## **Study of UNICEF - Kendra Pramukh Academic Leadership Programme (KPALP)**

## INTERVIEW SCHEDULE - Education officers and stakeholders

Centre of Excellence in Teacher Education, Tata Institute of Social Sciences, Mumbai

## OPENING

**[Introduction]** My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I am a research assistant of CETE at the Tata Institute of Social Sciences (TISS), Mumbai. On behalf of UNICEF Maharashtra we at CETE are conducting a study to evaluate the KPALP programme Implementation & Impact.

**[Purpose]** For continuous professional development of teachers and to bring about pedagogical improvement it is very important to support teachers on a continuous basis. The KPALP programme is building capacity of Kendra Pramukhs to enable local in-school support for teachers. We at CETE, TISS have taken up a qualitative research study to understand 1) the experiences of programme stakeholders through interviews of Key Stakeholders; and 2) Impact of the programme on the field.

**[Motivation]** We hope that the study will provide all stakeholders to understand systemic and design considerations related to large scale implementation of teacher support programmes.

**[Timeline]** The interview should take about one hour. I hope that is okay with you Sir/Madam.

**[Permission to Record]** Please keep the information about the study*(Hand over participant information sheet)*. I request you to sign the consent form (*get consent form signed*) and allow me to record this interview.

START RECORDING

**(Designation & Name)**, Let me begin by asking you some questions about your role in the KPALP Programme

## BODY

1. **Role of Interviewee in the KPALP programme**
   1. What, according to you, is KPALP, and why was it done?

* My name is Uma Kogekar and I am the CEO of CEQUE it is a non-profit organisation register in 2012, that works to build the capacity of teachers to teach better, to begin with we didn’t think of individual as origination we were the implementation partner for this program along with UNICEF, So the origin of the program begin something like this, So CEQUE works to build the capacity of teachers to teach better, use innovative strategy and to improve student learning, as the part of the work we do, we coach teachers , we go to the classroom and we see what they are doing we discuses with them , help them to become reflective practitioner and then we have the live short of shooting of film making of innovative idea and we make a small lesion video about five to ten minutes, and these is realises an open source of YouTube and currently have 170 films there, now back in 2015 UNICEF had conducted a teacher I think revitalization and that kind of study to reinvasioner how teachers are working in the system and their along with the study that Tiss has done and their it was sort of observe, you know the access to education issue more or less sort of address with the establishment of RTE coming in to place and at that time pragat shikeshanik Maharashtra initiative which was began at that time also say that now we are going to focus of learning outcome of the quality of learning vs access to education which was some way already being establish in system, so when we talk about improving the quality of learning, quality of education then the concept came on , how do you empower begin the most important in school factor to teach better, so then the when you look back how the school leadership contribute to the improvement of learning outcomes of the children’s through the teachers and then the government also decided to go back and look the carde of kp because in 1994 establish with the idea that they will provide supportive supervision academic supportive supervision to teachers, so the system and the carder are already in a place, but at the time pragat shikeshnaik Maharashtra was launched and the focus again came back to quality learning and the quality of education, this the role of carder needed to be revisit and it originally envisaged in 1995 that it is going to provide a academic support supervision, so why is the carder not doing it what it is suppose to do, or if it is doing so it is been effective all that, so the conversation begin at that time around looking at this carder and then it was sort of established that there are the critical link between the development of cluster to you know supporting providing better onside support to teachers to the improvement of the learning of children , Now when UNICEF approach us they are actually look at our films and they look at and they said, “But you know here looks like in classroom the children’s are learning very well so who does it happened what have you done, with these teachers , it is not scripted it is like shoot”, then the conversation went one step forward, we said that , we coach the teachers, so they said well that is the role of kp in this system, So could you design a program that actually going to help the kp to provide academic support and coaching to teachers so they improve the classroom, so that was the sort of geneses of program.

* 1. What was your involvement in the KPALP programme?
* So we were the implementations partner our involvement was from designing and constructing the program to implementing the program, so you know once It was agreed that you know we are going to put together a program build capacity of kps to go back to the original role which they envisage , we just provide better onside support and better academic leadership to the development of cluster and the schools there, so once that would established we taken boat to design and construct the program and implement the program.

Kp knew that as a part of their job chart, that they have to do that, but their role had primarily become very administrative in nature about they said it was administrative, so it meant that they were collecting data and submitting to various different bodies that asked, they were making visit to schools but it was supervisiory in nature it was not learning visits, they were not coaching visits, so they were more inspection led kind of visits, this was the primary two things and then the third thing was you things which is not necessary link to the improvement of cluster ,say you know health related surveys and collection of other data which is also consider their part of job.

* 1. Can you share what went well and what issues you faced in the programme? Can you give us some examples?
* Well when the program is constructed we had envisaged certain set number of training that will be rolled out over a period of time, so one challenge was to find dates that were actually matching with what the government windows that they were giving us, so more often or not finding those dates to run the program for the professional development was it challenge, that was big one and the second was the when the program originally suppose to be scale in certain fashion so the fund of government also have to come in, so those funding limitations was there, so that was the challenge, so one had to reconfigure the program at various point, later of course Covid came so it have to move online , so these were some issue.
  1. What were some programmatic changes that were made for tribal schools? What was the reasoning behind these changes?
* I wouldn’t say that the nature of inputs per change but what did change we gave that the certain tools or certain ways to analysis the data links to kids from tribal areas for e.g In jawhar which is a tribal block in plaghar , so we know that he job of kp is to help teachers to improve the students learning outcomes , so learning outcomes is a huge thing and there are lots of learning outcomes given by state , so we specifically had a sort of intervention for this tribal block that which is the key issues that your facing with children there, you know a side of having multilingual classrooms, multi grade classrooms is there anyways issues, and the DIET at their level also doing which means “Starnischie” which means defining the level of the children and so on.

So if you look at them, you know when we land in the tribal intervention adaptation , when we ask them that what is the data tell you, so they said “ Only so many children read letters and only so much ok” Which is not specific only to there, that you will find everywhere but when we did sort of deeper,

And when start suggesting, ok what are you want to do now, you know get the childrens literacy level ups, they said “ you’re talking to us about literacy level, in the tribal block the childrens are not speaking, so you know they said “ Bacche to humse bat he nahi kar rahe hai, vo bacche to bol he nahi rahe hai” they are so quiet , so the issue really little bit more deeper you know having the children the confidences to able to speak, you know fostering the learning environment when the child at least start speaking, so you need to work on oracles and listening speaking, building self-confidence and more than actually getting them to start on literacy write away, so then we design a small intervention, which sort of you know with the kps we trained them and they trained the teachers and then it run very well. And in exhibition where the entire community came and children spoke and childrens brought objects from their home, what do the childrens have, someone body brought comb and speak about it and someone would brought clay object to speak about it, we have videos also of that, pictures drawn by childrens, so then the kps came and said that and the teachers together, that this intervention really got our children speaking, which was not happening before, then the next stage of literacy will come so this sort of things we did.

* 1. What changes and adaptations were required to be made during the COVID-19 Pandemic period? What were the challenges? Were you able to resolve these challenges and in what ways?
* So some extent we were able do some transition all the material and all the workshops conduct that we were going to do in-person into online workshops we trained the state resources group of masters facilitators and coaches and they took it forward, so we transition online and also included certain inputs that they for e.g if data analysis is one of the key skills which were training the kps in, so in the pandemic what is the data you suppose to look at in your cluster, so you adaptation the program and say that now you need to see how many students access to online education, that is the data your going to look at, so if you apply the same technique to this data then what does it teach, what does it mean to you, what is the action plan, so these two three things we did during the pandemic and the advantage of pandemic that the government did not have resources and the money to scale the program in a in-person way all across the thirty four districts , they could do it online, because we changed all of these was physical , changed it all online, the it scaled everybody got trained.

So the decision to scale was done earlier, and the first workshop was held in October 2018, so we have three modules, first the data analysis module was scaled across all thirty four district in-person, so parallel there was regional workshops held in a period of 15 days and then we were suppose to give them some assignment and fieldwork and then the next things had to happens but then they didn’t get the fund, so then it went into a like a phase where we have to wait then this happened so it got scaled

* 1. So in the capacity building program now, what do you feel some of the highlights from your perspective?
* If I zoom out of one of the things went well was that the program implemented consistently over a period of time, it was not just a one-sort intervention, we went through end to end and the second highlight was its measure, we had a measurement way to figure out whether the kps are improving or not.
  1. How did you do that measurement?
* So we have the defined lubricant skill and that as explained to everyone, assist the level of the kps , so one of the key highlights design of the program was we didn’t talk about simply giving workshops inputs, we said workshops inputs should be followed by assignment like a homework like a fieldwork then it will be followed by coaching and then it will be followed by measurement all of that make the program sort of unique and different from the others, so these were all new things, we were instituting in the system, that you are going to measure the program through a tool, that you’re going to ask the participant to do homework that will be asses , so that was the second thing, that you will not simply trained somebody handhold and mentor coach them till they reach certain level, so these at the time of designing the program, but it actually went through all of these three things.
  1. So these measures were done by the master facilitators?
* So before the program was scaled it was done by us, it was scaled because we had measured, at the time the principal secretary was shown the results to UNICEF, so we tracked the every Kendra like what level you at and so on and we had several tools to first establish the baseline and then endline.
  1. What made you to pick these data analysis, classroom observation plan, how did you come up with these tools modules?
* So we did three things, we studied their job chart even that report CRC, BRC we did FGDs and then we realised that you know what are the skills they need to do their job better, so as a program we cannot tell them, you will not giving the duty that inspection of infrastructure or something like that, so those are not thing we are going to work, we are going to work skills that help you to do job better, what are the key skills you requires for your job, you can only know the key skills when you know the job profile, so I need to do ten tasks , for me do to ten tasks what are thing I need, so narrowed down to these skills.
  1. So one thing we noticed there is lot of attitudinal shifts in the kps and that was in fact told by teachers themselves all the teachers, you know spoke about experience of these kp is very different from the previous one, so which was a more friendly and less hierarchical relationship, so did you specifically work on this skills or was it just?
* We did , so what is the meaning of coach? You know how will you have coaching conversations with teachers so all these was specific frameworks we used to trained them, so it was sort of built in thought about, specific designed activities. Also for them to be able to change their attitude, the attitude of first level of trainers also had to change, so typically let say it is a government let training with x participants that is also very hierarchical in nature right, even the state resources group was coach and trained how to work with the kp, so you’re not going to just sit in workshop and give them information, you’re going to the field and coach them, So if I am receiving that kind of mentorship support then I more likely to give it someone else right.

1. **Sustainability and Scale**
   1. If you were to rate the KPALP programme’s success on a scale of 1 to 5, 1 being unsuccessful, 2. Being partially successful, 3. Being average successful, 4. Being greater successful and 5 grand successful, what rating would you give?

* I will rate 4 because, we are not accepting to go through everywhere every single all 2498 kps were active at that time.

Explain what could have been done to make it more successful.

* Within the design of program has contributed the measurement , the championship by UNICEF and the state you need someone champion the program, so that championship also played important role, so consistently not abandoning the program because hundred of intervention state is doing, through hundred of organisations , but that single most focus championship which the state along with UNICEF and us, but the state champion is important, so every messages went through the state saying you know either the NCERT or DIET officers saying that you have do it, you have to submit this, we are measuring it, it is important, So you have be in this system, so that’s played key role, I think it played key role for sure.
  1. What was the nature of your relationship with the Master Facilitators /District Level Officers? How did you communicate/discuss the programme?
* Originally we trained the KP directly , so it started a piloted 93 kps in three districts so Chandrapur Pune and Palghar, then once we are showed the result and then It was scaled and then it was state resource group was formed.
  1. As a implementing partner what kind of relationship you build with these?
* So I think we had a fairly good relationship in most of the districts, so again the way the program was introduced to the state resources group, the way our role was explain to them was all done at the state level, so you know these is a UNICEF funded CHEQUE partnership program the people, so what is our role was clearly explained, so it wasn’t confusing to anybody, who is the CHEQYE coming to talk to us, who is the CHEQYE coming to train us, ok because that whole information had gown to them and it was very well explained and in every meetings someone from government there, which is why we became an expected face, so it was almost we were seen together with the state, otherwise we were seen separate party but it did not happened.
  1. The KPALP programme has scaled to many blocks,
     1. Are you in favour of scaling the KPALP programme throughout the State?
     2. What has scaled well and why?
     3. What has not scaled well and why?
* I would say in terms of the way people look at data that has definitely slight shift, the data that the state collects and the data expected by KPs to be used is not simply a task for the sake of task, you know now I think there is some understanding in the system, now we can look at the data to do something, at least there is some sort of understanding this is what is think we would have wanted to happen which has happened, the fact that there is a certain specific way in which you notice classroom transactions , you know the understanding that is happened and coaching I mean although in it hasn’t be mention but we notice it was these coaching conversation which let to them not being a officer to being a friend, its happens because of this coaching conversation, this I think has scaled well.

I think what could be done better or could have been better is more monitoring at the district level, you know inconsistency and so on, so in the original design of the program x number of assignment had to be done by y number of days have to be evaluated in n days by the state resources group, but this should not be one of things, that should be continuous process, it should be long term vision of this, I think that is something we through help the state to sustain and envision, otherwise we have done the program we work well, but like you said so many kps are retiring , now what happens, it is a continuous process na it is not ended.

* 1. To make it continuous, you to make it more satanic, what do you recommend that every year master facilitators get coached, how do you see once you handed over to the state for e.g how do you see your role, do feel that you should be there in some capacity , when you say handover you want to completely handover, can any program like this be completely handover that’s?
* That’s a good question I mean if the state see that’s as its part of annual work because every year its state sitting and creating a annual work plan right, if they able to see this program fitting into their whole thing, then it will help to sustain it, so it shouldn’t happens that I have created my annual work plan now this KPALP is a separate thing, then you’re trying to put it , it’s a part of your bigger picture planning, so that’s need to happens for run continuously and as far as CHEQUE role is concern think it always be a like a expert on the subject matter because this content also need to revolved it’s not so statics that you know it can never be look at and you know much does other kps now using the data, can we have more and more story coming about whether they used data to drive improvement , so that data literacy in that system has to be push from top, so by data literacy would mean them adopting all source of data it could be students level infrastructure any data, right if down the line they can see this coming from the top then everybody starts adopting it, if the BEO never going to show or take any decision based on you know some sort of data analysis, then why would I keep to it, then how can you hold them accountable for it, then all of that from top to bottom the system has to become data literate.
  1. Just a last question you have this concept of this professional learning communities right? What kind of role that plays in scaling and sustain of the program?
* I think they can play a greater role then even those centrally read programs , because if the ideas sweeps in smaller groups then is becomes culture of system, much as you should reinforced to the top but if the professional planning committee really takes root and the kp see value and doing it then I think the program can always, it will not die in early , suppose we are set of kp and you retire, but we will still going and somebody new will come, so it keeps going, where as a training program just as come and go, so it’s not a continuous thing.
  1. But has that aspect we included scaling in PLC?
* So the mandate we had was to introduce the concept of PLCs get some x number of PLC to be functional in the implantation and the you know thats what we done now it’s up to the state to sort of gave the mandate in saying that in every districts so many plcs have to be functional they have to meet x numbers of time in a month’s it’s like a shikshan parishad. And in PLC we saying that you all need to come together and discuss what needs to be.

And what we see the role of PLC is a vehicle for them to strengthen their skills, like how are you going to practise your skill of say data analysis and classroom observation or planning right, it is not strengthen like vacuum, it need to be strengthen of context of an intervention which the kps have to decide, what their intervention might be right? So for eg. You know If I have seen that my children, as a team I come together I realise that the problem of learning currently is the children are not doing independent writing right, for independent writing you know what I try is to support teacher, they call it “Uparkaram” so what sort of project , what sort of series of activity should I initiate in my cluster with the teacher for the period of time to improve that learning outcomes , suppose you have drawn up some kind of module, then they go and decide with teachers, then teachers implement then they go and observe with that focus of that particular thing, then I collect data link to that particular intervention, so it’s all coalesce together to one thing , otherwise if you say just come together just discuss and just be good at data analysis, but data analysis with respect to what, doesn’t work like that, so you have to have a focus.

* 1. We saw lot teachers and Kendra pramukh focus on literacy aspect but we didn’t observe much on numeracy?
* I think in the course of the program whenever we had to interviewing we picked up literacy that is probably why it might have, although they were not restricted taking up anything else but they needed more direction, and we had given direction and that is why that took off.

## CLOSING

[**Summarise**] Sharing your experience will be very valuable for my research. Your role as \_\_\_\_\_\_\_\_\_\_\_\_\_, involved in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will enable me to get a more insightful perspective into the KPALP implementation and teacher support. I am thankful for the time you took for this interview.

1. Is there anything else you think would be useful in our research?
2. Do any other people come to your mind that we should interview?
3. Would you recommend we read any specific reports related to this programme?

END RECORDING

[**Action to be taken**] I should have all the information I need. Would it be all right to call you on your mobile if I have any more questions or clarifications? Thank you very much.