

Read India Learning Camps: Metrics & Measurement

BACKGROUND

In 2013, the Measurement, Monitoring, and Evaluation Unit (MME) was set up in Pratham. This team works to provide timely and relevant feedback on the processes and outcomes of Pratham's programmes. The unit aims to be a paradigm of impact-focused process evaluation and programme monitoring in the social sector both within Pratham and elsewhere. Much of the work that has been done by the MME Unit since inception has been focussed on the Read India intervention, especially the Learning Camps.

The key tasks undertaken by the MME team for Learning Camps include:

- Developing and deploying a common, consistent measurement for all learning camps
- Setting up data capture and data collection systems
- Ensuring ensure timely availability of accurate and appropriate data
- Designing and implement monitoring and tracking processes
- Putting in place regular feedback loops at every level – block, district, state and national
- Training, supporting and building capabilities of Pratham team members implementing learning camps and the counterparts at district, state and national level.

This note provides a brief overview of the Read India measurement and monitoring framework that has been in use since 2013.

MEASUREMENT FRAMEWORK

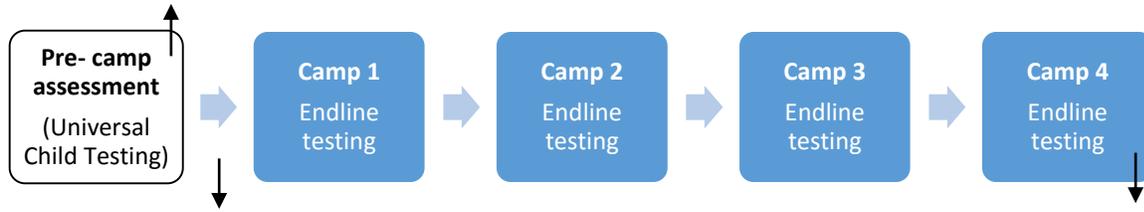
The MME team has created data collection formats that allow the Read India implementation teams to collect easy to understand program data with the aim of facilitating evidence based discussions across all program locations. Periodic and systematic data is collected from each learning camp (Grades 3-5).

	Key indicators tracked	Indicator category
1	Schools/Villages reached	Reach
2	Camps completed & camps in progress	Reach
3	Children reached (all children in the target schools)	Reach
4	Children selected for camps	Reach
5	Children attendance (percentage of days attended)	Attendance
6	Volunteer attendance (refers to village volunteers)	Attendance
7	Teacher attendance (refers to the school teacher)	Attendance
8	Community meetings conducted by school/camp	Community Engagement
9	Visits to children's family by Pratham team member	Community Engagement
10	Awareness of family members of child's learning levels	Community Engagement
11	Baseline trends – Reading	Learning
12	Baseline trends - Number recognition	Learning
13	Learning camps reading progress (Camp-wise)	Learning
14	Learning camps number recognition progress (Camp-wise)	Learning
15	Learning camps operations progress (Camp-wise)	Learning
16	Std 1-2 reading & basic arithmetic indicators	Learning

ASSESSMENT CYCLE

All learning camps in the Read India program follow the same cycle of activities and of assessment.

Testing of ALL children in the learning camp school/ village from the target classes 3 – 5



Based on this testing children are selected for the camp. However, in majority of the states most of the children in Grades 3, 4 and 5 are included in the intervention.

Progress of children in camps (end lines) is compared to the children's baseline assessment

For all the reading and math related assessments the following set of assessment tools are used.

Reading Tool:

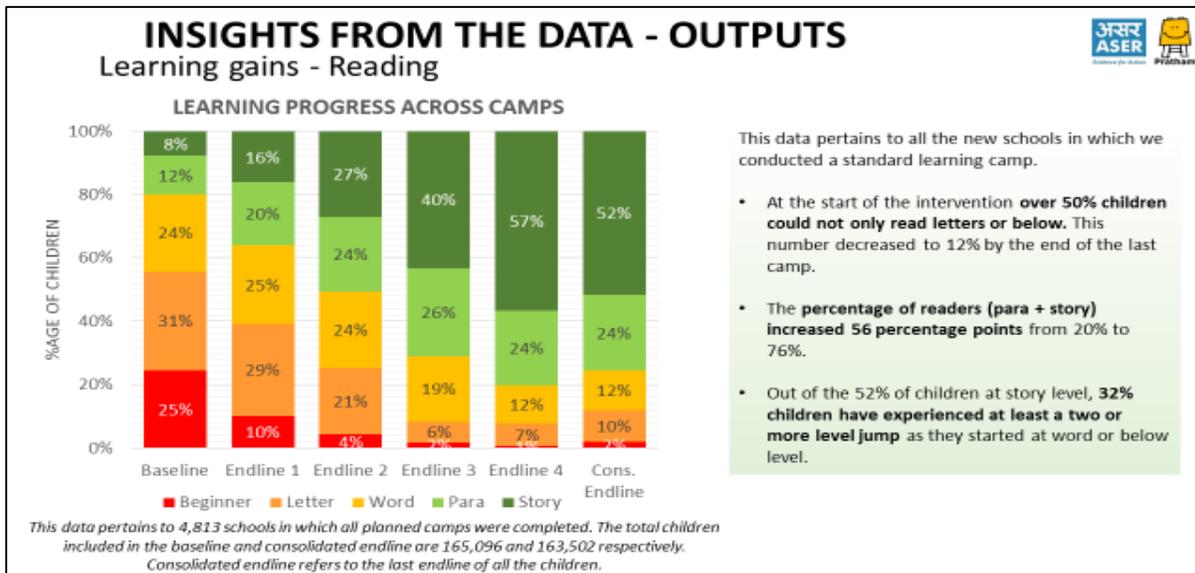
This is a one-on-one oral assessment tool used to test children's reading. A child is marked at one of these levels – Beginner, Letter, Word, Para or Story - depending on the highest level's text he/she is able to read.

Math Tool:

This is a one-on-one oral assessment tool used to test two competencies – Number Recognition and Operations. A child is marked at his/her highest number recognition level while each operation competency is tested for every child.

TRACKING LEARNING OUTCOMES: DATA COLLECTION & REPORTING

At the end of each month information collected from each learning camp is uploaded into the Read India online system. (Currently a Salesforce platform is used). The aggregate data from the previous month for work done in each school/village, block, district and state is available on the Salesforce platform by the tenth of every month. The information especially about reach, attendance and learning is a useful input for program teams at all levels to monitor and to compare their own performance with others and to take immediate steps to improve their own effectiveness. In particular, this information allows the user to compare the planned vs actual progress of the program, understand the learning trends across various blocks and states, monitor the attendance levels across schools with ongoing intervention and so on. The data on the Salesforce platform is aggregate data from the school/village. However in 2013-15, for one block (of 50-60 villages) in each state where the Read India Learning Camps are on, child-wise data was collected. This block called the “Z block” provided detailed information at the level of the child and was analysed in a variety of ways to provide further inputs into improving the effectiveness of the learning camps. (An extract from the Read India National Report 2014-15 is shown here.)



SUMMARY 2013-14 & 2014-15

Status of schools

State name	Total schools	% schools with more than 50% & less than 75% children at reading levels*	% schools with more than 75% children at reading levels*	% schools with more than 50% & less than 75% children who can do subtraction*	% schools with more than 75% children who can do subtraction*
1 Andhra Pradesh	1109	6%	93%	4%	96%
2 Assam	571	26%	60%	22%	65%
3 Bihar	174	33%	36%	33%	37%
4 Chhattisgarh	825	8%	91%	21%	73%
5 Gujarat	713	24%	66%	22%	72%
6 Haryana	106	40%	28%	27%	60%
7 Jharkhand	282	34%	14%	35%	24%
8 Karnataka	386	13%	82%	2%	96%
9 Madhya Pradesh	564	26%	63%	27%	65%
10 Maharashtra	1112	5%	93%	6%	93%
11 Odisha	1166	13%	84%	25%	71%
12 Punjab	201	31%	37%	17%	77%
13 Rajasthan	1257	38%	50%	34%	37%
14 UT Dadra & Nagar Haveli	15	33%	40%	40%	33%
15 UT Daman & Diu	15	33%	33%	27%	60%
16 Uttar Pradesh	1262	35%	38%	42%	30%
17 West Bengal	804	27%	59%	26%	60%
TOTAL	10562	21%	67%	23%	65%

Through the data recording, collection and warehousing systems established by the MME team in 2013 we are now able to track yearly engagement with all our target Read India.

Across India, in over 65% of all the schools in which we have worked, 75% or more children (selected for the intervention) can now read a Grade I or a Grade II level text.

In a similar amount of schools 75% or more children (selected for the intervention) can do a two by two digit subtraction problem.

**In all these schools if at the end of the year even if one camp was completed then the last learning level will be considered. For example if in a school two learning camps were conducted in 2014-15 then the last endline - endline 2 - will be considered.*

UNDERSTANDING PROCESSES: OBSERVING & MONITORING

The MME Unit has piloted several versions of the monitoring framework with the aim of continuously evolving the monitoring process and making it more actionable. The monitoring process has two main activities.

PROCESS OBSERVATIONS OF LEARNING CAMPS: About 10-12 learning camp visits per MME team member are conducted each month. A monitoring tool is used to collate information in a standardised manner from these visits. This is for tracking key elements of the Learning Camp process. (Key elements include grouping by level, conducting appropriate activities for each group, availability and use of teaching-learning materials). In the 2016-17, such information is likely to be collected digitally.

TESTING VERIFICATION: The state MME teams test a sample of children to verify baseline and endline testing. This process has helped to highlight testing variances, explore the underlying reason for the differences if there were any and also to understand whether the testing tools were being administered as per the prescribed testing procedures. In 2014-15 the MME team has also conducted the last endline testing for children for a subset of learning camps across India.