 and 5-star categories with 48% in the 5-star category. The following section will examine the same in-depth:

Within the **Nature of Programme** bucket, ZIIEI is the only programme with an *Exceptional* rating for Programme Focus Sharpness. ZIIEI was the only programme whose larger objective had an exceptionally strong correlation with its target group. One of ZIIEI's strengths is the sharpness, which not only reflects in the above-mentioned parameter, but also its design, staff, beneficiary statistics etc. This is more commendable given their geographic reach. In terms of Attitudinal Change, 3 stars were given since it is based largely on the range of attitudes the programme aims to change. ZIIEI's reach is very targeted, and therefore aimed to change relatively fewer attitudes. However, if the success in building relationships with states and Innovative Pathshala continues, ZIIEI will be able to make change at an institutional level.

Within the **Programme Design** bucket, ZIIEI's scalability has also been given the highest possible rating, largely attributed to its strong foundation. This foundation consists of the various inputs Sri Aurobindo Society has invested in it, the strong relationships with key Government and State bodies, and their end beneficiaries. Compared to all other programmes being benchmarked, if ZIIEI were to scale-up, it would require far less investments largely due to the strong network and programme design it has developed despite being a relatively new initiative. Within the same bucket, it also got a 5-star rating for its **Stakeholder Interaction**. Programme staff and call center executives are available to teachers from the orientation till the publication and recognition of innovations. Another important aspect of this is that due to ZIIEI not having a rigid programme cycle, the interactions do not subside compared to other, say, shorter but high-touch training programmes. It also rates well in its **Cycle Lead Time** since it is not restricted to a certain time of year, and 1 full cycle lasts almost a full year (12 months). ZIIEI is unique since it exceeds other programmes in their average cycle time but is also continuous like a lot of the international web-based programmes. Its **Inclusiveness** also got 4-stars but could be improved through even more outreach for teachers. In the same way, the **Breadth of Outreach** could get a 5-star rating if ZIIEI improved its online presence.

This reason is also why a 5-star rating has been achieved in the **Operational Processes** bucket for the Support System. ZIIEI's Direct Training the Trainer model is also very efficient, and has earned a 4-star rating, with its only shortfall being further building and institutionalizing this process.

The **Scale and Diversity** bucket, moreover, is where ZIIEI has truly outdone all other programmes. A clear 5-star rating for Beneficiaries, Physical Presence, Speed of Scaling Up and Beneficiaries per Employee all speak volumes of the strength of ZIIEI's programme design, as well SAS' success in investing in and nurturing a sharp, well defined and scalable initiative that has gradually established an important niche in the space of Education, as well as Teacher Motivation and Management. The linguistic spread could be improved by providing a web-based platform accessible in multiple languages.

In terms of **Beneficiary Adoption and Incentives**, the stakeholder adoption numbers are far ahead. The reason this is a 4 and not 5-star rating is because we believe ZIIEI has the potential to further

institutionalize or scale these innovations, and not just reward and recognise them. It has also been endorsed and promoted heavily, which is another unique advantage.

Financials and Sustainability bucket, 5 stars were given for intrinsic motivation due to the rewards and recognition given to micro-innovations. However, ZIIEI received only 2-stars on their Financial Sustainability. Single-funded programmes are not sustainable in the long-run, and we recommend that ZIIEI reaches out to long-term, reliable mix of international and domestic funders. In the same way, with HDFC Bank and Cambridge University press being the only Funding and Knowledge partners on board respectively, ZIIEI has only been given one star. It does not show confidence in the possibility of ZIIEI continuing at the pace it is currently operating at.

In the final **Voice of Teacher** bucket, ZIIEI has received the highest Net Promoter Score by a very high margin, indicating the satisfaction of all participating teachers, hence receiving 5 stars.

Integration with Government Schemes

The government remains the largest provider of school education in India and accounts for ~75% of schools and ~ 56% of enrolments and ~ 58 % of all teachers (U-DISE). Many NGOs and CSOs work *'alongside or with'* the government system but that has to change to working *'in or as a part'* of the system if sustainable change has to happen across the stakeholder from teachers, school community, education administrators and policy-makers.

ZIIEI approach - till now and further

ZIIEI has taken a conscious and as evident by results and outcomes a fruitful decision to work *'with the system'* all the way from Chief Minister to Secretary of School Education Department to the district and block officers and ultimately teachers and HMs.

However, it is important that the *'Micro-Innovations and Innovative Pathshaala'* are not viewed as a separate intervention but a part of the teachers' overall duties, responsibilities and journey as a professional. This would entail ZIIEI leadership to take into account existing and upcoming initiatives of the central and state governments and think through an integration plan.

Some of the government initiatives and schemes which ZIIEI could potentially look to be an integral part are:

1. Pre-service teacher training/education

With the aim to provide academic resource support to elementary and secondary teachers through training, action research, and developing institutional infrastructure for pre-and in-service training, the Central Government provides financial assistance to the states/UTs for:

- ▶ Strengthening of State Councils of Educational Research and Training (SCERTs)
- ▶ Establishing District Institutes of Education and Training (DIETs)
- ▶ Establishing Colleges of Teacher Education (CTEs) and development of 50 of them as Institutes of Advance Studies in Education (IASEs)
- ▶ The National Council for Teacher Education (NCTE) provides overall framework and guidelines for regulating the teacher education

ZIIEI could work with NCTE and/or SCERT (and DIETs) to develop a problem-solving attitude and mind-set among student-teachers. Approach to breaking down problems/issues using issue-trees and finding innovative solutions to the problems using available resources could be taught through case studies on Micro-innovations. The practicum component of the teacher education should involve a compulsory micro-innovation that the student-teacher should work on.

2. In-service teacher training under Centrally Sponsored Schemes (CSS):

Sarva Shiksha Abhiyan (SSA)

- ▶ Sarva Shiksha Abhiyan (SSA) aims to achieve Universalization of Elementary Education (UEE) and improve its quality. The programme places great emphasis on building the capacity of teachers for teaching, through regular training programmes.
- ▶ The Scheme provides for regular annual in-service training for up to 20 days per teacher - a maximum of 10 days institutional training at BRCs level, and another 10 days specifically at

cluster/school level in order to ensure follow-up, peer learning and experience practical classroom transactions.

- ▶ SSA also provides for 30-day induction training for newly recruited trained teachers to orient them to their roles and responsibilities, the expectation of the SSA programme and specific state/district priorities in quality education.
- ▶ 60-day training is also provided for teachers that have not received pre-service training in order to provide customized distance mode programmes for such teachers to acquire progressive qualifications in service mode.
- ▶ States have been exploring several innovative means of imparting these trainings, including use of distance, self-learning mode and use of educational technology.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

- ▶ The Rashtriya Madhyamik Shiksha Abhiyan aims to enhance access to secondary education and improve its quality
- ▶ 5 days of in-service trainings is mandated for the practicing teachers
- ▶ Distance Learning Programme: This has been specifically aimed at through the Education
- ▶ Induction Training of Newly Recruited Teacher for 10 days
- ▶ Online support may be provided to teachers without financial input through open software.

Samagra Shiksha

▶ The Union Budget, 2018-19, has proposed to treat school education holistically without segmentation from pre-nursery to Class 12. Samagra Shiksha - an overarching programme for the school education sector extending from pre-school to class 12 has been, therefore, prepared with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumes the three Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).

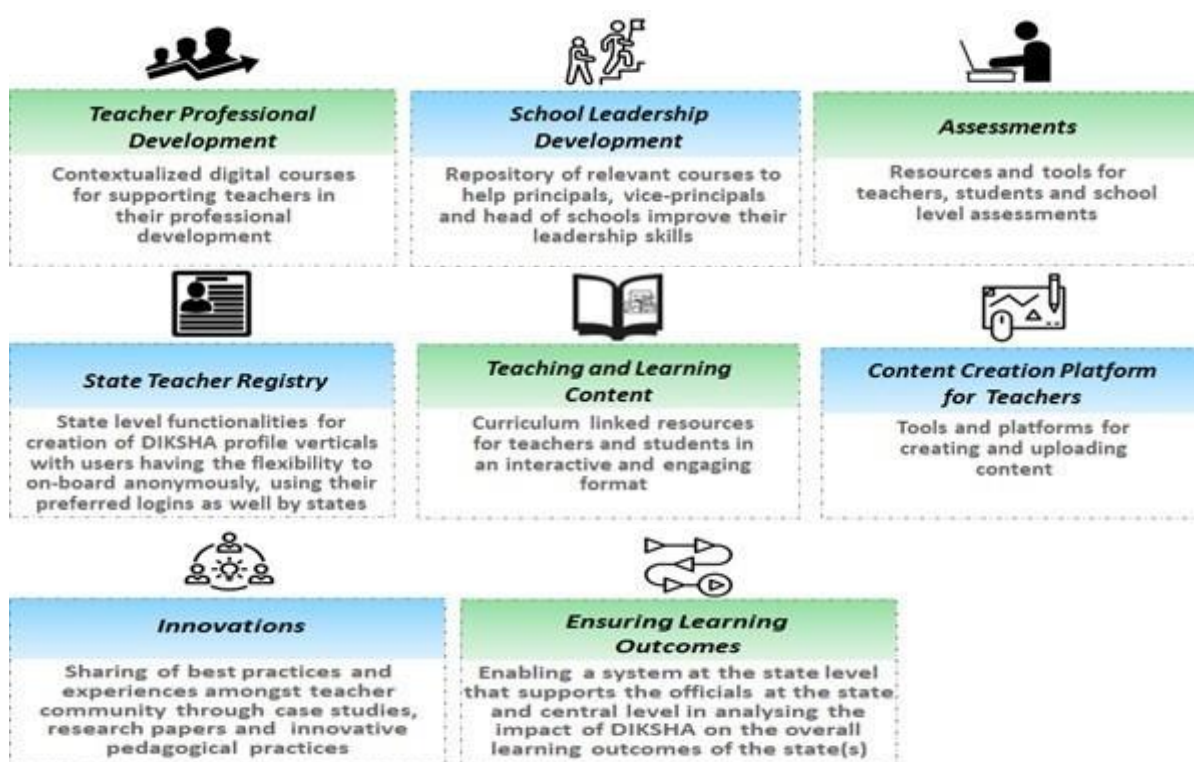
Objective: The major objectives of the Scheme are provision of quality education and enhancing learning outcomes of students; Bridging Social and Gender Gaps in School Education; Ensuring equity and inclusion at all levels of school education; Ensuring minimum standards in schooling provisions; Promoting Vocationalisation of education; Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009; and Strengthening and up-gradation of SCERTs/State Institutes of Education and DIET as a nodal agencies for teacher training. The main outcomes of the Scheme are envisaged as Universal Access, Equity and Quality, promoting Vocationalisation of Education and strengthening of Teacher Education Institutions (TEIs). **DIKSHA**

Micro-Innovations and problem-solving should be a part of the in-service training under Samagra and ZIIEI could engage in central and state level advocacy for the same. The modules could be developed and made available to all states. It would be critical however, to establish Communities of practice around these and ensure there is follow-up by a state institution (pref. SCERT and DIETs) around the same. The culture of recognition and celebrating small wins at all levels should be organically infused by the identified champions within the state education system.

MHRD and NCTE have envisioned and developed DIKSHA with the aim to capacitate teachers and enhance the learning outcomes by providing easy access to teaching and learning resources as well as opportunities and motivation to develop professionally. Moreover, to ensure that teachers fulfil their central role in the education system of our country, DIKSHA is based on the pillars of institutionalization, consultation and empowerment.

DIKSHA (Digital Infrastructure for Knowledge Sharing), is a national platform for teachers, developed by NCTE, to accelerate and amplify solutions, experiments and innovations that are underway and/or being undertaken in the areas of digital teaching and learning content for teachers and students; teacher training and professional development.

Each vertical of DIKSHA focuses on integrating and re-imaging solutions at scale so as to positively impact the lives of all school leaders, teachers, students and other administrators, helping them shine and succeed.



Impact

- ▶ 2000+ Teachers across states are contributing content on DIKSHA Platform
- ▶ 60 Crore + textbooks are in process of being energized, i.e. QR code imposed
- ▶ 25,000+ unique QR codes being imposed in textbooks across states
- ▶ 2 Crore+ Learning Experiences
- ▶ 7 Lakh+ hours spent on DIKSHA across country
- ▶ 17 Lakh+ DIKSHA mobile app downloads
- ▶ Trending #3 education app in India on Play Store

Way Forward

ZIIEI has come a long way from its inception in the year 2015 to reaching out to 15.30 lakh teachers across 22 states. The achievements and rapid scale up have laid a strong foundation for systemic changes in the school education system through teachers as agents of change. It is important that SAS takes carefully measured steps in the right direction to ensure a larger integration into the improvement of school education system in India and ensure that the final beneficiaries i.e. children are served well.

The major streams would be:

- ▶ **Covering both Private & Public Schools:** The percent of students enrolled in private schools is increasing and is currently around 32% and teachers in private schools is 41%. If ZIIEI aims to make an impact in the overall school education system in India, it has to include these teachers. Also, the challenges of teacher motivation are similar if not more acute in most these private schools.
- ▶ **Digitizing the ZIIEI programme:** More and more teachers are getting active users of technology and affordable mobile internet penetration and connectivity is increasing. There are large central government initiatives such as 'Operation Digital-board', 'Operation Smart-board' and DIKSHA as well as state government initiatives on integrating technology into education. In this light it is imperative that ZIIEI leverages these initiatives to create ZIIEI 2.0. This would entail:
 - ▶ **Reaching out to teachers digitally** - outreach and orientation to teachers through a blended model
 - ▶ **Getting ideas and innovations online**
 - ▶ **Reviewing in a blended model** - basic screening through online and then a detailed review
 - ▶ **Documenting online and offline both** - allows for a greater number of innovations to be documented online - allows for tagging, searching and archiving in a better manner
 - ▶ **Increase accessibility and share-ability of innovative practices, which will increase its propagation among the teacher community across globe.**

This will result in faster turn-around time, better documentation and reduce carbon foot-print for the organisation

- ▶ **Democratizing and yet maintaining objectivity and process for selection of idea**
- ▶ **Larger pool of reviewers** - better engagement and ability to handle large number of submission increases
- ▶ **Rubric for shortlisting innovation** - evidence driven, consistent, reliable
- ▶ **Tracking of Innovation to ensure relevance over time**
- ▶ **ZIIEI has been collecting ideas since 2015** - it would be useful to have micro-blogs (yet again, teachers telling their own story) to track the journey of these ideas and the teachers and other adopters of the ideas
- ▶ **It would be useful to understand the relevance of the innovations with time through feedback collected online from teachers**
- ▶ **Automating the overall feedback system**

- ▶ It requires a huge manpower for regular feedback from the stakeholders and most of the time the feedbacks are on their experiences. Hence these feedbacks can be automated with the help of Interactive voice response (IVRS).
- ▶ **Diversifying funding support for better expansion**
 - ▶ To make this initiative self-sustainable, it is required to ensure credible and regular funds, which clearly indicates to integrate other mechanism to raise funds like crowdfunding.
- ▶ **Expanding the ZIIEI to global platform**
 - ▶ The problem of poor learning outcomes among students and poor teacher motivation is global. Development community and countries need innovative successful models that can be scaled rapidly to solve this problem and not fail an entire generation of learners. While system efforts are underway through provision of better infrastructure, recruitment of better teachers, teacher development and additional resources to schools, the most critical users of all these resources and the key determinants of student achievement i.e. Teachers and Head Teachers, need to be better motivated and more engaged. This is a problem that ZIIEI can solve in similar education contexts through its model and Theory of Change which has yielded promising results in the large and diverse context of Indian school education. Suitable modifications and changes will be required, and other recommendations mentioned above such as going digital, would help the process.

Annexure 1: Conference on Micro-Innovations: Creating Teacher Communities of Practice (27th March 2019)

Agenda

| Time | Session | Details |
|---------------|---|--|
| 9:30-10:00am | Registration and Introduction of Participants | |
| 10:00-10:30am | About EY Education Practice and Thought Leadership Paper on Micro-Innovations | |
| 10:30-11:45am | <p>Panel Discussion 1: <i>Teachers in Government Schools: Management & Motivation</i></p> <p><i>Moderated By: Parthajeet Das, Associate Director, EY</i></p> | <p>Panellists:</p> <ul style="list-style-type: none"> • Subir Shukla, Founder IGNUS-ERG, Sr. Education Consultant • Dr. Dhir Jhingran, Founder and Director, Language and Learning Foundation, India • Prof. Ajay Kumar Singh, Professor, Centre for Education Innovation and Action Research, TISS Mumbai |
| 11:45-12:00pm | Tea/Coffee Break | |
| 12:00-12:30pm | Presentation by Kaivalya Education Foundation | |
| 12:30-1:00pm | Presentation by CLix, TISS | |
| 1:00-1:30pm | Presentation on Initiatives by Central and State Governments | |
| 1:30-2:30pm | Networking Lunch | |
| 2:30-3:30pm | <p>Panel Discussion 2: How can micro-innovations drive change in a large system?</p> <p><i>Moderated By: Parthajeet Das, Associate Director, EY</i></p> | <p>Panellists:</p> <ul style="list-style-type: none"> • Souradeep Ghosh, Google Bolo • Avantika Dhingra, Senior Program Manager, Central Square Foundation • Sambhrant Sharma, Head- Educatin , Sri Aurobindo Society • Representative- Kaivalya Education Foundation |
| 3:30-3:45pm | Tea/Coffee Break | |
| 3:45pm-4:15pm | Presentation by STiR | |
| 4:15-4:45pm | Presentation by Sri Aurobindo Society | |
| 4:45-5:00pm | Key Takeaways and Closing Remarks | |

Annexure 2: KII Questionnaire

Questions for visit

For Principals

Indicative Questions

- 1 How long has the school been associated with ZIIEI?
- 2 How many teachers are involved in the program?
- 3 What training have you received on innovative methods of teaching - share examples?
- 4 What impact has it had on the learning levels, student retention, student performance, student and teacher engagement in the school?

Teachers and Students

Indicative Questions

- 1 How long have you been associated with ZIIEI?
- 2 Have you shared any innovative teaching methods with the ZIIEI initiative ?
- 3 What training have you received on innovative methods of teaching - share example?
- 4 What impact has it had on the learning levels, student retention, student performance, student and teacher engagement in the school?
- 5 Do you think the training has helped you in any way? Personally, and professionally? If yes, how? Share examples
- 6 What are the challenges that you faced and how did you use innovative methods to teach in the classroom?

Students: Observational Findings

- 1 Understanding of concepts
- 2 Retention of concepts
- 3 Observed energy and enthusiasm in responding to the above

Principals, Teachers, Trainers: Observational Findings

- 1 Engagement/ participation of teachers
- 2 Method of delivery- practical application, demonstration of existing innovative ideas, involving trainees to explain a concept etc
- 3 Observed energy and enthusiasm in responding to the above

Other Questions

1. How many to deliver training? X for Y; trainers + support staff
2. **On hiring process** - Take the feedback from those who are hired
3. **On Attrition** - Employee satisfaction?
4. **On modules** – How useful was the module?

Innovation practices:

1. What did you do?
2. When?
3. How did the Pustika help? Would you have done without it?

Propagation

1. Do you tell other teachers? Why?
2. Sustained results: 1st year vis-à-vis other years |

Annexure 3: Focus Group Discussion Themes

Group 1: Theme: Motivation and De-Motivation

Participants: Teachers from Karnataka, Tamil Nadu and Puducherry

Sub-Theme 1: Highlight of Zero Investment Innovation for Education Initiative (ZII EI) for the teacher (What has made impact in the teachers?)

Sub-Theme 2: Major demotivating factors in schools

Sub-Theme 3: Major motivating factors

Sub-Theme 4: Zero Cost Innovations that have had a positive impact

Group 2: Opportunities for professional growth: Communities of practice

Participants: Teachers from Jammu Kashmir, Madhya Pradesh and Uttarakhand

Sub-Theme 1: Opportunities for teachers to learn and grow as a professional

Sub-Theme 2: Establishing Communities of practice

Sub-Theme 3: Which are the most suitable methods/training which tends to impart maximum learning for teachers?

Group 3: Impact, change & adoption

Participants: Teachers from Bihar, Jharkhand, Chandigarh

Sub-Theme 1: What makes teachers agree or adopt certain ideas vis-à-vis?

Sub-Theme 2: How do they ensure that their learning and ideas result in better outcomes of students in terms of learning achievement and social development?

Sub-Theme 3: How to get students involved and encourage them to attend classes

Sub-Theme 4: What are the things which you will not be implementing or which will act as a deterrent for implementing

Annexure 4: Net Promoter Score

NPS: Approach & Methodology

Usually, the calculation of NPS is done based on the response for the question: How likely are teachers to recommend an initiative to others?

Sampling & Site Selection: In this exercise, a sample of beneficiary teachers, as relative to total beneficiary outreach of initiative has been selected i.e. total number of teachers within a region or a state to whom calls were made via ZIIEI research centre executives.

Design & Demonstration: A special tool⁵ was designed to orient the tele-callers w.r.t nature of initiative, selected areas of calling and key questions of emphasis to be asked to the teachers along with Instructions for execution. It was also demonstrated through in-person briefing session so as to rule out possible errors under tele-calling data collection process and assist to understand as well as tackle prospective challenges of communication.

NPS: Criteria of Calculation

The following formula has been referred to calculate NPS for each of the three organisations

Calculating NPS score:

$$\text{\% promoters} - \text{\% detractors} = \text{NPS score}$$

Here,

Percentage (%) of Promoters =

Nos. of Teachers agreeing to recommend organisations to others / Total Nos. of Responses X 100

Percentage (%) of Detractors =

Total Nos. of Responses - Nos. of Teachers agreeing to recommend organisations to others
/ Total Nos. of Responses X 100

Here it is important to define and understand basis of classifying respondents. These have been grouped as follows:

- ✓ **Promoters** are loyal enthusiasts who liked the initiative & are ready to recommend
- ✓ **Passives** are satisfied but unenthusiastic stakeholders who either respond equally to other similar initiatives or are indifferent
- ✓ **Detractors** are unhappy stakeholders who are dissatisfied & can negatively promote

⁵Included within Reference Sheet for each of the three organisations mentioning about details of interventions and area of enquiries along with instructions on calling teachers for relevant information/data collection has been shared.

NPS: Score Value Inferences

| S.No. | NPS Range | NPS Range Inferences | NPS Range Understanding |
|-------|---------------|----------------------|---|
| 1. | Below 30 | Un-healthy | Indicates situation requiring intervention for improvement. As beneficiaries are not really in favour of initiative of the organisation (Due to shared reasons of dissatisfaction), They are highly un-likely to recommend or refer the organisation and its initiative to anyone. In-fact, there exists high possibility of negative publicity through word of mouth |
| 2. | Between 31-70 | Average | Indicates normal situation. As beneficiaries are found to approve relevance of interventions under the initiative but they lack motivation to endorse it to other through recommendation to others. |
| 3. | Above 71 | Healthy | Indicate satisfactory situation. As beneficiaries are happily satisfied with the interventions undertaken by the organisation. There exists positive wave of confidence amongst beneficiaries on basis of relevance observed in course of time. Beneficiaries appear to emerge as self-motivated brand ambassador of the programme and initiative. |

Net Promoter Score: Zero Investment Innovations in Education Initiatives (ZII EI)

Sampling

- ✓ A sample size of 375 was derived by (more than statistically significant 95% confidence interval and 5% margin of error) from overall population of stakeholders involved in ZII EI in different states in India.
- ✓ The stakeholders were selected randomly from the districts where they have participated in ZII EI trainings and a buffer of 25 respondents were taken. However, in order to strengthen data quality sample size was increased to 400 respondents.

Methodology

- ✓ The above stated sample was reached out through calls to capture their response against the specific questions designed to capture teacher's willingness to promote ZII EI or other teacher led micro innovations.

Results: ZII EI Net Promoter Score ZII EI

- ✓ A total of 361 positive responses (out of total 400) were received from teachers as respondents spread across three states namely Uttar Pradesh (199), Chhattisgarh (94) and Uttarakhand (68).

Details of respondents are as follows.

| Sri Aurobindo Society (SAS): ZIIEI Initiative | |
|--|------------------|
| Total Nos of Responses (Received on Calls) | 400 |
| Nos of Teachers agreeing to recommend the SAS to others. | 361 ⁶ |

Percentage of Promoters = $361/400 * 100 = 90.25$

Percentage of Detractors = $400 - 361/400 * 100 = 9.75$

NPS Score of SAS = Percentage of (Promoters - Detractors)

= $90.25 - 9.75$

NPS Score of SAS= **80.50**

(Lies in Green Category i.e. above 71 range, therefore can be considered as Healthy)

Net Promoter Score: Azim Premji Foundation (APF)

Sampling

- ✓ A sample size of **375** was derived by (more than statistically significant 95% confidence interval and 5% margin of error) from overall beneficiary population of Teachers Learning Centres (TLCs) initiative of Azim Premji Foundation in Uttarakhand state of India
- ✓ The state of Uttarakhand was chosen for conducting NPS exercise of APF; due to its being common state for NPS Survey of ZIIEI.
- ✓ The beneficiaries were selected randomly from the three districts of intervention. Where teachers had visited TLC or may have participated in activities conducted at TLC. To strengthen data quality sample size was slightly increased to **380** respondents.

Methodology

- ✓ The above stated sample was reached out through calls to capture their response against the specific questions designed to capture teacher's willingness to promote APF to others

Results

- ✓ A total of 284 positive responses (out of total 380) were received from teachers as respondents spread across three districts namely Almora, Udham Singh Nagar, and Uttar Kashi

Details of responses are as follows.

| Azim Premji Foundation (APF): Teachers Learning Centres Initiative | |
|--|-----|
| Total Nos of Responses (Received on Calls) | 380 |

⁶ Breakdown of total positive responses across three states includes Uttar Pradesh (199), Chattisgarh (94) and Uttarakhand (68)

| | |
|--|-----|
| Nos of Teachers agreeing to recommend TLC initiative of APF to others. | 284 |
|--|-----|

Percentage of Promoters = $284/380 * 100 = 74.73$

Percentage of Detractors = $380 - 284/400 * 100 = 25.26$

NPS Score of APF = Percentage of (Promoters - Detractors)

= $74.73 - 25.26$

NPS Score of APF = **49.47**

(Lies in Yellow Range i.e. between 31- 70, hence can be considered Average)

Net Promoter Score: STiR

Sampling

- ✓ A sample size of 375 was derived by (more than statistically significant 95% confidence interval and 5% margin of error) from overall beneficiary population of Teachers Network (TN) initiative of STiR in Uttar Pradesh state of India
- ✓ The state of Uttar Pradesh was chosen for conducting NPS exercise of STiR; due to its being common state for NPS Survey of ZIIEI
- ✓ The beneficiaries were selected randomly from the all ten districts of intervention. Who had been part of teachers' network may have participated in activities conducted at TLC. To strengthen data quality sample size was slightly increased to 403 respondents

Methodology

- ✓ The above stated sample was reached out through calls to capture their response against the specific questions designed to capture teacher's willingness to promote STiR to others.

Results

- ✓ A total of 74 positive responses (out of total 403) were received from teachers as respondents spread across ten districts namely Barabanki, Chandauli, Faizabad, Jaunpur, Kanpur, Lucknow, Mirzapur, Rae-Bareli, Unnao and Varanasi.

Details of responses are as follows:

| STiR: Teachers Network Initiative | |
|--|-----|
| Total Nos of Responses (Received on Calls) | 403 |
| Nos of Teachers agreeing to recommend Teachers Network initiative of STiR to others. | 74 |

Percentage of Promoters = $74/403 * 100 = 18.36$

Percentage of Detractors = $403 - 74/403 * 100 = 81.63$

NPS Score of StIR = Percentage of (Promoters - Detractors)
= 18.36 - 81.63

NPS Score of STiR = **-63.27**

(Lies in Red Range i.e. below 30, hence would be considered highly un-healthy)

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