INTERNATIONAL WORKSHOP
“INNOVATIVE EFFORTS FOR UNIVERSAL QUALITY EDUCATION”

Summary report

New Delhi, 10-11 July 2014

In July 2014, the OECD Centre for Educational Research and Innovation (CERI), India’s Planning Commission and the Confederation of Indian Industry (CII) organised an international workshop on “Innovative efforts for universal quality education”.

This document summarises the workshop discussions.

The objectives of the workshop were (1) to present and discuss innovative policy programmes and projects aiming to enhance the quality of education offered to poor and underprivileged groups; (2) to present empirical evidence on the effectiveness of these programmes in terms of quality, access, affordability, efficiency and social externalities; (3) to exchange views on implementation issues and business models in different contexts; (4) to examine the role of the community in the innovation process; (5) discuss issues around scalability, diffusion and improvement of the programmes; and (6) to identify the guidelines for funding institutions to support these initiatives and for innovators in government and non-state organisation to successfully implement them.

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JT03363884

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Highlights of the discussion

Despite the diversity of education programmes presented, the discussion at the workshop identified some key elements that should inform future action of governments, NGOs and companies aiming to enhance the educational resources available to disadvantaged groups and to achieve universal quality education.

The background
- While enrolment in school and higher education has risen across the world, governments have not delivered the quality promise to the same extent. In particular, children from underprivileged backgrounds have less access to quality education than their more affluent peers.

The diagnosis
- If education systems are to provide disadvantaged groups with quality education, the knowledge, skills and abilities acquired by students need to be relevant to the environment, improve their employability and be aligned with their work aspirations. The learning progress of students also needs to be assessed regularly so that schools, the wider community and governments can draw useful lessons and take effective action, for instance by tracking students by achievement. Other problems often mentioned include governance deficits, a lack of quality teachers, inadequate infrastructure and difficult out-of-school conditions.

Innovating to end the educational divide
- Documenting and classifying the various innovative solutions proposed at the workshop is a complex endeavour. They range from the incremental, continuous and coherent approach of the Government of Bihar to the production and distribution of portable desks to intervention programmes promoting pro-social behaviour in the school curriculum. They involve product, process, marketing and organisational changes and address various challenges, including financial constraints, low parental education, inadequate quality of schools, lack of teachers, geographical inaccessibility, irrelevance of the curriculum to the local conditions and insufficient awareness and motivation.

Financial strategy and sustainability
- There is a tension between small-scale and well-funded innovative projects, usually based on donor contributions, and holistic large-scale programmes, based on public funding and/or student fees. Whereas both funding models are sustainable in the long-term, only financial strategies that incorporate some elements of frugality can be both sustainable and scalable at a large-scale.

Engaging stakeholders and the community
- Whereas engaging stakeholders is widely recognised as a condition for success by policy makers and innovators, it is not always well specified why it is so vital. Among other reasons, speakers mentioned the importance of involving stakeholders, and parents in particular, to improve accountability across the education system, increase the effectiveness of the initiative and help the programme overcome unforeseen problems, such as the loss of external funding or the demise of leaders.

Scaling up
- A key element of scaling up innovations is the ability to search, identify and test the most promising innovations throughout the education system. Whereas few governments have designed an ambitious strategy for the successful scaling up of education innovations, only governments have the convening power, financial strength, stability and regulatory capacity to adopt a holistic and long-term view to education innovation and socioeconomic inclusiveness. Despite many large-scale innovations have scaled up without rigorous evaluations, there is a general consensus on the value of independent third-party evaluations and research-based projects, and more generally on developing a culture of evaluation, to prevent wasting taxpayers and donors’ money in the replication and scale-up of education innovations.

What are governments doing and what should change?
- Innovation also happens when education is provided publicly, even if the absence of marketing makes it less visible.
- The problems with government action are transparency and accountability and, for this to improve, public-private partnerships may prove useful, as well as the “aspiration revolution” among households and communities.
- Further experimentation at the regional and national levels on how to innovate for marginalised populations is needed, for instance through publicly-funded educational labs.
SUMMARY REPORT

International workshop “Innovative Efforts for Universal Quality Education”

Organisation for Economic Co-operation and Development (OECD)
Planning Commission, Government of India
Confederation of Indian Industry, India (CII)

10-11 July 2014
New Delhi, India

The workshop presented and discussed the innovative efforts undertaken by governments, non-profit organisation and companies around the world to offer universal quality education to all, including underprivileged populations. Invited speakers included officials, project implementers and researchers with experience in the design, implementation and evaluation of inclusive innovations in the field of education. The workshop convened 70 participants but the average number of participants for most sessions stood roughly at 35 allowing for in-depth discussion and reflection. In addition to India, participants came from Australia, Bangladesh, Belgium, France, Indonesia, Nigeria, Pakistan, Portugal, Switzerland, Thailand, United Kingdom and the United States.

The objectives of the workshop were to (1) present and discuss innovative policy programmes and projects aiming to enhance the quality of education offered to poor and underprivileged groups; (2) present empirical evidence on the effectiveness of these programmes in terms of quality, access, affordability, efficiency and social externalities; (3) exchange views on implementation issues and business models in different contexts; (4) examine the role of the community in the innovation process; (5) discuss issues around scalability, diffusion and improvement of the programmes; and (6) identify the guidelines for funding institutions to support these initiatives and for innovators in government and non-state organisation to successfully implement them.

The workshop was organised by the OECD Centre for Educational Research and Innovation (CERI), India’s Planning Commission and the Confederation of Indian Industry (CII), within the framework of CERI Innovation Strategy for Education and Training.

Day 1

The first day of the seminar mainly focused on presentations of innovative programmes and projects that have enhanced the access to quality universal education across the world. Different types of interventions were presented and discussed, allowing for cross-fertilisation of ideas, and specificities and challenges of different cultural, developmental and socio-economic contexts were explored.

Inaugural session

After the welcoming remarks and contextualisation of the workshop by Pawan Agarwal (Planning Commission), Stéphan Vincent-Lancrin (OECD) and Vijay Chadda (Bharti Foundation and CII), the inaugural address by Madhav Chavan (CEO of Pratham) focused on the role of the government in educational innovation and the failures of the Indian school system. Also highlighted by other speakers and participants at the workshop, for Mr Chavan the main role of the government is to search for the most promising innovations throughout the education system, for instance by means of prizes, to then test and scale them up. If it is to be effective, scaling up has to happen through the government. To identify these innovations, the government needs to adopt a long-term perspective to systematically scan both the public
and private sectors; innovation also happens within public education, even if in this context the absence of marketing or advertisement makes it less visible.

The second part of the intervention was devoted to the problems associated to the “industrialised” education system which is designed to filter students for colleges but does little for the significant proportion of students who never make it to higher education. With regard to innovation, Madhav Chavan noted that the non-linearity of the innovation process is at odds with the linear nature of the schooling system, complicating the implementation and scaling up of promising innovations that aspire to improve prevailing teaching methods and practices.

Keynote 1: Improving Education for All in Bihar

Mr. Amarjeet Sinha, Principal Secretary of the Government of Bihar, presented the “catch-up” story of education in Bihar. The State of Bihar reduced the percentage of out-of-school children from 26 percent to 1 percent in just 13 years and registered the highest improvement in literacy of women and Scheduled Castes between 2001 and 2011. These improvements owe much to a significant improvement in the infrastructure for schools, including a twofold increase in the numbers of classrooms, teachers and common toilets and, more importantly, by a sevenfold increase in the number of separate girls toilets. They are also explained by special initiatives for underprivileged groups, such as ethnic minorities, mahadalits and girls, and by the provision of uniforms and scholarships.

According to Mr. Sinha, a comprehensive approach to achieving universal quality education should include improving infrastructure, recruiting quality teachers, building institutions for teacher developments, transforming classroom dynamics and assessing the progress of children. It should also address the out-of-school conditions of children and remove governance deficits. Governments need to be more effective, transparent and accountable and, for this to happen, public-private partnerships may prove useful, as well as the “aspiration revolution” among households and communities. In a comprehensive approach to universal quality education, volunteers also have a role to play in terms of providing literacy to parents and remedial education. The story of Bihar is one of incremental innovation, but also of permanent and coherent policy changes.

The keynote concluded presenting an initiative, Mission Gunwatta, to ensure learning outcomes in Primary Schools. The programme aims at improving educational outcomes, particularly in language and mathematics, by changing classroom processes, providing support to teachers in schools, creating vibrant training institutions, assessing learning progress of children and the performance of teachers and schools, fostering sports and culture and involving the community. The initial objective is clearly set: ensure that children in Classes III, IV and V can read textbooks of Class II. The specific mechanisms to reach this goal are also well-defined. These include special summer classes to ensure basic learning, grouping of children based on competency, special teachers for the first two years of primary school, the use of local dialects as a bridge language, individual profiles of children, support of non-state organisations or the use of volunteers for specific tasks.

Session 1: Large-Scale Innovative Programmes for Universal Quality Education

Following the keynote on Bihar’s turnaround story, this session gave the opportunity to similar large scale initiatives sharing a similar multidimensional approach to achieve universal quality education. Dr. Mushtaque Chowdhury, vice-chair and executive director of BRAC and Professor at Columbia University, opened the session describing the innovative efforts undertaken by his organisation in the field of education. BRAC’s approach to primary education is based on a stop-gap approach, one teacher one class with 33 students, flexible class hours and no long holidays, continuous teachers’ training and community involvement. With regard to secondary education, BRAC supports low-performing rural schools, provides
subject-based training to teachers, leadership programmes to head teachers and fosters extracurricular activities. The end result is that BRAC has increased the enrolment rate by giving a second chance to underprivileged students but has also improved the learning outcomes of its students, as the Primary Secondary School Certificate exams show. What is the relationship between BRAC and the government of Bangladesh? In the field of education, Dr. Chowdhury mentioned three collaborations: the government provides free textbooks in grades IV and V and facilitates the transition of BRAC students to government schools and BRAC University, for its part, helps the government in the refinement of English, Bangla and Social Studies textbooks. The presentation concluded with a description of a few recent innovations, including the boat schools for children in wetland areas, mobile education for secondary education, computer aided learning to promote self-learning and home-based programmes for early childhood development.

Ms. Surina Rajan, from the government of Haryana (India), presented Haryana’s Quality Improvement Program. As previously described by Amarjeet Sinha, Surina Rajan presented the basic conundrum in India’s education today: while enrolment in school education has risen across the country, the government has not delivered the “quality promise” to the same extent. This is mainly due to inadequate measurements of progress, an administrative orientation and outdated and deficient management practices. She also pointed out that recent interventions that concentrated exclusively on the school/classroom or employed external resources on a limited number of schools to enhance quality proved to be problematic. As a result of this diagnosis, Haryana is moving towards a holistic and integrated approach to ensure the sustainability and scalability of initiatives. Such approach takes into account all stakeholders, from teachers to district officers to innovators themselves, the different stages of the innovation process, from design to providing recommendations, and the ingredients of an effective management style, including professional development, management information systems and culture change. The governance structure is led by the department of school education, as the agency responsible for implementation, and initiative teams that propose and lead various innovations and is supported by various implementation partners, sponsors and program management units. Surina Rajan concluded its presentation with a list of best practices and lessons learned from the Haryana experience, including the formulation of clear and tangible action steps, milestones and targets, changing the mindset of key actors to a transformation mode, the need of trusted, ambitious and capable leaders and engaging key stakeholder early through an effective communication strategy, for instance by showing transformation success stories early in the process. The central message is that, be it an individual school entity or the school education department in its entirety, operational efficiency in management is a solid foundation that must precede the journey of innovations and the absorption of its results by the larger system.

**Session 2: Offering Quality Learning Resources and Conditions to the Less Privileged**

In the second session, three different education innovations offering quality learning resources to underserved populations were presented: a product, a pedagogical and a management innovation.

Mr. Sam Singh, Chairman of the board of trustees for Tutudesk UK, described the origins, development and goals of the Tutudesk Campaign, an organisation that produces and distributes durable and portable desks to underprivileged children across Africa. More than 95 million children do not have a classroom desk, representing more than half the students in various African countries. The Tutudesk Campaign has addressed this need by distributing over a million desks in 24 African countries. Samir Singh was asked specifically to explain the financial model of the programme: Tutu desks cost USD 15, are produced in South Africa and are entirely financed through donors, who use the desk surface for education materials and corporate/social messages. Two additional elements were also highlighted as reasons for the success of the Tutudesk Campaign. Firstly, the personal ownership of a desk creates pride among children, increasing the buy-in of households and communities, and guarantees an adequate upkeep of the desks. From the marketing and communication perspective, the involvement of Desmond Tutu was a
crucial element for the success of the campaign since it drew the attention of donors and boosted the scale up of the initiative.

Mr. Ramji Raghavan, Chairman of the Agastya Foundation (India), presented the initiatives undertaken by Agastya, whose mission is to spark curiosity and nurture creativity in children from disadvantaged backgrounds in India. Agastya pursues its mission through 80 mobile science labs, 35 science centres and school visits to a 172-acre creativity campus in Andhra Pradesh. Mobile labs travel to rural schools and villages to present examples of basic scientific concepts in engaging and interactive ways. The presentations in villages often take place in the evening, allowing all family members to attend and thereby buying support from parents. The success of these initiatives is exemplified by several INTEL science prizes awarded to children from rural areas who have participated in and led science projects with Agastya.

Agastya aims to bring about five behavioural shifts in children, namely from yes to why, from looking to observing, from passive learning to explore, from textbooks to hands-on and from fear to confidence. Agastya’s activities are motivated by the belief that children can develop creativity and problem solving skills by being exposed to simple hands-on scientific experiments. This stems from the pattern that most creative people are good observers and by the empirical fact that visual and kinaesthetic learning are more effective for information retention. The key disposition is curiosity, which is something everybody can make progress on. But observation must be learned. Thus, the interventions aim at developing awareness about scientific phenomena, and at suggesting practical applications.

The presentation concluded by highlighting the importance of engaging parents in the innovation process since Agastya’s experience has demonstrated how parents are capable of undoing the progress made at school. In light of this challenge, the programme Shibumi combines innovation for students and parents with the purpose of creating a long-lasting culture of learning.

Mr. Kraiyos Patrawat, Policy specialist at the Quality Learning Foundation (Thailand), presented the education model of Mae Hong Son (MHS), a mountainous province in the Northwest of Thailand facing severe challenges: lowest education attainment, least developed province, underfinanced public agencies, lack of community-based organisations and a significant number of unfilled vacancies. The programme to improve the learning outcomes of disabled children was divided in three strategic points: mapping local resources and partners, setting up an information system that can be employed to register, plan, monitor, evaluate and report, and bringing all stakeholders (e.g. public agencies, media, mayors, schools, families) together to create a shared vision and ownership of the programme. The quantitative results of the programme after 18 months were an increase in children attending a district learning centre, a significant reduction in the distance to the closest school and an increase in the overall budget as a result of the buy-in of local administrations. The presentation concluded by describing the future developments of the programme, including its expansion to 10 new provinces and the addition of other disadvantaged groups.

Session 3: Improving the Relevance of Teaching and Learning to the Learners and their Contexts

One major problem with students from less advantaged backgrounds is dropout. This is sometimes due to a lack of relevance of the curricula offered to them. Sometimes, the needed pedagogies are very different from mainstream education, or from what local stakeholders are used to recognise as good education. Some initiatives have managed to successfully keep all students engaged by offering more personalised pedagogies.

Ms. Marie-Claude Rioux, from The Jacobs Foundation (Switzerland), presented a strategy to improve education in smallholders farming communities in Africa. Their integrated approach consists of a combination of life skills, technical and vocational training to smallholders—promoting their
responsibility, leadership and autonomy—the involvement of local actors and the search of complementary partners. Their vision is that increased income should lead to better livelihoods for the entire family (i.e. transmission mechanisms), including the education of children and youth. Important challenges faced by their projects in Africa include youth indifference towards agricultural jobs, the loss of faith of elders/guardians in their youth, the importance of a thorough understanding of the local context and the access to agricultural land. Their integrated livelihoods approach has been implemented in coffee farming communities in Uganda and cocoa farming communities in Ivory Coast. The first year achievements include a decent attendance to the youth farmer field schools in both countries, an increased interest in agricultural production, a significant reduction in the proportion of unemployed in Uganda and the development of an agricultural curriculum and the rehabilitation of rural primary schools in Ivory Coast.

Mr. Pradeep Ghosh, Founder and President of OASIS (India), also focused on rural development and the misalignment between the school curriculum and the real needs of rural students and regions. Following a rigorous methodology, OASIS identified three problems in rural education: poor understanding of concepts, no employability after school and the ineffectiveness of students’ acquired knowledge to improve their livelihood and living environment. Mr Ghosh argued that Indian school education is designed to develop aspirations and careers for urban professions and this education is forced upon rural students who, if successful, tend to migrate to urban areas. This leaves rural areas with a lack of trained human resources since rural development education is taught to urban students in Business Schools, such as the Institute of Rural Management Anand. If rural children have such high potential that they can take up urban professions, why can they not be trained in rural development? Would rural students drop out of school if they were to find local employment by studying rural development? The solution for OASIS is Gramodaya, a rural school that teaches, through on-field and classroom learning, all aspects of rural development to secondary level students.

OASIS also presented their Museum School, a programme that uses museums exhibits and staff (i.e. existing infrastructure) as teaching aids with the purpose of creating a new environment of learning for children from the slums. According to OASIS, the Museum School helps children understand concepts, acquire literacy and numeracy skills, develop curiosity and gain confidence. An interesting phenomenon highlighted by Mr Ghosh is that even illiterate children absorb knowledge in this context calling into question the widespread belief that knowledge follows literacy. OASIS concluded by emphasizing their approach to education which is based on teaching content that is relevant to the environment, make education improve employability and make every space a learning space.

Mr. Anustup Nayak, Vice-President of XSEED education (India), highlighted other problems in India’s education. Namely, children are not able to memorise, understand and apply what they are taught and teachers do not deliver sustained classroom impact and are unable to cover the syllabus. XSEED proposes new methods and tools that can help schools falling under the “45-45-45-45” category: 45 students learning from 45 years-old teachers in 45 minutes classes under a 45°C heat. Their step-by-step experiential lesson plans follow five steps for every concept—aim, activity, analyse, apply and assess—and are oriented towards textbooks and workbooks. In their initial tests in middle-income schools, XSEED reports 8 to 15 percent gains in students’ performance over 3 years. By the end of the presentation, Anustup provided examples of lessons based on their success story. School leadership and gaining the confidence of teachers are crucial; these actors may even help convince parents of the benefits of a programme. Teachers are looking for details on how to teach better, not for abstract concepts (i.e. micro-innovations). Finally, part of their success is explained by the creation of an intermediate layer between principals and teachers that is populated by coordinators who know what a good class is.

Mr. Vijay Chadda, Chief Executive Officer of the Bharti Foundation (India), presented another rural initiative. The Satya Bharti School Program operates 254 rural schools and 40,000 students across six different Indian States. The Foundation has established a K-12 education model that offers quality
education to underprivileged students at no cost, including midday meals, school uniforms and education materials. The education model includes a contextualised curriculum that includes real life experience and a plan to develop students’ social and emotional skills, teaching methods that are innovative and child-centred and different ways of engaging the community (e.g. volunteers, awareness campaigns, parent-teachers conferences). According to a research by Ernst & Young, children from Satya Bharti Schools are more confident and have better communication skills than children from other schools. Thanks to the awareness campaigns, more parents have adopted better health and hygiene practices and would like their girls to pursue higher education. As for the Satya Bharti learning centres, in partnership with government schools, they target out-of-school children providing them with remedial/bridge education. The programme relies on the work of 278 education volunteers who teach a special curriculum for accelerated learning. According to the Bharti Foundation, the goal is to overcome the barriers related to extreme poverty, the lack of trust in local schools and the lack of awareness about the importance of education.

Session 3 concluded with a thought-provoking statement by the chair, Ms. Kavita Sharma: innovation ends where national high-stakes exams are put in place.

Breakout session 1a: Working with Communities

In the breakout sessions, participants were expected to create small groups to discuss the different modes of intervention to enhance the educational resources available to marginalised populations and the conditions for their success.

The first breakout session focused on projects that adopt a community perspective in their day-to-day operations with the purpose of increasing their effectiveness and efficiency. Mr. Shailendra Sharma from Pratham stated that in order to make sure that “every child is in school and learns well” citizens must help to supplement and strengthen government efforts and that Pratham’s strategy is to find simple, replicable, low-cost models and techniques in which ordinary citizens can participate. ASER, a large-scale survey that evaluates the basic learning levels in India’s rural districts, is a good example of Pratham’s community approach. The district is the unit of analysis and by encouraging local groups and volunteers participate in the evaluations the largest citizen-led survey in India improves awareness in the community. Another way of engaging the community are the village report cards whereby local villagers help to document children’s attendance and learning levels and then meet to decide on what can be done to improve the current situation. The community, which includes parents, villagers, village committee members, teachers and headmasters, also participate in tracking the evolution in children’s learning and attend 8-10 days learning camps where participants are shown how children can learn to read in a very short period of time.

Ms. Tatiana Gomes (Programa Escolhas) presented the Choices Programme which supports the social inclusion of children and youth from the most vulnerable contexts, such as shanty towns and other neighbourhoods with significant youth unemployment, family disruption, drug consumption and crime. Within these communities, the target groups include early school leavers, NEET, children with pre-delinquent behaviours and in a situation of parental neglect and parents, tutors, teachers and community based technicians (as secondary participants). In itself, Choices Programmes does not run specific projects but rather funds, supports and evaluates projects across Portugal. Its community approach is reflected in its support to programmes that are co-produced with local resources, promote the awareness and mobilisation and engage communities in recreational and educational activities, such as arts, sports and culture, and in its efforts to liaise with local organisations. Also in its conceptualisation of children’s ecosystem as the interaction between individuals, communities, families, schools. In its 4th generation (2010-2012), the Choices Programme was able to involve 89 232 participants and 1 040 local partners, reintegrate 9 776 participants that were not in school, training or employment (NEET) and achieve an 86.7% school success rate.
Breakout session 1b: Changing the Pedagogy

Two large-scale initiatives were introduced in this second breakout session: Teach for India and Design for Change. Both programmes are well-known, have successfully scaled up, from the United States (Teach for All) and India (DfC) to the rest of the world, and aspire to change the learning dynamics within classrooms.

Ms. Nandini Sood, from Design for Change (India), made a general description of the programme, its origins, its approach to learning (i.e. child-centred, collaborative and optimistic), its underlying assumptions (i.e. children can be agents of change) and its methodology. The idea is to ask children to bring to the fore something that bothers them in their environment, imagine ways to improve the current state of affairs, bring into action their ideas and share their stories to inspire others. Through the process, children gain a series of social and emotional competencies, such as empathy, collaboration, documentation and communication and leadership skills, which in turn leads to more pro-social behaviour.

Only in India, the numbers of the project are extraordinary: 170 000 students participating and 3 972 stories of change, such as tree plantation, improving school infrastructure and health awareness. Globally, more than 6 000 stories in 31 countries. During the presentation, Ms Sood highlighted two interesting elements for the success of DfC: the fact that it is free, inclusive and flexible and its packaging as a national School Challenge.

Ms. Annie James, from Teach for India (India), also provided a general description of the programme which consists of recruiting India’s most promising college graduates and young professionals to serve as full-time teachers in low-income schools for two years. To make this possible, fellows are trained prior to and during the fellowship so that they can employ innovative and effective teaching strategies. Ms James indicated that Teach for India is not only a programme to improve the pedagogy inside the class but also a form of activism; the alumni are expected to disseminate the vision of the programme. Currently, Teach for India is operating in six cities with 1 000 fellows and impacting 40 000 children and is part of the Teach for All global network (31 countries).

Session 4: Plenary Discussion: First Lessons

This session was an open discussion and question-answer session about the themes of the first day of the conference.

Day 2

Innovative programmes are manifold, and there is high expectation that if they succeed locally they will help to provide universal quality education at scale. There are many challenges to scaling up innovative programmes: evaluation and monitoring, adequately trained human resources (teachers, leaders, etc), knowledge flows, funding, etc. The second day of the seminar discussed how some of these challenges have been and could be addressed. Later in the day participants were asked to identify guidelines for governments and non-state organisations willing to promote and scale innovative projects providing quality education for all.

Keynote 2: Moving to Scale

Ms. Barbara Schneider, John A. Hannah Chair and Distinguished Professor at Michigan State University (United States), described the experience of the College Ambition Programme (CAP) and highlighted the importance of guidance and mentorship for underprivileged students. The problem is that there are large numbers of low income and minority students who are not attending college even though they are qualified to enrol; the diagnosis that there are many unaligned students whose education and work aspirations are inconsistent. The solution proposed by CAP is to encourage students to visualise themselves
as college students and transform their interests into realistic actions by visiting and choosing realistic colleges, consulting near-age mentors or searching for scholarships. CAP was designed as a quasi-experiment with a staggered rollout that currently works with 13 high-schools with racially diverse and economically disadvantaged populations. To create strategic plans for high-school students, their centres are staffed by a site coordinator and offer tutoring, course-counselling, financial aid planning and college visits to all students. The initial results show a significant positive effect of the CAP programme on the attendance to 4-year and competitive colleges, and a negative effect on the attendance to 2-year institutions. Barbara Schneider concluded her keynote highlighting a series of lessons and recommendations, such as the relevance of institutional partnerships, the need for trusted knowledgeable individuals (i.e. mentors) to induce behavioural changes on students and the importance of independent third-party evaluators and low-cost solutions for scalability. She also noted that research-based interventions should also be encouraged in the innovation policy agenda and highlighted the importance of evaluation and of designing from the start innovative interventions that can subsequently be scaled-up.

Session 5: Measuring progress: Assessment and Evaluation of Educational Innovations

In the spirit of Barbara Schneider’ keynote, this session continued the discussion on evaluation. Mr. Jasmine Shah, Assistant Director of Policy in J-PAL South Asia, started his presentation by emphasising the value of scientific evidence and describing J-PAL, a global network of researchers that, in their fight against poverty, uses randomised evaluations, disseminates research results through policy outreach and builds capacity of policy-makers and practitioners. To date, J-PAL’s network has conducted over 440 evaluations across 55 countries, and 126 evaluations across 30 countries in the field of education. Why are impact evaluations necessary? According to J-PAL, measuring causal effects is necessary because rigorous evaluations have produced important and surprising results and because they facilitate replication and scale-up. After stressing the relevance and complexity of randomised evaluations, Jasmine Shah showed some interesting results of J-PAL’s evaluations, such as the ineffectiveness of reducing class size or the surprisingly high cost-effectiveness of tracking by achievement. Jasmine Shah ended his presentation highlighting the importance of generalizability for the successful expansion of an education intervention and describing Teaching-at-the-Right-Level, a programme by Pratham where the issue of generalizability was taken seriously.

The second presentation by Ms. Susanne Owen, Academic Developer and Adjunct Senior Research Fellow at the University of South Australia (Australia), dealt with evaluation from a different, more qualitative and flexible, angle. The presentation started with a video from an innovative learning school in South Australia (SA), the Mark Oliphant College, where students from low socioeconomic background enjoy state-of-the-art facilities, plenty of opportunities for hands-on activities and an open learning environment where students can develop their own learning styles. After a brief description of South Australia’s innovation context, Susanne Owen presented the state education department policy for Systems Diffusion of innovation. The goal has been about building an innovative culture across the education system through the establishment of site visits and learning programmes, small grants to emerging innovation sites for school leaders and staff to conduct action research about their innovative pedagogies, the documentation and dissemination of innovative practices and the creation of an expanded community of practice that includes the broader professional community and national and international networks. This system diffusion approach was evaluated looking to processes and intended/unintended outcomes, short-term and long-term impacts and combining traditional and innovative ways of assessment, including surveys, administrative data, focus group discussions and follow-up reports. The results showed a shift towards more innovative practices across the education system, fully-booked programmes on innovation learning and significant improvement in students’ attendance, learning outcomes and autonomy.

The final presentation by Ms. Shatarupa Dasgupta, from the Learning Links Foundation (LLF) (India), showcased the systematic assessment reforms undertaken by their organisation. Their model starts
at the school level, evaluating the pedagogical and practical needs of teachers, such as techniques to give constructive feedback or better ways of assessing students. Based on the specific circumstances of teachers’ classes, LLF then provides contextualised support material and recommendations and onsite mentoring by trained field facilitators and evaluates students’ progress in learning outcomes. At the same time, using monitoring checklists, school performance reviews and large-scale evaluations, LLF creates links between teachers, school principals and government officials to build a culture of evaluation. This guarantees increased access and data accuracy and the use of impact assessment data to design policy. All this information is digitised, analysed and disseminated in a friendly way to stakeholders with the purpose of assisting decision-makers and providing real-time feedback to teachers to improve their instruction.

**Session 6: Dissemination and professional development platforms for implementers and teachers**

The last group of presentations addressed the need for knowledge diffusion and knowledge management in the innovation ecosystem. This can take the form of professional development initiatives, but also of digital platforms documenting ongoing innovation projects.

Mr. Abhishek Rathore, leader of the Jaipur State Institute of Azim Premji Foundation (APF), presented the Voluntary Spaces for Teacher Professional Development, an initiative that gathers teachers in a self-help commune where every member works together to make their teaching practices more effective and inclusive. So far, 73 Voluntary Teacher Forums have been created with 3254 teachers enrolled and 1015 active participants. The big question for voluntary meeting is what makes them work? According to APF, a core group of committed members, teachers’ initiative in creating the forums, the quality of the discussion and the availability of (local) resources are critical factors.

Second in line was Mr. Vinod Karate, Director Partnership Programme at STIR Education (United Kingdom), who presented the Teacher Changemaker Movement that STIR is promoting. Their idea is to identify innovative teachers across the education system and integrate them into local networks of innovative teachers so that they can share their experiences with peers, be rewarded and recognised and lead the change in their schools and the wider community. The changemakers are expected to innovate, implement and influence policy-makers with the ultimate goal of encouraging more structural reform.

Ms. Donika Dimovska, from the Center for Education Innovations (CEI) (United States), described what CEI is doing in the field of global education. In response to promising innovations in education that go unnoticed and do not diffuse, their goals are to identify and disseminate education innovations targeting unprivileged students, connect innovators, funders, policy makers and researchers in a global platform and analyse how and why innovations work. CEI classifies education innovations depending on the system component that their programmes address: delivery, financing, school support, student support and policy analysis. To date, CEI website includes almost 500 innovations working across 135 countries. Donika Dimovska also emphasised the opportunities that a large publicly owned dataset of innovations creates for organisations working in the field of education. For instance, UNICEF applied their own criteria to identify and incubate 7 initiatives from the CEI database and some respondents to the OECD Survey on Inclusive Innovation in Education were retrieved using CEI’s database.

**Breakout sessions 2 and Closing Plenary session: Guidelines to provide an innovation friendly environment to enhance universal quality education**

Participants discussed in small groups to identify key recommendations for two groups of stakeholders: NGOs and public authorities. Some of the questions that participants addressed were related to the appropriate conditions for projects to start and scale, the role that the government should play in order to support these projects or the best strategies to create ownership among local communities, schools and families.
The group on NGOs highlighted the importance of being open-minded about partnerships, in particular with universities. Universities and research institutes can provide NGOs with knowledge and funding, independent evaluations and can help turn an intervention into a research-based project. Another recommendation is to hire workers and volunteers with the long-term in mind. Besides, NGOs, and the education system more generally, was encouraged to move from learning outcomes to employability, for instance by partnering with companies. Calls were also made for working in the direction of financial self-sufficiency, even though it may impact on the inclusiveness of some of the programmes, and adopt a dissemination strategy. Above all, participants in the NGO group insisted on the need to build trust among partners and involve the stakeholders from the very beginning so that the project could, if need arises, be taken over by the community or the government.

The group on governments focused mainly on the importance of identifying innovations and innovators across the education using a systematic approach and funding, evaluating and providing know-how to the most promising. Other recommendations included the creation of regional innovations labs and a clear strategy to attract and keep the best school leaders and teachers (i.e. Human Resources policy), including promises of better pay and early retirement and lifting their morale by making references to them in public speeches. Most participants emphasised the convening power, financial strength and stability of the Public Administration to adopt a long-term view of education innovation.

Final Comments

The workshop was brought to a close by Pawan Agarwal (Planning Commission of India), Stéphan Vincent-Lancrin (OECD) and Shalini Sharma (CII) who made concluding remarks, provided information on the field visit to an Avanti Learning Centre on Saturday 12\textsuperscript{th} of July and expressed their gratitude to the co-organisers, speakers and participants at the workshop.

Additional material

The workshop background note, the annotated agenda, the questions to speakers and the list of participants are included in the appendix to this document.
Background note

In many countries, the gap between rich and poor is widening, youth unemployment is soaring, and access to basic services remains a challenge for many. The global community is calling for change – for solutions that foster economic growth in a more inclusive manner, where the gap between the rich and the poor is less pronounced. As part of the new plan for an inclusive growth that combines strong economic growth with real improvements in people’s quality of life, the OECD Centre for Educational Research and Innovation has started new work on inclusive innovation in education. Indeed, governments, NGOs and private companies around the world have devised and are implementing a host of successful or promising innovative programmes that offer better quality education or educational resources to underprivileged populations.

This agenda of enhanced access, equity and quality in education is shared by all countries – low-, middle- and high-income – even though it may take different forms in these different contexts. Governments and public agencies have put in place numerous educational programmes to address these issues, which can be seen as more or less innovative depending on the local contexts. Non-profit and for-profit organisations have also embarked on projects that give more educational opportunities to underserved populations in innovative ways. Generally, these projects aim at making quality education products and services more affordable and accessible to poor people, including by changing their perception about access; they also typically involve local communities and new ways of thinking about how to deliver quality. New School Models, low-cost products, intensive use of infrastructure, family education, mentoring schemes, awareness interventions, curriculum customisation, networked collaboration and experiential education are only some of the families of innovation that address the needs of disadvantaged students.

India is one of the key and most recognised actors in the domain of “inclusive innovation”, seeing it as an important means to meet the objectives of its 12th Plan in education, higher education, and other areas. India’s Planning Commission, the Confederation of Indian Industry (CII) and the OECD have thus joined forces to create an international platform to discuss these initiatives extensively and to better understand what government should do (and not do) to create a favourable ecosystem for inclusive innovation initiatives to thrive and for successful ones to scale up.

Goals

The workshop will bring together innovators, policymakers and researchers around the world who work in the field educational innovations for the economically deprived, in primary, secondary and higher education as well as, possibly, in informal education. It will include:

- Presentation and discussion of innovative policy programmes and projects;
- Empirical evidence on the effectiveness of these programmes in terms of quality, access, affordability, efficiency and social externalities;
- Exchange views on implementation issues and business models in different contexts;
- Discussion about the role of community involvement in their implementation;
• Discussion about scalability, diffusion and improvement of the programmes;

• Identification of guidelines for governments and other organisations to successfully implement these projects and programmes.

**Target audience**

This two-day, by-invitation, international meeting brings together government officials, non-state innovators and researchers who have designed, funded, implemented or evaluated innovative programmes aiming for universal quality education. Participants are invited by the OECD, India’s Planning Commission and the Confederation of Indian Industry and come from Australia, Bangladesh, Belgium, Canada, France, India, Indonesia, Nigeria, Pakistan, Portugal, Thailand, United Kingdom and the United States.
Annotated agenda

International workshop “Innovative Efforts for Universal Quality Education”

Organisation for Economic Co-operation and Development
Planning Commission, Government of India
Confederation of Indian Industry, India

10-11 July 2014
New Delhi, India, The Lalit New Delhi

Day 1: 10 July 2014

The first day of the seminar will mainly focus on presentations of innovative programmes and projects that have enhanced the access to quality universal education across the world. Different types of interventions will thus be presented and discussed, allowing for cross-fertilisation of ideas, and specificities and challenges of different cultural, developmental and socio-economic contexts will be explored. At the end of the first day, participants will identify key messages or recommendations for non-governmental organisations and governments seeking to provide universal quality education in an inclusive way in developing countries and beyond.

8.40-9.00. Arrival and registration of participants

9.00-9.40. Welcome
- Pawan Agarwal, Adviser on Higher Education, India’s Planning Commission (India)
- Stéphan Vincent-Lancrin, Senior Analyst and Project Leader, OECD
- Vijay Chadda, Chief Executive Officer, Bharti Foundation (India)

Inaugural address
- Madhav Chavan, Co-founder and Chief Executive Officer, Pratham (India)


In this session, a large scale Indian government programme improving the quality of education for children from poor backgrounds will be presented, showing how the ideas shaping the programme were identified, implemented to scales and what challenges were faced and outcomes achieved so far. There will also be a short session for questions and answers.

- Mr Amarjeet Sinha, Principal Secretary of Primary Education, Government of Bihar (India)

10.30-10.50. Coffee break

10.50-11.50. Session 1. Large-scale innovative programmes for universal quality education

Initiated by non-governmental organisations, but generally establishing partnerships with government schools, three large scale initiatives with a long implementation experience will be presented, highlighting
the combination of pedagogic, organisational and community changes their initiatives have induced, as well as some evidence of success. How did they start, with which support, and how did they manage to scale up and be sustained over time?

- Mushtaque Chowdhury, Vice-Chairperson and Interim Executive Director, BRAC (Bangladesh)
- Surina Rajan, Additional Chief Secretary, Government of Haryana (India)

**11.50-13.10. Session 2. Offering quality learning resources and conditions to the less privileged**

Sometimes bad learning resources hamper learning of the disadvantaged. Poor students may not have a desk to write and do their lessons, they may not have light, no appropriate reading or scientific resources. Several initiatives have developed learning resources and centres that work with schools but remain out of them to offer better chances to less privileged students to have quality learning. The innovations will be presented in light of their socioeconomic inclusiveness and focusing on the difficulties encountered and solutions devised at each stage of the innovation process: idea-generation, funding, design, implementation, assessment, improvement and expansion/scale-up.

- Sam Singh, Board Member, The Tutodesk Campaign (South Africa)
- Ramji Raghavan, Founder and Chairman, Agastya Foundation (India)
- Krayios Patrawat, Quality Learning Foundation (Thailand)

**13.10-14.00. Lunch**

**14.00-15.30. Session 3. Improving the relevance of teaching and learning to the learners and their contexts**

One major problem with students from less advantaged backgrounds is dropout. This is sometimes due to a lack of relevance of curricula offered to them, or lack of relevance of pedagogies to their modes of learning or to their interest. Sometimes, the needed pedagogies are very different from mainstream education, or from what local stakeholders are used to recognise as good education. Some initiatives have managed to successfully keep all students engaged by offering more personalised pedagogies. Three examples will be presented in light of their socioeconomic inclusiveness and focusing on the difficulties encountered and solutions devised at each stage of the innovation process: idea-generation, funding, design, implementation, assessment, improvement and expansion/scale-up.

- Pradeep Ghosh, Founder and President, Oasis (India)
- Ms Marie-Claude Rioux, Jacobs Foundation (Switzerland)
- Mr Anustup Nayak, iDiscoveri (India)
- Vijay Chadda, Chief Executive Officer, Bharti Foundation (India)
15.30-15.50. Coffee break

15.50-17:15. Breakout sessions 1. Working with Communities & Changing the Pedagogy

In this session, participants will work in small group to identify key lessons from innovative projects. What are the different modes of intervention to enhance access to quality education to the marginalised population, and what matters for their success? Are there features that are particularly important in developing countries? How shall we get the buy-in of communities in projects that, by nature, are not aligned with their traditional ways of doing and thinking? Before the group discussion, each session will be introduced by two short presentations.

1a: Working with communities
Initiatives working with communities and volunteers to improve access to quality education.

- Shailendra Sharma, Pratham (India)
- Tatiana Gomes, Programa Escolhas (Portugal)

1b: Changing the pedagogy
Initiatives to improve the pedagogy for underprivileged students

- Nandini Sood, Design for Change (India)
- Annie James, Teach for India (India)

17.15-18.00. Session 4. Plenary discussion: First lessons

The discussion will continue in plenary and we will try to identify big groups of innovation as well as important dimensions and patterns to highlight that could inspire and help the next-generation educational leaders and entrepreneurs. The objective will be to identify a limited number of principles and models that could be effective for enhancing access to quality education for marginalised populations.

Moderated by Pawan Agarwal (India’s Planning Commission) and Stéphan Vincent-Lancrin (OECD)

19.00. Networking dinner
Day 2: 11 July 2014

Innovative programmes are manifold, and there is high expectation that if they succeed locally they will help to provide universal quality education at scale. There are many challenges to scaling up innovative programmes: evaluation and monitoring, adequately trained human resources (teachers, leaders, etc), knowledge flows, funding, etc. The second day of the seminar will discuss how some of these challenges have been and could be addressed and participants will be asked to identify guidelines for NGOs and governments willing to promote and scale innovative projects providing quality education for all.

09.00-9.50. Keynote II. Scale up in education in difficult contexts

We will start the second day with a keynote about the different elements of a successful scale up strategy for projects and innovation, but also the challenges to scale up. What is a “scalable” project? What are the obstacles that make scale up so challenging? What contexts make scale up even more difficult, and what could we do about it?

- Barbara Schneider, Hannah Distinguished Professor, Michigan State University (United States)

9.50-11.10. Session 5: Measuring progress: assessment and evaluation of educational innovations

One difficulty for many innovative projects is to demonstrate the value of their work to external stakeholders: parents, communities, policy makers, funders, and fellow implementers. Another difficulty is to shift the emphasis of the evaluation culture or to have evaluations that are relevant to the local contexts in which they are undertaken. After opening the discussion with two presentations about evaluation and monitoring in developing countries, we will discuss how an evaluation culture could be built and what kinds of institutions could help.

- Jasmine Shah, Associate Director of Policy, J-PAL (South Asia)
- Anjlee Prakash, Learning Links Foundation (India)
- Susanne Owen, Academic Developer, University of South Australia (Australia)

11.10-11.30. Coffee break

11.30-13.00. Session 6. Dissemination platforms for quality projects and ideas

There are different ways of scaling up a project. Sometimes, a project is scaled as such. Sometimes, the idea is adopted and adapted in different contexts. Sometimes, the government integrates the ideas in its usual operations. But most of the time, the projects are not scaled and not even known by other people pursuing similar objectives. How could we incentivize stakeholders to have good ideas, identify these ideas and share these ideas locally, nationally and globally? One challenge for scaling quality education is that the appropriate human resources, including teachers, to implement the project or the ideas may not be available. Training teachers or leaders at a large scale is a challenge. What are the promising and successful models for that?

- Abishek Rathore, Azim Premji Foundation (India)
- Vinod Karate, STIR Education, (UK and India)
Donika Dimovska, Centre for Education Innovations (United States)

13.00-14.00. Lunch

14.00-15.30. Breakout sessions 2 (table discussion). Guidelines to provide an innovation-friendly environment to enhance universal quality education

Participants will discuss in small groups at their table and identify key recommendations for two groups of stakeholders: NGOs and public authorities. Each group will propose 3-5 recommendations for governments and for NGOs. What are the appropriate conditions for innovative NGO educational projects trying to enhance quality education for all to start and scale? What should governments do (and refrain from doing) to support these projects? What advice should be given to new project implementers and NGOs entering this field? For example, to what extent does community involvement help to overcome the negative reactions from stakeholders such as teachers and other staff, families, local communities, governments, other schools, the media, etc.?

15.30-15.40. Coffee break


After a quick reporting from the breakout sessions, participants will continue the discussion in plenary and discuss a prioritisation of the recommendations. The session will examine what government should do and also avoid to do to support inclusive innovation initiatives (for example in terms of regulation, funding, management and assessment), and also what NGOs should do to ensure their project, if successful, can be scaled and sustained.

Moderated by Pawan Agarwal (India’s Planning Commission) and Stéphan Vincent-Lancrin (OECD)

16.30-17.00. Final comments

- Pawan Agarwal, Adviser on Higher Education, India’s Planning Commission (India)
- Stéphan Vincent-Lancrin, Senior Analyst and Project Leader, OECD
- Shalini Sharma, Head of Higher Education, CII (India)

17.00: Close

Day 3: 12 July 2014

Optional field visit to an Avanti Learning Center in New Delhi

Avanti identifies high potential low-income students and provides them with supplementary science and mathematics education in the cities of Mumbai, New Delhi and Kanpur. Grade 11 and 12 students are enrolled in these centres after a rigorous selection process that is designed to assess motivation, aptitude, and financial need.

More information can be found at:
http://avantifellows.org/learning-centres/
http://www.educationinnovations.org/program/avanti-learning-centers
List of questions to speakers

1. Is teacher education in your programme tailored to the needs of underprivileged students?
2. What is the strategy to bring and retain good teachers in underserved communities?
3. What is the strategy to train members of the community to become teachers or facilitators?
4. How are parents engaged in teacher training?
5. Can the model be scaled up at a reasonable cost?
6. Who trains teacher-educators?
7. What is the dissemination strategy proposed by your programme?
8. How are projects/programmes in the platform selected/identified?
9. How do you maintain your platforms of innovators alive?
10. What sort of incentives have your programme created to promote sustained participation?
11. Has the information gathered through the platform been analysed?
12. In what sense have these analyses served to improved existing programmes?
13. How do you deal with open educational resources, copyright and licensing for scaling and sharing innovations?
14. Is the innovation bringing something new, or just something different?
15. Is it an evolutionary/incremental or a revolutionary/disruptive innovation?
16. What techniques are being used to measure impact and factor in the positive externalities of educational programmes?
17. What is the relationship between internal/formative and external/summative evaluations?
18. What are the evaluations used for? Dissemination? Fundraising strategy? Optimisation?
19. Are the evaluations themselves innovative? How are traditional assessments and evaluations tailored to innovative projects?
20. Do low-income students need a different pedagogy?
21. Are active pedagogies and child-centred education especially appropriate for these students?
22. Are national curricula in the countries where you operate well-adapted to the needs of low-income communities?
23. In which way does your programme deviate from mainstream education?
24. In which way does the programme support, complement or improve mainstream education?

25. How do you reach out-of-school children?

26. How are low-income students integrated into mixed socioeconomic schools?

27. How are diverse socioeconomic school environments created?

28. Which elements have you identified as lacking in the communities where you operate?

29. In which ways have your intervention/programme been effective?

30. What is the financial strategy to provide educational resources to cash-strapped students?

31. Is there a link between product, pedagogical and financial innovation?

32. How do you evaluate the effectiveness of the innovation in terms of student learning? And in terms of other outcomes?

33. How can your innovation be applied to other local, regional or national contexts?

34. What are the organisational benefits, drawbacks and challenges of reaching scale?

35. Consider the following elements:

   a) Finance
   b) Access to knowledge and expertise
   c) Evaluation and dissemination
   d) Internal coordination
   e) External coordination/partnerships
   f) Motivation

36. In what way does your organisation/programme adopt an integral approach to poverty and exclusion?

37. What is your organisation’s relationship with the governments in the countries where it operates?

38. How does the public system of education partner with private schools?
## List of participants

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<tr>
<th>Country</th>
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<td>Susanne OWEN</td>
<td>University of South Australia</td>
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<td>Bangladesh</td>
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<td>BRAC</td>
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<td>Belgium</td>
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<td>India</td>
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<td>Ramji RAGHAVAN</td>
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