![NPCI logo]

NPCI
भारतीय राष्ट्रीय भुगतान निगम
NATIONAL PAYMENTS CORPORATION OF INDIA

SOCIAL IMPACT
ASSESSMENT REPORT
SCHOOL
TRANSFORMATION
PROJECT

Implementing Partner: Learning Links Foundation

SoulAce
Path to Sustainability

SOULACE CONSULTING PVT. LTD.

CONTENTS

ABBREVIATIONS

BaLA   Building as Learning Aid

CSR   Corporate Social Responsibility

FGD   Focus Group Discussion

FY   Financial Year

ICT   Information & Communication Technology

NPCI   National Payments Corporation of India

SDGs   Sustainable Development Goals

SMC   School Management Committee

TLM   Teaching Learning Material

CHAPTER 01 - EXECUTIVE SUMMARY

Project Background

The School Transformation Project is designed to be a comprehensive solution that builds an effective learning environment conducive to a child's all-round growth by providing better infrastructure, such as the creation of dedicated learning spaces like laboratories, libraries, and ICT-enriched classrooms. It also includes enhancing sanitation facilities and providing water purifiers, incinerator machines, dustbins, and more. Most importantly, it supports teachers and students in making effective use of the same and empowers the community to take ownership of the resources provided.

Project Activities

Identification of the schools

Installing Smart Class

Providing Sports Kits in the schools

Providing equipment for the Science Laboratory and Library

Renovation of toilets and maintenance of wash basins

Capacity Building Training for School Teachers

Ensuring water supply in toilets and washbasin

Building a learning environment in schools via BaLA

Ro Water Plant, Health and Hygiene kit

Facade Facelift Painting

Capacity Building Training School Management Committee

Conducted wellness sessions related to sanitation, environment and conservation of resources

Project Details

Implementation Year
FY 2021-2023

Assessment Year
FY 2024-2025

Beneficiaries
Students of 50 Government Schools

Location(s)
Washim and Gadchiroli

Budget
₹4,50,05,541/-

Implementing Partner
Learning Links Foundation

Alignment with the National Programs
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- Water, Sanitation and Hygiene in School (WASH)

SDG Goals

Design Snapshot

Project Name
School Transformation Project

Research Design
Mixed-Method

Sampling Methodology
Simple Random Sampling

Sample Size
264 Students

TOILET BLOCKS AND HANDWASH STATION, Z.P.P.S SCHOOL, ASHTA, GADCHIROLI

SOULACE TEAM MEMBER WITH PRAKASH HARIBHAU GAYAKWAD ,SMC MEMBER AND MANOHAR JADHAV, PRINCIPAL, SAWANGA JAHANGIR, Z.P.P.S SCHOOL, WASHIM

Key
Findings

98.0%
of the participants reported that safe water was always available after the intervention.

99.6%
of the participants completely preferred digital classes over general classes.

75.2%
reported having 1-2 functional wash basins, and 20.4% mentioned having 2-3 functional wash basins.

91.5%
of the respondents indicated that the library had expanded. Over 74% mentioned that the library had sufficient seating arrangements and had acquired more books.

63%
reported having 2-4 functional toilets and 36.3 % responded having 1-2 functional toilets .

68.1%
reported that there were adequate bookshelves, 60% noted that the library had decorated walls, and 57.8% acknowledged that there was sufficient lighting in the library.

96.3%
reported that water was always available in the toilets, and 97.8% reported that toilets were always clean.

93.0%
of the participants reported engaging in sports activities. Cricket and football were the primary sports played by more than 93% of participants.

12.0%
increase in the number of respondents reporting the functionality of water taps compared to pre intervention and a 13% increase reported in the number of respondents noting the availability of dustbins.

Regular conducting SMC meetings 3-4 times a month.

25.0%
increase in the number of respondents confirming the availability of mirrors and the functionality of flush systems.

Teachers participated in training sessions focused on innovative teaching methods and student engagement. these sessions helped them enhance their knowledge and skills.

85.9 %
respondents stated that there is a separate space for labs after intervention

50.4 %
participants were attending laboratories daily

Key
Impacts

92.6%
of the participants mentioned that they did not have to leave school midway because toilets were now functional. Moreover, 47.4% stated that they could attend school during menstruation, and 29.6% responded that they feel more comfortable at school. Earlier, these facilities were either not available or were not functional.

98.8%
of the participants shared that digital classrooms had improved their understanding and performance of the subject.

100.0%
of the participants stated that they enjoyed their school days and scored better than earlier, while 96.7% mentioned that they understood concepts better.

78.5%
of respondents reported making regular visits to the library to borrow books, while the remaining 21.5% attended only occasionally. Likewise, 75.6% of participants stated they regularly attended group reading sessions, with 24.4% attending them infrequently.

98.5%
of participants mentioned a significant improvement in their reading habits.

95.6%
of the participants stated that they participated in Science competitions within the school, while 4.1% participated in inter-school competitions.

Increased enrolment and attendance rate of students in the school.

99.0%
of the participants mentioned that they contribute to environmental protection and resource conservation by regularly saving water, regularly using dustbins at school and home, and turning off electricity when fans and lights are not in use.

Training programs build teacher's confidence in implementing new strategies. Teachers shifted teaching pattern from traditional lecture-based teaching to interactive method, group activity and practical based learning.

BaLA painting was successful in upending the traditional classroom layout of government schools and fostering a positive learning atmosphere. BaLA paintings not only improved curiosity and comprehension of the students, but also promoted peer learning.

BaLA PAINTING, Z.P.U.P SCHOOL INJEWARI, GADCHIROLI

CHAPTER 2
INTRODUCTION

Students of Z. P. U.P School Sonkhas ,Washim ,using sports equipment supported through program

The School Transformation Project aims to create a comprehensive solution that fosters an effective learning environment conducive to children's holistic development. This involves improving infrastructure through the establishment of dedicated learning spaces like laboratories, libraries, and ICT-enabled classrooms, as well as enhancing sanitation facilities and providing essential amenities such as water purifiers, incinerator machines, and dustbins. Crucially, the project supports both teachers and students in effectively utilizing these resources. Schools selected for the project must be government-run, cater to grades 1 through 7, and have a minimum of 100 students. The project aims to collaborate closely with identified schools in aspirational districts, focusing on enhancing various educational indicators by bolstering infrastructure, supporting leadership development, providing capacity building, integrating technology, and promoting innovative teaching methods.

BACKGROUND & NEED OF THE PROGRAM

India is experiencing rapid economic growth, necessitating a focus on improving the Human Development Index. Recognizing this need, the Government of India launched the "Transformation of Aspirational Districts" Program in January 2018, aiming to uplift living standards and promote inclusive growth across 112 identified backward districts.

DISTRICT	OVERALL RANK (OUT OF 112 DISTRICTS)	EDUCATION RANK	HEALTH AND NUTRITION RANK	IMPROVEMENT IN OVERALL PERFORMANCE SINCE INCEPTION
Washim	69	47	87	16%
Gadchiroli	33	40	57	15%

Effective learning environments significantly impact children's growth and development, with research emphasizing the influence of social, psychological, and pedagogical factors on student achievement and attitudes. The school transformation project aims to create such environments by integrating pedagogical, environmental, and digital dimensions, fostering engaging, real-life-oriented learning experiences. This includes providing infrastructure for tech-integrated education and prioritizing sanitation facilities to support hygiene and cognitive development in government schools across Maharashtra's aspirational districts. The School Transformation project aims to address these needs by creating conducive learning environments, integrating technology, and prioritizing sanitation facilities in 50 government schools across Gadchiroli and Washim, thereby contributing to the holistic development of students.

Project Duration
FY 2021-2023

OBJECTIVES OF THE PROGRAM

Ensure holistic development of children by providing appropriate infrastructural facilities, creating learning space conducive to student engagement in studying, and supporting capacity-building of teachers.

Build an engaging learning environment in schools via BaLA, laboratories, and libraries.

Promote the use of ICT in teaching and learning so that it supports students in better understanding concepts and making real-life connections.

Promote health and hygiene via appropriate sanitation facilities and wellness education.

Revive and support School Management Committee (SMC) meetings to ensure the sustainability of learning and infrastructural facilities.

ABOUT THE CSR FIRM: NATIONAL PAYMENTS CORPORATION OF INDIA NPCI

The National Payments Corporation of India (NPCI) was established as a joint initiative of the Reserve Bank of India (RBI) and the Indian Banks' Association (IBA) under the Payment and Settlement Systems Act, 2007. NPCI operates as a non-profit entity under the provisions of Section 25 of the Companies Act 1956 (now Section 8 of the Companies Act 2013). Its primary objective is to develop a robust infrastructure for both physical and electronic payment and settlement systems, aiming to benefit the entire banking sector in India. In line with its corporate social responsibility (CSR) endeavours, NPCI has collaborated with various organizations in the social development sector, focusing on areas such as health, livelihood, education, environmental sustainability, and humanitarian aid. These collaborations aim to create sustainable, scalable, and replicable solutions to address India's most pressing challenges.

ABOUT THE IMPLEMENTING PARTNER

Learning Links Foundation (LLF), a non-profit organization, is dedicated to "Empowering Lives" through its work in Formal and Non-formal Education sectors, focusing on Quality Education, Citizenship, Technology for Educational and Social Improvement, and Sustainable Social Innovation. LLF collaborates closely with governmental bodies, State Governments, Universities, educational councils, multilateral agencies, NGOs, and other stakeholders to implement diverse programs nationwide. Services offered by LLF include consultancy, entrepreneurship, skill building, citizenship and inclusion programs, student empowerment, teacher capacity building, whole-school transformation, education solutions, ICT integration, digital wellness, remedial learning, model schools, and skill development initiatives.

CHAPTER 3
RESEARCH METHODOLOGY

FGD with Teachers and Principal

National Payments Corporation of India (NPCI) commissioned SoulAce to conduct an impact assessment study to evaluate the immediate and enduring impacts of the program implemented under the CSR Theme: Education and Livelihood. The impact assessment study was conducted in the fiscal year 2023-2024.

OBJECTIVES OF THE STUDY

Assess the overall impact of the NPCI-supported School Transformation Project.

Understand the experiences of the beneficiaries of this project.

Make recommendations for enhancing the impact and sustainability of the program.

MIXED METHODS APPROACH

Through the utilization of a mixed research methodology, this impact assessment study aims to provide a comprehensive and nuanced evaluation of the School Transformation Project supported by NPCI.

QUANTITATIVE APPROACH

Through the utilization of a mixed research methodology, this impact assessment study aims to provide a comprehensive and nuanced evaluation of the School Transformation Project supported by NPCI.

QUALITATIVE APPROACH

This evaluation also utilized the qualitative research method. The qualitative component delved into subjective experiences and perspectives, providing a nuanced understanding of participant views. Through open-ended questions, participants shared their experiences from program interventions.

TRIANGULATION

To ensure the reliability and validity of the study's findings, triangulation techniques were employed. Data triangulation was achieved by gathering information from multiple sources, including field notes and beneficiary interviews. This extensive data collection approach facilitated a comprehensive evaluation of the program's impact.

RESEARCH DESIGN

Project Name
School Transformation Project

Implementing Partner
Learning Links Foundation

Research Design Used
Mixed Method

Sampling Technique
Random Sampling

Sample Size
264 Students

Qualitative Methods Used
In-depth Interview and Focus-Group Discussion

STUDY TOOLS

Questionnaire
A structured questionnaire was developed for the primary stakeholders to assess the impact of the NPCI supported CSR program. Details for each of the focus areas and indicators were predefined before conducting the surveys.

Interview guides for Teachers and Parents
Three separate interview guides were developed for interviewing the parents of the primary stakeholders, school teachers, and government officials associated with the project.

FGD guide
An FGD guide was also prepared for conducting the FGD of the school management committee.

SAMPLING FRAMEWORK

| SAMPLING TECHNIQUE	QUANTITATIVE SAMPLE SIZE	QUALITATIVE OUTREACH
Simple Random Sampling	264 Students	47 (In 5 FCDs, 36 Members of SMCs participated, 4 case studies and 7 in-depth interviews)

KEY STAKEHOLDERS

COMMITMENT TO RESEARCH ETHICS

This study demonstrated a sheer commitment to treating all the participants with fairness and respect, valuing their experiences, and ensuring their opinions were recognized. Emphasis was placed on obtaining informed consent and voluntary participation, with participants receiving comprehensive information about the study's purpose and their involvement, and the freedom to consent or withdraw without repercussions. Necessary measures were taken to maintain confidentiality and privacy, safeguarding the identities and personal information of the participants.

CHAPTER 4
KEY FINDINGS AND IMPACTS
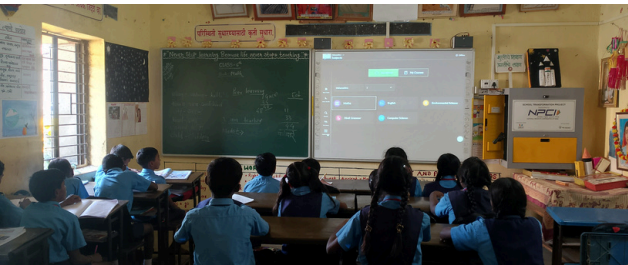
Students studying in Smart Class at Z.P.P.S School Katli, Gadchiroli

INTRODUCTION

This chapter outlines key findings from analyzing the impact of the School Transformation Project, including program details, beneficiary profiles, pre- and post-intervention scenarios, and overarching impacts. Statistical figures and testimonials are included to support the analysis.

Geographical Coverage
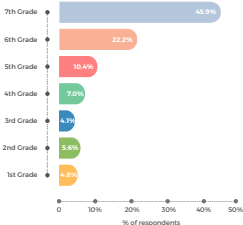Washim and Gadchiroli districts of Maharashtra

Inclusivity
Underprivileged children from Schedule Tribe Communities

DEMOGRAPHY OF THE BENEFICIARY POPULATION

CHART 1: GRADE WISE DISTRIBUTION OF RESPONDENTS

Grade	% of respondents
7th Grade	45.9%
6th Grade	22.2%
5th Grade	10.4%
4th Grade	7.0%
3rd Grade	4.1%
2nd Grade	5.6%
1st Grade	4.8%

% of respondents

A majority of the participants (students), 45.9% were from class 7th followed by 22.2% from class 6th.

All the respondents hailed from families engaged in daily wage labour, earning 5000-7000 INR every month.

Key Input Program and Activities

RESOURCES PROVIDED DURING INTERVENTION

- Renovation of Washrooms
- Smart Class: Smartboard, projector, CPU and Mouse
- Distribution of First Aid Kits
- Equipment for Laboratories
- Maintenance of the Library
- Distribution of sports kits
- Provided materials for renovating the toilets
- BaLA painting and Facade

ACTIVITIES

- Identification of the schools
- Conduction of wellness sessions related to sanitation
- Conduction of wellness sessions related to the environment and conservation of resources
- Capacity Building Training for School Teachers
- Capacity building training for the School Management Committee
- Maintenance of wash basins and toilets
- Ensuring water supply in the toilets and washbasin
- Building an engaging learning environment in schools via BaLA, laboratories, and libraries

Testimonial, Archana Vaidya, Assistant Teacher, Z.P. U.P. School, Shirputi, Washim

The project provided schools with various resources, including funding for the renovation and upkeep of science laboratories and libraries, installation of sanitary pad disposal machines, provision of sports kits, acquisition of RO water purifiers, facilitation of BaLA Painting supplies, distribution of dustbins, renovation of toilets, and provision of buckets and mugs.

KEY FINDINGS: INFRASTRUCTURE RENOVATION AND ENHANCEMENT

SANITATION AND DRINKING WATER FACILITY

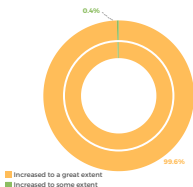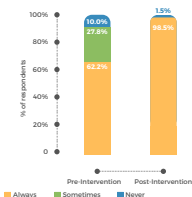**CHART 2: EXTENT TO WHICH WATER CONSUMPTION IN THE SCHOOL HAS INCREASED COMPARED TO EARLIER**

0.4%
99.6%

- Increased to a great extent
- Increased to some extent

CHART 4: TOTAL NUMBER OF FUNCTIONAL WASH BASIN- PRE & POST-INTERVENTION

% of respondents

	Pre-Intervention	Post-intervention
	18.5%	1.1%
	1.8%	4.3%
	10.4%	20.4%
	69.3%	75.2%

- 1-2 wash basins
- 2-3 wash basins
- 3-4 wash basins
- None

CHART 3: AVAILABILITY OF SAFE WATER- PRE & POST-INTERVENTION

% of respondents

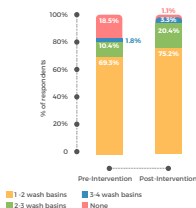|	Pre-Intervention	Post-Intervention
	10.0%	1.5%
	27.8%	98.5%
	62.2%	

- Always
- Sometimes
- Never

99.6%
of the participants mentioned that consumption of drinking water had increased in the school compared to before the installation of the water purifier.

The proportion of respondents reporting round-the-clock availability of safe drinking water increased from 62.2% in the baseline to 98% in the endline.
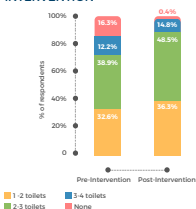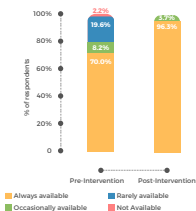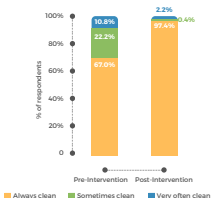
69.3%
of participants reported 1-2 functional wash basins, which increased to 75.2% post-intervention.

SOULACE TEAM INTERACTING WITH STUDENTS, ZILLHA PARISHAD, Z.P.U.P SCHOOL, SONKHAS, WASHIM

CHART 5: TOTAL NUMBER OF FUNCTIONAL TOILETS - PRE & POST-INTERVENTION

Legend:
- 1 - 2 toilets
- 2 - 3 toilets
- 3 - 4 toilets
- None

CHART 6: WATER AVAILABILITY IN THE TOILET- PRE & POST-INTERVENTION

Legend:
- Always available
- Occasionally available
- Rarely available
- Not Available

CHART 7: CLEANLINESS IN TOILETS- PRE & POST-INTERVENTION

Legend:
- Always clean
- Sometimes clean
- Very often clean

CHART 8: BENEFITS OBSERVED DUE TO TOILET RENOVATION
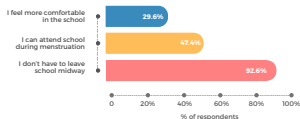
- Before the intervention, 51% of the participants reported 2-4 functional toilets and 16.3% stated the absence of any functional toilets. However, following the intervention, 63% reported having 2-4 functional toilets and only 0.4% reported having none.

- Before the intervention, 70% of respondents stated that water was always available, which increased to 96.3% after the intervention.

- Before the intervention, 67% of respondents stated that toilets were always clean, which increased to 97.4% after the intervention.

- Regarding the benefits of toilet renovation, 92.6% of the participants mentioned that they did not have to leave school midway, while 47.4% stated that they could attend school during menstruation, and 29.4% responded that they feel more comfortable at school.

> "
>
> **Testimonial, Manohar Jadhav, Principle, Z.P.U.P school, Sawanga Jahangir, Washim**
>
> "Previously, inadequate facilities made it particularly challenging for girls and women. But with their support, accessing clean and functional toilets has transformed the school infrastructure. Our school's hygiene standards have soared. From supplying materials for renovating our toilets to ensuring a consistent water supply, they've truly transformed our facilities. With well-maintained wash basins and toilets, we now have a clean and welcoming environment for all students and staff."
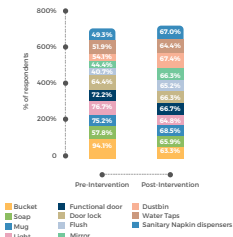>
> "

CHART 9: TOTAL NUMBER OF DRINKING WATER TAPS- PRE & POST- INTERVENTION
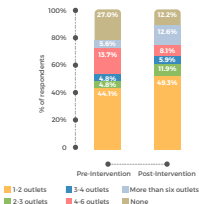
- Before the intervention, 27% stated that none of the taps were functional. However, after the intervention, only 12.2% reported having none of the taps function.

CHART 10: AVAILABILITY OF OTHER ESSENTIAL FACILITIES- PRE & POST- INTERVENTION

- Following the intervention, there was a noticeable increase in various aspects of sanitation and other essential facilities. Specifically, there was an 18% increase in the number of respondents dispensing sanitary napkins, which originally stood at 49.3%.

- Additionally, there was a 12% increase in the number of respondents regarding the functionality of water taps and a 13% increase in the number of respondents regarding the availability of dustbins.

- Moreover, there was a significant 25% increase in the number of respondents in the availability of mirrors and the functionality of flush systems. Overall, the intervention led to positive changes in these key areas of sanitation.

STUDENTS AT LIBRARY AT Z.P.P.S SCHOOL, ASHTA, GADCHIROLI

ICT-ENABLED CLASSROOMS OR DIGITAL CLASSROOMS

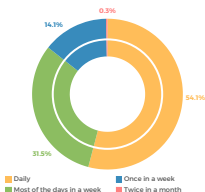## CHART 11: FREQUENCY OF VISITING DIGITAL CLASSES

14.1%
0.3%
54.1%
31.5%

- Daily
- Most of the days in a week
- Once in a week
- Twice in a month

54.1% of the participants were visiting digital classrooms on a daily basis, whereas 31.5% were visiting most of the days in a week.

95.6% of the respondents, a better understanding of the concepts was the major reason. 82.6% found digital classes very creative and interesting.

CHART 12: WHETHER PREFER THE DIGITAL CLASSROOM OVER THE GENERAL CLASSROOM?

0.4%
99.6%

- Yes-Prefer Completely
- Prefer to some extent
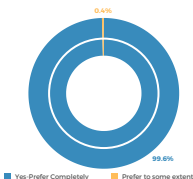
CHART 13: REASON FOR PREFERENCES

More interactive during the sessions — 68.9%
Very creative and interesting — 82.6%
Better understanding of the concept — 95.6%

% of respondents
0   20%   40%   60%   80%   100%

99.6% of the participants completely preferred digital classes over general classes.

CHART 14: WHETHER THE DIGITAL CLASSROOM HAS IMPROVED THE UNDERSTANDING AND PERFORMANCE OF THE SUBJECT?
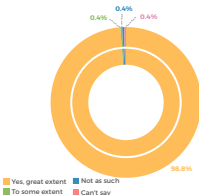
0.4%
0.4%
0.4%
98.8%

- Yes, great extent
- To some extent
- Not as such
- Can't say

98.8% of the participants shared that digital classrooms had improved their understanding and performance of the subject.
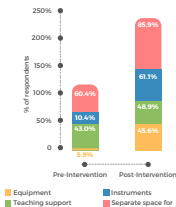

A STUDENT OPERATING SMART CLASS, Z.P.U.P. SCHOOL, AMBESHIVANI, GADCHIROLI
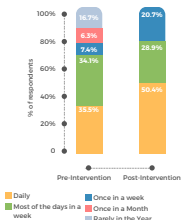
SCIENCE LABORATORIES

CHART 15: AVAILABILITY OF FACILITIES IN THE LABORATORIES- PRE & POST-INTERVENTION

- Before the intervention, just 5.9% of participants stated the presence of equipment in the laboratory, which increased to 45.6% after the intervention.

- As for the provision of separate spaces for labs, there was a 25% rise in responses between the pre- and post-intervention periods.

CHART 16: FREQUENCY OF ATTENDANCE IN LABORATORIES- PRE & POST-INTERVENTION

- Before the intervention, 35.5% of the participants were attending the laboratories daily which increased to 50.4% after intervention.

- In the case of once-a-week attending the laboratory, there was a 13% increment in the response between pre- and post-intervention.

> **Testimonial, Narendra Ugle, Teacher, Z.P.U.P school, Tondgao, Washim**
>
> Students' involvement in science exhibitions has bolstered their critical thinking and practical knowledge, particularly in areas such as animation and laboratory experiments. Additionally, the ICT program has provided students with hands-on experience, offering practical insights into concepts like windmill electricity generation and the solar system rather than just theoretical knowledge.
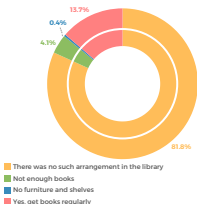

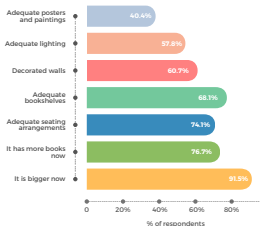**LAB EQUIPMENT IN Z.P.U.P SCHOOL, AMBESHIVANI GADCHIROLI**

LIBRARY

CHART 17: DID STUDENTS OBTAIN REGULAR BOOKS FROM THE LIBRARY BEFORE THE INTERVENTION?

13.7%
0.4%
4.1%
81.8%

- There was no such arrangement in the library
- Not enough books
- No furniture and shelves
- Yes, get books regularly

- Regarding the issuing of books from the library, 81.8% of the participants stated that there was no such arrangement in the library, while 13.7% stated that they get books from the library.

CHART 18: WAYS IN WHICH THE LIBRARY SET-UP HAS CHANGED POST-INTERVENTION

	% of respondents
Adequate posters and paintings	40.4%
Adequate lighting	57.8%
Decorated walls	60.7%
Adequate bookshelves	68.1%
Adequate seating arrangements	74.1%
It has more books now	76.7%
It is bigger now	91.5%

% of respondents

- After the intervention, 91.5% of the respondents indicated that the library had expanded. Over 74% mentioned that the library had sufficient seating arrangements and 76.7% had stated that it had acquired more books. 68.1% reported that there were adequate bookshelves, 60% noted that the library had decorated walls, and 57.8% acknowledged that there was sufficient lighting in the library.
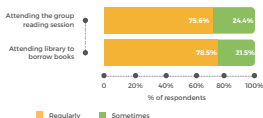

LIBRARY AT Z.P.U.P SCHOOL, AMBESHIVANI, GADCHIROLI

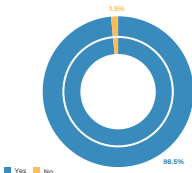**LIBRARY AT Z.P.P.S SCHOOL, ASHTA, GADCHIROLI**

CHART 19: FREQUENCY OF ATTENDING THE LIBRARY TO BORROW BOOKS AND THE GROUP READING SESSION

Attending the group reading session — 75.6% | 24.4%

Attending library to borrow books — 78.5% | 21.5%

% of respondents

0 20% 40% 60% 80% 100%

■ Regularly   ■ Sometimes

CHART 20: WHETHER THERE IS ANY STAFF TO FACILITATE IN THE LIBRARY?

1.5%

98.5%

■ Yes   ■ No

CHART 21: EXTENT OF INCREASE IN READING HABIT, CONTRIBUTING TO IMPROVED ACADEMIC PERFORMANCE, ESPECIALLY IN TERMS OF ENHANCED READING AND WRITING SKILLS

1.5%

98.5%

■ Improved to a great extent
■ Improved to a moderate extent

78.5%

of respondents reported making regular visits to the library to borrow books, while the remaining 21.5% attended only occasionally. Likewise, 75.6% of participants stated they regularly attended group reading sessions, with 24.4% attending them infrequently.
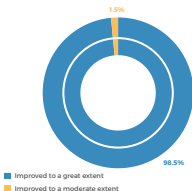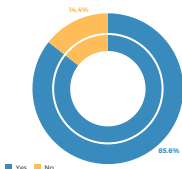
98.5%

of participants noted the presence of staff to assist in the library, and the same percentage mentioned a significant improvement in their reading habits.

"

Testimonial, Narendra Ugle, Teacher, Z.P.U.P school, Tondgaon, Washim

We compile a wide array of books that encompass diverse cultures, experiences, and languages, catering to various reading preferences. Our collection includes picture books, chapter books, and non-fiction literature. Additionally, we facilitate book discussions in classrooms, where students read assigned books and engage in discussions exploring themes, characters, and plots. Through these discussions, students analyze the text and exchange opinions, fostering critical thinking and communication skills. Furthermore, our lab modules are tailored to meet the specific requirements of subjects and topics, ensuring practical learning experiences aligned with the curriculum.

"

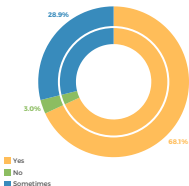## CHART 22: WHETHER PARTICIPATED IN THE TELESCOPE MELA?

14.4%

85.6%

- Yes
- No

> **Testimonial, Chhayatai Kharkate, Parent Z.P.U.P school, Tondgaon, Washim**
>
> My child's academic scores have improved, leading to a more relaxed attitude towards studies and an increase in self-study habits. Additionally, there is a growing awareness of future career paths and further studies. This positive change can be attributed to the impactful activities organized, which have significantly enhanced our child's academic quality. Notably, our child is showing an increased interest in studies, particularly evident in the ability to comprehend subjects taught via smart boards, a transformation that is reflected in his behaviour.

> **Testimonial, Narendra Ugle, Teacher, Z.P.U.P school, Tondgaon, Washim**
>
> During eclipse time, we conduct the telescope mela.

CHART 23: WHETHER REGULARLY PARTICIPATE IN THE DIFFERENT SPECIAL DAYS' CELEBRATIONS?

28.9%

3.0%

68.1%

- Yes
- No
- Sometimes

85.6%
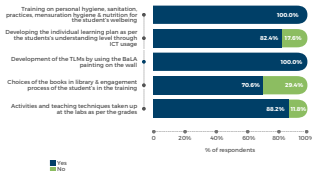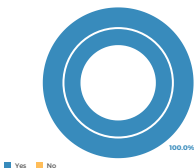of the respondents reported their participation in the telescope fair.

68.1%
of the respondents mentioned their regular participation in various special day celebrations, while 28.9% did not specify their participation.

STUDENTS FETCHING DRINKING WATER FROM RO PLANT, Z.P.P.S SCHOOL ASHTA, GADCHIROLI

CHART 24: TOPICS COVERED IN TRAINING

Topic	Yes	No
Training on personal hygiene, sanitation, practices, mensuration hygiene & nutrition for the student's wellbeing	100.0%	
Developing the individual learning plan as per the students's understanding level through ICT usage	82.4%	17.6%
Development of the TLMs by using the BaLA painting on the wall	100.0%	
Choices of the books in library & engagement process of the student's in the training	70.6%	29.4%
Activities and teaching techniques taken up at the labs as per the grades	88.2%	11.8%

% of respondents

- Yes
- No

CHART 25: DEVELOPMENT OF THE TLMs BY USING THE BALA PAINTING ON THE WALL

100.0%

- Yes
- No

100.0% of the respondents have received training on development of TLMs by using the BaLA painting on the wall as well training on personal hygiene sanitation practices,menstruation hygiene and nutrition for the student's well being as seen in chart 24 and 25.

SPORTS KITS

CHART 26: WHETHER PARTICIPATED IN SPORTS ACTIVITIES IN THE PRESENT DAY?

6.7%
93.3%

■ Yes ■ No
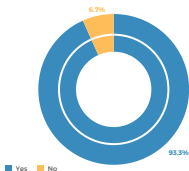
CHART 27: WHETHER THE STUDENTS TAKING PART IN SPORTS COMPETITIONS?

4.1%
95.9%

■ Within school competitions ■ Inter-school competition
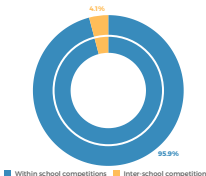
CHART 28: SPORTS PLAYING PRESENTLY AT THE SCHOOL

Sport	%
Chess	38.9%
Table tennis	38.9%
Basketball	46.3%
Carrom	78.1%
Badminton	93.3%
Football	94.1%
Cricket	97.8%

% of respondents
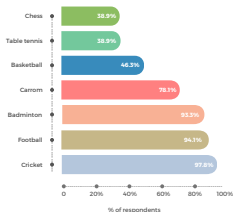
CHART 29: AVAILABILITY OF THE SPORTS EQUIPMENT - PRE & POST-INTERVENTION

	Pre-Intervention	Post-Intervention
Never	20.0%	0.4%
Sometimes	2.6%	10.0%
Rarely	13.3%	
Regularly	64.1%	89.6%

■ Regularly ■ Rarely ■ Sometimes ■ Never
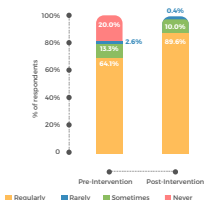
- During the impact assessment visit to the schools, 95.9% of the participants stated that they participated in intra-school competitions.

- Before the intervention, 64% reported that sports kits were regularly available, which increased to 89.6% after the intervention.

STUDENTS OVERALL PERFORMANCE

CHART 30: STUDENTS' PERCEPTION OF THEIR OVERALL PERFORMANCE

	To a great extent	Not as such	To some extent	Can't Say
No changes	96.7%	1.1%	0.7%	1.5%
I score better than earlier	99.6%			0.4%
I understand the concepts better	96.7%	3.0%		0.3%
I enjoy my school days	100.0%			

% of respondents

■ To a great extent ■ Not as such
■ To some extent ■ Can't Say

99.6%
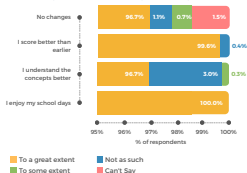
of the participants said that they scored better marks than earlier.

100.0%

of the participants stated that they enjoy their school days while 96.7% mentioned that they understood concepts better than earlier.

Case Study, Krushna Patil, Student, Z.P.U.P. Tondgaon

Few government schools were selected for the transformation program. Prior to the program, Krushna was an average student of 7th std. at Z.P.U.P. Sawanga Jahagir, with limited interest in academics. With the introduction of the transformation program, he underwent significant changes. The introduction of digital classrooms, a modern science lab, a library, and RO water facility, marked a significant shift. Teachers were given training programs to equip them with the latest pedagogical skills.

Krushna 's interest in academics increased significantly following these changes. The practical approach to learning made lessons more engaging and relevant, leading to improved academic performance. Krushna also benefited from the increased focus on student welfare and the provision of nutritious meals, contributing to overall well-being. The transformation program has had a profound impact on Krushna, enhancing the learning experience and instilling a renewed sense of enthusiasm towards education. Krushna expresses deep gratitude for these improvements and believes they have set a strong foundation for future success.

Latitude: 20.009876
Longitude: 77.060633
Elevation: 493.34±100 m
Accuracy: 12.8 m
Time: 12-02-2024 13:49

KRUSHNA PATIL, STUDENT, Z.P.U.P. TONDGAON ,WASHIM

CAPACITY BUILDING ACTIVITIES

TEACHER'S TRAINING PROGRAM

Teacher trainings were conducted at regular intervals as one of the important components of the program. Around 3-4 sessions were conducted across all schools . Activities covered under training were the following.

Training activities included implementing grade-specific activities and teaching techniques in laboratories.

Discussions covered the selection of library books and strategies for engaging students effectively.

Teachers were trained in creating Teaching Learning Materials through BaLA painting techniques and developing individualized learning plans using ICT tools.

Training sessions also addressed topics such as personal hygiene, sanitation practices, menstruation hygiene, and nutrition to promote students' overall well-being.

> **Testimonial, Shashikant Patil ,District Project Manager,LLF, Washim**
>
> Teachers participated in training sessions that focused on innovative teaching methods and student engagement, helping enhance their knowledge and skills. This training builds teacher's confidence in implementing new strategies. Teachers shifted their teaching patterns from traditional lecture-based teaching to interactive methods, group activitiesm and practical-based learning,

SCHOOL MANAGEMENT COMMITTEE TRAINING

Five FGDs were carried out with a total of 36 SMC members across various villages, including Murkhala, Katli, Ambeshivi, Dongargaon, and ashta, involving participants such as principals, teachers, and sarpanches. On average, three training sessions were provided to the SMCs of each school. SMC meetings addressed topics related to school management activities, including infrastructure, administrative tasks, and participation in events. Additionally, discussions focused on ensuring the sustainability of infrastructure and equipment, availability of funds, and the renewal of Annual Maintenance Contracts (AMCs), alongside maintaining updates on the school budget and implementing decisions based on meeting minutes.

PRE-INTERVENTION

The School Management Committee (SMC) had very few members, resulting in infrequent meetings with low attendance. Previously, activities conducted by the SMC were conducted on a very small scale.

POST-INTERVENTION

SMC members have benefited significantly from LLF's training, ensuring proper utilization of materials provided, leading to improved governance and effectiveness. The SMC, comprising educated individuals from diverse backgrounds, including teachers, parents, sarpanches, and students, now serves a two-year term after a change in election methods.

Meetings are held 3-4 times monthly, with guidance from LLF, promoting regular engagement and discussions among SMC members regarding various school-related challenges and improvements, ensuring effective governance and decision-making processes.

Following interventions by NPCI and LLF, the school has embraced activity-based learning like students actively engage in hands-on experiments in science laboratories, promoting experiential learning .Similarly, interactive sessions conducted using smart boards, sports engagement. Moreover, initiatives like BaLA increase students retention of what they have learnt. These activities cultivated a vibrant learning environment conducive to their overall growth and enhanced effectiveness of the learning process.

SMC members, in collaboration with school teachers, conduct periodic monitoring and maintenance of school facilities, raising funds and providing necessary resources to address infrastructure needs and enhance educational experiences for students.

WELLNESS TRAINING AND ITS IMPACT

CHART 31: PRACTICES AFTER THE POST-PROGRAM WELLNESS SESSION RELATED TO SANITATION

Practice	Regularly	Sometimes
Bathing	98.9%	1.1%
Wearing washed clothes	99.6%	0.4%
Washing hands with soap and water after going to the toilet	100.0%	
Brushing teeth	100.0%	
Covering mouth and nose with a tissue while sneezing or coughing	99.6%	0.4%
Washing hands after handling pets and other animals or coming from outside	99.6%	0.4%
Washing hands before and after meals	99.6%	0.4%
Combing hair	98.9%	1.1%

■ Regularly   ■ Sometimes

0   20%   40%   60%   80%   100%
% of respondents

99.0%
of the participants stated that they adhered to all the sanitation-related practices, such as bathing, wearing clean clothes, brushing teeth, combing hair, and washing hands before and after meals, as taught in the wellness session.

> **Testimonial, Shashikant Patil ,District Project Manager,LLF, Washim**
>
> The program has had a significant impact on education, resulting in improved understanding among both students and the community, transforming the school and leading parents to choose government schools over private ones. NPCI and LLF initiatives have changed perceptions of government schools, enhancing their reputation and academic performance through the provision of materials and technological advancements, ultimately benefiting students and teaching staff alike.
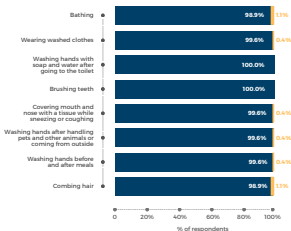
> **Testimonial,Lanka Prakash Godmale, Parent,Z.P.U.P Swanga Jahangir**
>
> Yes, my children discuss health and hygiene with me. They practice hand-washing habits at home before eating.

> **Testimonial, Narendra Ugle,Teacher, Z.P.U.P school, Tondgaon, Washim**
>
> Students gained awareness about personal hygiene, learning the importance of regular hand washing, oral hygiene, and overall cleanliness. The renovation of toilets and installation of wash basins with regular water supply helped students access clean facilities, thereby reducing health risks. These sanitation practices also prevented them from waterborne diseases. The installation of sanitary pad vending machines helped female students maintain menstrual hygiene. Additionally, knowledge of diet and nutrition helped students understand the importance of a balanced diet in supporting their overall development.

CHART 32: WHETHER USE FIRST-AID KITS AT HOME?

Yes ■ No

15.9%
84.1%
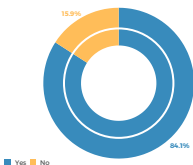
84.0%
of the participants started using first-aid kits at home.

> ❝
> **Testimonial, Sangeeta Dynaneshwar Tanpure ,Parent,Z.P.U.P Swanga Jahangir**
>
> My kids know about the first aid box. If needed, they also use them and keep them properly organized.
>
> Once, while cycling, he fell on the side of the road and injured his knee, after which he came home and bandaged it using first aid. ❞

> ❝
> **Testimonial, Ujwal Gore, District Project Manager , Gadchiroli**
>
> The updated activities changed the behaviour of students as well as teachers. Due to this, classroom management became easy for teachers. The LLF team, during the site visit, regularly observed the teacher's performance. Teachers' performances were also evaluated based on student outcomes such as test scores, grades, and academic growth over time. Teachers' participation in professional development activities, workshops, or training sessions may be tracked to assess their commitment to ongoing growth and improvement. ❞

CHART 33: PRACTICES AFTER THE POST-PROGRAM WELLNESS SESSION RELATED TO ENVIRONMENT & CONSERVATION OF RESOURCES
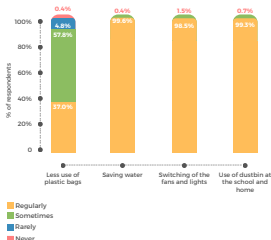
Regularly ■ Sometimes ■ Rarely ■ Never

99.0%
of the participants mentioned that they contribute to environmental protection and resource conservation by regularly saving water, using dustbins at school and home, and turning off fans and lights when they are not in use.

When it comes to reducing the use of plastic bags, only 37% of the participants adhered to it regularly, while 57.8% followed this practice occasionally.

> ❝
> **Testimonial,Maltatai Subhash Doke Parent,Z.P.U.P Swanga Jahangir**
>
> My kids use the things taught in school and training sessions even when they come back home. They share with us and make them follow some things like using electricity at the time when it is needed, not misusing water and disposing of garbage. ❞

CHART 34: PRACTICES AFTER THE POST-PROGRAM WELLNESS SESSION RELATED TO FOOD HABITS

% of respondents

23.0%	4.4%	3.3%
	21.9%	14.1%
77.0%	47.4%	55.6%
	26.3%	27.0%

Consume vegetables on the plate | Consume milk and nuts on the plate | Less junk food consumption

- Regularly
- Sometimes
- Rarely
- Never
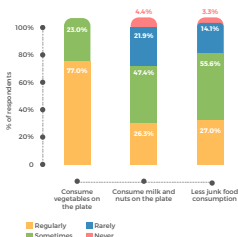
77.0%

of the participants reported regularly eating vegetables, while 26% mentioned regular consumption of milk and nuts, along with less consumption of junk food(Chips,Biscuits,Kurkure,Carbonated drinks,soda,deep fried snacks like aloo bonda and samosa). Nearly 50% of the participants indicated occasional consumption of milk and nuts, along with less consumption of junk food,

> "
> **Testimonial,Testimonial, Rajesh Nalegaokar, Parent ,Z.P.U.P Swanga Jahangir**
>
> After the nutrition session at school, when my children came home, they gave various information about nutrition. He spoke about nutrition, lifestyle, and nutritional requirements.
> "

SCIENCE LAB, Z.P.U.P SCHOOL, DONGARGAON, GADCHIROLI

WELLNESS SESSION FOR STUDENTS, Z.P.U.P SCHOOL, KALAMB MAHALI, WASHIM.

"

Case Study, Hanuman Konge, Teacher, Z.P.U.P Tondgaon

In response to pressing educational challenges, our school embarked on a transformation program, bringing about substantial changes. Facing outdated facilities and instructional methods, we encountered the need for classroom renovations, updated teaching tools, and a curriculum overhaul to prioritize practical learning and critical thinking skills.

Through the implementation of the transformation program, we underwent comprehensive training sessions aimed at enhancing our pedagogical skills, resulting in significant improvements in our teaching methods. As a result, lessons became more engaging and relevant, leading to noticeable advancements in student performance.

Moreover, we recognized the importance of addressing student welfare concerns, including the provision of nutritious meals to support their overall well-being. The profound impact of this program on us as teachers has revitalized our commitment to the profession, laying a solid foundation for our students' future success. We are grateful for the effective resolution of these challenges and believe they have paved the way for a brighter educational journey.

"

KEY IMPACTS

INDIVIDUAL LEVEL

- Students' enrolment and attendance rates increased after the intervention.
- Students' learning capabilities enhanced which helped them perform better in exams. 98.8% of the participants shared that digital classroom had improved their understanding and performance of the subject.
- Students followed the hygiene routines and practices of conserving energy and resources. 99% of the participants mentioned that they contribute to environmental protection and resource conservation by regularly saving water, using dustbins at school and home, and turning off electricity when fans and lights are not in use.
- Students' engagement in sports activities increased after the intervention. 93% of the participants reported engaging in sports activities.
- Teachers learned innovative methods of teaching by utilizing Smart class and other provided resources.
- Before the program, 35.5% of students attended labs frequently, which increased to 50.4% afterward, reflecting a significant rise in lab participation. This increase in lab attendance, alongside the implementation of project-based learning tools like science labs, facilitated experiential learning opportunities. It contributed to enhanced engagement, critical thinking, and practical learning experiences for students at the individual level.
- These findings reflect a significant outcome and a notable shift in behavior, illustrating the school's pivotal role in fostering a culture of science and scientific inquiry. With 78.5% of respondents making regular visits to the library and 75.6% actively participating in group reading sessions, there's a clear emphasis on promoting literacy and knowledge-sharing within the school community. Moreover, the high participation rate of 95.6% in school-level science competitions highlights a growing interest in STEM subjects. This underscores the school's effectiveness in nurturing scientific curiosity and promoting a culture of academic excellence

SCHOOL LEVEL

- Improvement of School Infrastructure through toilet renovation and the introduction of Smart Classes yielded positive results. There was a notable 12% increase in the reported functionality of water taps and a 13% rise in the availability of dustbins among respondents. Furthermore, a significant 25% improvement was observed in respondents' reports regarding the presence of mirrors and the functionality of flush systems.
- Resources such as Smart Boards and books were provided to the school. 99.6% of participants expressed a strong preference for digital classes over traditional ones. Moreover, 91.5% of respondents noted an expansion in the library's offerings.
- Sanitation and water supply in schools were ensured. A remarkable 96.5% of participants affirmed that water was consistently available in the toilets, while 97.8% reported continuous cleanliness in the facilities.
- BaLA initiatives elevated education quality by embedding school infrastructure in the learning process. Through artwork on school walls and in libraries, student engagement and recall improved significantly. Furthermore, visual aids in science labs streamlined understanding of complex scientific concepts, while library paintings sparked students' interest in reading and exploring diverse subjects.

KEY IMPACTS

COMMUNITY LEVEL

- Various members of the SMC started showing interest in the overall development.
- They participated in the process of identifying problems, planning solutions and implementation process.
- With the arrival of NPCI and LLF at the school, there has been a significant transformation. Now, parents prefer sending their children to government schools over private ones. These schools have forged a unique identity within the village. Access to clean drinking water, ample play materials, modern labs, and interactive smart boards have greatly enriched the educational experience for the children, resulting in remarkable distinctions for the schools in the village

SCHOOL FACADE, Z.P.U.P SCHOOL SONKHAS, WASHIM
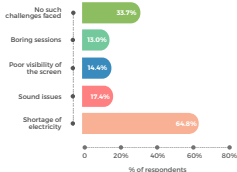
KEY STAKEHOLDER SATISFACTION

100.0%

of beneficiaries responded that they are very much satisfied with and grateful for the School Transformation Project.

KEY CHALLENGES AND BARRIERS

CHART 35: TYPE OF CHALLENGES FACED WHILE ATTENDING THE DIGITAL CLASSROOM POST INTERVENTION

Challenge	% of respondents
No such challenges faced	33.7%
Boring sessions	13.0%
Poor visibility of the screen	14.4%
Sound issues	17.4%
Shortage of electricity	64.8%

% of respondents

Shortage of electricity emerged as the major challenge for operating the devices in the digital classroom. 64.8% of the participants said the shortage of electricity was a major challenge.

Due to the school's remote location, transportation was a challenge, especially during Phase 1 implementation, when wild predatory animals were observed in certain areas, creating an atmosphere of fear. Additionally, during the monsoon season, travel was further hindered by heavy rain.

Challenges related to transportation, electricity supply, and school infrastructure emerged as significant barriers during the installation of various equipment, including RO fittings, water tanks, and ICT setups.

IMPACT CREATED ACROSS MULTIPLE LEVELS

On the community level, the students from marginalized sections were accessing quality education, which will be fruitful for their future.

This kind of education will develop rationality and scientific temperament among the younger generation.

The School Transformation program will also help in attaining the nation's goal of literacy and quality education.

RO PLANT, Z.P.P.S SCHOOL KATLI, GADCHIROLI

CHAPTER 05 - OECD FRAMEWORK

Relevance

The NPCI-supported School Transformation Project holds relevance because it addresses the issue of dilapidated and under-resourced infrastructure in many schools. It works towards meeting the needs of government schools, particularly benefiting students from socio-economically disadvantaged groups such as ST, SC, and OBCs. Additionally, the geographical focus of the intervention in highly underdeveloped areas of Maharashtra further underscores the project's relevance.

Coherence

RESONANCE WITH NATIONAL PROGRAM

Rashtriya Madhyamik Shiksha Abhiyan (RMSA): The School Transformation Project supported by NPCI contributes to achieving the objectives of RMSA.

Water, Sanitation and Hygiene in School (WASH): Through renovating toilets and washbasins, ensuring adequate water supply, and installing sanitary pad disposal machines, the school transformation program also contributes to the WASH program of the Government of India.

Alignment with SDG Goals:

- **Good Health and Well-Being (SDG3):** By renovating toilets, wash basins with a regular water supply and installing sanitary pad vending machines this intervention also contributes to achieving the goals of SDG3.In addition to maintaining hygiene practices, the knowledge about nutrition and the consumption of the right diet will also contribute to achieving the goals of SDG 3.
- **Quality Education (SDG4):** On the community level the students from marginalized sections were accessing quality education which will be fruitful for their future. This kind of education will develop rationality and scientific temperament among the younger generation. The School Transformation program will also help in attaining the nation's goal of literacy and quality education.
- **Gender Equality (SDG5):** This program also aligns with SDG5, Gender Equality, by offering health and hygiene-equipped infrastructure and creating a school environment with high-quality labs, libraries, and smart classes that are equally accessible to all students.
- **Clean Water and Sanitation (SDG6):** By ensuring availability and sustainable management of water and sanitation for all, This project also contributes to achieving the goals of SDG6.

Key for the Ratings: 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

Effectiveness

In the light of the findings ,the program has demonstrated effectiveness in improving school infrastructure and fostering an enriching learning atmosphere. It has reduced dropout rates through enhanced sanitation facilities and increased academic engagement with initiatives like digital classrooms. Furthermore, increased participation in science competitions   and heightened library utilization showcase its success in promoting holistic education. The increase in equipment presence indicates that the project effectively addressed deficiencies in laboratory resources, enhancing the overall functionality and capacity for scientific experimentation and learning.The program's emphasis on environmental stewardship has also yielded positive behavioral changes among students , reflecting its comprehensive impact on student development

Efficiency

Despite encountering obstacles such as wild terrain, limited connectivity and transportation services, insufficient electricity supply, and coordination issues across multiple levels, the School Transformation project has exhibited notable efficiency through the effective utilization of provided time and resources. This efficiency is evidenced by its timely delivery as well.

Impact

- The impact of the project is evident from its coverage of 50 schools. 98.8% of the participants shared that those digital classrooms had improved their understanding and performance of the subject.
- 100% of the participants stated that they enjoyed their school days and scored better than earlier, while 96.7% mentioned that they understood concepts better.
- Regarding the benefits of toilet renovation, 92.6% of the participants mentioned that they did not have to leave school midway, while 47.4% stated that they could attend school during menstruation, and 29.4% responded that they feel more comfortable at school.
- 50.4 % of participants were attending laboratories daily.
- Students' enrolment and attendance rates increased after the intervention.
- Nearly 99% of the participants stated that they adhered to all the sanitation-related practices, such as bathing, wearing clean clothes, brushing teeth, combing hair, and washing hands before and after meals, as taught in the wellness session.
- Teacher trainings, focused on innovative teaching methods and student engagement, enhanced teachers' knowledge and skills.
- Training provided to SMC members helped in conducting regular meetings, periodic monitoring and maintenance of school facilities, raising funds, and providing necessary resources to address infrastructure needs and enhance educational experiences for students.

Key for the Ratings: 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

Sustainability

The intervention demonstrated high sustainability as all participants expressed gratitude and satisfaction while also aligning with government initiatives such as WASH and RMSA programs. Moreover, this intervention model is easily replicable in other regions across the country.

● ● ● ●

CONCLUSION

In conclusion, the School Transformation Project has effectively applied the six core principles of the OECD-DAC framework: relevance, effectiveness, efficiency, impact, sustainability, and coherence. By carefully addressing identified needs, allocating resources wisely, and implementing thorough monitoring and evaluation, the project has not only met its goals but also made a lasting positive difference in the school and community. This underscores the vital role of following global standards to promote impactful and sustainable development efforts.

EVALUATION CRITERIA

Relevance   Coherence   Effectiveness   Efficiency   Impact   Sustainability

Chapter 06 - The Way Forward

IMPROVEMENT NEEDED IN SCHOOL FACILITIES

Require computer labs, training on using computers.

EMPHASIZE PRACTICAL SESSIONS

Demonstrations necessary on projectors, ICT to supplement theoretical knowledge.

ADDRESS TEACHER TRAINING

Teachers facing challenges using projectors require practical demonstrations instead of theory.

CURRICULUM ENHANCEMENT

Align the syllabus with state board standards, incorporate more assessments, and involve teachers in curriculum discussions.

INFRASTRUCTURE MAINTENANCE

Tackle electricity availability issues and ensure regular monitoring and evaluation of provided materials.

FGD WITH SMC AND SARPANCH Z.P.U.P SCHOOL DONGARGAON, GADCHIROLI

CHAPTER 7
RECOMMENDATIONS

SUSTAINABLE ENERGY SOLUTIONS

Address the shortage of electricity by exploring renewable energy options, such as solar panel installations, especially for powering ICT-enabled classrooms.

CONTINUOUS PROFESSIONAL DEVELOPMENT

Intensify ongoing support and training for teachers with initiatives like mentorship programs, peer observations, and refresher training sessions focused on effective utilization of the improved infrastructure.

COMMUNITY ENGAGEMENT PROGRAMS

Strengthen the engagement between the schools and local communities to address and resolve unique local challenges, such as seasonal accessibility.

CHAPTER 8
CONCLUSION

TIn conclusion, the School Transformation Project has significantly enhanced the educational landscape in Gadchiroli and Washim districts. By addressing infrastructural gaps and fostering a culture of learning, the project has positively impacted students, teachers, and the community. Improved sanitation facilities have boosted attendance rates, particularly among girls, promoting gender equality and inclusive education.The integration of digital technology has improvised teaching methods, making learning more engaging and accessible. Increased participation in extracurricular activities and revitalized school libraries have nurtured intellectual curiosity and critical thinking skills among students. Moreover, the project has invested in teacher training and parental involvement through school management committee meetings, ensuring sustainable impact and community ownership. Aligned with national and international development agendas, such as the SDGs and RMSA, the project exemplifies a holistic approach to education.Moving forward, sustaining the project's impact will require fostering a culture of continuous improvement, strengthening partnerships, and embedding principles of equity and inclusion into education policies. The School Transformation project has effectively applied the six core principles of the OECD-DAC framework: relevance, effectiveness, efficiency, impact, sustainability, and coherence. By carefully addressing identified needs, allocating resources wisely, and implementing thorough monitoring and evaluation, the project has not only met its goals but also made a lasting positive difference in the school and community. This underscores the vital role of following global standards to promote impactful and sustainable development efforts.Ultimately, the School Transformation Project lays the foundation for a brighter future by empowering individuals, institutions, and communities to thrive.