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*World Education*  
**Quarterly Report October—December, 2005**  
*Pilot Study on Educational Quality in a  
Transitional Educational Program for  
Out-of-School Girls in India*



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**World Education**  
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**Summary of Year 3 Activities**

During Year 3 of the Pilot Study, World Education (WE) and its NGO partner, Center for Applied Research and Extension (Care), conducted several activities at the programmatic level and finalized the first round of data collection and analysis. In line with its Year 3 workplan, WE and Care continued the review of curriculum with teachers and NGO staff. Both organizations developed life skills modules on nutrition, animal husbandry and agriculture and the accompanying teacher training materials for use with cohort 2. Teachers were trained on how to best deliver the materials in the classrooms and were encouraged to engage in a reflection process to improve their teaching skills. In addition, the Pilot Study collected and analyzed data on teachers' practices and their understanding of the curriculum, the quality of education, and professional development provided at the Kuchinerla School.

At the community level, WE and Care continued to develop community outreach activities on girls' education and on topics of interest to the community, such as nutrition, health, hygiene, and the dangers of child labor. School open days were carried out to bring together parents and community members and encourage discussions about the role of parents and communities in raising girls to be educated, productive members of society. Government schools are being engaged in the discussion about improving girls' education and increasing retention rates at the local level. Data is currently being collected on the number of outreach activities and the level of participation in each event sponsored by the school.

The Pilot Study completed a full cycle of data collection during Year 3. In addition to collecting data on teachers' performance and their understanding of the quality of education and professional development, WE collected post-measures on student learning outcomes for cohort 1, and pre and post data on girls' nutritional and health status. At the beginning of the new academic year (July 2005), baseline data on girls' academic achievement, health and nutritional status was also collected. That data will be later compared to post data to be collected by September 2006. All Year 3 findings are presented in the Pilot Study Annual Report.

## **Last Quarter Activities (October—December 2005)**

During the months of October, November, and December 2005, the Pilot Study activities focused on data management and data collection issues and changes in implementation of program activities central to the institutionalization of the research within in the implementation plan. During those months, World Education and the Center for Applied Research and Extension (Care) staff accomplished the following:

### **Pilot Study**

#### *Health and Nutrition*

Follow-up mechanism (checklist) was developed by school personnel and World Education to ensure the implementation of the National Institute of Nutrition's recommendations for the school. In addition, NIN baseline data for cohort 2 was collected and is being processed for analysis. Regular doctor's visits have taken place and diagnosis data is being entered into database.

#### *Girls' Background Information*

Data collected through the Basic Information of Girls (BIG) Survey are being collected and entered into a database continuously, based on school enrollment .

#### *Classroom performance checklist*

World Education staff and Kuchinerla teachers have revised the Classroom Observation Checklist and teachers are using it as a way to reflect upon classroom practices and improve their classroom methodologies.

#### *Follow-up study*

School staff is tracking down girls who studied at Kuchinerla last year to find out whether they stayed in the formal schools into which they were mainstreamed. Staff is trying to assess the number of girls who stay in formal schools, their performance in comparison to girls who attended other schools, drop out rates and main reasons for drop out.

#### *Teacher Interviews*

Teacher interview protocols are being developed to assess the incorporation of new curricular activities into classroom practices. In addition, teachers are engaging in self-reflection exercises. Teachers' perceptions on the use of new methodologies and their experiences will be captured through this process.

## **Program Implementation**

### *Classroom practices*

Teachers are carrying out regular discussions about the value of proper nutrition with children and incorporating topics such as the maintenance of kitchen garden and creation of vermicompost, into the classroom lessons.

Teachers have also introduced sports, cultural activities and new methodologies (poem recitation, essay writing, riddles, story telling) into school curriculum. Special guests were invited to the school to demonstrate some activities and train children and the teachers, ways to integrate music and dance as a methodology to be used in the classroom. They concluded that lessons can be taught more effectively if role play is introduced. If a child enacts one of the characters of a lesson, she can understand the lesson better and make the lesson more interesting for all students. For example, a story can be narrated to/by the children by using gestures and the story can be easily understood without the use of words.

#### *Materials Development*

Teachers and World Education staff have finalized the materials development strategy. The strategy addresses issues, such as illustration, adequate lesson length, adequate use of vocabulary and proper sentence structure. It also determines the teaching methodology used for specific lessons and the continuous incorporation of feedback from children and educators. In addition, teachers and World Education staff elaborated and adapted handouts on vermicomposting, organic composting and kitchen gardening.

#### *Additional Teacher Training*

Teachers are being trained on the use of computers. They have been posting students' grades, maintaining book records in the library, keeping expenditure records, and attendance list on a computer provided to the school.

#### *Social Mobilization/Community Involvement*

A person has been hired as a Social Mobilizer to identify child laborers in the community and invite them to attend the school. The Social Mobilizer is also in charge of developing a professional relationship with the formal school authorities; identifying drop outs and convincing them to return to school. The main purpose of the continuous visits to the formal schools by the Mobilizer is to ensure the continuity of the education process among children who have attended the Kuchinerla School.