



Implementation Support
Agency for SCERT, Bihar

Enhancing Teacher Effectiveness in Bihar

Quarterly Progress Report

October to December 2017



Joint Project Managed by

IPE GLOBAL
Expanding Horizons. Enriching Lives.

**BRITISH
COUNCIL**





**Implementation Support
Agency for SCERT, Bihar**

Enhancing Teacher Effectiveness in Bihar

Quarterly Progress Report

October-December 2017

Joint Project Managed by



List of Acronyms

AMC	Consulting Services company that carried out Teacher Needs Assessment Survey
BSEIDC	Bihar State Educational Infrastructure Development Corporation
CfBT	Agency that is responsible for development of module to train members of School Management Committee
CPD	Continuous Professional Development
CTE	College of Teacher Education
D.El.Ed	Diploma in Elementary Education
DIET	District Institute of Education and Training
DLI	Disbursement Linked Indicator
DRT	Directorate of Research and Training
ERP	Enterprise Resource Planning
FY	Financial Year
HOTS	Higher Order Thinking Skills
ICT	Information Communication Technology
IgnusERG	Non-Government Organisation working towards Learning Enhancement
ISA	Implementation Support Agency
ODL	Open Distance Learning
PD	Project Director
RIE	Regional Institute of Education
RIESI	Regional Institute of English, South India
RVEC	Rashtriya Vidyalaya Educational Consortium
SCERT	State Council of Educational Research and Training
SLMs	Self Learning Materials
SMC	School Management Committee
TA	Technical Assistance
TEs	Teacher Educators
TEIs	Teacher Education Institutions
TNA	Teacher Needs Assessment Survey
ToR	Terms of Reference
WB	World Bank

Table of Contents

List of Acronyms	4
Executive Summary	7
Guide to rating scale	11
Detailed Report	12
DLI 2: Institutional Capacity: Ensuring capacity enhancement of TE institutions for effective delivery	12
Progress and issues arising in the reporting period	12
Key deliverables, risks and mitigation measures for the next quarter	13
DLI 3: Quality improvement: Training of unqualified teachers and professional development of all teachers through ICT	13
Progress and issues arising in the reporting period	13
Key deliverables, risks and mitigation measures for the next quarter	14
DLI 4: Accountability and monitoring systems: Ensuring Teachers’ management and performance is effectively monitored and evaluated	15
Progress and issues arising in the reporting period	15
Key deliverables, risks and mitigation measures for the next quarter	16
DLI 5: Teacher Accountability: Teachers’ accountability at schools level	16
Progress and issues arising in the reporting period	16
Key deliverables, risks and mitigation measures for the next quarter	17
DLI 6: Strengthened Corporate Governance: Program Fiduciary Systems and Performance	17
Progress and issues arising in the reporting period	17
Key deliverables, risks and mitigation measures for the next quarter	18



Quarterly Progress Report

October-December 2017



Executive Summary

Managed by IPE Global and the British Council, the Implementation Support Agency (ISA) has been set up to provide World Bank-funded technical support to the Government of Bihar's State Council of Educational Research and Training (SCERT) with the aim of enhancing teacher effectiveness in Bihar at elementary level. The Inception Period provided the team with the opportunity of building relationships, doing initial situation analysis and developing a series of action plans to tackle the defined result areas under the project. During this first Quarter (October-December 2017) ISA has further developed its understanding of the operating context, and liaised extensively with potential partners both Nationally and Internationally to adapt and adopt exemplar practices to the context of Bihar. Despite serious delays occasioned by non-approval of key files by SCERT Senior Management, some progress has been made towards the project objectives, particularly in the area of financial management. In addition ISA has been active in supporting and quality assuring the work of CfBT in developing an SMC module and AMC in its completion of a TNA on ICT in Education, and has responded to World Bank requests to produce a mid-line survey design and draft TORs for the tendering of Technical Assistance for the development of a Teacher Incentivisation Policy and for School Leadership Training.




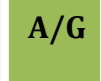
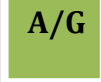
The technical approach that ISA has developed recognises the key role of capacity building at all levels of the state teacher education system in the interests of longer-term sustainability while at the same time, given the acute staff shortages currently prevailing, the pragmatic need to lead proactively to ensure that urgent tasks are completed. The application of ICT solutions in every aspect of the programme underpins all the work of ISA.

To support SCERT a temporary ISA office has been established within the SCERT complex while refurbishment of appropriate office space is completed. Mobilisation of the complete consultancy team is still ongoing.

ISA supports and builds the capacity of SCERT to deliver the following Disbursement Linked Indicators, and progress against these indicators is assessed in this Quarterly Report.


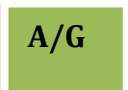


DLI 2: Institutional Capacity: Ensuring capacity enhancement of TE institutions for effective delivery				
DLI 3: Quality improvement: Training of unqualified teachers and professional development of all teachers through ICT				
DLI 4: Accountability and monitoring systems: Ensuring Teachers’ management and performance is effectively monitored and evaluated				
DLI 5: Teacher Accountability: Teachers’ accountability at schools level				
DLI 6: Strengthened Corporate Governance: Program Fiduciary Systems and Performance				
<p>Overall progress in the current quarter: Good progress has been achieved in this quarter. The core activities have been as follows:</p> <ul style="list-style-type: none"> • Situation analysis conducted and Inception Report produced • Quality and efficiency of SCERT website enhanced • Gaps in pre-service, CPD and ICT provision identified • Quality assurance of TNA survey report completed • ToRs for Teacher Incentivisation Policy developed and shared with stakeholders • Design of midline survey produced and shared with stakeholders • TORs for School Leadership Training developed and shared with stakeholders • Quality assurance of SMC module completed • Internal audit of accounts for FY 2014/15, 15/16 and 16/17 completed • Recommendations for improvement of SCERT financial systems compiled • Support to BSEIDC in developing an ERP for Admin, Finance, HR and Procurement. • ANAR (on line Finance and Admin System) for use by ISA and SCERT developed 				
DLIs, Red Amber Green (RAG) status and comments				
DLI 2	Enhancing the quality and efficiency of SCERT website		↑	Substantial progress has been made in this quarter. SCERT website has been re-designed to make it appealing, comprehensive and dynamic. Website will be launched once SCERT fully validates the content.
DLI 2	English ODL SLMs revised		↓	This output was not delivered due to 2 month delay in the approval of a key document outlining the unit costs for the conduct of all ISA-SCERT activities by SCERT Management. However, consultative meetings with potential partners such as the Regional Institute of English, South India (RIESI), Bangalore and British Council have been held to obtain technical guidance.

DLI 2	Guidelines and areas to undertake project assignments developed	R	↓	Same issue as cited above. Despite the delay in holding a workshop, discussions were held with R.V Educational Consortium and RIE Mysore to obtain technical guidance in preparing themes for project assignments which develop Higher Order Thinking Skills (HOTS) in practicing teachers.
DLI 3	Gaps in pre-service, CPD and ICT identified	A/G	↔	Good progress has been made in this area through field visits to schools, DIETs and CTEs to understand the situation at the field level. However, due to the postponement of the consultative workshop planned with stakeholders, a final document outlining the gaps is yet to be delivered.
DLI 3	Quality assurance of TNA survey report completed	A/G	↔	Based on the technical guidance provided by ISA, AMC increased its sample size and collected large amounts of data. ISA examined the draft report and guided the agency to write a concise report and provide recommendations based on the evidence gathered from the field which would guide the design of CPD activities. (The agency submitted the final report on 3 rd January.)
DLI 4	Design of mid-line survey developed	G	↑	A midline survey is to be conducted during 2018 to ascertain improvement over the baseline study conducted in 2014. Although the design of the mid-line survey is inline with the baseline, additional parameters were proposed to capture more inputs related to teacher performance.
DLI 4	ToRs for Teacher Incentivisation Policy developed	G	↑	ISA was asked by WB to provide a set of comprehensive ToRs for TA to develop a Teacher Incentivisation policy. This work was completed and is with BSEIDC ready for tender.
DLI 5	Quality assurance of SMC module completed	A/G	↔	Under a separate TA CfBT was assigned the task of developing a revised SMC module. ISA collaborated with CfBT to assure the quality of the module through

				technical advice and piloting in schools. Master training scheduled for December was delayed due to an additional layer of validation imposed by SCERT.
DLI 5	ToRs for School Leadership Training developed		↑	At WB's behest, ISA has developed ToRs for TA for School Leadership Training and submitted them to the WB.
DLI 6	Internal audit of accounts for FY 2014/15 15/16 and 16/17 completed		↑	Internal audit of accounts for FY 2014/15, 15/16 and 16/17 was carried out successfully by the accounts team and the internal audit report was submitted to SCERT.
DLI 6	Recommendations to improve SCERT financial systems submitted		↑	Based on the hands-on the observations of the internal audit of accounts, a set of recommendations on how SCERT financial systems might be improved were developed and submitted to SCERT.
DLI 6	Ongoing support to BSEIDC in developing ERP continued		↔	BSEIDC requested ISA guidance developing an ERP to improve their administration, finance, HR and procurement procedures. Technical support to BSEIDC is ongoing.
DLI 6	ANAR (on line Finance and Admin System) for use by ISA and SCERT developed		↔	ANAR (on line Finance and Admin System) has been developed by ISA. The capacity of SCERT personnel is to be built using the application of ANAR.

Risks identified in the next quarter	Mitigation measures	Progress on agreed mitigation measures	
		Action:1	
Delay in approvals by SCERT Management could delay activities planned by ISA	Effective communication Established between SCERT, PD, WB may speed up the process of file clearance.	Action:1	Full time Director is being posted to SCERT in early January 2018
Government Holidays and board examinations prevent workshops from taking place	Focus on desk work such as preparation of modules, field visits, review of materials		

Acute shortage of staff at SCERT might delay the capacity building process	Continued engagement of WB with DRT to expedite the process to fill the vacancies	Action: 2	ISA meet regularly with DRT to monitor progress on recruitment of new post-holders and encourage follow-up action.
--	---	-----------	--

Guide to rating scale			
RAG status		Descriptor	Remarks
	GREEN	Ownership and use of learnings and most outputs achieved	Ordinal scale is used to rate the progress of the ISA programme. The scale classifies more or less of characteristics in the provision of the technical services with respect to its plans and desired outputs. The use of ordinal scale provides measurement of difference in degrees (excellent, good, satisfactory and unsatisfactory), but not the specific amount of difference.
	AMBER GREEN	Capacities enhanced with good progress towards the outputs in partnership with stakeholders	
	AMBER RED	Capacity building opportunities provided and progress towards outputs initiated	
	RED	Preparatory work carried out, however no progress made towards the output	

Detailed Report

DLI 2: Institutional Capacity: Ensuring capacity enhancement of TE institutions for effective delivery									
Progress and issues arising in the reporting period									
SCERT Website	Substantial progress has been achieved during this quarter. The SCERT website has been completely re-designed to not only make it more appealing but also to make it more comprehensive in terms of its functionalities. This website can serve as a single entry point to the education department as the links to other websites are incorporated into the design. It is dynamic and easy to update. It is proposed that the website be launched in early February as part of the wider World Bank launch of their programmes in Bihar. It should be noted, however, that the launching of the website is dependent on the validation of the content by SCERT officials.								
Revision of English SLMs	English language is not a mandatory subject at school level in Bihar (students proceed to the next class level even if they do not pass the English examination). Subsequently the language proficiency of the majority of teacher educators and teachers is poor. During field visits, Teacher Educators suggested revising the English SLMs as the existing SLMs are difficult to comprehend. SCERT asked that the revision of English SLMs be treated as a priority. Discussions have been held with the Regional Institute of South India, (RIESI) Bangalore and British Council to obtain technical guidance in revising the SLMs but workshop activity was postponed several times during the period due to the delay in the approval of the unit costs file by SCERT Management.								
Developing project assignments	Pre-service trainees (both face to face and distance mode) have to submit project assignments as part of their course. SCERT suggested that the trainees need guidelines and broad areas in which to take up assignments so that these will help them in developing Higher Order Thinking Skills (HOTS) as well as be useful in designing assignments for their students at school level. SCERT also suggested seeking out competent resource persons in this area. Discussions were held with the Director, R.V. Educational Consortium Bangalore and RIE Mysore who have done commendable work in pre-service education in Karnataka which can potentially be adapted for use in Bihar. This activity has also been postponed due to delay in approval of key files by SCERT Management.								
Overall progress in this Quarter	<table border="1" style="margin: auto;"> <thead> <tr> <th colspan="4" style="background-color: #add8e6;">Against DLI 2</th> </tr> </thead> <tbody> <tr> <td style="background-color: #90ee90;">25%</td> <td style="background-color: #90ee90;">50%</td> <td style="background-color: #e0e0e0;">75%</td> <td style="background-color: #e0e0e0;">100%</td> </tr> </tbody> </table>	Against DLI 2				25%	50%	75%	100%
Against DLI 2									
25%	50%	75%	100%						

Key deliverables, risks and mitigation measures for the next quarter

Key deliverables	Risks	Mitigation measures	Timeline
English SLMs revised	Continuing delays in approvals	Continued engagement with SCERT Management to obtain timely approvals.	By end March 2018
Resource group to mentor ODL trainees in English trained.	Government Holidays and board examinations prevent workshops from taking place	Prior request sent to RIESI and British Council	
Guidelines and broad areas in which to undertake projects developed	Non-availability of external resource persons for technical guidance	Focus on desk work such as preparation of modules, field visits, review of materials Prior request and discussions with RVEC, Bangalore and RIE, Mysore	By end March 2018

DLI 3: Quality improvement: Training of unqualified teachers and professional development of all teachers through ICT

Progress and issues arising in the reporting period

Stakeholder engagement and consultative process	<p>Good progress has been made in this quarter. The ISA team in collaboration with SCERT has visited a number of CTEs, DIETs and schools to understand the current situation and identify shortcomings in pre-service, CPD and ICT implementation. Formats were prepared for focused discussions on these themes and were used to collect data. The data was compiled, shared with SCERT and included in the Inception Report.</p> <p>A consultative workshop was planned with a cross section of the key stakeholders across the state to get a deeper understanding of the gaps. This decision was endorsed by SCERT. Due to extended delays in the approval of the related files, the workshop dates had to be postponed four times and the event has yet to be held.</p>
Providing technical guidance to AMC to complete the TNA survey and	<p>AMC was assigned to carry out a Teacher Needs Assessment in ICT. ISA was given the responsibility of guiding AMC in carrying out the research study. ISA provided guidance to AMC in the data collection process and recommended an increase in the sample size to make it significant. AMC submitted a draft report but this was deemed unsatisfactory in terms of its ability to convert the detailed findings</p>

prepare the report	into appropriate recommendations for CPD. ISA provided detailed feedback and guidance to AMC on how to use the data gathered to arrive at implementable recommendations. (AMC submitted the revised report on 3 rd January 2018.)								
Revision of ODL SLMs	During the field visits, some broad gaps were identified with regard to the SLMs. These SLMs were desk reviewed and broad areas of revision were identified. Delayed approvals for holding the consultative workshop led to the postponement of workshop activity to revise the SLMs to make them more interesting with ICT interventions and appealing graphics.								
Preparation of framework for CPD	A framework for CPD has been developed and shared with SCERT. This framework includes multiple modes and models of CPD and suggests modification of the existing practice of in-service training. SCERT has yet to approve the framework.								
Over all progress in this Quarter	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4" style="background-color: #e1f5fe;">Against DLI 3</th> </tr> <tr> <td style="background-color: #c8e6c9;">25%</td> <td style="background-color: #c8e6c9;">50%</td> <td>75%</td> <td>100%</td> </tr> </table>	Against DLI 3				25%	50%	75%	100%
Against DLI 3									
25%	50%	75%	100%						

Key deliverables, risks and mitigation measures for the next quarter

Key deliverables	Risks	Mitigation measures	Timeline
Gaps identified in pre-service, CPD and ICT	Delays in approvals	Continued engagement with SCERT Management	End February 2018
TNA report finalised	Lack of competence of AMC to produce a research report	Investment of more time from ISA team to handhold AMC consultants	End January 2018
Areas of technical support from British Council identified	Inability to secure timely inputs from British Council Delay in approval of framework by SCERT	Timely submission of request letters and securing confirmations	End February 2018
Models and modules for CPD developed.	Government Holidays and board examinations prevent workshops from taking place	Engagement of SCERT in reviewing CPD Plan	End March 2018
Revision of ODL SLMs	Availability of external resource persons in each subject area	Timely submission of request letters and securing the confirmations	End March 2018

DLI 4: Accountability and monitoring systems: Ensuring Teachers’ management and performance is effectively monitored and evaluated									
Progress and issues arising in the reporting period									
<p>Preparation of midline survey design</p>	<p>A baseline survey was conducted in 2014 by the World Bank to ascertain the situation with regard to teacher performance in elementary schools in Bihar. As per the Project Appraisal Document, the midline survey is to be conducted in 2018 to assess the difference in the situation. ISA was asked to prepare the technical design of the midline survey.</p> <p>Although the design of the mid-line is in line with the baseline, additional parameters have been proposed in the mid-line to capture more inputs related to teacher performance. Feedback on these proposals is still awaited.</p> <p>Since no significant interventions have been implemented from the baseline until the present, there is arguably limited value in conducting a mid-line survey in the immediate future. In the meantime, Ignus have submitted a proposal to WB to build the capacity of BRCs and CRCs who in turn mentor teachers resulting in learning gains in students. ISA reviewed this proposal and suggested to WB that this initiative should be rolled out in the baseline sample districts. Once the intervention is implemented, it was agreed to conduct the midline survey which would then incorporate the impact of this intervention in its findings.</p> <p>Discussions are in progress with Ignus to begin implementation of the training programme in the coming months.</p>								
<p>ToRs for Teacher Incentivisation Policy developed</p>	<p>A better understanding of teacher incentivisation is key to the enhancement of teacher performance. ISA was requested to develop an improved set of ToRs for BSEIDC to enable WB to issue a tender to seek an agency to carry out this task.</p> <p>ISA continues to provide technical support to BSEIDC and the agency to complete the task.</p>								
<p>Overall progress in this Quarter</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th colspan="4" style="background-color: #ADD8E6;">Against DLI 4</th> </tr> </thead> <tbody> <tr> <td style="background-color: #90EE90;">25%</td> <td style="background-color: #90EE90;">50%</td> <td style="background-color: #90EE90;">75%</td> <td style="background-color: #FFFFFF;">100%</td> </tr> </tbody> </table>	Against DLI 4				25%	50%	75%	100%
Against DLI 4									
25%	50%	75%	100%						

Key deliverables, risks and mitigation measures for the next quarter

Key deliverables	Risks	Mitigation measures	Timeline
Midline survey design finalised	Delays in approval of the design	Continued engagement with SCERT Management	By end February 2018
Ignus proposal of capacity building of school mentors implemented		Continued engagement with the World Bank and Ignus team.	By end March 2018

DLI 5: Teacher Accountability: Teachers’ accountability at schools level									
Progress and issues arising in the reporting period									
Quality assurance and guidance in developing SMC module.	<p>CfBT was contracted to develop a revised module to build the capacity of SMC members to improve accountability mechanisms at school level. ISA collaborated with CfBT to assure the quality of the module through technical advice and piloting in schools.</p> <p>However, the training of Master trainers was delayed due to an additional measure introduced by SCERT to validate the module. The review committee that was going to be constituted to validate the module has only been scheduled to meet in mid-January resulting in considerable delays to the whole process.</p>								
ToRs for TA in School Leadership Training developed	<p>The World Bank asked ISA to liaise with potential partners with a track record of effective training in School Leadership and develop a set of TORs to seek an agency to undertake the task of training school leaders in Bihar.</p> <p>ISA liaised with a number of different national and international organisations including Creatnet Education, The Teacher Foundation, Adhyayan, NUEPA and UCL London. The ToRs were then developed and submitted to the WB.</p>								
Overall progress in this Quarter	<table border="1"> <thead> <tr> <th colspan="4">Against DLI 5</th> </tr> </thead> <tbody> <tr> <td>25%</td> <td>50%</td> <td>75%</td> <td>100%</td> </tr> </tbody> </table>	Against DLI 5				25%	50%	75%	100%
Against DLI 5									
25%	50%	75%	100%						

Key deliverables, risks and mitigation measures for the next quarter

Key deliverables	Risks	Mitigation measures	Timeline
Final version of SMC module delivered	Delays in constitution of committee and their subsequent recommendations. Demotivation of CfBT by the constant delays in approval. Delays in approval to conduct the training by SCERT. The closing of the academic year might delay the process	Continued engagement with SCERT Management	By end January 2018
Master trainers trained at the state level		Motivation of CfBT and supporting them to finalise the module and train the Master trainers	By end January 2018
District level Master trainers trained		Timely submission of request letters and securing confirmations	By end February 2018
Accountability mechanisms through SMC in place (partially)		Timely delivery of invitation letters and capacity building CRCs to inform HMs. HMs in turn inviting SMC for the training during school holidays	By end March 2018

DLI 6: Strengthened Corporate Governance: Program Fiduciary Systems and Performance

Progress and issues arising in the reporting period

Internal audit report for FY 14/15,15/16 and 16/17 completed	ISA were asked by DRT to audit SCERT's World Bank fund related accounts from 14/15, 15/16 and 16/17, which were incomplete and very disorganised. ISA organised all documents and conducted a thorough audit of the three years of accounts and submitted the audit report to SCERT by end November. However, delays were encountered in forwarding the audit report to the concerned authorities (AG) as documentation was missing and approval of write-offs was required from SCERT. At the time of writing this documentation had now been provided and the report had gone to AG.
Recommendations to improve SCERT financial systems submitted	The ISA finance team prepared guidelines to SCERT as to how to improve their financial systems in future. These guidelines are based directly on the experience of working to set right the three years' accounts.
Ongoing support to BSEIDC in developing ERP.	BSEIDC is working to develop an ERP to improve governance. ISA is providing guidance in developing the ERP to cover administration, finance, HR and procurement.

ANAR (on line Finance and Admin System) developed for use by ISA and SCERT	Simple on line finance and administration system for use by ISA and SCERT has been developed.								
Overall progress in this Quarter	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4">Against DLI 6</th> </tr> <tr> <td style="text-align: center;">25%</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">100%</td> </tr> </table>	Against DLI 6				25%	50%	75%	100%
Against DLI 6									
25%	50%	75%	100%						

Key deliverables, risks and mitigation measures for the next quarter

Key deliverables	Risks	Mitigation measures	Timeline
Internal audit report submitted to AG for approval	Delay in forwarding the report by SCERT. AG might delay in accepting the report Under-staffing of SCERT might delay the process and will certainly hinder capacity building process.	Continued engagement with new Director SCERT. Continued engagement with AG and provision of required documentation	First week January 2018
Audit report accepted by AG			End February 2018
E-filing system implemented in SCERT			End February 2018
ANAR implemented in SCERT			End March 2018
Inputs to financial management manual for BSEIDC provided			End February 2018
Accounting firm hired for SCERT		Continued engagement with SCERT and BSEIDC	End March 2018
Technical guidance to office refurbishment provided			End February 2018
Books of accounts managed for FY 2017-18			End March 2018
Ongoing to support to BSEIDC in developing ERP			Ongoing
Budgets developed for SCERT FY 18-19			By end February 2018



Implementation Support Agency for SCERT, Bihar
State Council of Educational Research and Training (SCERT)
Mahendru. Patna - 800006