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SCHOOL DROPOUT PREVENTION PILOT PROGRAM PILOT DESIGN PLAN: INDIA



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Pilot Design Plan: India

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Submitted by:

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c.	USAID Project Title and Number	USAID Asia and Middle East Regional School Dropout Prevention Pilot (SDPP) Program
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Acronyms

BEPC	Bihar Education Project Council
EWS	Early Warning System
IIP	Investing in People
MDI	Minimal Detectable Impact
MHRD	Ministry of Human Resource Development
MOA	Memorandum of Agreement
NGO	Non-Government Organization
RCT	Randomized Control Trial
RTE	Right to Education
SDPP	School Dropout Prevention Pilot Program
SES	Socio Economic Status
SUPW	Socially Useful and Productive Work
ToT	Training of Trainers
USAID	United States Agency for International Development

Introduction

The School Dropout Prevention Pilot (SDPP) Program is a three-year multi-country program, funded by the US Agency for International Development (USAID), aimed at mitigating school dropout from primary and secondary school. Its objective is to provide evidence-based programming guidance to USAID missions and countries in Asia and the Middle East on student dropout prevention by piloting and testing the effectiveness of dropout prevention interventions in four target countries: Cambodia, India, Tajikistan, and Timor Leste. The SDPP Program will advance knowledge on dropout prevention through an applied research approach. In a three-stage process, it will:

1. Identify best practices in dropout prevention in the US and developing countries.
2. Analyze dropout trends in each country to identify those groups, grades, and/or geographic areas most severely affected by dropout and conduct a situational analysis of the target group to understand the risk factors and conditions affecting dropout.
3. Design, implement and rigorously assess interventions to keep at-risk students in schools in the most acutely affected areas.

This document presents the Pilot Design Plan for the dropout mitigation intervention aimed at Grade 5 that SDPP will implement and assess in schools in selected blocks in Samastipur district in Bihar State, India. The intervention proposed is the Dropout Mitigation Program comprising two components: (1) an Early Warning System to assist schools to identify, track and provide “first response” support to at-risk students, and (2) a Recreational/Enrichment Activities program offering students recreational opportunities to enrich their social and academic skills and build a sense of community. The intervention fits into the Bihar Education Project Council’s (BEPC) strategic sector plan to implement the national Right to Education Act, builds on previous local experience, and conforms to education policies and procedures already in place.

The intervention and its components are the result of the SDPP Intervention Consultation Workshop that brought together more than 70 stakeholders from the Bihar Education Project Council (BEPC), District/Block/Cluster Education Offices, USAID, donors, NGOs, consulting firms and projects to review the findings from the global SDPP literature review, as well as the India-specific dropout trend analysis, policies and programs inventory, and in-country situational analysis. Based on this information and their knowledge and experience, the participants identified and prioritized promising interventions. Following a consultative process that progressively triaged proposed interventions from a pool of potential interventions, a smaller group of participants then made the final intervention selection and defined its design.

The Pilot Design Plan comprises two sections: the description of the intervention and a detailed work plan that focuses on its further design and operationalization up to the point that it will be introduced in the schools. The Intervention Description presents the objective, purpose and rationale for the intervention, and provides a description of the intervention and where it will be implemented, the sample selection methodology, resource/implementation provisions, an assessment of its sustainability/replicability, and issues associated with its implementation. The Work Plan for the interventions is organized by task, activity, expected products/outputs and timeline.

SDPP Pilot Design Plan for India

INTERVENTION NAME/TITLE: Early Warning System and Recreational/Enrichment Activities

OBJECTIVE:

To reduce Grade 5 student dropout (in-grade and between grade) and increase attendance in treatment schools in selected blocks in the target district of Samastipur in Bihar State.

PURPOSE/RATIONALE (dropout factors addressed):

SDPP will institute a two-component intervention in 110 treatment schools in the target blocks. It comprises: (1) an Early Warning System (EWS) to identify students who are at risk of dropping out, allowing educators to intervene and positively interact with the student and his/her family, and (2) Recreational/Enrichment activities to enhance Grade 5 students' interest and motivation to learn and attend school by providing enjoyable activities. The intervention will be implemented by teachers with the support of community volunteers. Intervention selection and design is based on the following:

Evidence from the SDPP Situational Analysis indicates that the top causes of student dropout among Grade 5 students in the target district are economic reasons: more than half of the parent and child respondents cited the need to help the family with chores or businesses; about 30 percent of the respondents cited need to work to earn money. Inability to meet the direct cost of schooling also appears to be a problem for dropouts and their parents: 30-40 percent of respondents indicate that they could not afford to pay school-related expenses.¹ However, many Grade 5 students also drop out of school for academic reasons. A cluster of school-based reasons mentioned by about 15 percent of parents and children—poor academic performance, fell behind with lessons, discouraged by teachers, and did not like school—indicate that the school does not provide a supportive environment for academic success, self-esteem or simple enjoyment.

This leads to increased absenteeism and eventual drop out. A study conducted by Educational Consultant India Limited shows that Bihar has the lowest attendance rate at 42 percent for the primary level (Grades 1 to 5) among the 22 states. This was corroborated by the headcount conducted during the SDPP Situational Analysis, which shows that Grade 5 attendance in the target district was 45 percent (44.9 percent boys; 46 percent girls). Among the respondents, the majority (55 percent) of dropouts and nearly half (40 percent) of at-risk students have missed more than 15 consecutive days of school over the academic year. Twenty percent of at risk children and 41 percent of dropouts miss up to 4 days per month; nearly 60 percent of at-risk children and over 50 percent of dropout miss up to two days per month.

While the Right to Education (RTE) act requires teachers to hold regular meetings with parents and apprise them of any irregularities in attendance, performance and behavior, implementation of the policy has been weak. About 40 percent of parents say they were not or seldom aware of

¹ Note that the subsidies implemented through the Right to Education Act have only recently begun to be implemented in Bihar State.

their children's absences. Further, only one-third of parents have been contacted about attendance problems and one quarter about their child's performance. Teachers and school principals agree that they are not adequately trained in identifying at-risk students—only about 44 percent of the teachers and 20 percent of the school principals have received professional development support to deal with at-risk students.

Students and dropouts also do not feel school offers them a supportive environment and are unable to relate to the school and learning experience. About 46 percent of the child respondents say that the teacher criticizes them for wrong answers, while half of them say that the teacher uses physical punishment on students. There are also limited opportunities for students to participate in extra-curricular activities—about half of students say they did not participate in any activities in the last academic year. Less than 15 percent participated in school events (drama, fun fair, and musical recitals), class projects/trips, or school clubs. About 40 percent of the parent respondents and 20 percent of the community groups agree that the quality of the extracurricular/social activities offered by the school is poor.

Top suggestions from dropouts and parents/guardians on factors that would prevent children from dropping out include better teachers/teacher attendance, better quality schooling, more teacher support, and better school facilities. Financial assistance and lower costs are also mentioned by dropouts and their parents. According to the school principals, services that have had the most impact on mitigating school dropout include meeting with parents/guardians at the school (63 percent), school meals (53 percent), home visits (41 percent), and mentoring (38 percent). About 15 percent of the principals also mentioned that extra-curricular activities help to mitigate dropout. Interestingly, sports events were the top suggestion among students, dropouts, teachers, and school principals on what would make school more fun or useful. Other suggestions included more after school activities, computers, books to read, field trips and art supplies.

Evidence from international experience² shows that drop out is greatly reduced when:

- At-risk students are identified and supported through targeted response.
- Schools keep accurate and detailed records to track attendance.³
- Parents and guardians are actively involved in monitoring their child's attendance and progress.
- There is close and regular communication between home and school.

Evidence also suggests that at-risk pupils benefit from non-academic activities and are more likely to maintain attendance at school when:

- Students are involved in fun and engaging recreational and enrichment activities.
- They are aided in developing supportive social bonds.
- They are able to work collaboratively.

² See USAID School Dropout Prevention Program Review of the Literature, Creative Associates Inc. (May 2011).

³ Research suggests that missing more than 10% of instructional time is cause for concern particularly at the beginning of the school year. This percentage translates to roughly 2 weeks (10 days) of school per semester. In addition to the number of absences, course performance and delinquent behavior are also high predictors of risk for dropping out of school.

- They are able to collectively address issues and examine problems that are rarely considered in a more formal classroom setting.
- They are able to experience success, achievement and self-expression in an informal but structured environment.
- Success is recognized in a variety of settings.
- There is a clear link between attendance and participation in extra-curricular activities.
- Pupils gain skills, knowledge and experience which will aid them in their learning.

DESCRIPTION OF INTERVENTION COMPONENTS AND ACTIVITIES:

Component 1: Early Warning System (EWS)

The EWS will mobilize key players in the school (school principals, teachers) and in the community (parents, community leaders, volunteers) to collaborate and take concrete actions to track regular attendance of students and mitigate dropout. The EWS will enhance the capacity of schools to address the needs of at-risk pupils, strengthen the partnership between the parents/guardians and school personnel to monitor and improve school attendance and performance, and raise awareness among parents/guardians about the value-added of children staying in school and what they can do to support their child.

The primary responsibility of the EWS will be with the homeroom (classroom) teacher who usually teaches at least one subject. School Principals and Deputy School Principals will also participate in the program. The homeroom teacher will collaborate with other subject teachers through weekly meetings to get regular updates on the students. Community support for the program will be done through engagement of educated youth volunteers as community champions. They will support the teachers by facilitating parent-school interaction, monitoring regular student attendance, and disseminating information on student progress. The need to improve school-community relationships was identified during the situational analysis and the intervention consultation workshop. The community champions may also serve as mentors to the students offering assistance in meeting their academic, social, career, and/or personal goals. Evaluations suggest that mentoring relationships can positively influence a range of outcomes, including improvements in peer and parental relationships, academic achievement, and self-concept.⁴

The EWS will use existing school level data to identify students at-risk of dropping out of school. It will include a data-driven evidence-based process with key predictors of dropout identified through international literature and findings from the situational analysis— attendance, performance, behavior, and socio-economic status (SES) to identify students most at-risk of dropping out of school. The homeroom teacher will use a case management approach to monitor progress of at-risk students and work with them in hopes of keeping them in school. Each at-risk student will have a personal file that will include an individualized action plan and tracking tools. Separate manuals and guides will be developed for teachers and principals. A first response plan such as home visit, phone calls, referral system, and in-class support will be created. Review of

⁴ See: Davidson, W. S., and Redner, R. (1998), LoSciuto, L., Rajala, A. K., Townsend, T. N., and Taylor, A. S. (1996), McPartland, J. M., and Nettles, S. M. (1991), Reisner, E., Petry, C. A., and Armitage, M. (1998) in *Youth Mentoring in Perspective* by Jean E. Rhodes, http://www.infed.org/learningmentors/youth_mentoring_in_perspective.htm.

the current procedure and response system will be undertaken to capitalize on and strengthen the existing system. According to the BEPC policies, each school is required to create a child profile with information on child and family background, although its implementation is irregular in Samastipur schools.

A referral guide for at-risk students and families will also be developed by mapping services available in the target blocks, e.g. health referrals, scholarships available to children from different sources (Panchayat, block level), educational opportunities (*Navodaya Vidyalaya*) and various NGO programs for children, etc. This will be kept at the school level for teachers and principals to guide the families as and when needed.

Phone messaging to support the EWS is under consideration. A one-way voice⁵ messaging program would provide parents and households with reminders and announcements from the schools. This would supplement the home visits and reduce the burden on the teacher to physically meet the parents to share the information. Additionally, parental awareness about education and dropouts can be increased by disseminating voice-based messages with the use of short vignettes or on-going storylines (e.g., 'tele-novella'). Information related to referral services, such as educational opportunities and scholarship announcements, can also be provided. Required guidelines to use the voice based services will be developed.

Training for the EWS and the recreational/enrichment component (see below) will be conducted simultaneously. Training of trainers (ToT) will be organized for the master trainers (SDPP team members including program officers, monitoring officers and consultants). The ToT will be a 4-day workshop with two days for each component. Two hour orientation of treatment schools will then be organized by the program officers at the school level primarily targeting the parents and community about the program and expectations of each stakeholder. Orientation of the control schools will be done by the monitoring officers on the need for accurate data keeping. Each monitoring officer will orient five schools in one week over a two-week period.

Training of school personnel in the treatment schools will involve 13-14 workshops of 30 participants each. Each school will receive three days training for four participants (one school principal and three teachers). Similarly, the orientation of community champions will be done as a two day workshop at the block or cluster level.

Activities for this component include:

Set up an Identification and Tracking System

Activity 1: Develop Child Profile

- Review existing system and sources of information
- Develop criteria for at-risk pupil identification (absenteeism, performance, behavior, SES)
- Develop scoring system (measures, weights, cut scores)
- Develop procedures for using profile at school (data needs, data sources, data collation, data analysis)

⁵ Text messaging is not feasible among a largely illiterate population.

- Identify at-risk children in schools

Activity 2: Create “At-Risk” Child Personal File

- Develop template for child personal file
- Compile various information from existing data source in the personal file
- Develop format for individualized action plan and guidelines for use

Activity 3: Develop “At-risk” Child Tracking System

- Gather information on the existing system
- Identify tracking indicators
- Develop at-risk child tracking system and guidelines for its application
- Develop manual and guidelines for the teachers to track child

First Response Plan

Activity 1: Review Existing Programs and Materials for First Response

- Identify activities carried out in school as part of first response
- Determine the existing procedures and triggers at schools (best practices)
- Investigate NGO and other programs and materials on early response

Activity 2: Organize Workshop with Resource Person

- Identify resource person and organization
- Organize workshop to develop first response guide
- Develop guide and procedures and allocate roles and responsibilities for first response
- Develop separate manuals for stakeholders (teachers, principals, parents and community volunteer)

Activity 4: Develop Referral Guide

- Identify existing services in the local area
- Map services in target blocks and consolidate referral services
- Develop the referral guide

Community Support to EWS

- Determine availability of community champions
- Determine compensation
- Develop scope of work/terms of reference
- Obtain candidate recommendations from different groups
- Recruit community champions
- Develop manuals for community champions delineating their roles and responsibilities
- Provide training to the community champions

Information Dissemination through Cell Phones

- Investigate feasibility of cell phone outreach
- Investigate cell phone providers and sub contractors(service provider)
- Conduct feasibility of one- or two-way voice based communications
- Develop a program and model for outreach activity using mobile services
- Develop guidelines for the teachers/community champions and parents

Roll out and Training

- Develop training program modules and materials for master trainers
- Develop training modules and materials for trainers/program officers and monitoring officers
- Develop training modules and materials for principals, teachers, parents and community champions
- Organize three day training for trainers including program and monitoring officers
- Organize two day training on EWS for teachers, principals, and community champions
- Orientation meeting with parents and community members
- On-site support by SDPP staff to both treatment and control schools

Component 2: Recreation/Enrichment Activity

The recreation program will be designed to encourage all Grade 5 students to participate in structured activities that teach them new skills. However, effort will be made to ensure active participation of the at-risk students identified through the early warning system by using techniques such as buddy system, pairing, and individual/group exercises. The thrust of this component will be on creative activities which will be a source of entertainment for the children, motivate them to attend school and give them space for self-expression. These activities will offer opportunities for students to have fun, increase their self-esteem, learn the values of teamwork, and see school as a positive experience. It will facilitate development of their linguistic, creative, and logical abilities.

The activities will be carried out during the un-programmed SUPW (socially useful and productive work) class scheduled as the last class in the school timetable. Classes will be conducted by Grade 5 teachers and youth volunteers as community champions. These volunteers will work closely with school personnel to conduct the activities and engender the “trust” between the community and the school. Local experts from the community who have knowledge on specific activities may volunteer to conduct the classes. The community champions will be provided with remuneration upon discussions with the BEPC and the District Project Office. However, teachers will not be provided with compensation as the government rules prohibit extra compensation.

Below are some of the illustrative activities that were discussed during the design workshop and will be considered.

- ***Sports and Games***: The objective is to allow students to participate in activities which are helpful in one's physical/mental growth and development. This would also provide opportunity to the students to be more tolerant and build their social skills. Resources needed range from sports equipment (cricket bats and balls, badminton rackets, skipping ropes, board games etc.). A physical training teacher and considerable space for a playground is also needed for specific sports activities.
- ***Literary Arts (Reading and Storytelling)***: The objective is to enhance language (Hindi and English) and develop an interest in reading for students of Grade 5 by providing age

appropriate reading material. Word games and other materials through which the children can be introduced to new words, ideas, and concepts will also be provided. Students could also be involved in thematic project work where they read and gather information on local environment and culture and bring the local knowledge into the classrooms. Resources needed for the activity are story books, picture cards, word games, children's magazines, and activity sheets.

- ***Creative Arts (painting, drawing, crafts)***: The objective is to develop artistic abilities of children, providing opportunities to students to showcase their talent and express their ideas through painting, drawing and crafts. Resources needed include colors, drawing sheets, clay, shapes, and activity sheets. The art and craft activities also provide opportunity to link the community with the school level activities. Local craftsmen can come and spend time with the students and introduce them to different items which can be made with the local material.

The children will be free to pursue activities of their interest. There will not be any formal assessment of the performance of the child in these activities allowing them to engage without any pressure or anxiety. To motivate students and to increase their self-confidence, there will be exhibits allowing students to showcase their work and talent. For instance, the schools will be provided with a notice board to display art and crafts work and there will be sports competition on a pre-designated sports day.

Consultation with organizations currently implementing enrichment activities and with local stakeholders will be done to better understand the gaps, challenges, and opportunities. Based on the findings, at least four different types of enrichment/recreational activities will be proposed. A workshop with the relevant experts will be organized to develop modules for each activity. The modules will be accompanied by an enrichment kit which will include the materials needed for the activities. Before rolling out the intervention in the treatment schools, the modules will first be piloted in two schools similar in character to the SDPP schools. Focus group discussion with the different stakeholders—students, teachers, school principals, block education officers—will then be conducted to gather feedback on the modules and the materials. Thereafter the activity modules and the enrichment kit will be modified and finalized.

The teachers and the community champions will be trained by the SDPP staff and consultants selected per their thematic expertise. Ongoing programmatic and operational support will be provided throughout the year by the program officers who will be based in Samastipur. The workshop will familiarize the teachers and the volunteers on the project, intervention, and the evaluation. Roles and responsibilities will also be made clear during the workshop. The workshop will be conducted simultaneously in batches of 30-35 teachers and volunteers across the 4-5 blocks.

Each treatment school will make available a classroom for relevant activities such as arts and craft and a playground (either in school or in the community) for sports. An initial survey will be conducted with the schools in the selected blocks to understand space constraints (both classroom and playground space) along with security issues. It is anticipated that each school will be provided a storage cabinet for safekeeping of the materials.

Activities for this component include:

Activity 1: Develop Concept Paper

- Understand gaps, challenges and opportunities from the local stakeholders
- Review existing programs and materials
- Develop specific recommendations for instructional strategies, materials and processes to build modules

Activity 2: Develop and Pilot Activity Modules and Enrichment Kits

- Create inventory of the existing projects/materials
- Identify and contract materials design and development consultants
- Conduct module development workshop
- Develop intervention activities, materials, guidelines
- Pilot test the activities
- Revise and finalize materials
- Printing and procurement

Activity 3: Roll out and Training (Training will be combined with EWS)

- Develop training program modules and materials for master trainers
- Develop training modules and materials for trainers/program officers and monitoring officers
- Develop training modules and materials for principals, teachers, parents and community champions
- Organize three day training for trainers including program and monitoring officers
- Organize two day training for teachers, head masters and community champions
- Orientation meeting with parents and community members
- On-site support by SDPP staff to both treatment and control schools

Activity 4: Document Process and Impact

- Develop and Implement Reporting System

TARGET IMPLEMENTATION AREAS:

District	Dropout Rate	Number of Schools
Samastipur*	33.5%	927
TOTAL		927**

* 4-5 blocks will be selected within Samastipur district based on criteria

** SDPP will work with 110 treatment and 110 control schools for this intervention.

SAMPLE SELECTION METHODOLOGY AND CONSIDERATIONS:

To achieve a MDI of 7 percentage points, a total of 220 schools (which includes 10 percent attrition) will be selected from 4-5 blocks. The District Program Officer and Nodal Officer were consulted to determine the eligibility criteria for blocks and schools. Four criteria were used for selection of blocks—(i) acceptance for randomized control trial (RCT); (ii) non-flood prone and

non-crime prone area; (iii) high dropout in Grade 5 and (iv) number of schools with Grade 5 in the block. Three blocks—Vithan, Sindhia, and Kalyanpur were eliminated as they are prone to floods. Another block, Mohanpur was eliminated as it was prone to flood and affected by insecurity. Likewise, selection of the schools will be based on (i) rural schools; (ii) number of students in Grade 5; and (iii) playground space (to accommodate the recreational/enrichment activity). Because many classes are multi-grade, an additional criterion—if feasible—would be to limit school selection to those that have “dedicated” classrooms for grade 5.

School “recruitment” will take place prior to the random assignment of schools to ensure that schools agree to participate before they know which group they are in (to avoid attrition, especially among control schools). School principals will be convened in each block, where they will be informed about the research, random assignment, the interventions, their responsibilities for implementation, and the data requirements. All of the eligible schools in the blocks will be invited, although it is more than required, to ensure that if some schools don’t want to participate, a sufficient number is obtained. Schools that agree to participate will sign a very simple MOA, which will cover what the study is about, what is expected of the schools, and that they agree to participate and cooperate with the study. From those schools which have signed the MOA, 220 schools will be randomly assigned to one of the two groups.

RESOURCES/IMPLEMENTATION AND MANAGEMENT PROVISIONS:

- Grade 5 teachers; school principal; parents of at-risk students
- Anti-school dropout toolkit including posters, parent alert forms
- Training materials (Guide, Pocket book and Toolkit) for EWS and recreation/enrichment activities
- Visual Aids (Posters, Pictures)
- Rooms for recreation/enrichment activities (dedicated or otherwise)
- Sports equipment, books, arts and craft materials
- Playground (for sports)
- Furniture (if necessary)
- Stationery and supplies
- Participation rewards (for treatment and control schools at the end of the project)

SUSTAINABILITY/REPLICABILITY:

The intervention falls within the policy framework as designated by the RTE Act 2009 and the SSA framework in Bihar. The EWS builds on the existing system to collect school level data and is consistent with MHRD’s policies to monitor and track both the attendance and performance of students. The school-based activities require modest change and effort by teachers. This activity is also something that is scalable since it demands minimal investments (material development and teacher training).

The recreation/enrichment activity capitalizes on the existing SUPW class. Materials and equipment required to implement the program will be cost effective and affordable allowing the government to easily replicate the program. Corresponding with the government policy, teachers will not receive additional payment. However, community volunteers, who will be hired to assist

the teachers, will be compensated in line with the government's policy. It is anticipated that participation from the community through use of community champions will also contribute to the program's sustainability.

Overall, the components of the intervention are sustainable and replicable by the government.

ISSUES (E.G., TARGET SCHOOL SELECTION):

Outcome of Interest: Based on the findings of the situational analysis, "chronic absenteeism" has been included as a primary outcome of interest, which may serve as a proxy measure for dropout (which has been "administratively" abolished). During the Situation Analysis pre-visits to the schools, it was found that schools were reluctant to report dropouts despite long absenteeism among students. [This is due to the RTE Act which highlights compulsory education and automatic promotion, and provides per capita financing to schools based on enrollment figures.] A clear definition of 'chronic absenteeism' will be developed.

Quality of Data: The veracity of the data maintained at the school and the central level is questionable. The situational analysis found that class registers are simply copied from the previous year. An official inquiry revealed tens of thousands of "ghost" students, in which schools inflated enrollment to obtain more funds. Several cases of "fake" enrollments were reported where students are enrolled in two to three schools at a time to get the benefits of government schemes (mid-day meal schemes, uniforms, text books etc.). This underscores the need to provide initial training to both treatment and the comparison schools and to institute a strong monitoring mechanism.

Teacher Shortage and Multi-grade Classrooms: According to a report conducted by Pratiche (India) Trust and ADRI, the average number of teachers in a primary school is only 3.6 against the average number of sanctioned posts of 5.4 teachers. Further, based on total enrollment, many if not most of the schools visited during the situational analysis had teacher-student ratios of 1:100 and greater. It was found that schools have been dealing with this constraint through multi-grade teaching wherein grades are combined. In such instances, teachers may choose to include students from other grades in the intervention, although evaluation will be done only on Grade 5 students.

MDI and Sample Size: Geographically, Samastipur District is large. To facilitate implementation, sample schools will be selected from 4-5 contiguous blocks rather than the entire district. A total of 220 schools (110 treatment and 110 comparison schools) with a minimum detectable impact of 7 percentage points is required.

Timeframe: The implementation timeframe (April 2012 to May 2013) offers only one full academic year and the beginning of the next academic year for impact assessment. The primary challenge is the limited time of only two months to design and operationalize the intervention.

Compensation for Community Champions: A key challenge will be to agree on the compensation package for the community volunteers that is in line with the government policy. The volunteers need to be engaged to improve the school-community interaction and to alleviate

the additional responsibility of commitment taken on by teachers.

Incentive/Reward Payments: It is typical to provide some form of incentive for schools—both for treatment and control—participating in the research study to ensure their cooperation and to compensate them for their effort. SDPP proposes to reward at the end of the project with an in-kind package of materials or equipment that the school selects from a limited menu, in order to motivate their participation and to meet the BEPC desire for tangible inputs. The amount and the packages will have to be negotiated with the BEPC.

Work Plan: SDPP INDIA

Early Warning System and Recreational/Enrichment Activities

30 January 2012 – 3 September 2012

(Activity Cluster)	(to complete task)	Product(s)/ Output(s)	Responsibility	30-Jan	6-Feb	13-Feb	20-Feb	27-Feb	5-Mar	12-Mar	19-Mar	26-Mar	2-Apr	9-Apr	16-Apr	23-Apr	30-Apr	7-May	14-May	21-May	28-May	4-Jun	11-Jun	18-Jun	25-Jun	2-Jul	9-Jul	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep		
												exams				School Starts																					
Pre-program activities																																					
Task 1: Preparation interaction with Govt.	1. Develop intervention description	Concept note and workplan for interventions	Sushant					x																													
	2. Meet with SPD (Bihar) then with DEO and DPO (Samastipur)	Share concept note with SDP, DEO and DPO	Sushant						x																												
	3. Meet with selected block officers	Share concept note with block officers	Sandeep							x																											
Task 2: School Recruitment	1. Determine eligibility criteria for blocks	Eligible block matrix	Vir				x																														
	2. Eliminate ineligible blocks	List ineligible criteria and eliminate blocks accordingly	Vir				x																														
	3. Determine eligibility criteria for schools	Eligible school matrix	Vir				x																														

(Activity Cluster)	(to complete task)	Product(s)/ Output(s)	Responsibility	30-Jan	6-Feb	13-Feb	20-Feb	27-Feb	5-Mar	12-Mar	19-Mar	26-Mar	2-Apr	9-Apr	16-Apr	23-Apr	30-Apr	7-May	14-May	21-May	28-May	4-Jun	11-Jun	18-Jun	25-Jun	2-Jul	9-Jul	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep			
													exams			School Starts																						
	4. Collect school data	Baseline survey	Vir									x																										
	5. Map the eligible blocks	Final Eligible blocks	Vir					x																														
	6. Select SDPP schools	220 schools identified and listed	Vir						x																													
	7. organize eligible school recruitment meetings	Orientation meeting conducted	Sushant											x																								
	8. randomly assign treatment and control schools	List 110 treatment schools and 110 control schools	Mathematica									x																										
Component 1: Early warning System																																						
Sub Component: 1.1- Identification and Tracking System																																						
Task 1: Develop Child Profiles	1. Review existing system and sources of information	List of existing organizations and programs	Amitav and Sulagna						x																													
	2. Develop At-Risk Child Criteria	Set of Indicators for At-Risk identification	Amitav + Sulagna with Consultants							x																												
	3. Develop Criteria Ranking System (measures, weights, cut scores)	Ranking of the indicators	Amitav + Karen							x																												
	4. validate criteria with local experts	Organize a meeting with local experts	Amitav									x																										

(Activity Cluster)	(to complete task)	Product(s)/ Output(s)	Responsibility	30-Jan	6-Feb	13-Feb	20-Feb	27-Feb	5-Mar	12-Mar	19-Mar	26-Mar	2-Apr	9-Apr	16-Apr	23-Apr	30-Apr	7-May	14-May	21-May	28-May	4-Jun	11-Jun	18-Jun	25-Jun	2-Jul	9-Jul	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	
				exams												School Starts																				
	5. Develop procedures for identifying At Risk children	Selection matrix	Amitav + Sulagna									x																								
	6. Identify At Risk Children in schools	List of At-Risk students in each school	Sandeep																																	
Task 2: Create At-Risk Personal File	1. Develop template for Child personal file	Final word template with PowerPoint presentation	Amitav									x																								
	2. Develop guidelines for individualized action plan	Final copy ready for print	Sulagna									x																								
Task 3: Develop Tracking System	1. Review existing system for tracking	list of existing organizations and programs and review of schools	Amitav + Sulagna						x																											
	2. Identify tracking indicators	List of tracking indicators	Amitav + Sulagna							x																										
	3. Develop At Risk child tracking system and guidelines for its application	Module and ppt finalized and guidelines ready for print	Amitav + Sulagna										x																							

(Activity Cluster)	(to complete task)	Product(s)/ Output(s)	Responsibility	30-Jan	6-Feb	13-Feb	20-Feb	27-Feb	5-Mar	12-Mar	19-Mar	26-Mar	2-Apr	9-Apr	16-Apr	23-Apr	30-Apr	7-May	14-May	21-May	28-May	4-Jun	11-Jun	18-Jun	25-Jun	2-Jul	9-Jul	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	
				exams												School Starts																				
Sub Component: 1.2- First Response Plan																																				
Task 1: Investigate existing programs and materials for first response	1. Determine the existing procedures and triggers at schools (best practices)	Supporting document on first response activities in schools	Sulagna					x																												
	2. Investigate NGO other programs and materials on early response	Supporting document on first response activities done by NGOs and other organizations	Amitav					x																												
Task 2: Prepare First Response Guides and Procedures	1. Develop guide and procedures and allocate roles and responsibilities for first response	First Response Plan finalized and ready for print	Amitav							x																										
	2. Develop separate manuals for stakeholders	Stakeholders manuals ready for print	Sulagna							x																										
Task 3: Develop Referral Guide	1. Map services in target blocks	list of existing services in the target blocks	Sandeep						x																											
	2. Develop the referral guide	referral guide ready for print	Sulagna + Amitav								x																									

(Activity Cluster)	(to complete task)	Product(s)/ Output(s)	Responsibility	30-Jan	6-Feb	13-Feb	20-Feb	27-Feb	5-Mar	12-Mar	19-Mar	26-Mar	2-Apr	9-Apr	16-Apr	23-Apr	30-Apr	7-May	14-May	21-May	28-May	4-Jun	11-Jun	18-Jun	25-Jun	2-Jul	9-Jul	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep		
													exams	School Starts																							
Sub-Component 1.3- Community support to EWS																																					
Task 1: Identify youth volunteers/community champions	1. Determine availability of volunteers	Feasibility report	Sushant					x																													
	2. Determine compensation	Compensation package developed	Sushant					x																													
	3. Develop scope of work/terms of reference for the community champions	TOR developed	Venu							x																											
	4. Obtain candidate recommendations from different groups	shortlist candidates	Sandeep							x																											
	5. Interview candidates	finalize candidates	Sushant								x																										
	6. Recruit community champions	Community champions recruited	Sushant											x																							
Task 2: Develop guidelines for community champions	1. Develop guidelines and training manual	Guidelines and manual finalized and ready for print	Sushant + Neha										x																								
Sub-Component 1.4- Information dissemination through cell phones																																					
Task 1: Develop sub component	1. Investigate feasibility	Feasibility report	Neha with Consultants				x																														
	2. Design scope of sub component	Activity outline ready	Aakash with consultants					x																													

(Activity Cluster)	(to complete task)	Product(s)/ Output(s)	Responsibility	30-Jan	6-Feb	13-Feb	20-Feb	27-Feb	5-Mar	12-Mar	19-Mar	26-Mar	2-Apr	9-Apr	16-Apr	23-Apr	30-Apr	7-May	14-May	21-May	28-May	4-Jun	11-Jun	18-Jun	25-Jun	2-Jul	9-Jul	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep			
				exams												School Starts																						
Task 2: Effect procurement	1. Identify providers of sub component	RFQ developed and floated	Venu					x																														
	2. Sub contract provider	Final selection of sub-contractor	Aakash							x																												
Task 3: Develop program	1. Develop program	Concept note in word and PowerPoint	Neha with Consultants							x																												
Sub- Component 1.5- Roll out and training																																						
Task 1: Develop training program modules and materials for Trainers/Program Officers and Monitoring Officers	1. Prepare training program content and curriculum	Training Design & Plan	Amitav with consultants										x																									
	2. Develop training modules and materials and guides	Trainers Guide	Sulagna											x																								
	3. Develop the ToT materials	Training materials ready	Sulagna												x																							
Task 2: Develop training materials for HMs and Teachers	1. Develop training modules, materials and guides	Training Design & Plan	Amitav with consultants												x																							
Task 3: Develop training materials for Parents and Community	1. Develop orientation kit for parents and community	Orientation package/kit	Amitav with consultants												x																							
Task 4: Training of Program Officers and Monitoring Officers	1. Make logistical arrangements	Venue and other logistics finalized	Venu										x																									
	2. Organize 3 day training program (2 days for EWS and 1	Training conducted	Sushant												x																							

(Activity Cluster)	(to complete task)	Product(s)/ Output(s)	Responsibility	30-Jan	6-Feb	13-Feb	20-Feb	27-Feb	5-Mar	12-Mar	19-Mar	26-Mar	2-Apr	9-Apr	16-Apr	23-Apr	30-Apr	7-May	14-May	21-May	28-May	4-Jun	11-Jun	18-Jun	25-Jun	2-Jul	9-Jul	16-Jul	23-Jul	30-Jul	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	
				exams												School Starts																				
	day practice)																																			
Task 5: Training of HMs and Teachers	1. Make logistical arrangements	Venue and other logistics finalized	Venu									x																								
	2. Organize 14 training programs (2 days each)	Training conducted	Sushant											x	x																					
Task 6: Orientation of Parents and Community Champions	1. Orientation of parents (2-3 hours)	Orientation conducted	Sushant									x																								
	2. Orientation of community at village level (2-3 hours)	Orientation conducted	Sushant											x	x																					
Sub- Component 1.6- Monitoring through field support and documentation																																				
Task 1: Follow up and field support	1. Develop field support plan (frequency of visits and agenda)	Developed plan	sandeep											x	x																					
	2. Develop tools and training guides	Field worker training guide	sushant												x																					
	3. Train Program Officers for follow-up and field support	Training conducted	Sushant													x																				
	4. Conduct follow-up training in schools	One to one teacher support	Sandeep																						x	x	x	x	x	x	x	x	x	x	x	x
Task 2: Develop and Implement Reporting System	1. Develop reporting format (monthly?)	Reporting Template	Vir								x																									
	2. Compile reports	Monthly Reports	sandeep													x			x					x					x				x			

(Activity Cluster)	(to complete task)	Product(s)/Output(s)	Responsibility	10-Sep	17-Sep	24-Sep	1-Oct	8-Oct	15-Oct	22-Oct	29-Oct	5-Nov	12-Nov	19-Nov	26-Nov	3-Dec	10-Dec	17-Dec	24-Dec	31-Dec	7-Jan	14-Jan	21-Jan	28-Jan	4-Feb	11-Feb	18-Feb	25-Feb	4-Mar	11-Mar	Comments	
Pre-program activities																																
Task 1: Preparation interaction with Govt.	1. Develop intervention description	Concept note and workplan for interventions	Sushant																													
	2. Meet with SPD (Bihar) then with DEO and DPO (Samastipur)	Share concept note with SDP, DEO and DPO	Sushant																													
	3. Meet with selected block officers	Share concept note with block officers	Sandeep																													
Task 2: School Recruitment	1. Determine eligibility criteria for blocks	Eligible block matrix	Vir																													
	2. Eliminate ineligible blocks	List ineligible criteria and eliminate blocks accordingly	Vir																													
	3. Determine eligibility criteria for schools	Eligible school matrix	Vir																													
	4. Collect school data	Baseline survey	Vir																													
	5. Map the eligible blocks	Final Eligible blocks	Vir																													

(Activity Cluster)	(to complete task)	Product(s)/Output(s)	Responsibility	10-Sep	17-Sep	24-Sep	1-Oct	8-Oct	15-Oct	22-Oct	29-Oct	5-Nov	12-Nov	19-Nov	26-Nov	3-Dec	10-Dec	17-Dec	24-Dec	31-Dec	7-Jan	14-Jan	21-Jan	28-Jan	4-Feb	11-Feb	18-Feb	25-Feb	4-Mar	11-Mar	Comments	
	6. Select SDPP schools	220 schools identified and listed	Vir																													
	7. organize eligible school recruitment meetings	Orientation meeting conducted	Sushant																													
	8. randomly assign treatment and control schools	List 110 treatment schools and 110 control schools	Mathematica																													
Component 1: Early warning System																																
Sub Component: 1.1- Identification and Tracking System																																
Task 1: Develop Child Profiles	1. Review existing system and sources of information	List of existing organizations and programs	Amitav and Sulagna																													
	2. Develop At-Risk Child Criteria	Set of Indicators for At-Risk identification	Amitav + Sulagna with Consultants																													
	3. Develop Criteria Ranking System (measures, weights, cut scores)	Ranking of the indicators	Amitav + Karen																													
	4. validate criteria with local experts	Organize a meeting with local experts	Amitav																													
	5. Develop procedures for identifying At Risk children	Selection matrix	Amitav + Sulagna																													
	6. Identify At Risk Children in schools	List of At-Risk students in each school	Sandeep																													
Task 2: Create At-Risk Personal File	1. Develop template for Child personal file	Final word template with PowerPoint presentation	Amitav																													

(Activity Cluster)	(to complete task)	Product(s)/Output(s)	Responsibility	10-Sep	17-Sep	24-Sep	1-Oct	8-Oct	15-Oct	22-Oct	29-Oct	5-Nov	12-Nov	19-Nov	26-Nov	3-Dec	10-Dec	17-Dec	24-Dec	31-Dec	7-Jan	14-Jan	21-Jan	28-Jan	4-Feb	11-Feb	18-Feb	25-Feb	4-Mar	11-Mar	Comments	
	2. Develop guidelines for individualized action plan	Final copy ready for print	Sulagna																													
Task 3: Develop Tracking System	1. Review existing system for tracking	list of existing organizations and programs and review of schools	Amitav + Sulagna																													
	2. Identify tracking indicators	List of tracking indicators	Amitav + Sulagna																													
	3. Develop At Risk child tracking system and guidelines for its application	Module and ppt finalized and guidelines ready for print	Amitav + Sulagna																													
Sub Component: 1.2- First Response Plan																																
Task 1: Investigate existing programs and materials for first response	1. Determine the existing procedures and triggers at schools (best practices)	Supporting document on first response activities in schools	Sulagna																													
	2. Investigate NGO other programs and materials on early response	Supporting document on first response activities done by NGOs and other organizations	Amitav																													
Task 2: Prepare First Response Guides and Procedures	1. Develop guide and procedures and allocate roles and responsibilities for first response	First Response Plan finalized and ready for print	Amitav																													
	2. Develop separate manuals for stakeholders	Stakeholders manuals ready for print	Sulagna																													

(Activity Cluster)	(to complete task)	Product(s)/Output(s)	Responsibility	10-Sep	17-Sep	24-Sep	1-Oct	8-Oct	15-Oct	22-Oct	29-Oct	5-Nov	12-Nov	19-Nov	26-Nov	3-Dec	10-Dec	17-Dec	24-Dec	31-Dec	7-Jan	14-Jan	21-Jan	28-Jan	4-Feb	11-Feb	18-Feb	25-Feb	4-Mar	11-Mar	Comments
Sub-Component 1.4- Information dissemination through cell phones																															
Task 1: Develop sub component	1. Investigate feasibility	Feasibility report	Neha with Consultants																												
	2. Design scope of sub component	Activity outline ready	Aakash with consultants																												
Task 2: Effect procurement	1. Identify providers of sub component	RFQ developed and floated	Venu																												
	2. Sub contract provider	Final selection of sub-contractor	Aakash																												
Task 3: Develop program	1. Develop program	Concept note in word and PowerPoint	Neha with Consultants																												
Sub- Component 1.5- Roll out and training																															
Task 1: Develop training program modules and materials for Trainers/Program Officers and Monitoring Officers	1. Prepare training program content and curriculum	Training Design & Plan	Amitav with consultants																												
	2. Develop training modules and materials and guides	Trainers Guide	Sulagna																												
	3. Develop the ToT materials	Training materials ready	Sulagna																												
Task 2: Develop training materials for HMs and Teachers	1. Develop training modules, materials and guides	Training Design & Plan	Amitav with consultants																												
Task 3: Develop training materials for Parents and Community	1. Develop orientation kit for parents and community	Orientation package/kit	Amitav with consultants																												

(Activity Cluster)	(to complete task)	Product(s)/Output(s)	Responsibility	10-Sep	17-Sep	24-Sep	1-Oct	8-Oct	15-Oct	22-Oct	29-Oct	5-Nov	12-Nov	19-Nov	26-Nov	3-Dec	10-Dec	17-Dec	24-Dec	31-Dec	7-Jan	14-Jan	21-Jan	28-Jan	4-Feb	11-Feb	18-Feb	25-Feb	4-Mar	11-Mar	Comments	
Task 4: Training of Program Officers and Monitoring Officers	1. Make logistical arrangements	Venue and other logistics finalized	Venu																													
	2. Organize 3 day training program (2 days for EWS and 1 day practice)	Training conducted	Sushant																													
Task 5: Training of HMs and Teachers	1. Make logistical arrangements	Venue and other logistics finalized	Venu																													
	2. Organize 14 training programs (2 days each)	Training conducted	Sushant																													
Task 6: Orientation of Parents and Community Champions	1. Orientation of parents (2-3 hours)	Orientation conducted	Sushant																													
	2. Orientation of community at village level (2-3 hours)	Orientation conducted	Sushant																													
Sub- Component 1.6- Monitoring through field support and documentation																																
Task 1: Follow up and field support	1. Develop field support plan (frequency of visits and agenda)	Developed plan	sandeep																													
	2. Develop tools and training guides	Field worker training guide	sushant																													
	3. Train Program Officers for follow-up and field support	Training conducted	Sushant																													
	4. Conduct follow-up training in schools	One to one teacher support	Sandeep	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

(Activity Cluster)	(to complete task)	Product(s)/Output(s)	Responsibility	10-Sep	17-Sep	24-Sep	1-Oct	8-Oct	15-Oct	22-Oct	29-Oct	5-Nov	12-Nov	19-Nov	26-Nov	3-Dec	10-Dec	17-Dec	24-Dec	31-Dec	7-Jan	14-Jan	21-Jan	28-Jan	4-Feb	11-Feb	18-Feb	25-Feb	4-Mar	11-Mar	Comments		
Task 2: Develop and Implement Reporting System	1. Develop reporting format (monthly?)	Reporting Template	Vir																														
	2. Compile reports	Monthly Reports	sandeep			X				X					X				X					X					X				