IDinsight

DATA. DECISIONS. DEVELOPMENT.

BUILDING ON PROGRESS: STRENGTHENING IMPLEMENTATION OF THE ENTREPRENEURSHIP MINDSET CURRICULUM

Final Report | 12 December 2019

Updated 07 February 2020

IDinsight | New Delhi

EXECUTIVE SUMMARY

About Entrepreneurship Mindset Curriculum

- EMC first introduced in July 2019 to the ~750,000 9th – 12th grade students enrolled in Delhi Government Schools.
- **Goal of the curriculum:** enable students to achieve their fullest potential and be effective contributing citizens. A consortium of 20+ civil society and government experts in the field designed the content.
- The **entrepreneurial mindsets** included in the curriculum are divided into three groups:
  - Entrepreneurial abilities – perseverance, ability to recognize opportunity, motivation, planning
  - Foundational abilities – communication, critical thinking, problem solving, decision-making, ideation, collaboration
  - Key building blocks – confidence, creativity, curiosity, self-awareness, empathy, joyfulness, observation
- These attitudes and skills are developed through **four primary components**: EMC daily classes, a micro-research project, a field project and live entrepreneurship interactions.

About IDinsight's process evaluation of EMC's design and implementation

- In this work, we collected rich, descriptive information about EMC's design, implementation processes, user experience, and the context and compared it to the expectations laid out by the Delhi Government. This enabled us to **understand points of progress, implementation fidelity and gaps, and the perceptions of multiple stakeholders** about the curriculum content and process.

KEY FINDINGS AND RECOMMENDATIONS

IDinsight's process evaluation supports 4 key recommendations for improving EMC's implementation:

Finding 1: Teachers and others variously understand EMC.

Recommendation 1: EMC requires one **clear mission** and description, repeated consistently.

Finding 2: Schools consider EMC as a 'nice-to-have,' not as critical to solving pressing challenges.

Recommendation 2: Government needs to **generate commitment and sense of criticality** to solving the challenges that EMC is striving to address and to EMC

Finding 3: Teachers and schools have limited access to coaching, training, and additional resources.

Recommendation 3: Schools should have a **continuous and responsive support structure** to enable teachers and schools deliver EMC well.

Finding 4: Teachers feel EMC is not a part of their mandate.

Recommendation 4: Mainstream EMC through systematic, regular **accountability and teacher recognition.**

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Students filling IDinsight's self-administered survey on EMC in September 2019
Photo credit: Rajkumar Sharma

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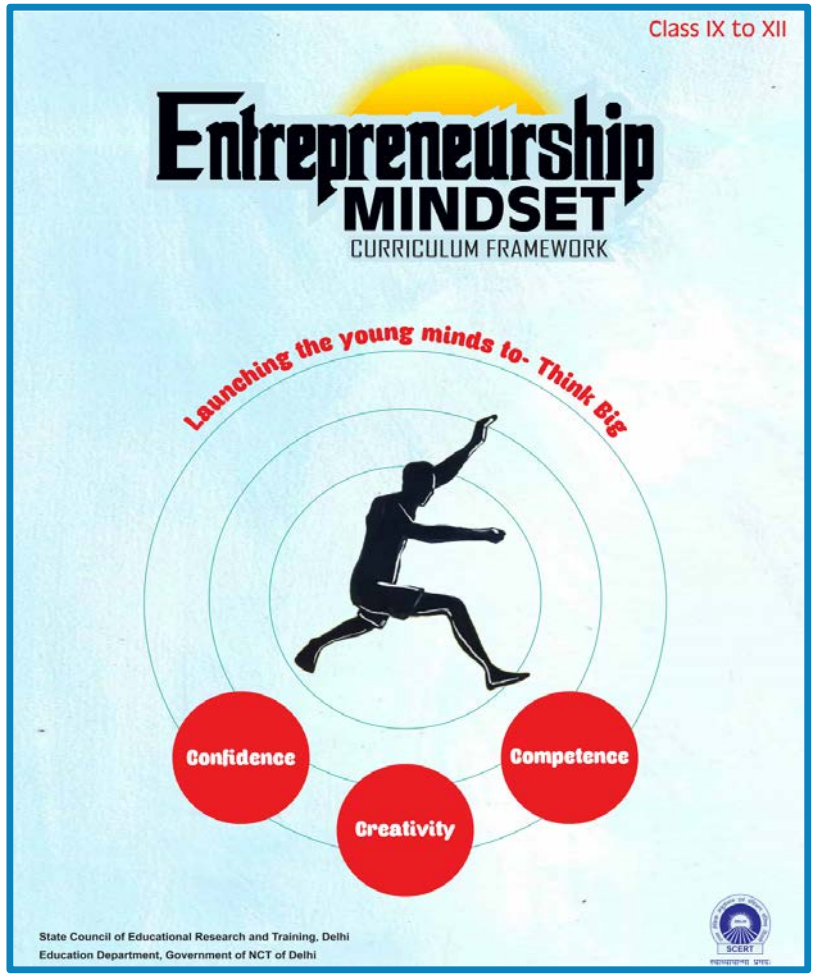
PROGRAM BY DELHI GOVT. TO INSTILL ENTREPRENEURIAL MINDSETS



- **Problem**: Secondary school students are underprepared to find or make work for themselves and to cope with the stresses of life. Currently, education in Delhi focusses strictly on academic skills, not preparing for the future.
- **Solution**: EMC adds one session per school day aimed at building students' soft skills to enable them to achieve their fullest potential and be effective citizens.
- **Coverage:** Launched on July 1, 2019 across 9th – 12th standards in all 1024 Delhi Govt. schools (over 20,000 teachers, 750,000 students).
- **Planned input:** 150-200 contact hours per student.

Opportunity to improve implementation and design through a rigorous process evaluation

EMC HAS FOUR PRIMARY COMPONENTS

Entrepreneurship Mindset Curriculum

EMC Daily classes

- Standalone classes for 30-40 minutes held daily
- Teachers act as facilitators, use class-specific EMC manuals
- Classes start with 5 minutes of mindfulness, followed by an activity or story from the manual, and activity reflections
- Saturdays include student special classes where students lead activities such as JAM and debates

Micro-research project

- Students conduct this each month after or before school
- Each student interviews 10 neighbors or relatives employed in different jobs or businesses

Field project

- Teachers facilitate dividing students of grades 11 and 12 into groups of 5-6 students
- Students pool their seed money of INR 1000 awarded to them by the government to implement their entrepreneurship ideas

Live entrepreneurship interactions

- Schools invite entrepreneurs to motivate students in their schools and to answer questions about students' chosen career paths

TEACHERS AIM TO DRIVE DEVELOPMENT OF ENTREPRENEURSHIP MINDSETS FOR STUDENTS

The following is a chronological flow of how EMC classes were introduced this academic year across schools in Delhi:

Start here

Schools change timetable to accommodate daily EMC classes; assign EMC coordinators

→ Teachers receive orientation for EMC

→ Teachers receive EMC manuals

→ Teachers take daily EMC classes; introduce other components of EMC

→ Teachers receive training from Mentor teachers/ Coordinators to facilitate classes

→ Students attend, participate in, and enjoy EMC

→ *Outcome*

Students' develop an entrepreneurship mindset

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IDINSIGHT CONDUCTED A THREE PHASED EVALUATION USING VARIED DATA SOURCES

Phase Number	Data collection (2019)	Objective	Data source

Phase 0	Jul 7 – Jul 15	To identify early implementation challenges	• Semi-structured interviews:
			  • HoS
			  • EMC coordinators
			  • EMC teachers
			  • Mentor teachers

Phase 1	Aug 17 – Sep 11	To gather representative feedback through quantitative surveys	• School observation
			• EMC and non-EMC classroom observations
			• Self-administered surveys:
			  • Teachers
			  • Students

Phase 2	Oct 3 – Oct 15	To supplement phase 1 insights through semi-structured interviews	• Semi-structured interviews:
			  • HoS
			  • EMC coordinators
			  • EMC teachers
			  • Mentor teachers
			  • Students

PHASE 0: DOCUMENTS EARLY IMPLEMENTATION PROGRESS AND CHALLENGES

We visited **7 schools** across North, South, East and West Delhi using support from 4 mentor teachers from each geographic division.[1]

The 7 schools included **5 morning-shift** schools and **2 evening-shift** schools

Semi-structured interviews with 6 HoS, 5 EMC coordinators, 7 EMC teachers across these schools

Aimed at understanding the **enablers and limitations**, if any, of implementing the curriculum in schools, and to develop **deeper understanding of implementation** processes and the curriculum

[1] The list of schools visited was not random and was provided by the mentor teacher to our team.

PHASE 1: COLLECTS REPRESENTATIVE FEEDBACK FROM STAKEHOLDERS ON EMC

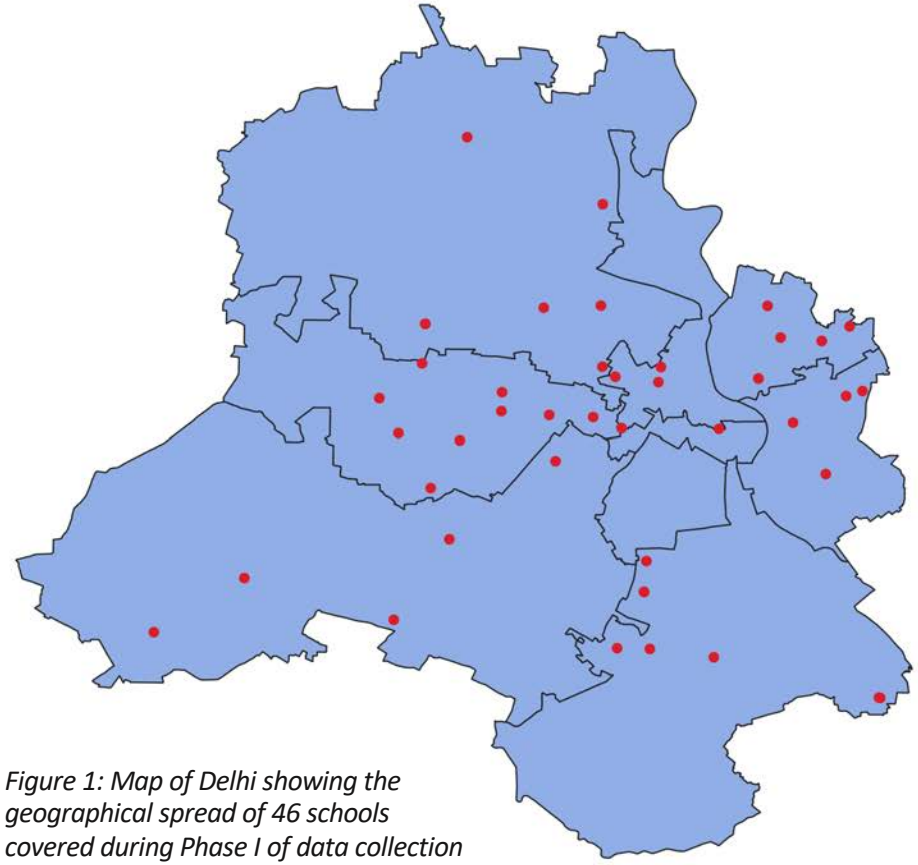

Figure 1: Map of Delhi showing the geographical spread of 46 schools covered during Phase I of data collection

Number of schools: 46 schools across 28 zones.[1] 2 schools - one boys and one girls / co-ed school were randomly sampled from each zone.

Classroom observations: 46 EMC and 43 non-EMC; to capture teacher facilitation in an EMC vs non-EMC class

Teacher self-administered surveys: 563 teachers; to capture teacher feedback on EMC implementation

Student self-administered surveys: 1535 students; to capture student feedback on EMC classes

1. Of the 29 school zones, there was a relatively smaller number of schools in one zone. It was clubbed with a nearby zone.
2. 56 schools were sampled for phase 1 data collection. However, data collection was completed in 46 schools due to fewer number of data collection days than earlier anticipated.

PHASE 1 SAMPLING ENSURED EQUITABLE REPRESENTATION OF WOMEN ACROSS SURVEYS

Student self-administered survey

43%

of the students in the student self-administered survey were girls

Teacher self-administered survey

51%

of the teachers in the teacher self-administered survey were women

Classroom observation (Teacher demographics)

46%

of the teachers observed during classroom observations were women

PHASE 2: COLLECTS QUALITATIVE INSIGHTS ON EMC IMPLEMENTATION

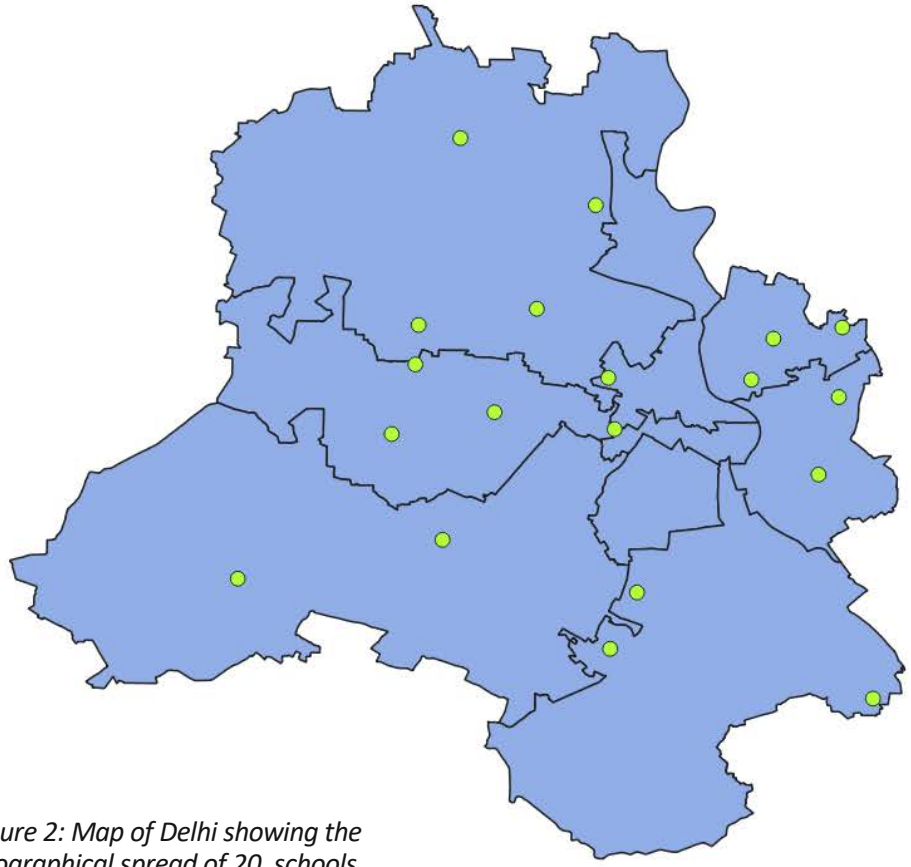

Figure 2: Map of Delhi showing the geographical spread of 20 schools covered during Phase 2 of data collection

Number of schools: 20 schools randomly sampled schools visited during phase 1 spread across 20 zones[1]

Teacher semi-structured interviews: 20 teachers; 1 teacher randomly selected from each school to understand teacher perception and challenges for EMC

Student semi-structured interviews: 20 students; 1 student randomly selected from each school to understand student participation, perceptions, and challenges related to EMC

Semi-structured interviews with 13 HoS, 16 EMC Coordinators, 16 Mentor Teachers to understand school-level challenges in EMC implementation

[1] Of the 29 zones in Delhi, nearby zones were clubbed to arrive at 20 zones to ensure geographic spread of the schools we visited

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AN IDEAL EMC CLASS HAS 5 MAIN COMPONENTS

An EM Class looks like:

All Students Participating & Joyful

Students Curious & Asking Questions

Experiential Learning through making & doing things

Students not feeling judged

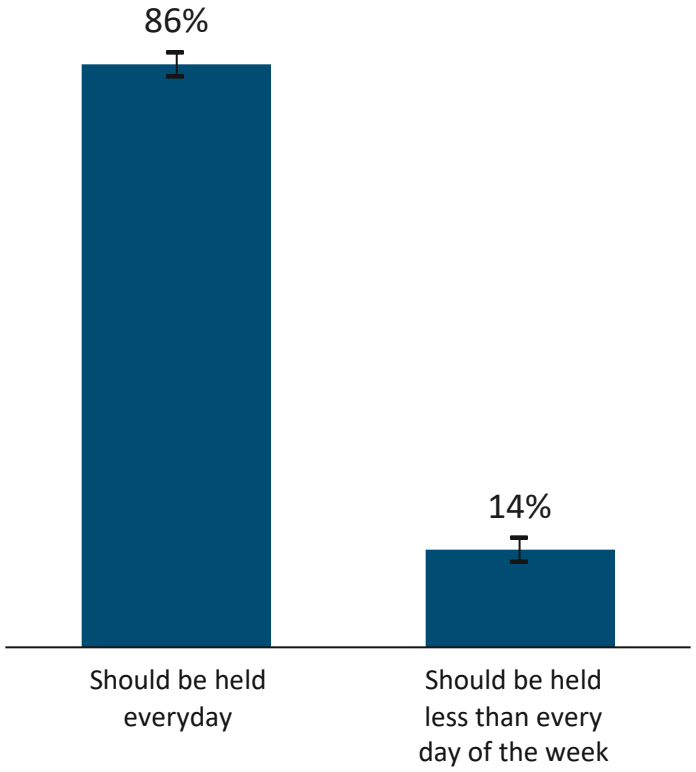
Students Encouraged & Appreciated

Source: EMC 1-hour presentation, EMC folder

STUDENTS TEND TO ENJOY EMC CLASSES AND REPORT SOME BENEFITS

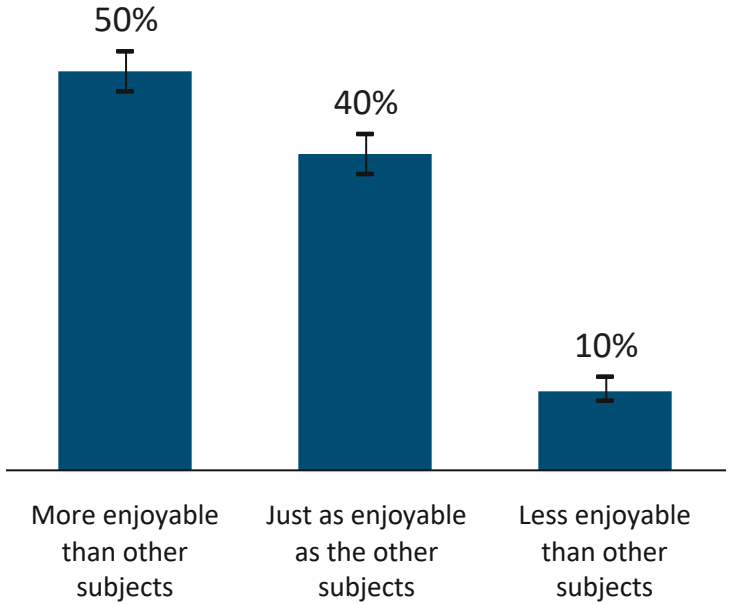
Majority of the students want EMC classes to be held everyday

Number of observations: 1484



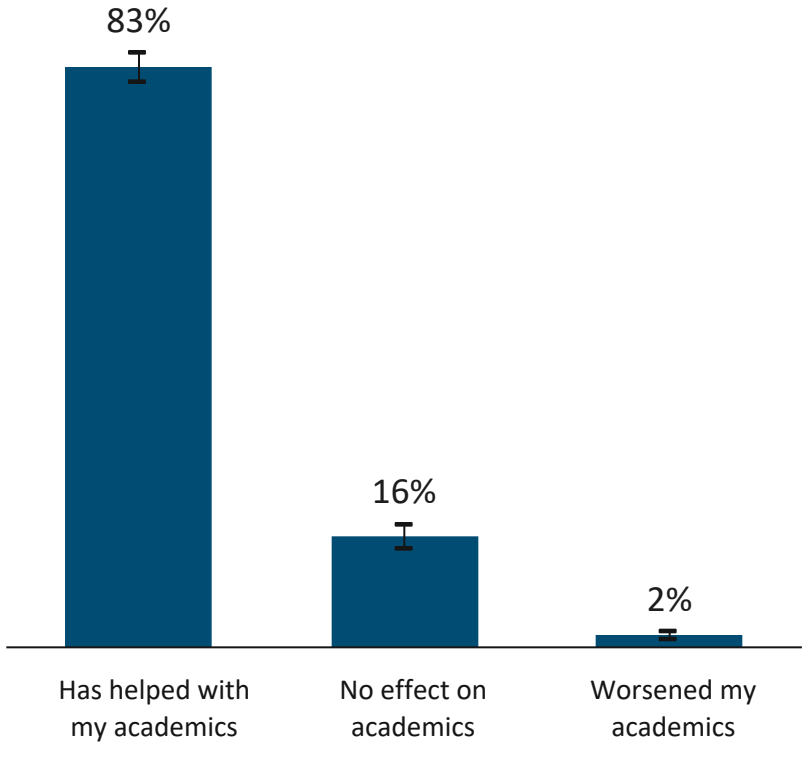
About half find EMC classes more enjoyable than other subjects

Number of observations: 1489



Majority of the students believe that EMC has helped with their academics

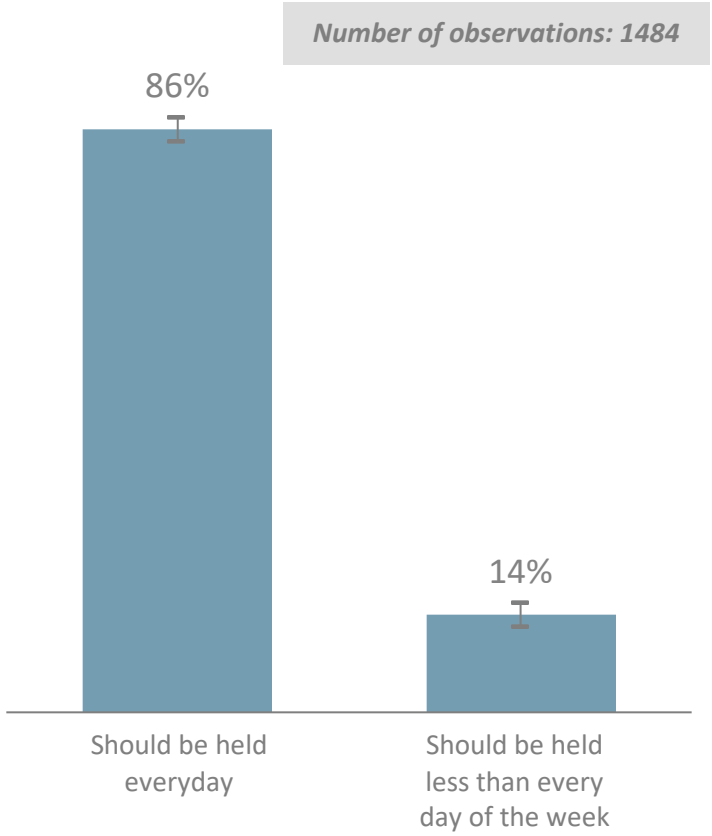
Number of observations: 1519



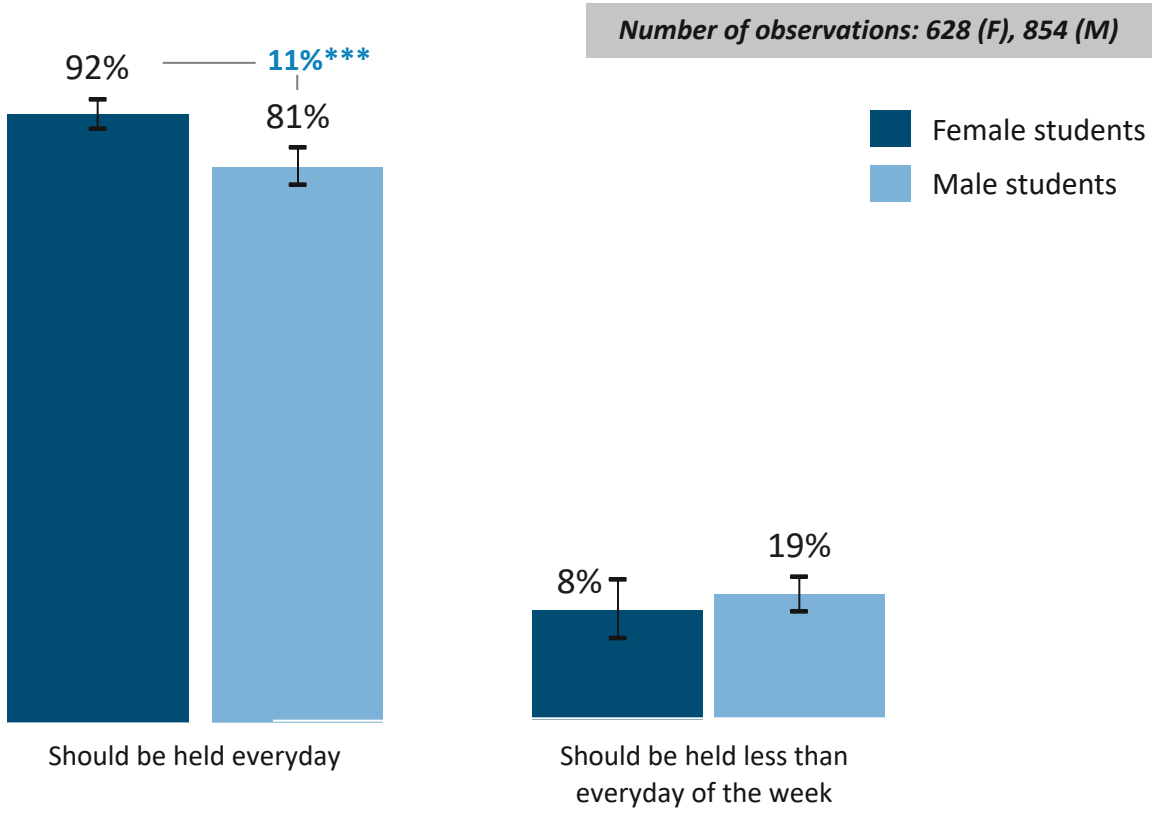
Note 1: The above data is from student self-administered surveys. The number of observations vary by indicator due to a difference in the number of responses that are don't know or refused to answer.
Note 2: There is a potential for upward bias in data reported through self-administered surveys.

STUDENTS TEND TO ENJOY EMC CLASSES AND REPORT SOME BENEFITS

Majority of the students want EMC classes to be held everyday



While a majority of students want EMC classes to be held everyday, female students are more likely to say so.[1]

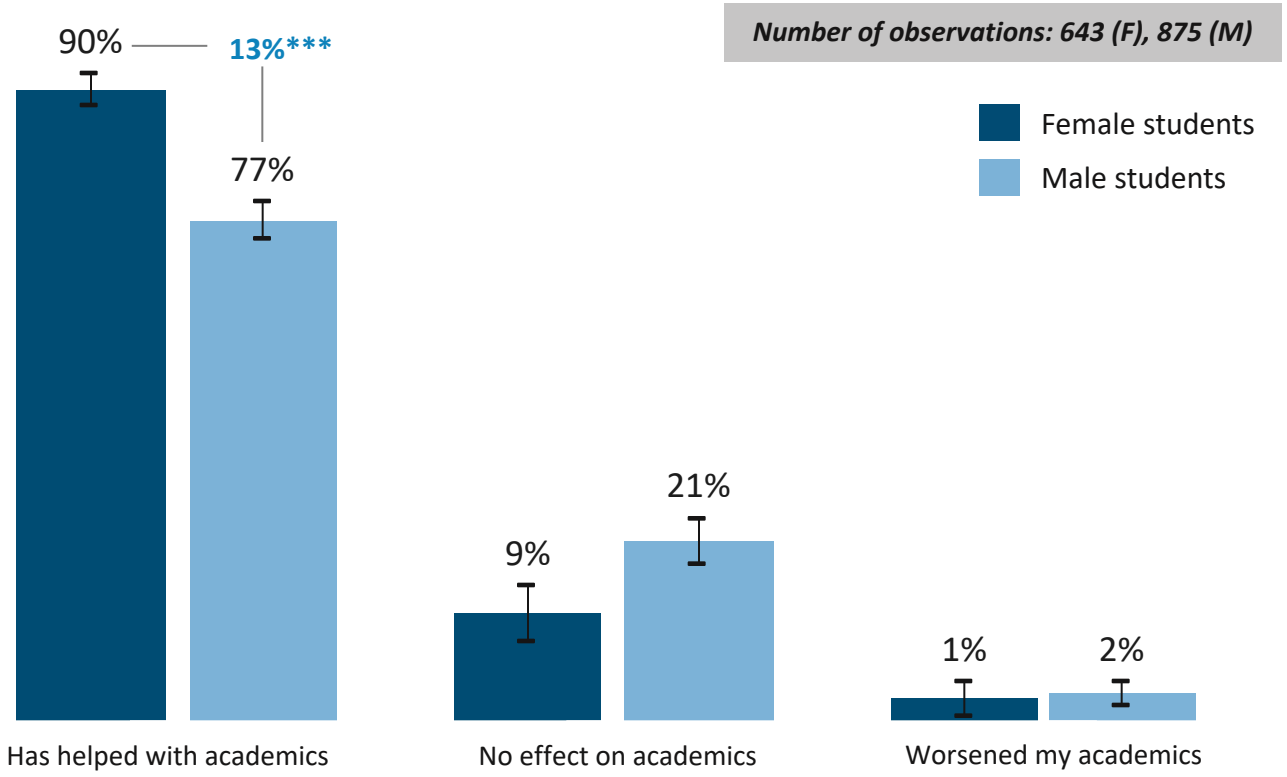


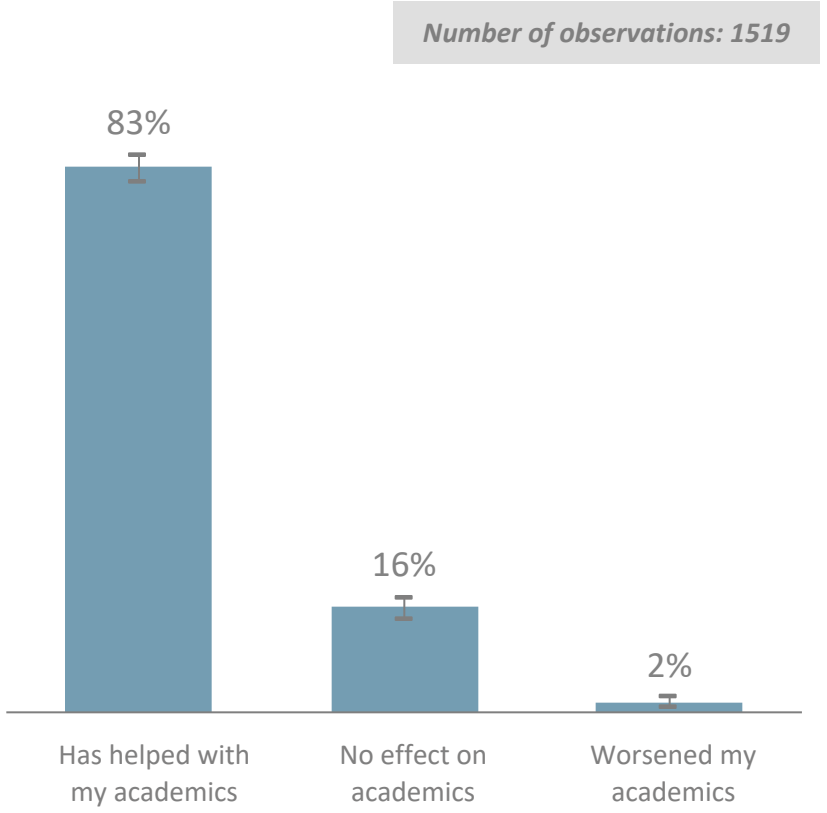
1. We tested the hypothesis that the difference between female students' and male students' reports that EMC classes should be held everyday is not statistically significant from zero. The difference was found statistically significant at 5% level of significance.

STUDENTS TEND TO ENJOY EMC CLASSES AND REPORT SOME BENEFITS

Female students are more likely than male students to report that EMC has helped with their academics[1]

Majority of the students believe that EMC has helped with their academics

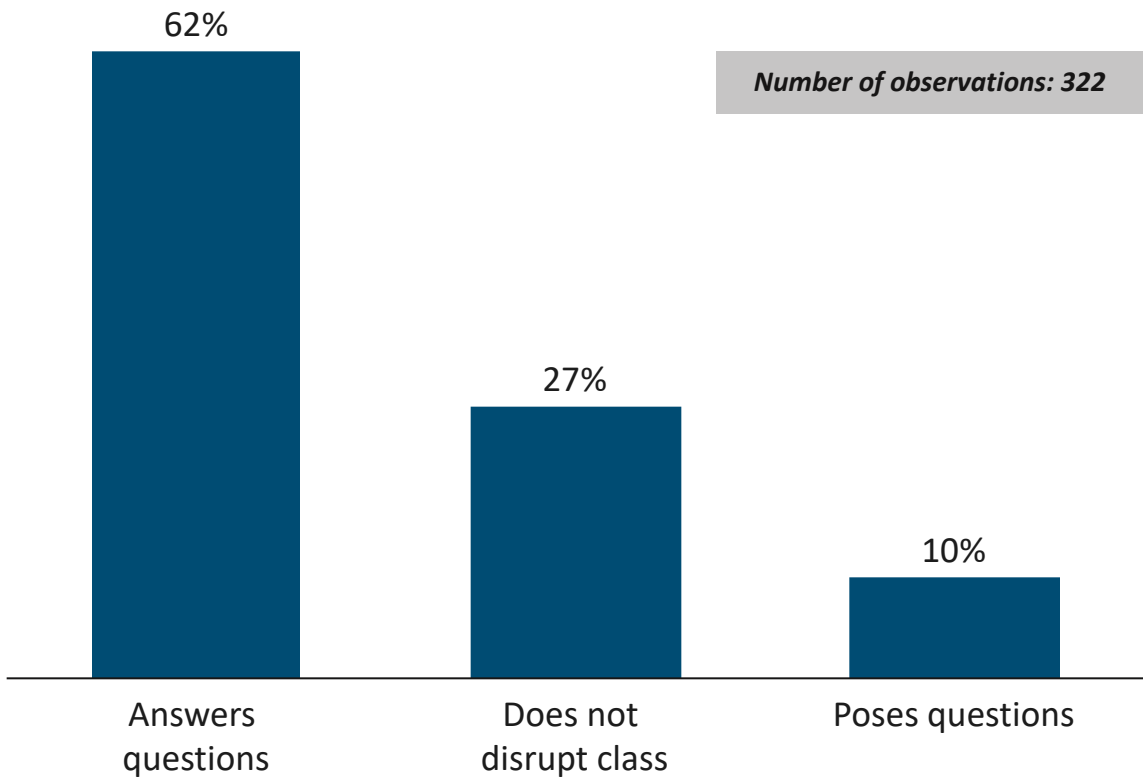




1. We tested the hypothesis that the difference between female students' and male students' reports that EMC classes have helped with academics is not statistically significant from zero. The difference was found statistically significant at 5% level of significance.
2. The number of observations on the graph do not add to 1519 due to missing values for the gender variable.

STUDENT PARTICIPATION CAN BE IMPROVED BY ENCOURAGING THEM TO ASK QUESTIONS

Students participate and answer questions, but don't ask any as they should be in an ideal EMC class



Post activity reflections were not observed in most classes

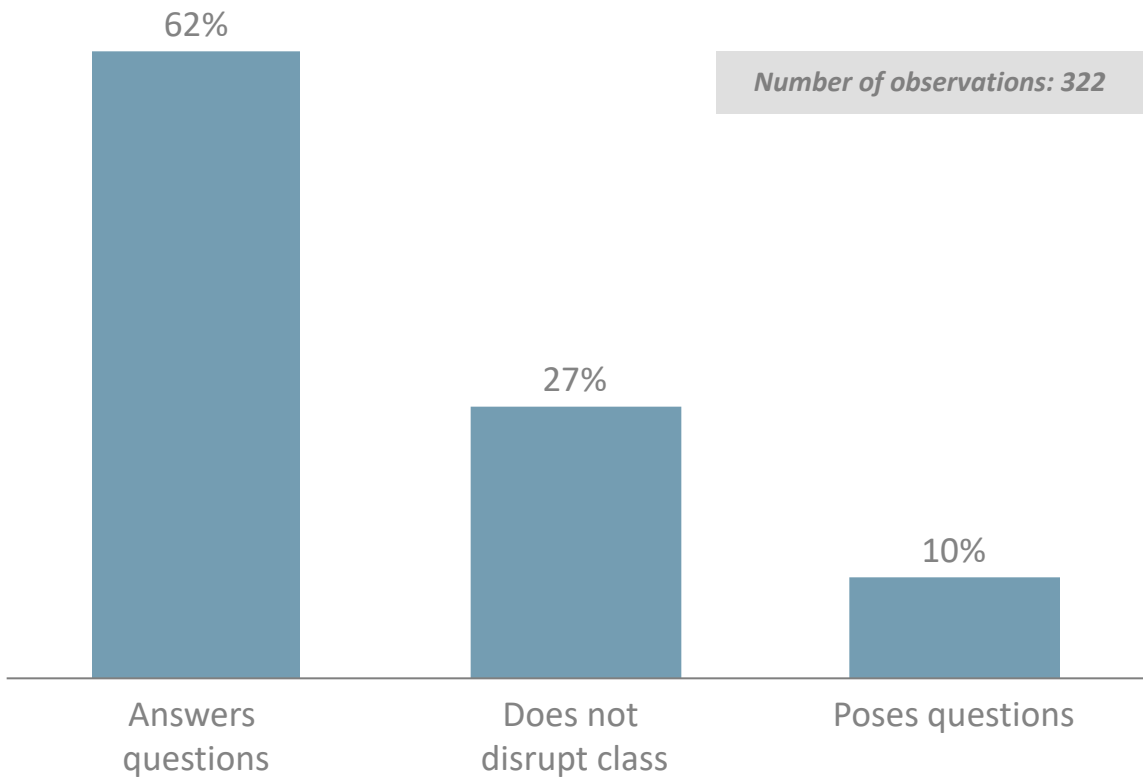
Activity reflections were observed in 9 out of 22 classes where an activity such as the newspaper activity or story, was conducted.

Note 1: The graph reflects a case where at least 1 student answered or posed a question or even if 1 student disrupted the class during a 5-minute interval

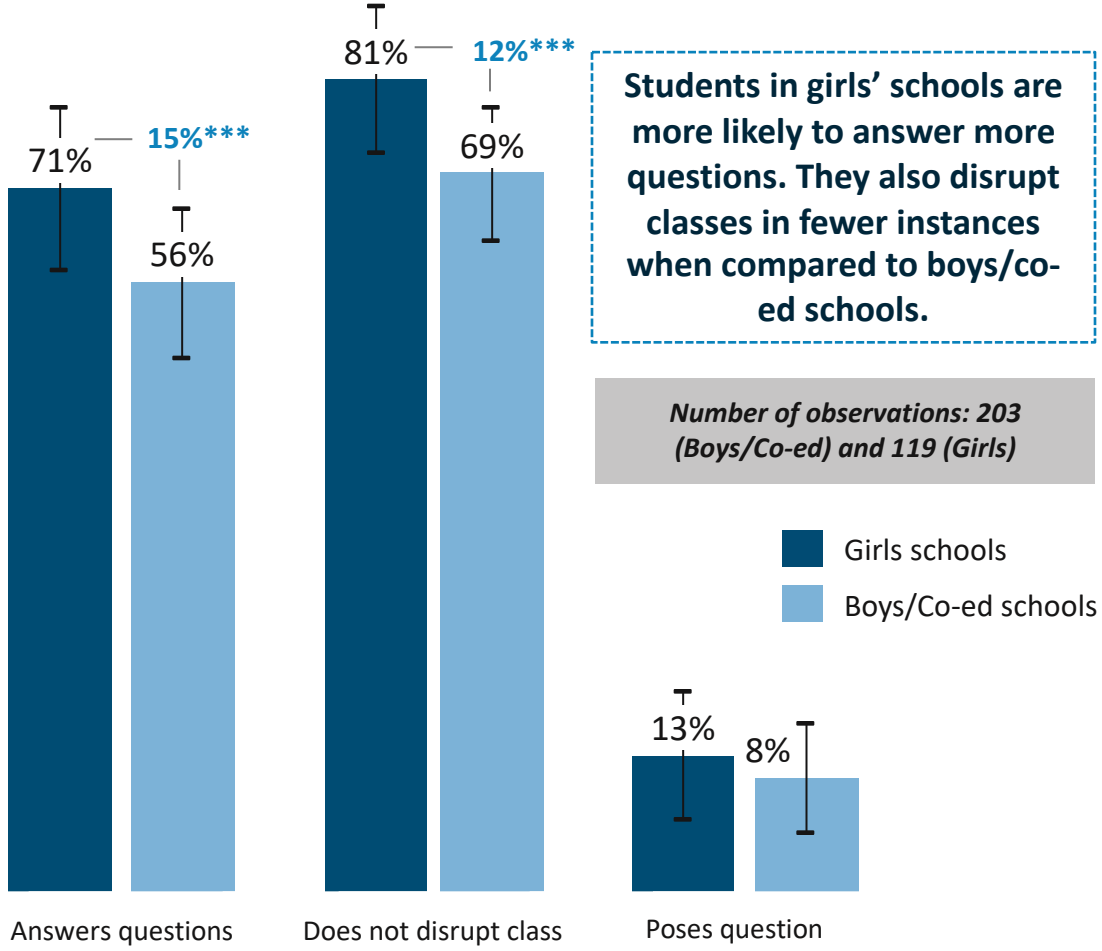
Note 2: This was observed during EMC classroom observations where observations were divided into 5-minute intervals and the number of questions asked or answered, along with number of disruptions were noted for each interval. The gender of students answering or posing questions, and disrupting the class was not recorded during classroom observations.

PARTICIPATION, REGARDLESS OF GENDER, CAN BE IMPROVED BY ENCOURAGING THEM TO ASK Qs

Students participate and answer questions, but don't ask any as they should be in an ideal EMC class



Number of observations: 322



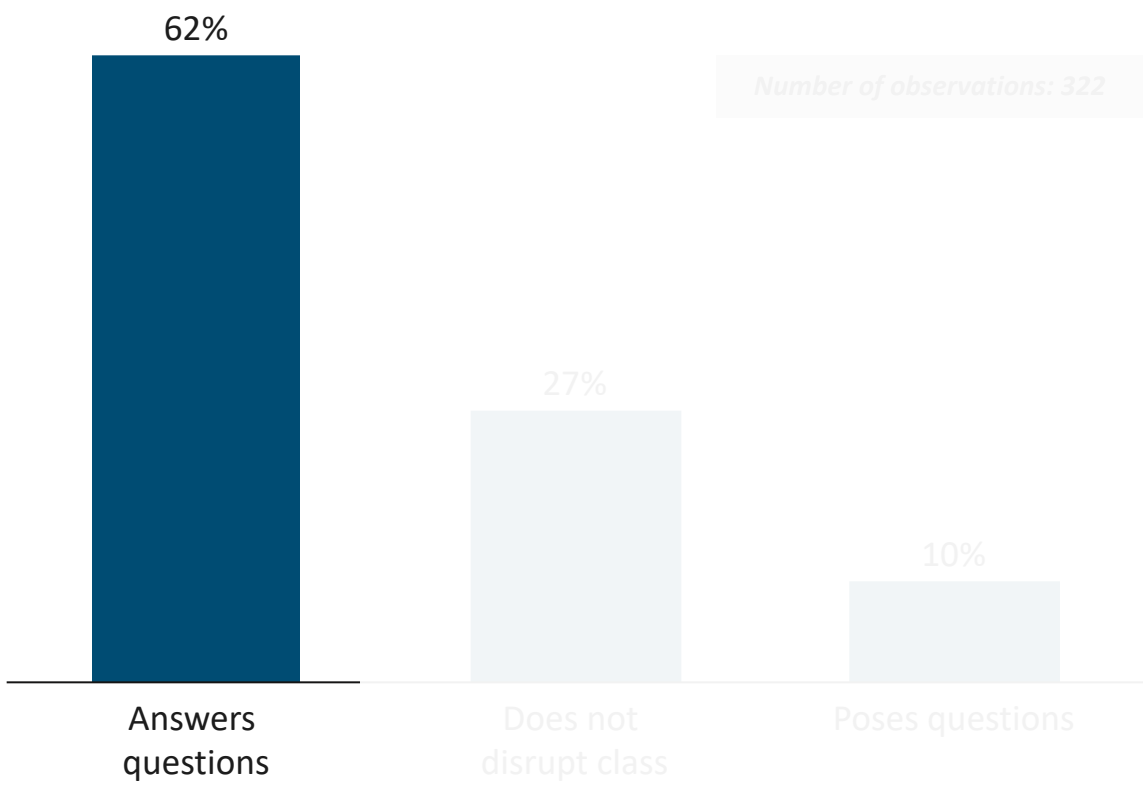
Students in girls' schools are more likely to answer more questions. They also disrupt classes in fewer instances when compared to boys/co-ed schools.

Number of observations: 203 (Boys/Co-ed) and 119 (Girls)

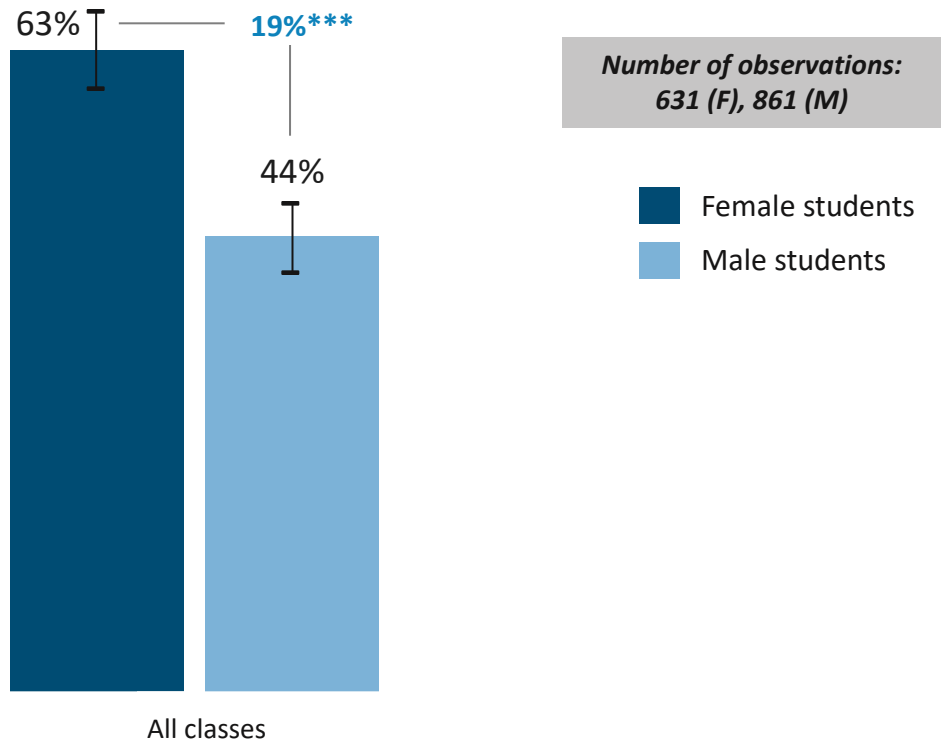
Note 1: We tested the hypothesis that the difference between girls schools and boys/co-ed schools on the above 3 indicators is not statistically significant from zero. The difference was found statistically significant at 5% level of significance.

STUDENT PARTICIPATION CAN BE IMPROVED BY ENCOURAGING THEM TO ASK QUESTIONS

Students participate and answer questions, but don't ask any as they should be in an ideal EMC class



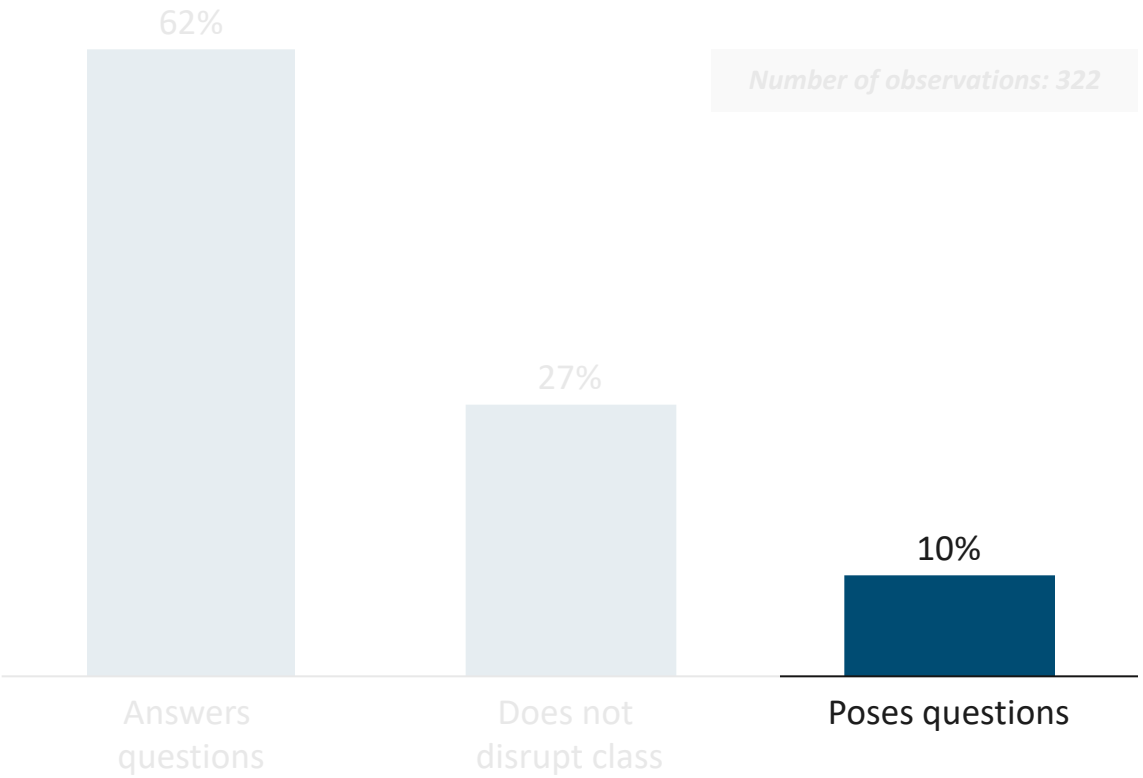
From our student self-administered surveys, female students are more likely than male students to report participation in all EMC classes[1]

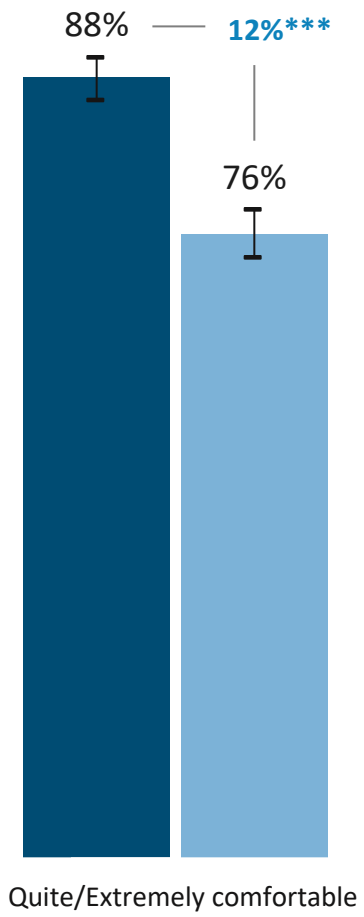


1. We tested the hypothesis that the difference between female students' and male students' reports that they participate in all EMC classes is not statistically significant from zero. The difference was found statistically significant at 5% level of significance.

STUDENT PARTICIPATION CAN BE IMPROVED BY ENCOURAGING THEM TO ASK QUESTIONS

Students participate and answer questions, but don't ask any as they should be in an ideal EMC class





Number of observations: 634 (F), 865 (M)

Female students

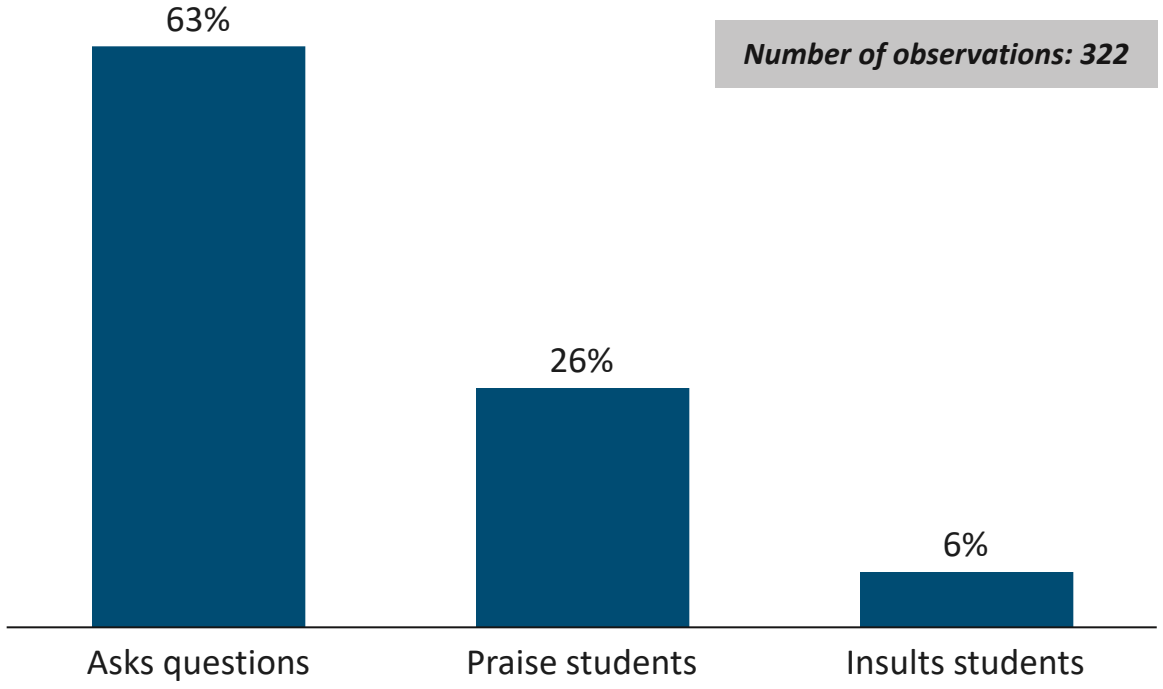
Male students

However, from the student self-administered survey, a majority of students report feeling comfortable asking questions. Female students are more likely than male students to report being more comfortable asking questions during EMC[1]

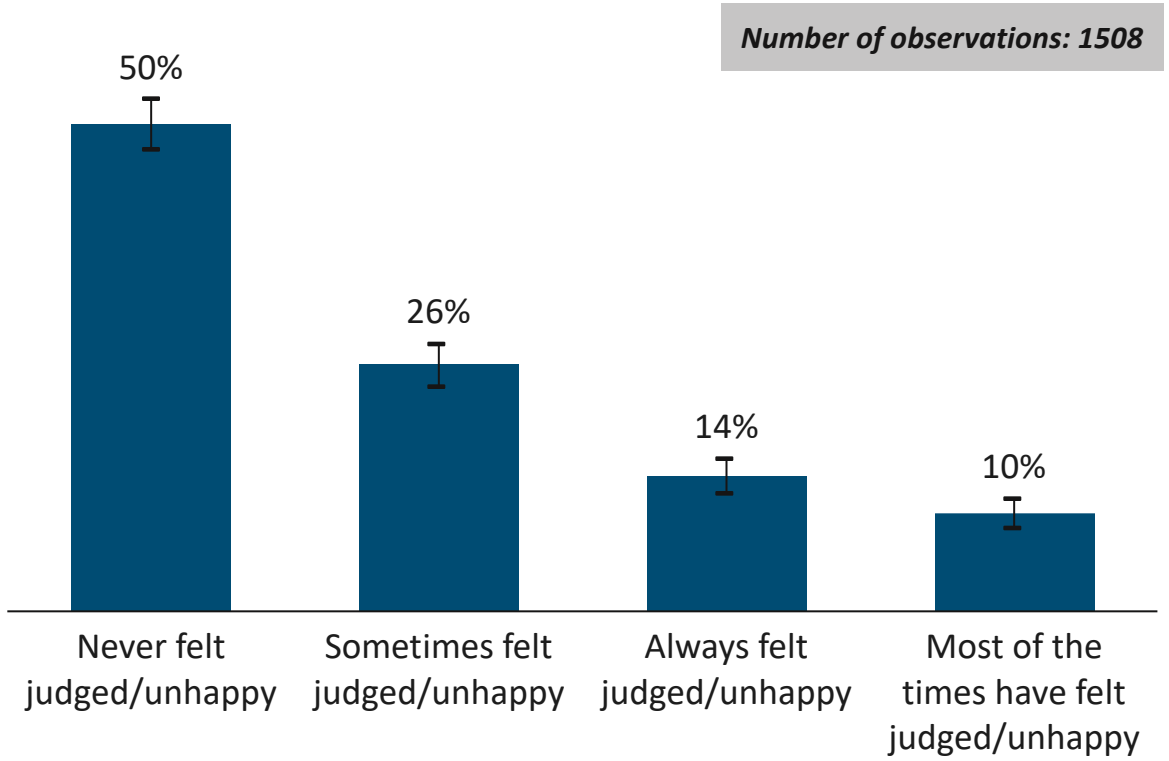
1. We tested the hypothesis that the difference between female students' and male students' reports that they feel comfortable asking questions during EMC is not statistically significant from zero. The difference was found statistically significant at 5% level of significance.

STUDENT APPRECIATION AND HAPPINESS CAN BE INCREASED

Classroom observations suggest teachers praise students in 26% of the instances only



Most students haven't felt judged or unhappy during an EMC class but half report at least one such instance



Note 1: Graph 1reflects a case where the teacher asked at least 1 question, praised at least 1 student, or insulted even 1 student.

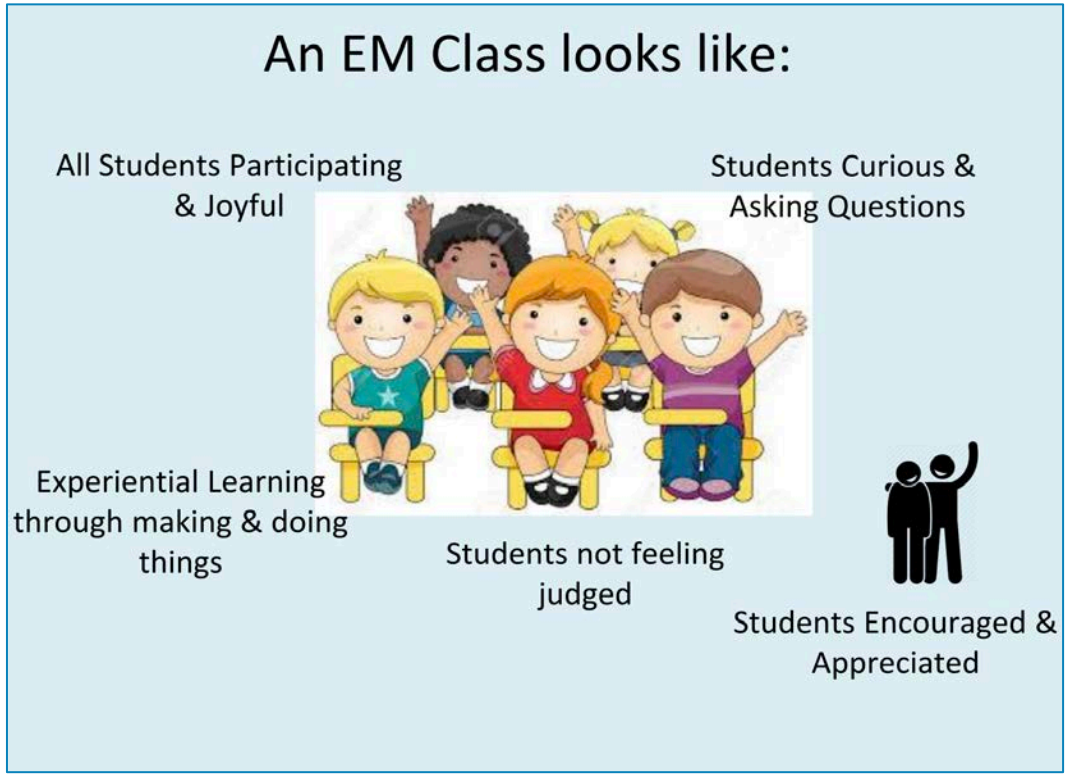
Note 2: For Graph 1, this was observed during EMC classroom observations where observations were divided into 5-minute intervals and the number of questions asked, number of praises and insults were noted for each interval.

Note 3: Graph 2 is from the student self administered surveys.

THUS, AN IDEAL EMC CLASS FALLS SHORT ON 2 OUT OF 4 INDICATORS OBSERVED

Of the 5 components of an ideal EMC class, we captured 4 components[1], as indicated by the green (limited improvement needed), yellow (some improvement needed), and red (much improvement needed) boxes below:

Components of an ideal EMC class



Areas for improvement

- All students participating and joyful
- Students curious and asking questions
- Experiential learning through making & doing things
- Students encouraged and appreciated
- Students not feeling judged

Source: EMC 1-hour presentation, EMC folder

[1]The process evaluation does not capture data on the students' experiential learning through field project, live entrepreneurship session etc.

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Photo credit: Rajkumar Sharma

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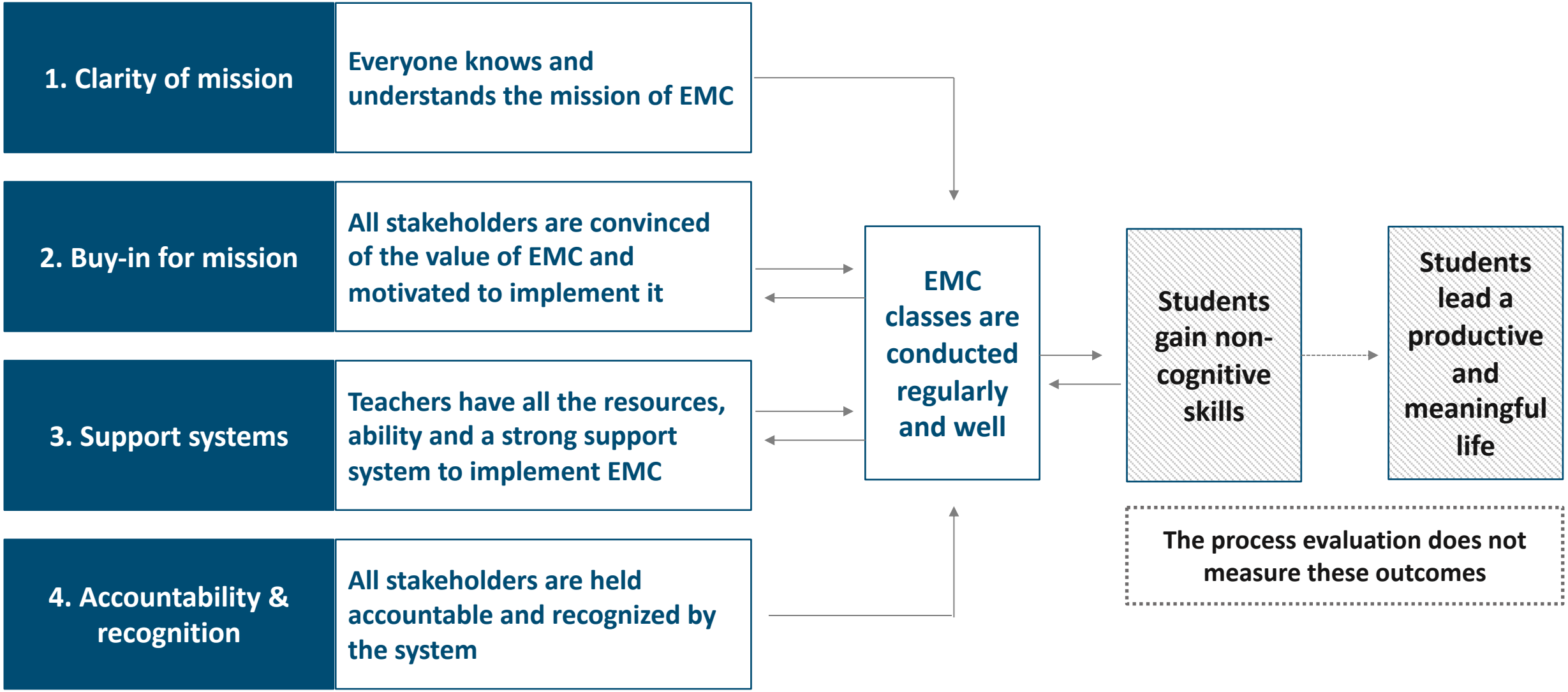
4 FACTORS WILL ENABLE EMC TO SUCCEED

EMC aims to ensure that students lead a productive and meaningful life by developing their non-cognitive skills. In order to achieve this, EMC classes, measured in the process evaluation - must be conducted regularly and well. There are 4 factors that will enable teachers and schools to achieve this.



Note: Of the 4 components of EMC – (1) EMC classes including student specials, (2) micro-research project, (3) field project and (4) live entrepreneurial interactions – our evaluation focused on EMC classes and micro-research project

Factor 1 necessary for EMC to succeed:

Clarity of mission, that is everyone knows and understands the mission of EMC

TEACHERS AND OTHER STAKEHOLDERS VARIOUSLY UNDERSTAND EMC

Stakeholders within the school list the objectives of EMC differently. More Heads of Schools report becoming an entrepreneur as the objective of EMC than EMC coordinators and EMC teachers.

Head of School (HoS)	EMC Coordinator	EMC Teacher
Become entrepreneurs (8)	Become confident (8)	Become self-reliant (7)
Become self-reliant (4)	Become successful in the future (4)	Become confident (6)
Become confident (4)	Become entrepreneurs (4)	Realise their potential/strengths (5)
Guide students or motivate for future (3)	Have clearer vision of the future (3)	Become entrepreneurs (4)

Data source: Semi-structured interviews; Number of HoS interviews = 13 ; Number of EMC Coordinator interviews = 16; Number of teacher interviews = 20

Note: The colours help identify the ranking of different objectives by the HoS, EMC Coordinator, and the EMC teacher

DUAL OBJECTIVES COMMUNICATED THROUGH DIFFERENT COMPONENTS OF EMC

Training materials for EMC identify 4 components – the EMC manual, micro-research project, field project, and live entrepreneurship interactions – that have varying objectives. However, communication during trainings or via media may contradict the objectives of some components.

Closure - Why EMC?

- Provide students with foundational abilities and mindsets required to move from Struggle to Success

- About the manual:
- Qualities - reflect in the units, practice in the projects, exposure through interactions
- Confidence: Through focus on classroom participation
- Self Awareness: Through reflection → Entrepreneurial Mindset
- Communication, Planning, Feedback: Student Specials

- Career choices: Micro-Research Project
- Exposure to professions: Micro-Research Project, Live Entrepreneur Interactions
- Starting own business: Field Project → Entrepreneur or starting a business

Why and What of EMC

EMC is **NOT** about:

- Doing Business/ Work-skills

- Teaching on types of Organization
- Business/Economics Studies
- Legal Aspects/ Opening of Accounts

Source: EMC Training and Orientation, EMC folder

EMC WILL BENEFIT FROM ONE OBJECTIVE AND FEWER SKILLS THAT IT TARGETS

The curriculum currently targets 22 skills through its various components. EMC will benefit from identifying one primary objective and tailoring the skills it targets based on this objective.

Objectives

The primary objective of this curriculum is to enable students *to achieve their fullest potential and be effective contributing citizens.* This is achieved by two sets of objectives.

- To develop entrepreneurial mindsets in the students which include:
  - key building blocks such as Critical Thinking, Confidence and Creativity.
  - foundational abilities like Problem Solving, Communication & Collaboration.
  - entrepreneurial abilities like Recognizing opportunities, Taking Risk, and Bouncing back from Failure.
- To enable the students to
  - dream and pursue their dreams with zeal.
  - be happy & joyful.
  - be lifelong learners.

Source: EMC Framework

RECOMMENDATION 1: EMC REQUIRES ONE CLEAR MISSION AND DESCRIPTION, REPEATED CONSISTENTLY

Following are a few potential steps to implement the recommendation across schools:

Identify one objective

Write a simple and clear vision and mission statement for EMC with a short list of the main skills that EMC targets.

Communicate objective

Ensure clear and consistent messaging from all the stakeholders, including all levels within the government and in the media.

Tailor design to objective

Improve the design of the curriculum to ensure alignment with identified objective by adopting specific components of the current curriculum.

CHANGE MANAGEMENT LITERATURE ALSO RECOMMENDS CLEAR MISSION AND DESCRIPTION

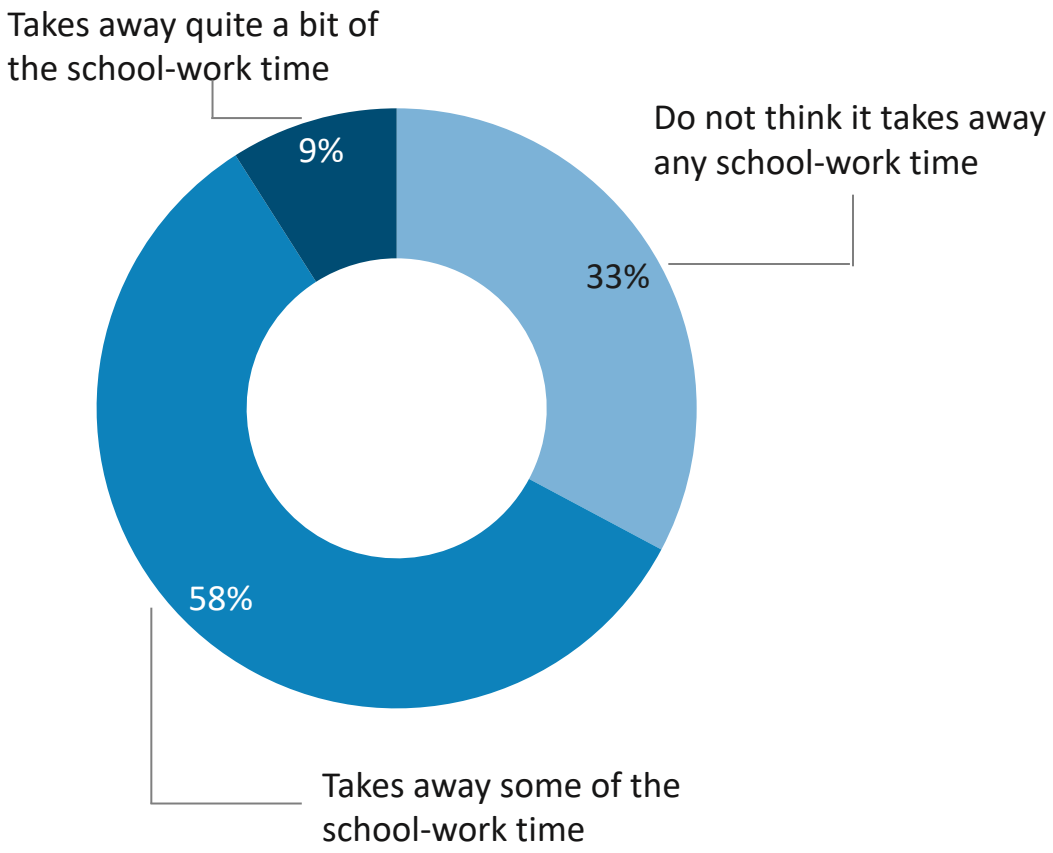
- **Define and communicate mission.** Of the 8 steps involved in introducing lasting change in organisations, 2 steps highlight the need to define a clear vision and communicate repeatedly, along with potential pitfalls while doing so (Kotter 2011):
  - Creating a vision
    - Creating a vision to help direct the change effort
    - Developing strategies for achieving that vision
    - *Pitfall*: presenting a vision that's too complicated or vague to be communicated in five minutes
  - Communicating that vision
    - Using every vehicle possible to communicate the new vision and strategies
    - Teaching new behaviours by the example of the guiding coalition
    - *Pitfalls*: Under communicating the vision, behaving in ways antithetical to the vision

Factor 2 necessary for EMC to succeed:

Buy-in for mission, that is all stakeholders are convinced of the value of EMC and are motivated to implement it

SCHOOLS VIEW EMC AS "NICE TO HAVE"

A majority of teachers report that EMC takes time away from school-work, while 63% of the teachers report that prep-time is 20 minutes or less.



1. Teachers associate usefulness of EMC with **long term benefits,** than with benefits that they may observe**.** Some benefits reported include**:**

- Developing business/industry
- Better citizens in the future
- Better time management
- Increased confidence or motivation

2. Half of the EMC coordinators interviewed report **daily classes as a challenge**. Some reasons include:

- Disturbs students' academic flow/syllabus
- Greater responsibility on teachers with EMC/More prep time for EMC
- Classes become monotonous for students

"Curriculum can be short; [subject] teachers should not be involved in it. Teacher of non-academic subjects like drawing, music, and library should be given such responsibility who have less burden. Or else if subject teachers are given this responsibility, other burden should be reduced. If you talk about me today, I have to attend a meeting for EMC but my whole concentration is on my subject, I feel it's a burden for me."
– A Delhi government teacher in an interview

RECOMMENDATION 2: ALL STAKEHOLDERS NEED TO BELIEVE IN CRITICALITY OF EMC

Following are a few potential steps to implement the recommendation across schools:

Identify success stories

Identify true life stories of current or past students that have benefitted from developing non-cognitive skills, to share with teachers, coordinators, and HoS.

Share data on benefits

Using evidence available from different contexts on the benefits of non-cognitive skills, develop an evidence-based short list of key benefits of EM skills for students, teachers, and schools.[1]

[1] IDinsight can support the development of the benefits of non-cognitive skills for students, teachers and schools

THE IMPORTANCE OF BUY-IN IS REINFORCED IN THE CHANGE MANAGEMENT, TEACHER CHANGE, AND NON-COGNITIVE SKILLS LITERATURE

- **Introducing non-cognitive skills in schools — *actively include school leadership in buy-in activities*.** School leadership needs to be involved early on in the implementation process. Buy-in from different constituents of the implementation process must be ascertained. (Zins et al, 2016)
  - Generating buy-in from teachers and schools (especially heads of schools) is important.

- **Change management — *"sell" the problem to gain commitment*. "**Most leaders put 10% of their energy into selling the problem and 90% into selling the solution to the problem. But people aren't in the market for solutions to problems they don't see, acknowledge, or understand." (Bridges and Bridges, 2016)
  - Consider ways to help teachers and stakeholders understand *why* EMC is important.

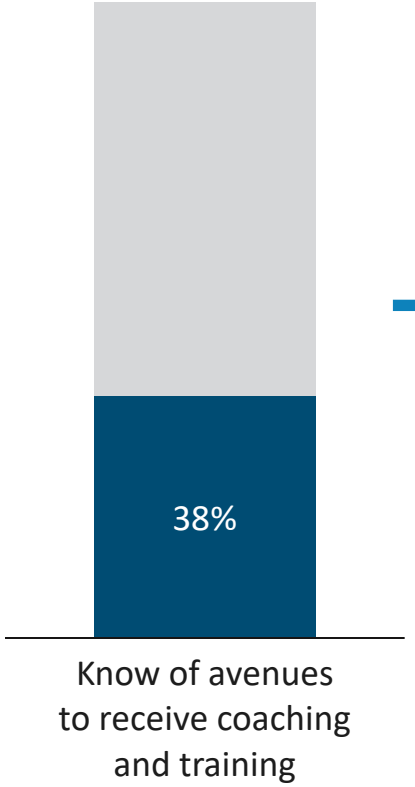
- **Teacher change — *document and share the daily wins from EMC*.** Rather than attitudes changing before implementing a new change, the experience of successful implementation changes teachers' attitudes and beliefs. (Guskey, 2002)
  - Share stories of how EMC helps students.

Factor 3 necessary for EMC to succeed:

Support systems such that teachers have all the resources and ability to implement EMC

AVENUES FOR STAKEHOLDERS TO DEVELOP AND REFINE THEIR EMC SKILLS ARE LIMITED

We asked teachers to choose one of the 4 options (never, rarely, often and very often) for the prompt "Know of avenues to receive coaching and training". Only 38% of the teachers reported often or very often.



Number of observations: 493

Training received

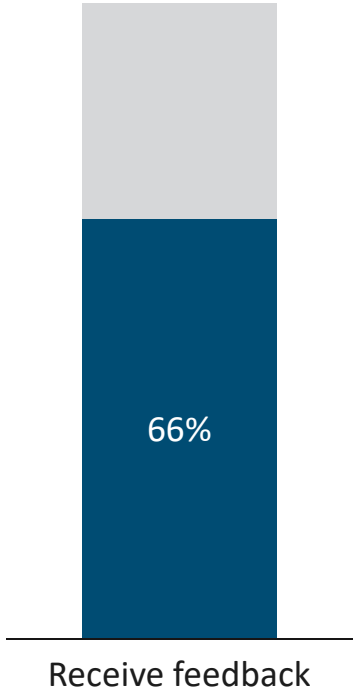
- Of those who had attended, a majority had **only** attended the orientation at Thyagraj.
- About 27% had received one or more training within the school. This is likely to be trainings conducted by the mentor teachers.

Training not received

- Approx. 30% of the teachers had not attended any training or orientation for EMC in September.
- Reasons for not attending included that they were guest teachers, out of town or that only a select few teachers from the school were sent.

REGULAR AND CONSTRUCTIVE FEEDBACK IS REQUIRED FOR BETTER FACILITATION

We asked teachers to choose one of the 4 options (never, rarely, often and very often) for the prompt "receive feedback on what's working well in my class and on how I can make my classes better". 66% of the teachers reported often or very often.

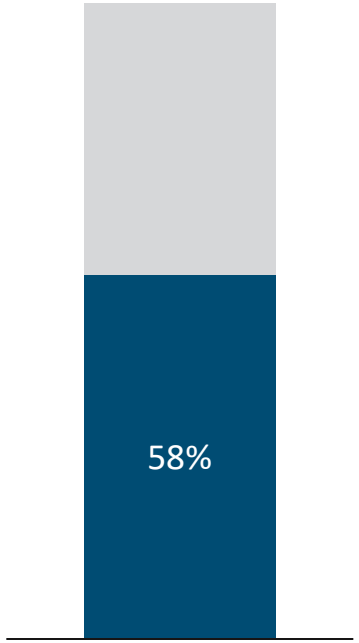


Number of observations: 527

- Of those who reported receiving feedback in qualitative interviews, about half reported **receiving feedback from students.**
- More constructive feedback from HoS, EMC coordinators required on how to implement EMC classes is required.

NOT MANY HAVE ACCESS TO ADDITIONAL RESOURCES FOR EMC CLASS FACILITATION

We asked teachers to choose one of the 4 options (never, rarely, often and very often) for the prompt “receive help to plan the implementation of the curriculum in the school”. 58% of the teachers reported often or very often.



Receive help to plan implementation

Number of observations: 530

- While 88% had their own copy of the manual, 5% reported not having a manual at all in September.
- Awareness of additional resources is low. 1 of 20 teachers interviewed were aware of the resources provided other than the manual (EMC google drive folder)

RECOMMENDATION 3: SCHOOLS REQUIRE A CONTINUOUS AND RESPONSIVE SUPPORT STRUCTURE

Following are a few potential steps to implement the recommendation across schools:

Support system

- Empower and equip EMC coordinators (through support from HoS) to handhold and coach teachers.
- Streamline support by setting up one system comprising of a web platform and an app to provide resources, facilitate feedback and answer general questions related to EMC.
- Consider creating a formal Project Delivery Unit (PDU) to manage EMC implementation.

Training

- Conduct frequent trainings in smaller groups; include practical training and interactive components.

Resources

- Build online modules of various EMC units and components and share through EMC Web Platform and App.
- Consider shortening the manual and making it more engaging.

LITERATURE ALSO SUGGESTS THAT SCHOOLS AND TEACHERS REQUIRE A SUPPORT STRUCTURE

- **Designing support systems.** Three principles are essential in designing effective support systems or professional development plans (Gusky 2002):
  - Recognition that change is a gradual and difficult process for teachers
  - Ensuring that teachers receive regular feedback on student learning
  - Providing continued follow-up, support, and pressure

- **Designing teacher training and support.** Some steps for teacher change include (Piper 2019):
  - Initial pre-service training
  - Training on skills – *include practical training for EMC*
  - Modelling and practice – *include more interactive components for EMC that allow teachers to practice what they learn*
  - Classroom support – *equip Heads of Schools and EMC coordinators to provide support*
  - Providing feedback
  - Accountability data
  - Peer discussions – *opportunities to discuss challenges in EMC with other peers*
  - Career progression

Factor 4 necessary for EMC to succeed:

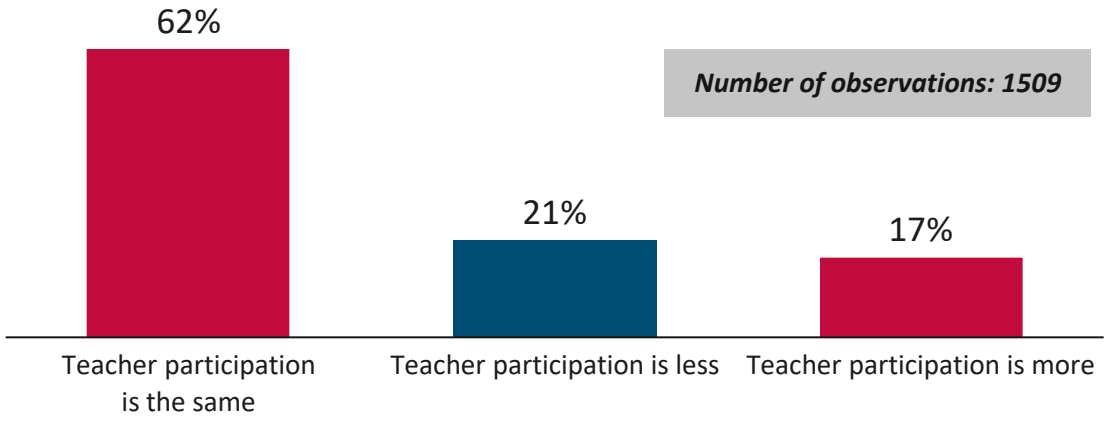
Accountability & recognition, that is all stakeholders are held accountable and recognized by the system

GREATER ACCOUNTABILITY IS REQUIRED FOR TEACHERS TO CONDUCT EMC CLASSES

Implementation is still in its early phases[1]

Of activities observed in 46 EMC classes, **36 classes included only the following 6 activities**. Most activities can be mapped to the units 0, 1 and 2.

1. Discussion on EMC and learning about EMC (7)
2. Mindfulness (7)
3. Thinking about your dreams (6)
4. Newspaper activity (5)
5. Did you hear right? (3)
6. Stories (8)



Student specials are not happening[1]

- Student specials on Saturdays **likely not happening** since most students report similar or more teacher participation on Saturdays.
- Only 1/20 students interviewed reported participating in an activity like JAM on Saturdays

[1] The data is from the Phase 1 conducted in September

LESS THAN HALF OF THE TEACHERS REPORTED TO BE RECOGNISED FOR THEIR EFFORTS

Number of observations: 522

We asked teachers to choose one of the 4 options (never, rarely, often and very often) for the prompt "complimented for my effort and accomplishments in the Entrepreneurship Mindset class as much as I would like". 44% of the teachers reported often or very often.

The curriculum defines the role of an EMC teacher as a facilitator where the teachers' primary tools are discussion and activities, and they focus on the learning process. However, most teachers view a facilitator as someone who is **different from a regular subject teacher** despite similar responsibilities, hence perceiving EMC different from their mandate.

RECOMMENDATION 4: MAINSTREAM EMC THROUGH SYSTEMATIC ACCOUNTABILITY AND RECOGNITION

Following are a few potential steps to implement the recommendation across schools:

Mainstreaming

- Include EMC in the performance review system (such as APAR) for teachers.
- Integrate EMC with the regular academic curriculum and DOE regular processes to ensure schools and teachers do not view it as an additional burden.

Recognition

- Institute two award systems for EMC – annual state award on teachers' day and monthly award for best EMC teacher. Social media or personalized calls by the minister to these teachers could add to the appreciation.
- Provide teachers with certificates for facilitating EMC.

LITERATURE ALSO INFORMS TEACHER RECOGNITION IS IMPORTANT FOR ACHIEVING OBJECTIVES OF EMC

- **Teacher recognition**. “People are likely to need some fairly quick successes if they are to” be as effective in a new role as they were in an old one. (Bridges and Bridges, 2016)
  - Recognising teacher efforts for EMC can help ensure quick successes

- **Teacher recognition**. Teachers who receive unexpected praises perform better, resulting in better student outcomes. Positive effects of such praises persist over a period of time. (Cotofon, 2019)
  - Schools can also be empowered to provide regular encouragement to teachers teaching EMC

KEY RECOMMENDATIONS IN BRIEF

Clear mission	EMC requires one clear mission and description, repeated consistently
Generate buy-in	All stakeholders need to understand and believe in the criticality of EMC
Continuous support system	Schools should have a continuous and responsive support structure
Accountability & recognition	Mainstream EMC through systematic accountability and teacher recognition

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Students filling IDinsight's self-administered survey on EMC in September 2019
Photo credit: Rajkumar Sharma

IDinsight
DATA. DECISIONS. DEVELOPMENT.

APPENDIX

A. About IDinsight

B. Snapshot: Micro-research Project

C. Research Methodology

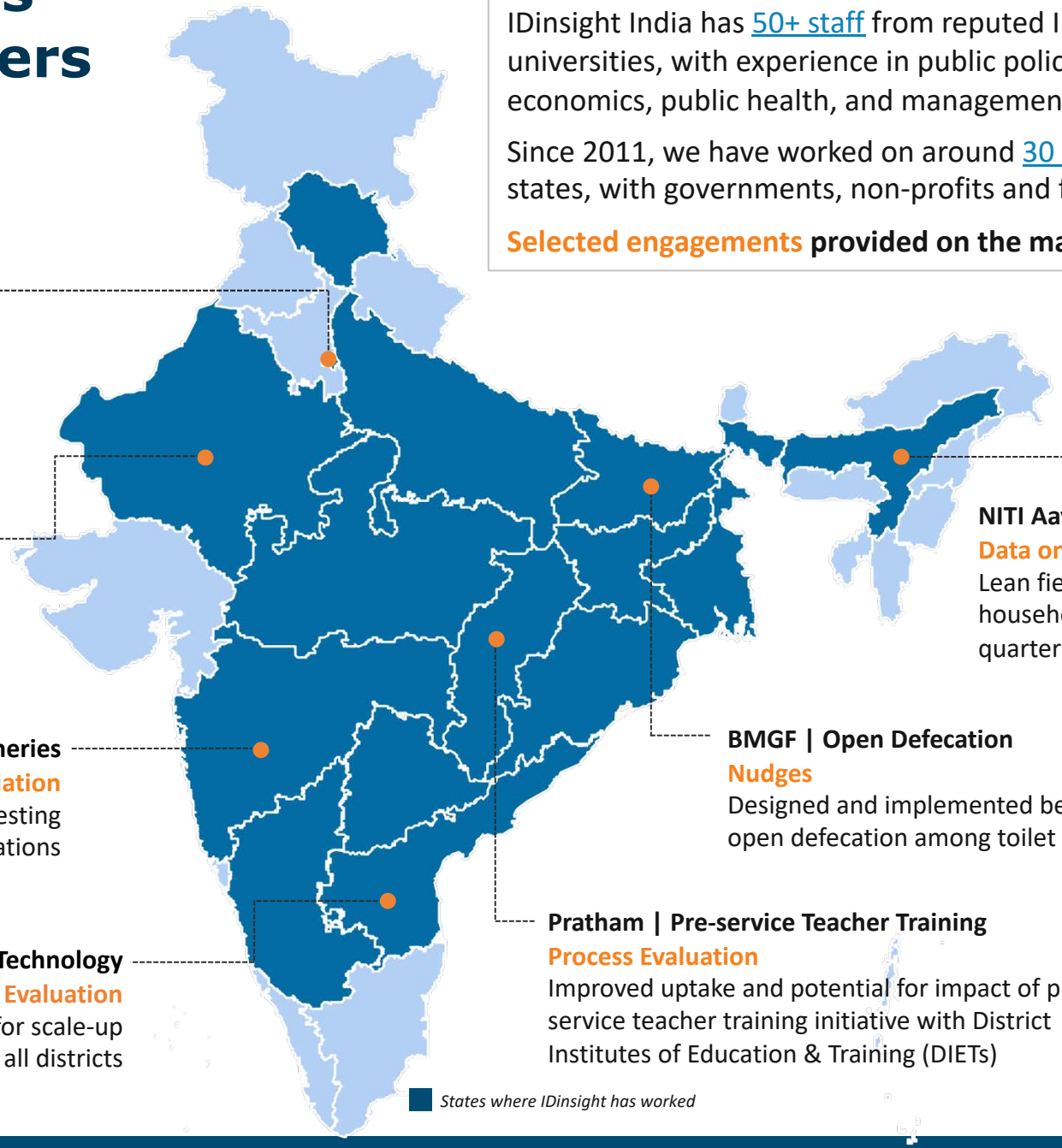
D. Feedback for EMC Manual

Appendix A: IDinsight's mission is to help leaders use rigorous data and evidence to combat poverty

IDinsight India has 50+ staff from reputed Indian and global universities, with experience in public policy research, economics, public health, and management consulting.

Since 2011, we have worked on around 30 projects across 15 states, with governments, non-profits and foundations.

Selected engagements provided on the map.



Delhi Govt | Primary Health
Learning Partnership
Supporting Delhi's Minister of Health launch a grievance redressal system for Mohalla Clinics and improve patient satisfaction

Educate Girls | Out of School Girls
Machine Learning
Used predictive algorithms to reach 600,000 more out-of-school girls at same cost

Tata Trusts | Fisheries
Impact Evaluation
Determining best practices for inland farm fishing, and testing feasibility and profitability of new innovations

Govt of AP | Education Technology
Process Evaluation
Assessing implementation and providing recommendations for scale-up of EdTech programme in 3000 schools in all districts

NITI Aayog | Aspirational Districts
Data on Demand
Lean field infrastructure surveying 30,000 households and 3,000 govt facilities every quarter in 8 states

BMGF | Open Defecation
Nudges
Designed and implemented behavioural nudges to reduce open defecation among toilet owners

Pratham | Pre-service Teacher Training
Process Evaluation
Improved uptake and potential for impact of pre-service teacher training initiative with District Institutes of Education & Training (DIETs)

WE HAVE OVER 7 YEARS OF EXTENSIVE EXPERIENCE IN EDUCATION AND GOVERNMENT PARTNERSHIPS

Select education engagements include:

Educate Girls	Rajasthan | Impact evaluation of EG program to enroll out of school girls as part of the world's first Development Impact Bond | Learn more
STiR Education	Delhi & U.P. | Impact and process evaluation of program to improve teacher motivation and student learning outcomes | Learn more
Going to School	Bihar | Impact evaluation of program that aims to teach entrepreneurial skills to secondary school children | Learn more
CSF EdTech Lab	Pan India | Process evaluations of 12 different EdTech products for students to identify most effective products | Learn more

Partnership with Delhi Health Ministry:

Motivation

The urban poor have low access to affordable, high-quality primary healthcare, exacerbating health outcomes and increasing vulnerability.

Engagement

Working directly with **Mr. Satyendar Jain, Minister of Health and Family Welfare** and senior health policy leaders in the Delhi Government to generate actionable evidence to improve the quality of public healthcare, specifically Delhi's *Mohalla Clinics*

Work so far

Conducted household surveys to understand barriers to primary healthcare, patient exit interviews to understand patient experience, analyzed existing grievance data

APPENDIX B
SNAPSHOT: MICRO-RESEARCH PROJECT

We asked EMC teachers during Phase 2 of data collection about awareness and challenges of the Micro-research project.

6 out of 19 teachers were aware of the Micro-research component of the curriculum

Of those who were aware, all 6 reported that they had started the project in their class

Reported Challenges

- Completely new for teachers
- Parents permission to conduct the activity
- No positive response for students from interviewees
- Ensuring safety of students, especially female students
- Unclear of objectives initially
- Difficult for students to manage studies

Source: Teacher Semi-structured interviews

APPENDIX C.1: DURING PHASE 1, WE CONDUCTED CLASSROOM OBSERVATIONS, STUDENT AND TEACHER SURVEYS

Of the total classrooms between 9 and 12 at a school, 2 classes were randomly selected

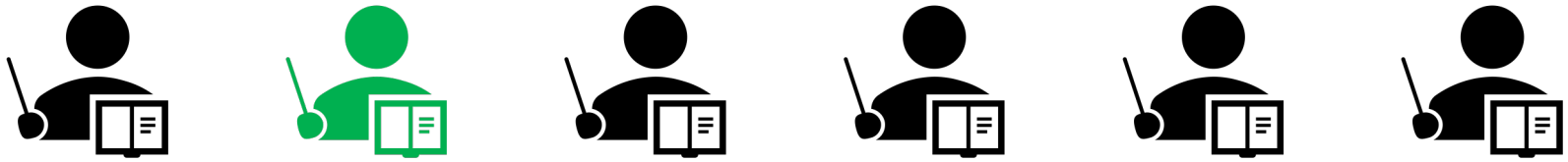
At one of the chosen classrooms, 2 observations – 1 EMC and 1 Non-EMC - were conducted

At the other randomly selected classroom, self-administered surveys were given to all students in the class

A self-administered survey form was given to all EMC teachers present at the school to fill

APPENDIX C.2: DURING PHASE 2, A TEACHER AND STUDENT WERE RANDOMLY SAMPLED

Of the EMC teachers surveyed during phase 1, 1 teacher was randomly selected for a semi-structured interview.



Of the survey forms filled by students of a class during phase 1, 1 student was randomly sampled for a semi-structured interview

APPENDIX D: THERE IS SCOPE TO IMPROVE ACCESS AND USE OF THE EMC MANUAL

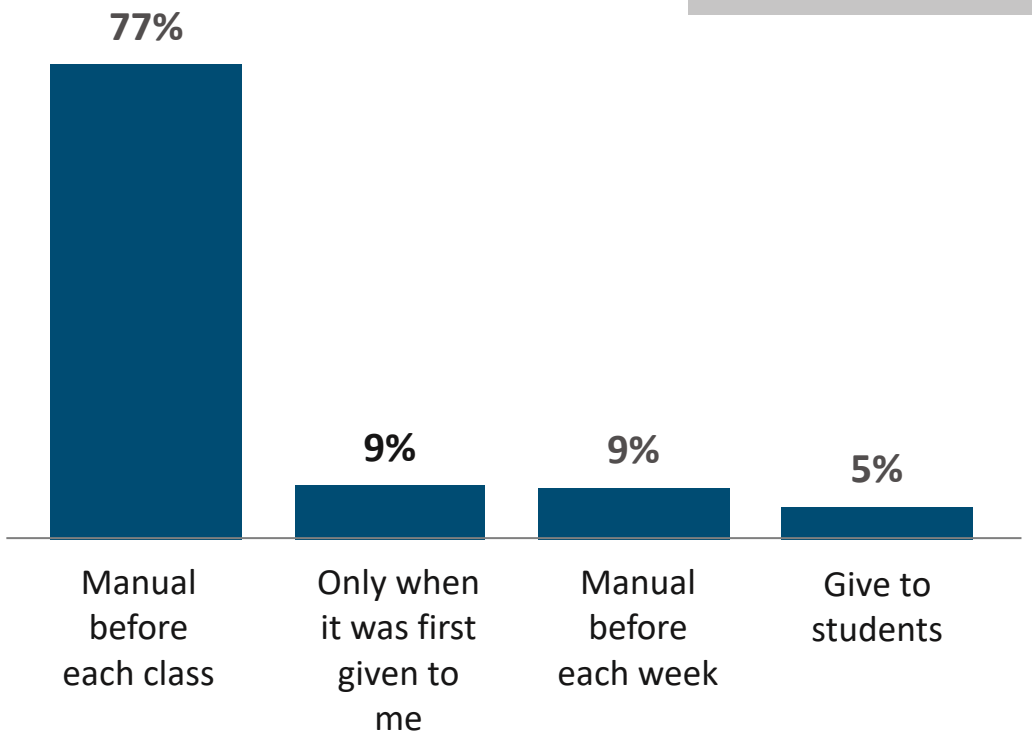
About 12% of the teachers did not have a copy of their own manual

Number of responses: 554

- I do not have the manual
- My fellow teachers and I use the same manual
- I have my own copy of the manual

Of those who have the manual, a majority use the manual before each class. Others use the manual differently than intended.

Number of responses: 494



ABOUT HALF OF THE TEACHERS REPORT THAT THE MANUAL IS SUFFICIENT, MANY ALSO SAY IT CAN BE MADE MORE CLEAR

Number of responses: 537