School Management Committees: Insights, Challenges and Way Forward

An Overview of Seminar Sessions and Discussions

11/22/2013
Organized by Central Square Foundation at Centre for Policy Research, New Delhi

School Management Committees: Insights, Challenges and Way Forward

Executive Summary

Central Square Foundations organized a seminar on *School Management Committees: Insights, Challenges and Way Forward* on 22nd November, 2013. The seminar saw participation from 25 non-profits and civil society organizations, including 12 practioners working across 11 states. The objectives of this seminar were to:

a) Share best practices and lessons learnt across programmes
b) Collate tools, training materials and assets on a common 'open' platform, and encourage their use and distribution
c) Encourage organizations with similar long-term visions/models/areas to network, understand synergies and collaborate
d) Discuss opportunities for partnership with government and understand how we can advocate in a cohesive manner

The day-long seminar was organized at Center for Policy Research in New Delhi and was divided into the following 4 sessions:

a) **Community Mobilization: The Big Picture**– the objective of the session was to lay down the importance of community participation and discuss global evidence supporting its efficacy
b) **Using Technology to Empower Communities**– this session highlighted the manner in which technology has empowered communities in other sectors such as health and sanitation, and extrapolatedon practices that can be leveraged to supportcommunities in the education sector
c) **Highlighting Operational Innovations (Exhibition)**– An exhibition was organised to highlight the practioners' on-ground operational innovations and promote interactions between all the participants
d) **School Management Committees: The Road Ahead**– the last session of the day focused on negotiating the current policy environment, which presents various roadblocks to making SMCs a reality. Speakers suggested initiatives that the practioners can take to scale-up their programmes.

Sessions 1, 2 and 4 had dedicated time for small-group reflection and large-group discussion at the end of the speakers' sessions. The participants discussed a common key question based on the session, in small groups of 3. After 5-10 minutes, the floor was opened to all participants to share insights.

Session 1: Community Mobilization– The Big Picture

The history of community mobilization in India

Professor R Govinda, Vice Chancellor, NUEPA
The objective of this session was to explore the reasons for the increasing distance between the community and the school by charting the history of community participation in school education in India.

Professor Govinda began the first session of the day by questioning the use of the phrase 'community mobilization' in the discourse on education in India. He noted that mobilization encourages the notion that the blame of disenfranchisement with respect to schooling lieson the community. However, this is not the case. There is a continuously increasing distance that has come between the community and the school. Thiscan be attributed to a combination of factors:

a) A legacy of British rule wherethe state managed school education
b) An ever increasing amountof managerial and financial control of the classroom by the state, which has led to education being perceived as a symbol of the nation state
c) Entrenched hierarchies of caste and class that divide the community intodominant andmarginalized groups
d) Market forces that further entrench the aforementioned hierarchies

Professor Govinda therefore concluded that that the term 'community participation' would be better suited. He suggested that there is a re-emergence of focus on local control, albeit in a limited fashion, because of the following:

a) The idea of providing autonomy to the school through an autonomous education board, as discussed in international circles
b) An overall climate with increasing discourse on decentralization that is not limited to education

Professor Govinda narrated a brief history of community participation in schools in India, with the following trajectory:

a) The 1950s were characterized by a demand for the school and community to come together, amidsta larger discourse on the devolution of power to local people through the emergence of Panchayati Raj and Gram Swaraj

b) In 1966, the Kothari Commission recommended greater control of local communities over school education

c) In the time-period between the 1970-1980s, the VECs (Village Education Councils) were established through the NPE (National Policy of Education), 1986 and there were executive orders in many states to set up VECs

d) The 1990s saw the emergence of DPEP (District Primary Education Programme) and the Panchayati Raj amendment which attached education as an agenda item within the purview of the Panchayats. Programmes such as Lok Jumbish and NGOs such as Lokmitra and Prajayatna also started in the 90s. These had a strong focus on capacity building of communities to ensure sustainability of in-school reform

e) The 2000s were characterized by the advent of RTE activism

f) The RTE Act that was enacted in 2009, mandated the formation of SMCs (School Management Committees) to monitor the functioning of schools, utilization of grants and prepare the school development plan. It is difficult to say that the legal character attributed to SMCs under the act has led to greater community participation, except in areas where NGOs are active

Professor Govinda concluded his session bysuggesting that instead of reinforcing the polarity between schools and community, we need to view both in organic unity.

Community participation in delivering quality education– Evidence from impact evaluations

Jyotsna Puri, Deputy Executive Director and Head of Evaluation, 3ie
This session aimed to highlight evidence on the effectiveness of SMCs from impact evaluations across the world, with a view to understand which levers contribute most to the efficacy of an intervention.

Dr. Jyotsna Puri provided an overview of impact evaluations in the education sector. She began her session by highlighting that impact evaluations help answer the following questions on programmatic efficacy:

a)   Does the programme work?
b)   Can the success be attributed to the programme or a macro-economic trend?
c)   Would the change have occurred of its own accord, even in the absence of the programme?

Sheshared some evidence of impact evaluations on the efficacy of School Management Committees in Mexico and Indonesia.

Under the 'Progresa' scheme, a baseline survey was conducted in 506 communities in rural Mexico in 1997. 326 and 186 communities were randomly assigned to treatment and control groups respectively. The treatment groups were given cash transfers. The project had the following findings:

a)   The average food consumption increased in the treatment groups as 70% of the cash transfers were directed towards food consumption
b)   There was an increase in enrolment for both boys and girls as the largest quantum of non-food expenditure was directed towards education

In 2002, the Ministry of National Education in Indonesia passed a decree modifying the role of School Management Committees. Following this modification, all treatment SMCs were given a grant of 8 million rupiah and either 1,2,3 or none of the following 3 interventions was administered:

a)   Training
b)   Democratic elections of committee members (With quotas)
c)   Linking committees with outside stakeholders (Village councils)

Therefore, there were 8 treatments in all.With a 0.17 SD improvement in test scores, the last intervention that linked SMCs to village councils was more effective than the other interventions. The second and third interventions when administered together registered an improvement of 0.22 SD in test scores. The following observations emerged from this evaluation:

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a) There was no impact on enrolment, retention and failure. This could be due to the fact that the enrolment and retention rates were already very high and that the failure rates were already very low

b) In certain cases, existing committee members jeopardized the democratic formation of SMCs by resisting membership changes. But, when conducted as designed , elections led to increased awareness from community members about activities.

c) Perceptions of villagers do not change very much even after awareness interventions. However, a change in outcomes, results in changing perceptions.

3ie is also conducting an impact evaluation of the phasing out of SMCs in El Salvador and is aiming to understand the following nuance in the functioning of SMCs:

a) Either that SMCs are so effective that their withdrawal will make a significant difference

b) Or SMCs are so ineffective that their withdrawal will make no difference

Dr. Puri ended her discussion with a question on how the group should be assessing the impact of SMCs in cognizance of the fact that they were mandated as legal entities only 3 years ago under the RTE.

Discussion Question: Why do you think community mobilization is important to improve our schools?

At the outset, several groups discussed the importance of community mobilization to their own interventions, including building sustainability, enabling the parent (who is the beneficiary of the service) to have a say in the schooling process and structure, ensuring that parents and community are aware of their child's learning process.

The discussion then diverted towards roadblocks to activation of SMCs. The following roadblocks emerged from the discussion:

a) Social distance between parents and teachers
b) Lower bureaucracy who is tasked to take SMCs forward is ill-equipped in terms of mindset, time and resources
c) Undemocratic selection of SMC members
d) Viewing SMCs as purely managerial or monitoring bodies and not social entities which further increases the distance between the community and the school

The group also raised the following questions on the power of SMCs:

a) How much control do SMCs have over grant allocated?
b) How much control do SMCs have over hiring and firing of teachers?
c) How democratic is the selection process of SMCs?

The participants said that in the nascent stages of SMC activation, SMC members may be engaged in monitoring of attendance and availability of infrastructure. As the SMC matures, it may further be tasked with financial management.

The group established the importance of parental involvement in school education, especially for first generation learners. SMCs provide a forum for parents, teachers and communities to come together and discuss educational issues and the manner in which to mitigate them. Moreover, the participants stressed the need for contextualization of SMCs as per the requirements of the community.

The participants came to the conclusion that there is a need to understand what is at stake to support the efficacy of SMCs. The participants suggested that there should be more research to understand why SMCs are not functioning well in most geographical areas, whilst being a successful

body in some geographical areas. A key point that most participants noted from their own experience was that the efficacy of SMCs is predicated on the selection process that is followed for its formation. The selection process, therefore, needs to be as democratic as possible.

The participants also discussed the question that Dr. Jyotsna Puri raised at the end of her session – that is, how we should be assessing the impact of SMCs given that they were mandated as legal entities only 3 years ago. They suggested that there is a need to think critically about evaluation and to understand the meaning of impact, evidence and evaluation, within the ambit of newly mandated SMCs. There is also a need to study how education officials have responded to the mandate to form and activate SMCs.

The group came to the conclusion that there is a need to engage with the parents in an ongoing manner to increase awareness on educational issues, so that they can arrive at a shared vision on education in the community and the school.

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Session 2: Using Technology to Empower Communities

Lets enable SMCs to talk to each other

Aaditeshwar Seth, Founder GraamVaani

The purpose of this session was to highlight the efficacy of voice-based mobile technology in community interventions and to suggest the manner in which this could be leveraged in SMCs.

He gave an overview of his company 'GramVaani' that works through the following voice-based mobile technology model, which is being employed as a sort of a 'community radio' in rural Jharkhand:

    a)   Users speak and listen to contributions over an intelligent IVR platform

    b)   Content is moderated locally and centrally by GramVaani staff and then published on IVR and on the web

    c)   Inputs are connected to government (local and other), NGO partners and social enterprise partners

Aaditeshwar said that demand driven accountability needs feedback loops. He described a feedback loop as:
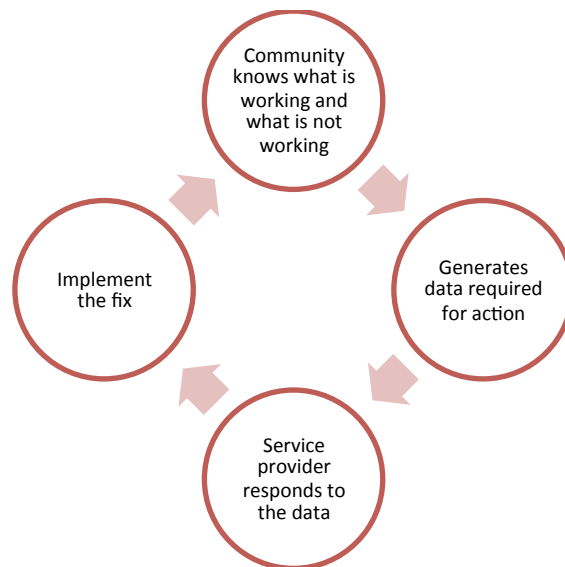

Figure 1

The logic behind using voice based mobile technology for development work is based on the following reasons:

a) 400 million people, a large section of the population, does not have internet access
b) Poor literacy to use text-based communication
c) Inability to afford smart-phones

He described how the feedback loop could apply to SMCs:
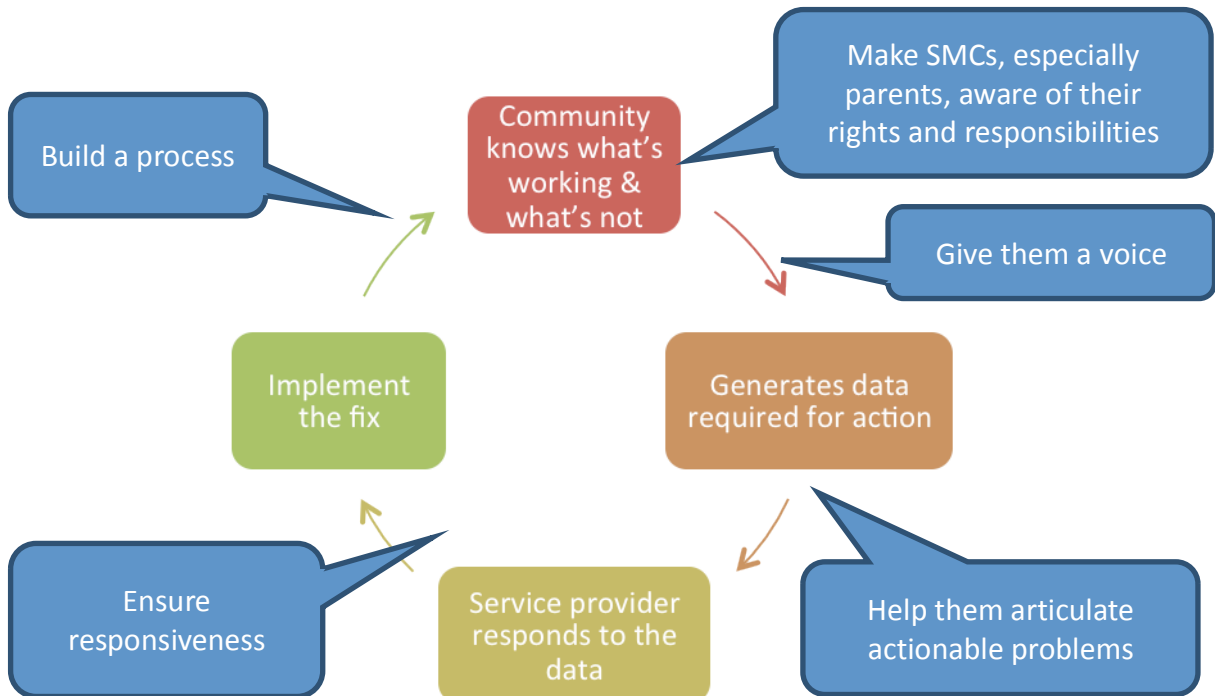
Figure 2

He ended his session by describing the following ways in which this technology could be contextualized to SMCs.

a) Learning from each other via shared contexts
b) Opening up SMC discussions to the broader parents community to get a stronger voice
c) Helping collect data on different indicators
d) Keeping trainers updated about SMC discussions and ensure structuring of debate for problem articulation
e) Present data to service providers

He also described what this technology could not do:

a) Ensure response unless it is institutionalized or obtained via external pressure such as media
b) Ensure continued participation if previous efforts did not yield results

Let's give SMCs teeth

Vishal Agarwal (Founder, Spatial Ideas)

This session aimed to highlight how technology is being used to empower communities in other sectors such as health and sanitation. It alsosuggested the manner in which tablets may be used by SMCs to hold the school and education functionaries accountable for the quality of education service delivery.

Vishal drew parallels with Spatial Ideas' interventions in other sectors such as health and sanitation to demonstrate how technology can be an effective enabler in improving education through community engagement. Moreover, technology can help sustain the impact of an intervention.

He introduced the session by highlighting need to start treating technology as a friend, in order for it to play a meaningful role in community participation. He gave the example of ANMs (Auxiliary Nurse Midwives) in Aland and Gadana villages in Aurangabad who use tablets to input status data about pregnant women in these villages. The ANMs normally work in rural and remote places and are often not even Grade 10 graduates. However, they are able to navigate this technology with ease, and reduce the paper-trail and wait-time which otherwise plague the system. This data is then used intelligently to populate a district level dashboard which gives a snapshot of information on pregnant women in these 2 villages. This dashboard allows the decision-maker (at the district level) to take more informed decisions.

Moreover, Vishalassured the group that that it is important to provide the target user with an incentive to use the technology. In the aforementioned case, with the use of tablets, ANMs no longer have to go through corrupt middle-men to record that they have done their work. They can directly indicate this with the help of the tablets, and this encourages them to continue to use them.

He added that technology could be used to build bridges between stakeholders and decision makers. A 2G or 3G powered tablet could be used by SMCs in the following manner:

a) For monitoring teacher attendance, student assessment, grant utilization etc.
b) Giving meeting reminders to SMC members
c) Aggregating data, converting it to actionable information and sending it to decision making authorities (BEO/DEO)

A pictorial description of the technology bridge is shown below:
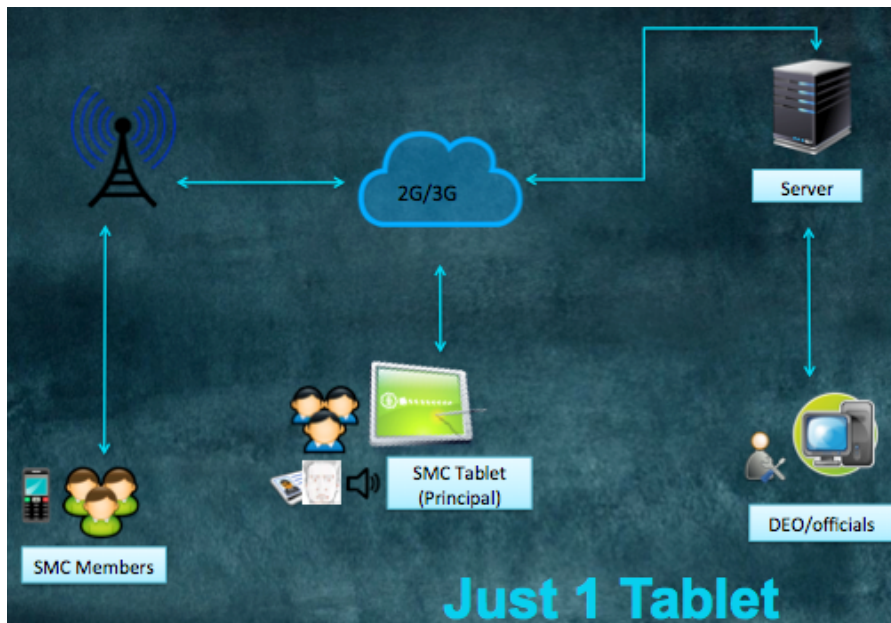
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Figure 3

Furthermore, he said that the data collected for monitoring purposes should be available for all stakeholders to see to increase transparency and accountability. NGOs can be enablers in the implementation of this model.

Discussion question: Do you think technology can help empower SMCs?

The group conceded that technology may not be able to resolve the core issues in K-12 education like quality of teacher training, prescriptive teaching and learning etc.

However, the participants also discussed that technology may still be used as a bridge to empower communities as a lot of issues don't need to be escalated and can be solved at the local level.

Moreover, the participants said that RTE prescribes a notion of how a good school should be in terms of the availability of several infrastructural inputs. Technology could be used to create a streamlined process of information collection on the availability of these inputs.

Some of the suggestions around technology playing a role in empowering SMCs were as follows:

a) Collection and aggregation of data on a real time basis, on systemic issues like availability of toilets, drinking water etc. DISE data, which is presently the source of this information, is released with a lag of 1.5 years. This data could be used for local decision making at the BEO level, even if it is not made concurrent with DISE. The group emphasized the point that the collection of data by people who live on ground would be more accurate than DISE

b) An IVR can be used to run awareness campaigns and sharethe agenda, meeting time of SMC meetings

c) There was general excitement in the room about the fact that a voice-based platform could bring the community together

d) The participants also discussed that technology may be leveraged to gather demand side information with regard to letting the parents and the community voice their concerns

The participants raised the fact that there are multiple stakeholders in the discourse on government school education and followed this by asking what is the right action-point for the use oftechnology.

Some of the caveats around the use of technology that were discussed at the seminar were as follows:

a) The reporting of data should be in real time so that action can be taken

b) The data should be reported at the actionable point of decision making authority

Giving the example of technology use in ICDS in Bihar, the participants highlighted the fact that there have been a lot of systemic issues when states have used technology systems in the past. The group therefore, came to the conclusion that implementation is the key in technology interventions.

Session 3: Highlighting Operational Innovations (Exhibition)

In this session, 10 practioners set-up exhibition stalls through which they highlighted their operational innovations, with the help of a 10 minute presentation followed by a 10 minute group interaction. This session was divided into 2 rounds. Practitioners brought in a lot of assets, including training materials, operating manuals, scorecards, publications and the like. It was a great learning experience for all the participants. The 10 practitioners who presented at this seminar were: Pratham Hyderabad, Lokmitra, Prajayatna, Nalanda, American India Foundation, Naandi Foundation, Educate Girls, CfBT, Pratham Delhi and Bodh Shiksha Samiti

Below are some pictures of the stalls with their respective stall names:

Pratham Hyderabad: Tracking SMCs through tools and templates

Lokmitra: Collectivization and capacity building of SMCs

Prajayatna: Incorporating SMCs into panchayat discussions

Nalanda: Impacting elementary education through school management

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American India Foundation: Community mobilization in migration prone areas

Naandi Foundation: Empowering parents in their child's future

Educate Girls: Utilizing school assessment cards and community volunteers for monitoring

CfBT: An approach to school based management and community accountability

Pratham Delhi: Investing school leaders to be the first layer of change

Bodh Shiksha Samiti: Bringing the community closer to curriculum

Session 4: School Management Committees-The Road Ahead

Can we equip the state to empower SMCs?

Daljit Mirchandani, CEO Gyan Prakash Foundation
This session discussedan approach that practioners can adopt to work withstate machinery toimpact community participation in all schools.

Daljit began his session by noting that a non-profit in the education sector must enjoy working with government to meet its goals. He narrated his experience withGyan Prakash Foundation (GPF) in working with the state. The principles that guided the formation of a intervention that can be scaled up are as follows:

a) Frugal
b) Asset light
c) Within government framework
d) Using local talent

Based on these guiding principles, he identified the following mission critical interventions to bring about change in the quality of education service delivery:

a) <u>Development of replicable and scalable community engagement model:</u> The model must have the following characteristics:
   - It must engage with the community
   - It must be executable
   - It must empower the community
   - The NGO must have a well-defined exit plan

   For instance, GPF has hired a cluster-head who oversees the action-items (SMC activation and community mobilization, in-service teacher training, early childhood care and education and working with anganwadis) within a cluster. The cluster head is hired from the community as GPF believes that improvement in education service delivery would take place by supporting a community change-agent in monitoring a quantum of schools, within the government framework.

b) <u>Effective engagement of NGO with government:</u> The intervention must operate within the government framework, so that it can achieve critical mass at the state level. Moreover, the government operates at a per-child spend of about Rs. 11,000-15,000 per year. It is important that interventions facilitated by NGOs, operate within this range, so that that they are sustainable.

As an example, GPF has a signed an MoU with SSA Maharashtra's Pune zila parishad office to deliver its programme in the Haveli block (~200 villages) from FY 2013 to FY 2018.

c) <u>Sharpen measurement of "Quality of Learning"</u>: Ultimately, all interventions aiming to improve the quality of education service delivery should reflect in terms of an improvement in student learning outcomes

Furthermore, Daljit raised the importance of enabling parents to arrive at a shared understanding of a vision of good education within the local schools. To this end, he asked whether the training of SMC members should be motivational or focus on the transaction of information.

He also spoke about the importance of bringing last-mile connectivity to the school.

Lastly, he said that the following policy changes need to made to facilitate programmatic delivery at scale:

a) Bring focus on education from Birth to 5 years
b) Include Early Childhood Education as part of RTE
c) Capacity building in NGOs for R&D

How can NGOs partner with the state to take quality SMC programmes to scale?

Michael Latham, Regional Director CfBT

This session targeted the reform questions around the functioning of SMCs and therefore, established the relevance of Pubic Private Partnerships (PPPs) in holding different stakeholders accountable for the quality of school education. Michael also discussed the different PPP models that could be used to improve the quality of education service delivery.

Michael began his session by stating that it is key to understand the context of political economy within which schools operate. He added that, at the local level, schools are reservoirs of jobs and money and therefore, school education, by definition, is a political issue. In some areas, teachers earn 30 times more than what a community member earns on average.

He stated the 5 key reform questions with the following experiences drawn from CfBT's experience, to understand the functioning of SMCs:

a) Who partakes in the decision-making process regarding SMCs?
  - Different groups at state, district, village and *mandal* level
  - Different administrative, political and community interest groups
b) To what extent are SMC policy reforms implemented by design?
  - Lack of metrics for proving change (particularly in learning outcomes) as a result of community participation
  - Need for collecting, analysing and sharing very different data sets for the different actors
c) What are the driving forces for the formulation and implementation of an SMC's agenda?
  - Lack of adequate/realistic and secure budget to undertake work that requires time for change to take place
  - RTE Act driving force for Government to undertake training but other actors had different forces driving them
d) Who are the key stakeholders and what are their interests and incentives?
  - Had to address power plays and ensure convergence across different actors with different political interests – the Collector, the Administrator and the Village Activist
e) What is the extent of rent-seeking behavior and what is its impact on the process?

- Undoubtedly influence attempted to be exerted from each of these interest groups with specific requests for financial support fielded by the CFBT Implementation team

In addition to this, Michael highlighted the lack of a financial support system - even when the government funds the practitioner's organization. Government disbursements are often delayed, with the result that on-ground operations suffer.

Citing CfBT's example, Michael said that the organization's intervention area in Anantpur, Andhra Pradesh has had 4 collectors, each with a very different theory of change and reform agenda, in an intervention period of 5 years. On a larger level, Michael raised a question about the provider's commitment to hold itself accountable at the hands of the users.

He also mentioned that it could be difficult to address power plays and ensure convergence of different interests including teachers, BDO and commissioner. He suggested that it is possible to increase transparency in the system through the process of partnership of as many actors as possible.

He ended his sessions by saying that PPP can be semantic minefield and that it is often equated with privatization. He refuted this and described the following 4 models of PPP (Public Private Participation) in education:

a) Education service delivery initiatives e.g. Private management of public schools
b) Infrastructure PPPs eg. Private sector school construction
c) Demand-side financing PPPs eg. Publicly and privately funded voucher programmes
d) Education support initiatives eg. Private sector involvement in quality assurance

How can SMCs initiate the change process for schools?

Dayaram (Director, ASPIRE India)

The objective of the session was to lay down the context in which SMCs function and discuss the manner in which SMCs can be empowered to improve the functioning of the local schools.

Dayaram began his session by laying out a context in which SMCs operate in terms of:

a)   Hostility towards SMCs from teachers and teacher unions

b)   Lack of faith in illiterate or semi-literate parents' ability to play the envisaged role

c)   Translation of communities grievances against the teacher into confrontational behaviour

d)   Feeling of helplessness and cynicism towards the system which results in a blame-game between teachers and parents

The foremost challenge in the proper functioning of SMCs is the lack of a democratic selection process.

He further stated that SMCs could be empowered to improve the quality of education delivery in our schools through the following ways:

a)   Ensuring proper constitution of SMCs through a democratic process
b)   Proper training– helping them understand their roles and responsibilities and the tasks before them
c)   Creating confidence in them that they are capable of bringing about change in their schools
d)   Making them understand the unique role of teachers and importance of winning them over & building an alliance with the teachers to change schools
e)   Setting up a mechanism and process of social audit of the various aspects of schools including participation and learning achievement

Dayaram gave the example of AIF's LEP (Learning Enrichment Programme), an after-school remediation programme, which ensures that education is a live issue within the community and motivates parents to play an active role in the learning process of their children.

He ended his session by saying that capacity building efforts by NGOs are critical to the activation of SMCs because the government machinery lacks faith in people's capacity.

How do you negotiate the policy environment we operate in?

Yamini Aiyar, Director, Accountability Initiative
This objective of this session was to discuss the challenges that SMCs and communities face in improving the quality of education service delivery, in an extremely centralized and top-down policy environment.

Yamini discussed the following 4 challenges that SMCs face:

a) Lack of autonomy: SMCs operate in an environment that allows them very little autonomy to hold the school accountable for the quality of education delivered. SMCs function in an extremely centralized system of governance, where even states have very little flexibility.

b) Lack of clarity on the actionable point for decision making around various educational issues: She emphasized the importance of study the roles and responsibilities of BEOs (Block Education Officers) and DEOs (District Education Officers) to understand the point where decision making takes place on different issues.

She also expressed concern over the fact that education officers are often ill-equipped in terms of time, resources and mindset, to be actively engaged in the activation of SMCs

c) Difficulty in adopting SDPs in a rigid top-down planning system: She expressed her worry at Accountability Initiative's finding in a recent visit to Himachal Pradesh, that school level SDPs rarely find their way beyond the block level office to the district level office. In an overly centralized system, the district level administration does not have the capacity to consider the nuances of an SDP. The state uses aggregate reports based on DISE data to allocate resources.

d) Resources available to SMCs: The quantum of funds that are available to SMCs are in fact decreasing and hence this further erodes the ability of the SMCs to effect real change in the functioning of the school.

She ended her session by saying that it is important to take feedback across different levels of the education administration, as well as the community, to track the location of the gaps, in the proper functioning of SMCs.

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Discussion question: What are the key roadblocks to making SMCs a reality in the country and how can we mitigate them?

The group continued the discussion on roadblocks to making SMCs a reality from the first discussion question. The following insights emerged:

a)   Lack of empathy between parents and teachers
b)   Education not being a political issue
c)   Absence of state or national level network to take forward SMCs' agenda
d)   Lack of clarity on the objectives of SMCs in terms of members having a managerial or monitoring role

Based on the challenges discussed, the group made the following suggestions to mitigate the above challenges:

a)   Formation of national or state level bodies to take forward SMCs agenda
b)   Facilitation of cross-organizational learning between different NGOs working towards community mobilization
c)   Creating social capital of SMCs as institutions. That is, using social recognition as an incentive for parents to participate in SMCs
d)   Ensuring that education is a political issue at the Panchayati Raj Institutions (PRIs)
e)   Inculcating the belief that education is a public good with a lot of positive externalities, in the community
f)   Capacity building of education functionaries

Additionally, the participants raised the question of the sustainability of SMCs. The group came to the conclusion that in the long run, the community needs to be empowered of its own accord, so that the intervention can sustain itself, even after the capacity building effort and other forms of external treatment are withdrawn.

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Next Steps

Ashish Dhawan (CEO, Central Square Foundation)

Ashish led the final session of the day to get thoughts from the participants on the following questions:

a) Was coming together today beneficial for the group?

The overall view shared by the practitioners among the group was that this seminar was a great opportunity for them to learn from others working in this space.

Further several participants mentioned that they found Session 3 particularly useful as it enabled them to understand the operational details of different SMC capacity building programmes.

b) How can we stay connected and work in collaboration?

The group made the following suggestions as possible next steps to the seminar:

a) Adopting a common framework to track intermediate indicators so that efficacy across interventions and contexts can be compared. Moreover, the group came to a conclusion that evidence would be needed to scale the programmes

b) Form state level coalitions of ~5 NGOs to advocate for SMCs at the state level and explore government & CSR partnerships as avenues for funding

c) Creating a Google group to share resources, tools and reporting formats and translating these from vernacular languages to English and Hindi

d) Sharing evidence from other sectors where community participation has improved outcomes

e) Forming a body that brings together groups of research organizations, practitioners, policy advocacy organizations etc. to work together to empower SMC's.

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List of Attendees

S.No	Name	Organisation
1	Jyotsna Puri	3ei
2	Amitav Virmani	Absolute Return for Kids
3	Kanupriya Misra	Absolute Return for Kids
4	Syed Farooq Hasan	Absolute Return for Kids
5	Yamini Aiyar	Accountability Initiative
6	Avani Kapur	Accountability Initiative
7	Mehjabeen Jagmag	Accountability Initiative
8	Shailey Tucker	Accountability Initiative
9	Dayaram	American India Foundation
10	Himansu Panda	American India Foundation (Lokadrusti)
11	Kundan Mishra	Amerrican India Foundation
12	John Kurrien	ARC
13	Deepinder Janeja	ASER Centre
14	Prem Narayan	Bodh Shiksha Samidhi
15	Madan	Bodh Shiksha Samidhi
16	Vatsala Deora	Central Square Foundation
17	Bikkrama Daulet Singh	Central Square Foundation
18	Ashish Dhawan	Central Square Foundation
19	Azad Oommen	Central Square Foundation
20	Aarushi Uboweja	Central Square Foundation
21	Saanya Gulati	Central Square Foundation
22	Parth Shah	Centre for Civil Society
23	Michael Latham	CfBT
24	Dwithiya Raghavan	CfBT
25	Swati Bhardwaj	Educate Girls
26	Deepmala Sharma	Educate Girls
27	Aaditeshwar Seth	GramVaani
28	Daljit Mirchandani	Gyan Prakash Foundation
29	Aniket Doegar	Gyan Prakash Foundation
30	Swanandi Pawar	Gyan Prakash Foundation
31	Rajesh Kumar	Lokmitra
32	Dipa Nag Choudhary	MacArthur Foundation
33	Sital Arora	Naandi Foundation
34	Praveen Kumar Reddy	Naandi Foundation
35	Kandoori Ramulu	Naandi Foundation
36	Sanjeev Srivastava	Nalanda
37	Pradeep Tiwari	Nalanda

S.No	Name	Organisation
38	Professor R Govinda	NUEPA
39	Maju	Oxfam India
40	Mallikarjunaiah	Prajayatna
41	Ashish Shukla	Prajayatna
42	Sharvani K	Prajayatna
43	Pallavi	Pratham Delhi
44	Pooja Bansal	Pratham Delhi
45	Saransh Vaswani	Pratham Delhi
46	Abhishek Choudhary	Pratham Delhi
47	Ananditha	Pratham Delhi
48	Sunita Burra	Pratham Hyderabad
49	Kiran Kumar	Pratham Hyderabad
50	Venkatesh Malur	Sampark Foundation
51	Alaknanda	Sir Ratan Tata Trust
52	Vishal Agarwal	Spatial Ideas
53	Amita Tandon	UNICEF