

Memorandum of Understanding
between
The Department of School Education, Government of Haryana
And
Michael & Susan Dell Foundation
FOR
Haryana School Quality Improvement Program

THIS Memorandum of Understanding (together with all Annexes hereto, this "MoU") is entered into between THE DEPARTMENT OF SCHOOL EDUCATION, GOVERNMENT OF HARYANA (hereinafter called "DSE"), having its office at Shiksha Sadan, Sector-5 Panchkula, Haryana, India and MICHAEL & SUSAN DELL FOUNDATION (hereinafter called "MSDF"), a non-profit corporation organized under the laws of the State of Texas, U.S.A., having its registered office at 4417, Westlake Drive, Austin, TX 78746, USA.

WHEREAS

A. MSDF is a non-profit corporation classified as a tax exempt private foundation under sections 501(c) (3) and 509 of the Internal Revenue Code of the United States of America, based in Texas, United States of America and operates with a charitable objective which inter alia includes programs aimed at improving learning level outcomes of students belonging to low income families;

B. The School Education Department of the Government of Haryana responsible for imparting primary, elementary and secondary school education through Haryana's over 15,000 government schools as well as more than 5000 private schools.

This MoU is valid from April 1, 2014 to April 1, 2019 and is liable to be extended further with the mutual consent of both the parties:



MOU DSE-MSDF



I. BACKGROUND

I.A Objective

The state of Haryana has 21 districts, 119 blocks, and over 15,000 government schools with 27 lakh students and 1.2 lakh teachers. Over the past decade, the Government of Haryana ("GoH") has successfully implemented a range of initiatives to improve access and equity of public schools in the state.

However, similar to other parts of the country, the quality of learning in Haryana is alarmingly low – e.g., only 56% Haryana government school students passed the Class XII Board exams (Board of School Education, Bhiwani) in 2013. In addition, learning levels are lower than national averages – e.g., Haryana scored 7-8% lower than national averages for both areas (Language and Math) tested by NCERT's¹ National Achievement Survey, for Class III, in 2014.

Given the opportunities for improvement in learning level outcomes of government schools in Haryana, in August 2013, the DSE entered into a partnership with Boston Consulting Group ("BCG") to develop a roadmap with the single-point objective of transforming Haryana's public schools' learning level outcomes ("LLOs"). Thus, the Haryana School Quality Improvement Program is aimed at transforming all of Haryana's 15,000 government schools to achieve higher and increasing student LLOs.

Targets

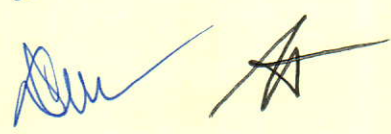
The DSE has developed a forward looking vision for itself:

"A 'student-centric', 'learning-focused', education system that 'continuously' delivers 'higher outcomes', 'efficiently'"

In terms of specific goals and objectives of the project:

- 80% students of grades I-V to be at grade level competencies in 5 years
- 80% students of grades VI-VIII to be at grade level competencies in 7 years

¹ National Council for Education Research and Training



- Haryana to be amongst top 5 states in ASER, NAS and any other relevant 3rd party learning outcome surveys

Implementing this vision will help usher paradigm changes for government school education in Haryana. Potential outcome indicators include for e.g.:

- Transformative improvements in learning level outcomes – e.g., Haryana being recognized as a national benchmark in quality of education
- Increase in government school enrolment – community/ parents "voting with their feet", given government schools' reputation for high quality education
- Increase in private schools' learning quality through better regulation of their learning outcomes
- A high-performing education delivery and administration organization, with shared ownership for higher learning outcomes
- Pedagogically innovative classroom environments with highly engaged students, where no child is left behind
- Highly motivated and well-trained teachers for whom teaching is a volition
- Entrepreneurial school leaders who develop and implement school-specific transformation agendas

I.B Status

To achieve the above results the following actions have been taken

After the signing of an agreement between BCG and the DSE in August 2013, BCG undertook a three-month diagnostic to determine the root causes of low and dropping LLOs in Haryana, through analysis of existing reports and papers by the Government and private bodies and individuals, ~50 field visits to government school, government aided schools and DIET²s, interviews with internal and external experts, focus-group discussions and

² District Institute of Education and Training



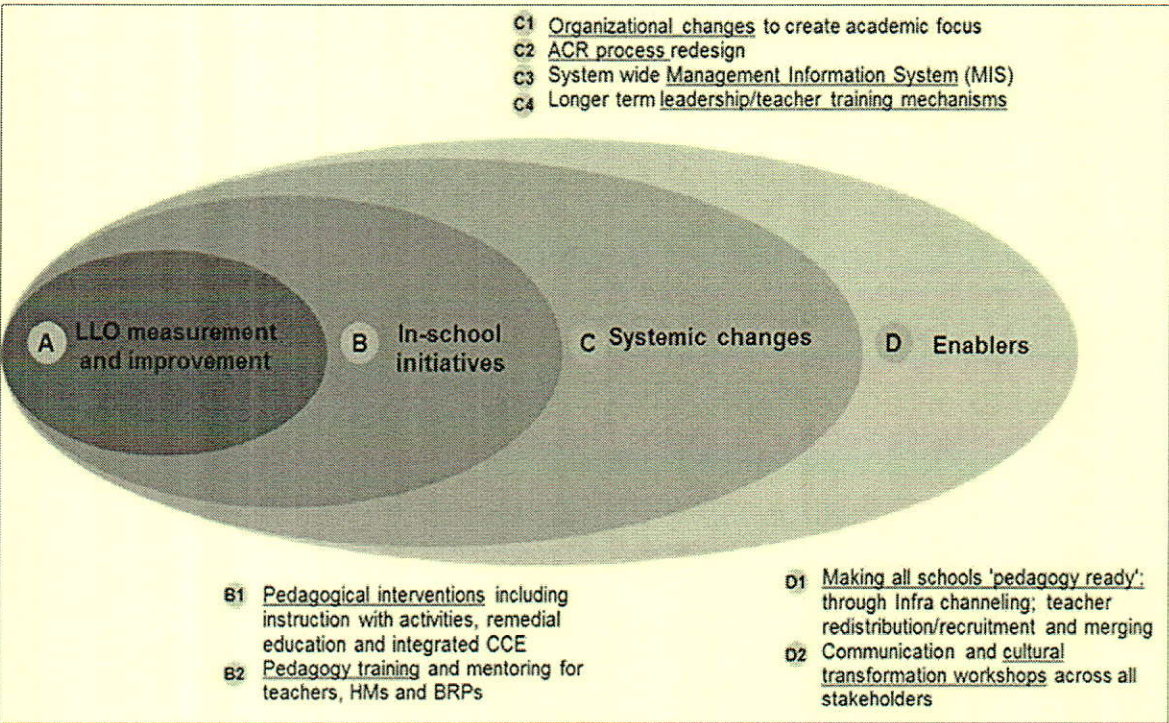
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interviews with internal stakeholders, study of national and international benchmarks, and relevant data analysis.

Based on the findings of the diagnostic, a transformation roadmap was designed by BCG in coordination with the DSE, which is aimed at making all 15,000 schools in Haryana centres for high-quality education in a reasonable time-frame (5-7 years). Because the focus was on large-scale transformation, rather than restricting excellence to certain 'pilot' or 'model' schools or blocks, it was felt that a prerequisite for achieving this aim would be building capacity within the system through systemic changes over and above only in-class/school interventions.

Lessons from other parts of the country which have embarked on similar quality improvement programs show that if the focus is on only in-class interventions without components of system-wide change, there is often an excessive dependence on external partners, which prevents scale-up in the long term. Keeping this in mind, a transformation roadmap has been designed wherein systemic changes were included explicitly besides in-school interventions. The Strategic Transformation Plan is shown in Exhibit 1.

Exhibit 1: Strategic Transformation Plan designed by BCG in partnership with the Government of Haryana



The transformation plan has four key components-

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- LLO measurement as a systematic process undertaken regularly and owned by the state; such that it brings learning outcomes into focus and allows the state to take steps towards improving it.
- In school-initiatives aim at providing better teaching tools and trainings to teachers and school heads to deal with the unique environments of multi-grade-multi-level classrooms, first-generation learners and the learning deficits seen in a large percentage of the students.
- Systemic changes are meant to increase system-wide focus on quality, free up bandwidth at all levels to focus on academics, and create sustainable long-term capacity development systems.
- Change enablers are meant to prepare all schools and more importantly all stakeholders for the organizational shift towards the greater focus on academic quality.

Over the last three months, significant action has already begun on several fronts. A Project Management Unit (“PMU”) has been established, consisting of GoH employees across levels, which is managing the overall tracking and coordination of various initiatives, project communication and branding, and related administrative process like deployment of personnel etc.

In addition, though most initiatives are being led by internal GoH departments like the Directorates (Directorate of Elementary Education, Directorate of Secondary Education and State Project Directorate) and SCERT³, in order to provide additional bandwidth and short-term intensive focus, more than 50 employees of the Department of School Education, Government of Haryana have been deputed to the PMU full-time, and are working as part of 10 initiative teams, with special focus on the different initiatives. In terms of specific interventions, a Request for proposal has already been issued for bringing on board an external partner for LLO tracking, and a Request for proposal has gone out for pedagogical interventions. Besides these, detailed design for the various initiatives is in

³ State Council of Educational Research and Training



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progress, and monthly implementation plans and quarterly key deliverables have been finalized for various initiatives for 2014, and yearly plans and deliverables, for 2015-16.

II. PLAN GOING FORWARD AND OBJECTIVES OF THIS MoU

II.A Plan going forward

Scale up plan with timelines

The different initiatives will have different scale-up timelines, depending on whether they are internal or external, systemic or school-level.

Some of the internal and systemic initiatives like LLO tracking, organization restructuring, MIS and performance management systems etc. will be rolled-out state-wide in year 1 itself and stabilized over the next 2-3 years. Some other interventions, particularly those which involve intense intervention at a school level will be rolled out in a phased manner. For example, pedagogical interventions and associated trainings will be limited to ~300 schools in year 1, to be extended to 3300 schools in year 2 (3000 primary and 300 middle schools), and are envisioned to extend to almost all of the ~12000 primary and middle schools by year 3. Further, initiatives aimed at making schools pedagogy ready, like prioritized infrastructure channeling, school merging and consolidation will be rolled out over the next 2-3 years, aiming to create a steady pipeline of schools ready for the advanced pedagogy interventions. Finally, some of the long term initiatives like teacher and headmaster training mechanisms will be rolled out extensively from year 2 onwards, with year 1 being used largely to finalize the design and set-up the required facilities.

II.B Objectives of the current MoU

The current MoU intends to build and strengthen the partnership between the Department of School Education, Government of Haryana and MSDF for the Haryana School Quality Improvement Program, and also put in place a number of mechanisms for long-term sustainability of this effort.

All parties agree that the terms of this MOU are not legally enforceable and binding, and no party shall have any legal recourse against another for failure to abide by its terms. Notwithstanding the above, the parties agree to



MOU DSE-MSDF



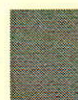
use reasonable best efforts to follow the procedures set forth above, and meet the required timeframes, in good faith.

III. SPECIFIC ROLES OF DSE and MSDF

III.A Role of DSE

Through this MOU, the DSE intends to:

- i. Drive the design and implementation of the various interventions – GoH will be responsible for finalizing the design, implementation plans and associated change management for this Program
- ii. Run a census-based assessment of learning level outcomes along with a third party diagnostic across Govt Schools in Haryana
- iii. Ensure that all initiatives are adequately staffed with capable and committed personnel from the Department, led by the following initiative leaders:
 - a. Director, SCERT: LLO-tracking, Pedagogical interventions, Teacher training, School leadership/ HM training
 - b. Director, Department of Secondary Education, Haryana: Organization restructuring, Performance management, Teacher rationalization, One Teacher One Classroom (School mergers) and Cultural Transformation of the Department of Secondary Education
 - c. Director, Department of Elementary Education, Haryana: Organization restructuring, Performance management, Teacher rationalization, One Teacher One Classroom (School mergers) and Cultural Transformation of the Department of Elementary Education
 - d. State Project Director: Management Information System, Infrastructure Channelling
- iv. Ensure that all the initiatives designed as part of the Quality Improvement Program, apart from BCG cost, are adequately funded by the Haryana Government through state budgets or external funding. The funding for each financial year needs to be approved by the GoH by December of the previous financial year. This will be



dedicated funding for QIP initiatives and cannot be used for other state initiatives.

- v. Co-opt the following into the Executive Committee of the SSA/RMSA to help steer this QIP program:
 - a. Representative from Michael & Susan Dell Foundation
 - b. MD, BCG India
 - c. Representatives of other program funders
 - d. 2 eminent members of civil society, ideally Haryana-based
 - e. 2 well respected members from academia

Note: 2-4 members from this group will be included in the SSA/RMSA Governing Council on rotation basis

- vi. Create a Program Management Unit (PMU) to execute and monitor the project. This will be made a permanent office with its own team and budget, headed by a Project Manager, having sufficient seniority, from the Government of Haryana, reporting directly to Principal Secretary School Education, Govt. of Haryana. The PMU will consist of GoH and BCG project teams working together on planning, coordinating activities and managing the roll-out of initiatives. A working team of 5-6 members comprising of BCG team members will work with a similarly or large sized GoH team to undertake this effort.
- vii. Deliver against the determined deliverables, in accordance with decided timelines – work for the various initiatives will be carried out in a time-bound manner, to ensure adherence to timelines. Regular cadence of meeting with the various teams will be followed to track progress, take feedback from the ground, address issues, and recalibrate timelines as and when required
- viii. Manage communication and project branding – the Department will be responsible for managing internal communication with stakeholders from the department and the field, as well as external communication with implementation partners, donors, the media, and



senior leaders from the state and central governments, including project branding and information dissemination

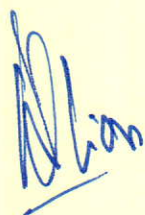
III.B Role of MSDF

Through this MOU, MSDF intends to:

1. Support project implementation by part-funding the program for BCG as the primary project management partner at Rs. 5 crore per year for the next three years (2014-2017), for program scope and scale as mentioned in sections I and II above. In addition, the funding is contingent upon the condition that Department of School Education, Government of Haryana raises funds for all the initiatives of the QIP. In addition, funding will be contingent upon BCG meeting its quarterly deliverables as agreed upon at the start of the project. Regardless of whether the contingencies outlined above are met, MSDF may withdraw its financial support to BCG at any time and for any reason.
2. Become part of the Executive Committee of SSA/ RMSA and play an active role in terms of attending meetings regularly and providing relevant inputs for key decisions regarding the program.
3. Support implementation by sharing expertise in the education space, particularly on improvement of LLOs, implementation of pedagogical interventions, and large-scale MIS systems in education.
4. Provide support to the project by connecting the GoH with other relevant partners and experts in the field of education – governments, as well as private bodies and individuals.
5. Participate in the periodic quarterly review of the program to assess progress

IV. OTHER TERMS AND CONDITIONS

1. Time schedule: DSE and MSDF have agreed on a project timeline of 5 years with a commencement date of April 1, 2014.
2. Withdrawal: Both the parties reserve the right to withdraw from the project if, for any reason by giving a one month notice but by accomplishing the task in hand.



3. Entire Understanding: This MoU, together with any attachments, constitutes the entire understanding between the Parties with respect to its subject matter and supersedes all prior understandings and representations, whether written or oral, relating to its subject matter. In the event of any inconsistency between the provisions of this MoU, and other written or oral understanding between the parties, the provisions of this MoU shall govern. No amendment to this MoU will be effective unless in writing and signed by duly authorized representatives of each Party.

Signed for and on behalf of DSE by:

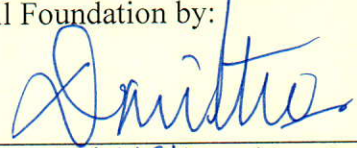


Name: **Vivek Atray, IAS**

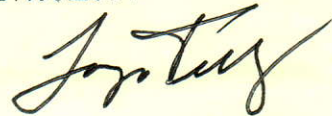
Designation: **Special Secretary Education**

Date: 17.06.2014

Signed for and on behalf of Michael & Susan Dell Foundation by:



Name: **DEBASISH MITTER**
for **L. TELLEZ, CEO**
Designation: **COUNTRY DIRECTOR**
Date: 17.06.2014



Witnesses:

Signature 

Name: **K. K. ARUNKUMAR**

Address: **Add. Director**
o/o DSE Haryana

Witnesses:

Signature 

Name: **PRACHI WINDLASS**

Address: **D1/2B, HIBISCUS**
SECTOR 50, GURGAON

