



KEY EDUCATION  
FOUNDATION



# ANNUAL REPORT

2022-2023

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# I N D E X



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**Dear Friends and Supporters,**

As I reflect on the past year, I am filled with immense pride and gratitude for the remarkable progress we have made in transforming Early Childhood Education in India. Our dedicated team, passionate volunteers, and generous supporters have all played a crucial role in making this year a monumental success for Key Education Foundation.

Over the past twelve months, we have expanded our reach to over 400 schools and Anganwadis, impacting 25,000 children, 1,500 teachers, and 25,000 parents. Our impact demonstrates that our classrooms have the necessary play-based curriculum, teachers are trained and motivated to use developmentally appropriate practices, and, more importantly, parents are more aware of and engaged in their children's development.

**Key achievements this year include:**

- **Overcoming COVID:** The last two years were tough for us as an organization and for the schools that we work in. Prioritizing the well-being of young children during the pandemic became challenging for donors and parents, and we were genuinely worried about it. Sticking to our mission of ensuring the holistic development of the children seemed challenging, but we persevered. The team showed immense resilience and love to overcome the challenges. Watching the parents bounce back and the children return to school was a joyous moment.
- **Scaling our work to other geographies:** With support from the Karnataka Samagra Shikshana, we integrated our Parent Engagement program across 300 schools in Karnataka. Our teacher training program impacted 1,500 teachers from various parts of the state. Taking our work beyond Bangalore and impacting rural schools in Karnataka was a testament to our hard work. Similarly, we have begun our work in Madhya Pradesh under the Aspirational District program and are excited about the challenges and learning opportunities it will bring.
- **Impact of our work:** Unlike the previous two years, 2022-23 was a complete academic year for children in school. We had optimal learning and training time with the students and teachers, presenting us with an opportunity to validate our hypothesis in our theory of change. As you read through the report, you will find that our work is impactful and that we are on the right path toward our vision of quality Early Childhood Education for every child.

Looking ahead, we are excited to scale our programs further, innovate new solutions, and continue advocating for policies that prioritize the holistic development of children. Our vision is to ensure that every child, regardless of their socio-economic background, has access to quality early education that sets them on the path to a brighter future.

None of this would be possible without the unwavering support of our donors, partners, and staff. Together, we are creating a transformative impact on the lives of thousands of children and their families.

Thank you for being an integral part of this journey.

With heartfelt gratitude,  
**Mangal Pandey**  
**Chief Executive Officer**

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## Our Vision

All Children in India will receive Quality Early Childhood Education (ECE)

## Our Mission

Improve the capacity of government systems to deliver quality Early Childhood Education

## Our Approach



# T H E O R Y O F C H A N G E

Intervention Areas	Input	Output	Outcome	Goal
<b>Curriculum and Pedagogy</b>	Age appropriate student curriculum  Teaching Learning Material	<b>Shift from:</b> Rote-based curriculum to age-appropriate, play-based learning	Increased access and time towards age-appropriate, play-way learning  Improved interaction between teacher-child  Increased attendance by children	<b>Children achieve their Age-Appropriate Developmental Milestones at Age 6</b>
<b>Empower Teachers</b>	Teacher Training and Coaching  Other Auxiliary Resources	<b>Shift from:</b> No training to planned training and coaching  What to teach to and How to teach	Teachers follow Developmentally Appropriate Practices in classrooms  Improved knowledge of ECE  Increased motivation and commitment to the role	
<b>Enable Parents</b>	In School Support  At home Resources	<b>Shift from:</b> Parent as a side actor to a major partner  Parenting and Teaching as two different things to a unified developmental goal for the child	Increased positive interactions between parent and their children  Increased knowledge on Early Childhood Education in parents  Improved relationship between parent and school	



## Over the last 6 years we have impacted:

 **500**  
Schools and  
Anganwadis

 **700**  
Teachers

 **50,000**  
Children

 **50,000**  
Parents

## In 2022- 23 we worked with:



**KARNATAKA**

 **300**  
Schools

 **500**  
Teachers

 **25,000**  
Children

 **25,000**  
Parents



**MADHYA PRADESH**

 **50**  
Anganwadis

 **50**  
Teachers

 **1000**  
Children

 **1000**  
Parents



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**Project 1: Enrich Pre-Primary Education in Karnataka (EPPE)**

**Project 2: Adarsh Anganwadi Project in Madhya Pradesh**

**Project 3: Affordable Private School Program**



## PROJECT 1 : ENRICH PRE-PRIMARY EDUCATION (EPPE) IN KARNATAKA

### Introduction

The Enrich Pre-Primary Education Program is a multi-year project to improve the quality of Early Childhood Education in the **government schools of Karnataka**. This project is undertaken by Key Education Foundation in collaboration with the Samagra Shiksha Karnataka. The project was initiated in 2021.

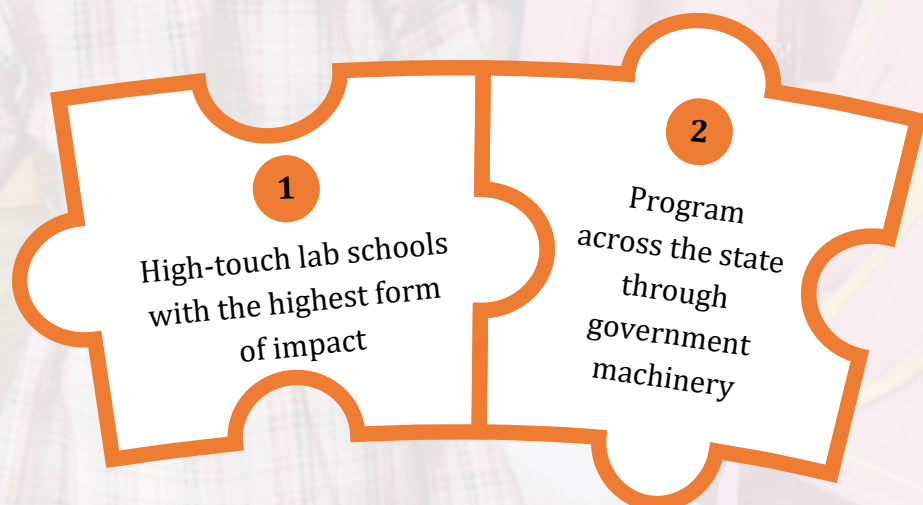
### Goal

To ensure that children in Government Schools are ready for school at Age 6, by:

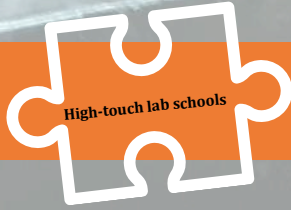
1. Setting up model and demonstration Pre Primary Classrooms
2. Testing and creating scalable Public Goods in these model schools
3. Building systemic capability by integrating these Public Goods

Reach:	Teachers	Schools	Children	Parents
Lab Schools	33	20	700	700
Reach:	Teachers	Schools	Children	Parents
Across the state	1500	300	22,000	22,000

The project has two arms to it







## FOR TEACHERS

Reach: 33

### Inputs

- Refurbishing the school infrastructure to make it conducive to learning
- 50 hours of teacher training: 30h-Pre-service + 20h-In-service
- State curriculum and play-based teaching learning material in each classroom
- 11 coaching sessions for each teacher

### Outputs

<b>Pre-service teacher training</b>	30 hours completed
	95% attendance
<b>In-service teacher training</b>	20 hours completed
	90% attendance
<b>Coaching Sessions</b>	9 sessions / teacher
<b>Student Curriculum</b>	100% completed

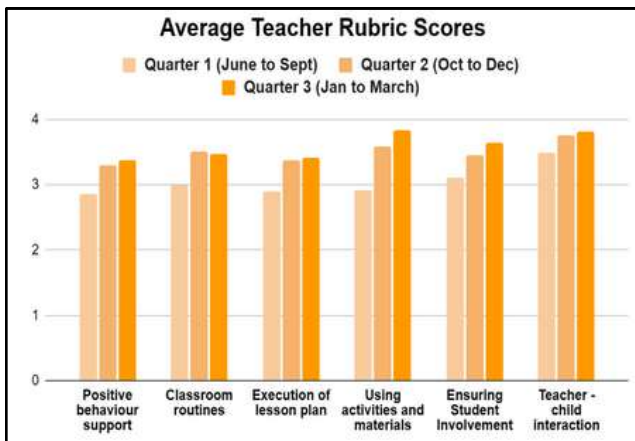




### Outcomes



During each classroom observation, teachers were evaluated and marked on a 4-point rubric covering six essential skills. Teachers showed an average improvement of 0.5 points over the course of one year



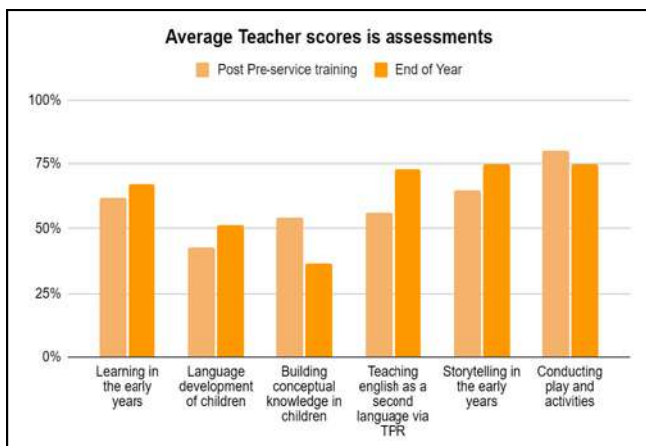
[Click here to understand the Rubric better](#)

#### Insights

1. The highest shift was seen in the strands **“Using activities and materials”** and **“Ensuring student involvement.”** This indicates that teachers are ensuring that students learn through play
2. Teacher scores in strands of **“Positive behavior support”** and **“Teacher-child interactions”** indicate their nature towards children is age-appropriate
3. The high score on classroom routines indicates that teachers are following a daily timetable for the class and are using routines whenever necessary



To check the growth in the knowledge of the teachers, we assessed them after the pre-service training and at the end of the year. The results of the assessments are below:



#### Insights

1. Teachers have shown significant shifts in knowledge under **Total Physical Response (TPR)** and storytelling
2. Under **Conceptual learning**, teachers struggled with questions that required them to name Teaching Learning Materials and analyze them to map it to pre-math skills. The struggle maybe due to English names

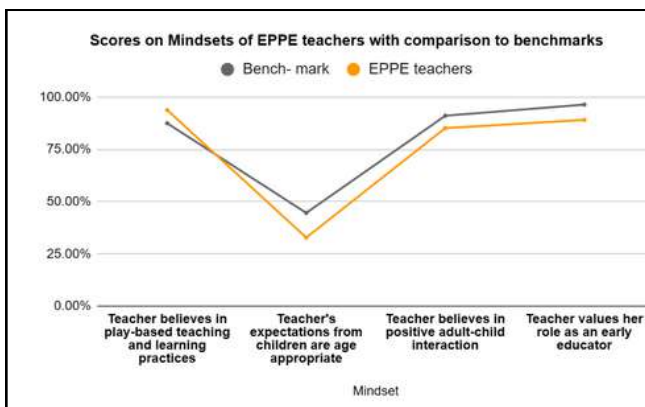




## Outcomes



This year, we conducted a teacher mindset evaluation to understand and enhance the attitudes and beliefs of educators towards early childhood education. By assessing their perspectives, we aimed to identify areas for growth and provide targeted support.



### Insights

1. Teachers' mindsets toward children learning through play are very high. This could be attributed to their having executed play-based activities in class and having seen evidence of children learning
2. Teachers in the EPPE program have scored and shown very close results to that of the teachers who have set the benchmark



### Things that worked for the teachers:

As we reflect on the scores and performance in class here are few things that is working well for them and the children and we hope to improve it further in the coming years:

1. **A well resourced classroom:** Teachers always have access to stationery, worksheets, handbooks, and TLMs required to teach and do not have to struggle to access/procure them
2. **Self respect and dignity:** Teachers are well-respected and motivated regularly to implement and share their classroom practices. This leads to increased output
3. **Learning time Priortised:** Teachers do not have any other duties to attend to during class hours. This focus creates rigor in learning practices
4. **Hire for passion:** The hiring criteria prioritized teachers who were passionate about working with young children, and we see that translating into loving teacher-student relationships and positive behaviour management
5. **Planning time-** Teachers need dedicated time to plan and not just teach. This helps them ensure that they are prepared to execute the lesson plans at optimal quality





## FOR PARENTS

Reach: 700

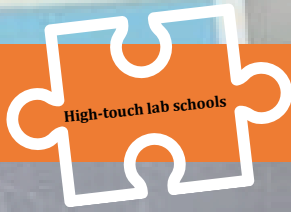
### Inputs

- 6 parent sessions in each school to make parents more aware of the holistic development of their child
- 3 parent-teacher meetings to discuss the child's strengths and areas of improvement
- CLAP Project: Weekly worksheets sent sent at home and parents assisted by WhatsApp chatbot to ensure that learning continues at home

### Outputs

<b>Parent Sessions</b>	6 meetings conducted in each school
	62.95% average attendance
<b>Parent-Teacher Meetings</b>	3 meetings conducted in each school
	90% attendance
<b>CLAP Engagement</b>	80.4% at-home worksheet completion rate
	12.68% chatbot engagement rate





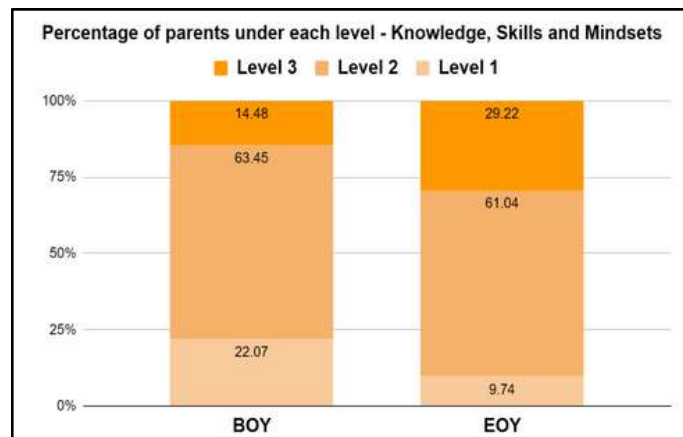
## FOR PARENTS

Reach: 700

### Outcomes



Parents were interviewed one-on-one in the beginning of year (BOY) and end of the year (EOY) to evaluate any improvement in the Parent engagement goals across three levels



Level 1 - Parents expectations are rote-based and not age-appropriate  
 Level 2 - Parents begin to balance rote-based and play-based demands  
 Level 3 - Parents are highly aware and invested in age-appropriate learning

#### Insights:

1. 29% of parents are invested and achieve Level 3 awareness by end of the year which means that the workshop, PTM's and worksheets are working and impacting the way parents think about their role in the development journey of their child
2. School and teachers maintained a good relationship with parents from the start and continued the same till the End of the year which is crucial for child development
3. Parents who spent quality time in their child's holistic development and believed in their own ability to support their child through activity and play increased by 11% in the EOY.
4. Teaching English language remains the biggest demand in parents



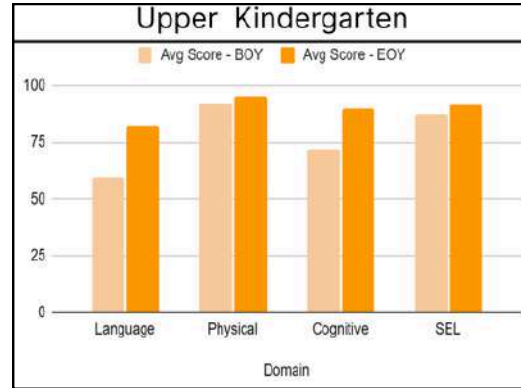
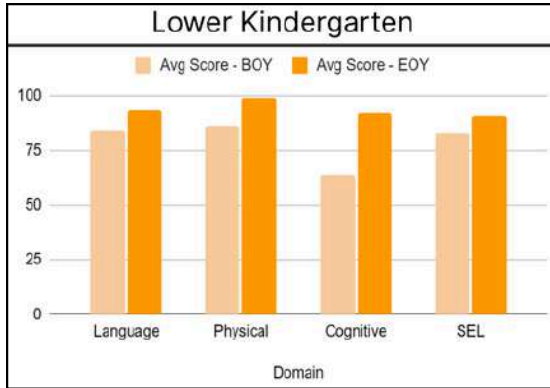


# IMPACT ON CHILD

Reach: 700

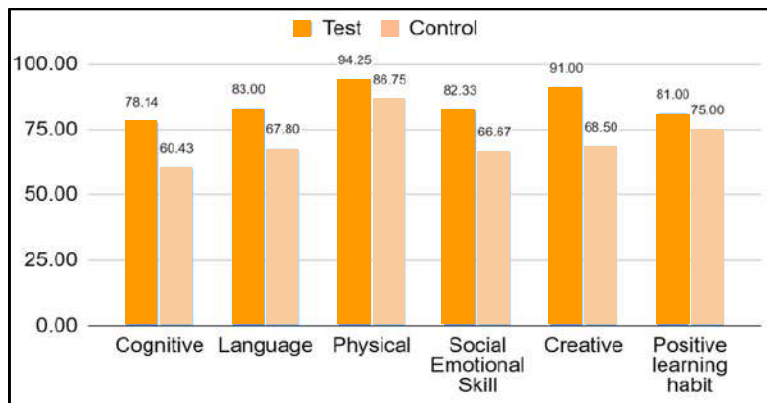
## Outcomes

### Student Performance: Beginning of Year Vs End of year



Tool Used: School Readiness Index  
 Lower Kindergarten N: 61 children | Upper Kindergarten N: 78 children

### Student Performance: Control Vs Test in Grade 1

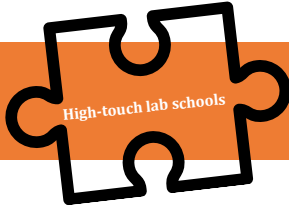


Tool Used: School Readiness Index  
 Test = Grade 1 children who went through KEF's program | Control = Grade 1 children who didn't  
 N: Test: 115, Control 105

### Insights

1. Students who go through our program are more ready for school as compared to who don't
2. The holistic focus on Classroom learning environment, teacher training, and parents engagement is working and is helping to improve developmental score in children
3. A big jump in cognitive and language scores indicates that the curriculum is catering well to these domains. We set a threshold of an average score above 70% in all domains to deem a child school-ready





## PILOTS AND INNOVATIONS

The EPPE Schools are ideal spaces to try new and innovative teaching and learning practices. They are safe spaces where children are always engaged and teachers are well-supported. The teachers are well aware of the program's purpose as a laboratory for innovation and are equipped with the agency to be vocal about feedback and balance their responsibilities in ensuring effective learning for every child in their classroom while experimenting with new and improved ways of teaching.

Here are some new pilots we tried with partners this year.



Pratham Books conducted an intensive 3-month pilot in select EPPE classrooms to arrive at a guided reading & storytelling approach for children to be exposed to books & print media.

[Click here to read the report](#)



A study to explore student vocabulary in the semi-urban context was done by Ek Step Foundation. They conducted language focussed activities and mapped common words used by students to support contextual content development in future.

[Click here to read the report](#)



A research team interviewed the teachers to better understand the challenges in facilitating oral language development in children.





## SCALING TEACHER TRAINING : PROJECT NODI KALIYONA

Reach: 1500 teachers

An Excellent Early Childhood Education is a function of 2 main factors:

A **safe and conducive classroom environment** supported by **well-trained pre-primary teachers**.

Most states in India have a massive shortage of trained early educators. To achieve our ambitious goals of Foundational Learning for all by 2030, we must ensure that we follow the guidelines set up by the National Education Policy.

**“A modular approach to continuous teacher development will be adopted to ensure that every teacher has the flexibility to optimize their own development. These opportunities will be accessible through multiple modes, including in-person workshops, distance learning and online modules.”**

*- National Education Policy (2020)*

States are focused on adopting DIKSHA as a technology in alignment with the NIPUN Bharat Mission to further support teachers in improving Teaching and Learning Practices. **The Nodi Kaliyona Program is a one-of-its-kind program in Karnataka to ensure pre-primary teachers can access digital training in the most effective way to ensure continuous professional development.**

The learnings from this project pilot will be applied to further expand digital teacher training in the FLN years, paving the way for Karnataka to achieve the NIPUN Goals.

### Project Details:

Key Education Foundation created and launched 4 digital teacher training modules [in Kannada] on DIKSHA platform for pre-primary teachers from the KPS and SDMC run classrooms of Karnataka.

### The courses are:

1. ಆರಂಭಿಕ ವರ್ಷಗಳಲ್ಲಿ ಸಂಭಾಷಣೆ [Conversations in the early years]
2. ಪೂರ್ವ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣದಲ್ಲಿ ಕಥೆ ಹೇಳುವ ವಿಧಾನ [Storytelling in the early years]
3. ಪೂರ್ವ ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣದಲ್ಲಿ ಪರಿಕಲ್ಪನಾ ಕಲಿಕೆಯ ವಿಧಾನ [Conceptual learning in the early years]
4. ಟೋಟಲ್ ಫಿಸಿಕಲ್ ರೆಸ್ಪಾನ್ಸ್ [Total Physical Response (TPR)]

### Implementation method:

Training using self-paced digital courses on DIKSHA and coordinated by DIET nodal officers in their respective districts.







## SCALING TEACHER TRAINING : PROJECT NODI KALIYONA

**Reach: 1500 teachers**

### Reach

The courses were launched for the pre-primary teachers from Karnataka Public Schools (KPSs) and SDMC run pre primary classrooms across Karnataka.

<b>Number of districts</b>	31
<b>Number of Government schools in the pilot</b>	939
<b>Number of DIET nodal officials trained</b>	49
<b>Total number of pre-primary teachers targeted</b>	1209
<b>Total number of participants enrolled</b>	1580

### Design elements to increase course engagement

 <p><b>Quality content:</b> Course components included high quality videos in Kannada that made use of classroom demonstrations</p>	 <p><b>Learning community:</b> Teachers received support from the district DIET and had a community of peers as they began the training</p>	 <p><b>Certification:</b> Upon completion of courses, teachers received certificates signed by Director DSERT</p>	 <p><b>Appreciation:</b> DIET officers sent regular reminders and appreciations in order for their teachers to have a joyful learning experience</p>
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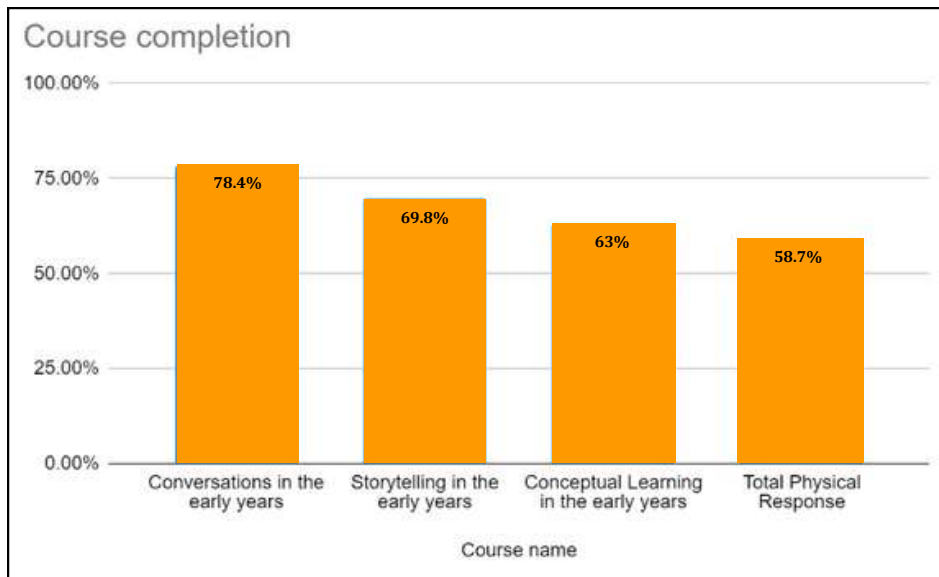




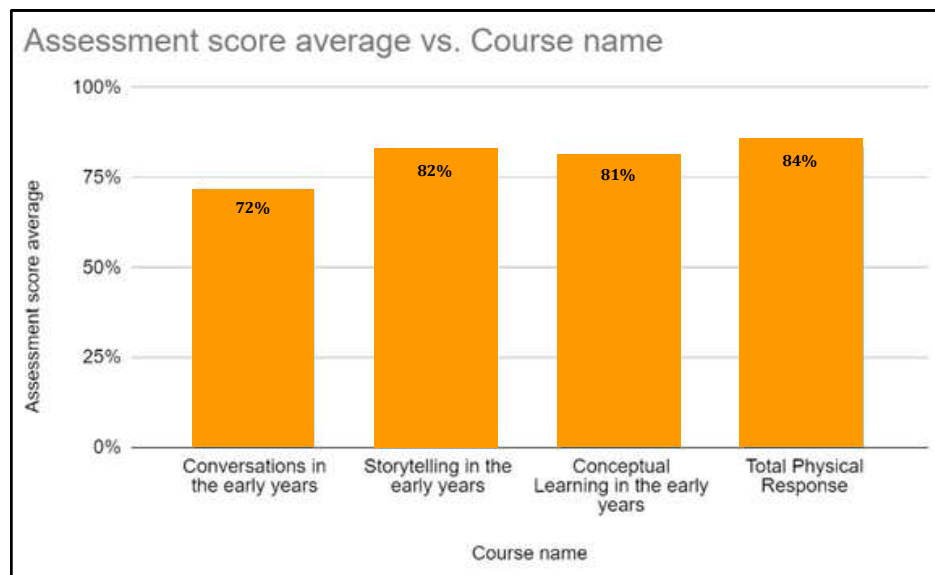
## SCALING TEACHER TRAINING : PROJECT NODI KALIYONA

Reach: 1500 teachers

### Output



Courses that were open for longer duration have higher completion rates. Courses launched in March towards the end of the pilot period have slightly lower engagement as teachers and DIETs had many other year-end responsibilities



High average performance in assessments indicates that teachers engaged with every course component and the content in detail to answer the questions in the final assessment and secure a certificate.





## SCALING TEACHER TRAINING : PROJECT NODI KALIYONA

Reach: 1500 teachers

### Outcomes

% of teachers	Teacher feedback on training
87.5	Thought the videos used in the courses were useful and easy to understand
80.9	Felt that the courses helped improve their knowledge in Early Childhood Education
77.8	Value the certificate received at the end of courses
75.6	Have expressed they would like to engage in more such courses shared online

**81.9% teacher said they feel more confident to teach in their pre-primary classroom after taking the ECE courses on DIKSHA**



## SCALING TEACHER TRAINING : PROJECT NODI KALIYONA

Reach: 1500 teachers



### Teacher Testimonials

*"The digital training helped us learn the topics at our own pace and in a comfortable way"*

*"The classroom demo videos helped me see myself in the class and plan how I can conduct such activities"*

*"Getting such online training on DIKSHA, like the higher grade teachers, is good for us too. It will help us grow professionally"*

### DIET Officials Testimonials

*"The existing higher grade teachers had taken the courses on DIKSHA earlier and received certificates. So, it is important that pre-primary teachers also take ECE related courses and submit the certificates to the department. Also, the course contents are very useful learning resource."*

*"This training program helped the pre-primary teachers become familiar with DIKSHA, just like the primary and higher grade teachers. This makes it easier for us to ask the teachers to take more course on DIKSHA going forward. Only problem that needs to be resolved is that all teachers did not get certificates after clearing the assessment."*

*"These courses are great for us to use to share with teachers on a need basis."*

[Click here for a more detailed report of the project](#)





## SCALING TEACHER TRAINING : PROJECT NODI KALIYONA

Reach: 1500 teachers



### Way Forward

The success of Nodi Kaliyona Project gives us hope for integrating digital training as a core component of yearly professional development for all teachers in the FLN years across the state. With increased access and interest, the potential of digital content to address barriers in knowledge and skills for teachers is immense. In the upcoming year, continued efforts to integrate digital training [in a hybrid model] with in-person trainings throughout the year, and continued efforts to study its impact on teachers and on classroom quality must be undertaken.

#### **Key Education Foundation will undertake the following actions in the year 2023-24:**

- Work with government of Karnataka to further support the expansion of quality digital teacher training content and courses for the foundational years [ages 3-8]
- Create 20+ hours of contextual training content for Karnataka on DIKSHA
- Work with the department to define integration of digital teacher training as a part of the state training plan for pre-primary teachers and Grade 1 & 2 teachers in government schools





## SCALING PARENT ENGAGEMENT: PROJECT CLAP

Reach: 22,000



**C-L-A-P, or Children Learning, Assisted by Parents**, is a Parent Engagement program for parents with children in the age group of **3-6 years**. It has three major components for parents:

1. 36 At-home Worksheets
2. At-home Chatbot support for every worksheet
3. In school workshops

CLAP aims to support parents in having **more positive interactions** with their children through different components made available to them in **three languages - English, Hindi and Kannada**.





## SCALING PARENT ENGAGEMENT: PROJECT CLAP

Reach: 22,000

### Output - Worksheets

97.2% of parents completed worksheets with their children and gave it back to the teacher. This data is representative of 384 classrooms.

### Output - Chatbot

Worksheets	Average Engagement
1-12	17.87%
13-24	11.1%
25-36	7.09%

Worksheet Engagement rate

District Name	Engagement	
Uttara Kannada	38.84%	↑
Gadag	27.26%	
Chikkamangaluru	26.65%	
Chikkaballapura	3.5%	↓
Ramanagara	3.58%	
Bidar	1.57%	

Top 3 and bottom 3 districts based on chatbot engagement

#### Insights

1. The engagement is the highest for the 1st 12 worksheets across chatbot and physical worksheet
2. As the CLAP program was implemented in the middle of the academic year, many schools may not have been able to give all 36 worksheets to parents
3. Given that the on-ground worksheet engagement is higher, parents might require more support in completing the worksheets on the Whatsapp Chatbot





## SCALING PARENT ENGAGEMENT: PROJECT CLAP

Reach: 22,000

### On Site observations to check the effectiveness of CLAP

<p style="text-align: center;"><b>Bangalore North</b></p> <ul style="list-style-type: none"> <li>• CLAP is helping parents and children to spend time together</li> <li>• Parents are aware about what their child is learning</li> <li>• Children take help from each other to finish challenging activities</li> <li>• Parents put to practice some of the activities from the worksheet, ex - Maintaining and creating a routine for the children with the help of routine tracker</li> </ul>	<p style="text-align: center;"><b>Udupi</b></p> <ul style="list-style-type: none"> <li>• CLAP has increased parents respect for teachers and the school system</li> <li>• Parents believe district &amp; school offers high-quality education</li> <li>• Botinstruction in Kannada is assisting parents greatly</li> <li>• Teachers remind parents to do worksheets by calling/sending audio of CLAP</li> <li>• Concepts are easy and simple for children to grasp from CLAP</li> </ul>
<p style="text-align: center;"><b>Kalburgi</b></p> <ul style="list-style-type: none"> <li>• Play-based methodology of CLAP being adopted by teachers in classrooms</li> <li>• Ideas from CLAP are helping parents keep children engaged at home</li> <li>• CLAP is helping in children actively participate in different activities</li> <li>• CLAP - incorporates parents in their children's learning</li> </ul>	<p style="text-align: center;"><b>Dharwad</b></p> <ul style="list-style-type: none"> <li>• Teachers took initiative and gave prizes to children who completed the activities</li> <li>• Parents are more ready to teach their children now</li> <li>• As a result of CLAP phonics activity parents appreciate that English is taught in School</li> </ul>
<p style="text-align: center;"><b>Tumkur</b></p> <ul style="list-style-type: none"> <li>• Both parents and siblings sit together to do some of the CLAP activities</li> <li>• Parents are able to make connections to the different activities they implemented with their children</li> <li>• Teachers play a vital role in keeping parents engaged</li> <li>• Parents are more aware about what their child is learning</li> </ul>	<p style="text-align: center;"><b>Bangalore South</b></p> <ul style="list-style-type: none"> <li>• Children's conceptual understanding is improving</li> <li>• Parents get new ideas from CLAP to do with children</li> <li>• Increased curiosity in children and ask questions on various topics</li> </ul>







## SCALING PARENT ENGAGEMENT: PROJECT CLAP

Reach: 22,000



### Impact Stories from the Ground

Pavan's parents work in Bangalore and he lives with his grandparents. His Ajja [Grandad] collects the worksheet every week, calls his son who checks the WhatsApp videos and tells him how to do the activities. Pavan does the activities with his Ajja and Ajji and they send a picture to his parents in Bangalore. In this way the whole family is involved in the learning wherever they are and the parents even send me the pictures every week to confirm they are doing it! It is wonderful to see this."

*-Parent, Tumkur*

I made a "Good Behavior Chart" and posted it around my home. I reward my child with a smiley on the chart when she does positively, such as picking up chocolate wrappers from the floor. But, if she exhibits an inappropriate habit, such as using her phone for an extended period of time, I first warn her and then mark a cross if she does not change. This has helped me teach my child good behavior in a lovely and enjoyable way rather than just preaching and outlining what is right and bad.

*-Parent KPS Madbool, Kalburgi*

Our Anganwadi is located in the same area where the LKG and UKG children study. The parents of the Anganwadi children wish to enroll their children for LKG in the same school after observing the LKG and UKG children and parents interacting with CLAP.

*-HM, KPS Sarakki, Bangalore South*

Since the CLAP programme was implemented in our district, I have noticed an improvement in the relationship between parents and the school and between teachers and parents. The department and school are now more trusted by the parents. The parents believe that their children are receiving quality education.

*-Mr. Yoga Narasimha Swamy,  
District Institute for Education and Training, Udupi*





## SCALING PARENT ENGAGEMENT: PROJECT CLAP

Reach: 22,000



### Way Forward

**In the next academic year, we will implement the following steps to ensure parents and children continue using CLAP effectively.**

- Implement the program early in the school year so all the worksheets can be completed.
- Design a strong training structure for officials and teachers so they can support parents beyond the onboarding phase with supporting them on using the chatbot
- Closely monitor chatbot engagement, support and motivate parents to engage with activities on CLAP regularly.
- Share registration and engagement data through quarterly reports with the department and officials
- Conduct field visits in a few schools to understand the progress and challenges faced by stakeholders in different districts.
- Share Google Forms to collect feedback and data from teachers regularly.
- Continue supporting parents through the Whatsapp chatbot to ensure there are no hurdles in parents accessing support, content and activities.



## PROJECT 2: ADARSH ANGANWADI PROJECT IN MADHYA PRADESH

### Introduction

Adarsh Anganwadi Project is a collaborative effort between KEF, District Authorities of Chhattarpur, and NITI AYOOG to improve learning outcomes for children in over 2000 Anganwadis across the district. Initiated in August 2022, the project is part of the Aspirational District Program and has two tracks:

A. Lab Anganwadis: 50 model Anganwadis will be established as high-impact, high-touch centers. These serve as laboratories for creating scalable public goods, which, once vetted, will be expanded across all Anganwadis in the district.

B. At-Scale Public Goods: The effective public goods created in the Lab Anganwadis will be scaled district-wide.

Both tracks focus on enhancing curriculum and pedagogy, building teacher capacity, and increasing parent engagement.

### Goal

1. 50 Anganwadis have an enriching learning space for children [ages 3-6]
2. Anganwadi Workers have the knowledge, skills and mindsets to implement developmentally appropriate practices in ECE
3. Improved parent awareness and investment in providing quality ECE to children via the Anganwadis and at home

REACH	Anganwadi Centres	Anganwadi Workers	Children	Parents
	50	50	1000+	1000+

### 3-year District transformation Plan



## PROJECT 2: ADARSH ANGANWADI PROJECT IN MADHYA PRADESH

### Inputs

- 50 hours of Anganwadi worker training
- Monthly visit to Anganwadis for coaching and observation
- 6 parent workshops in each Anganwadi
- At-home worksheets and chatbot support for parents

### Outputs

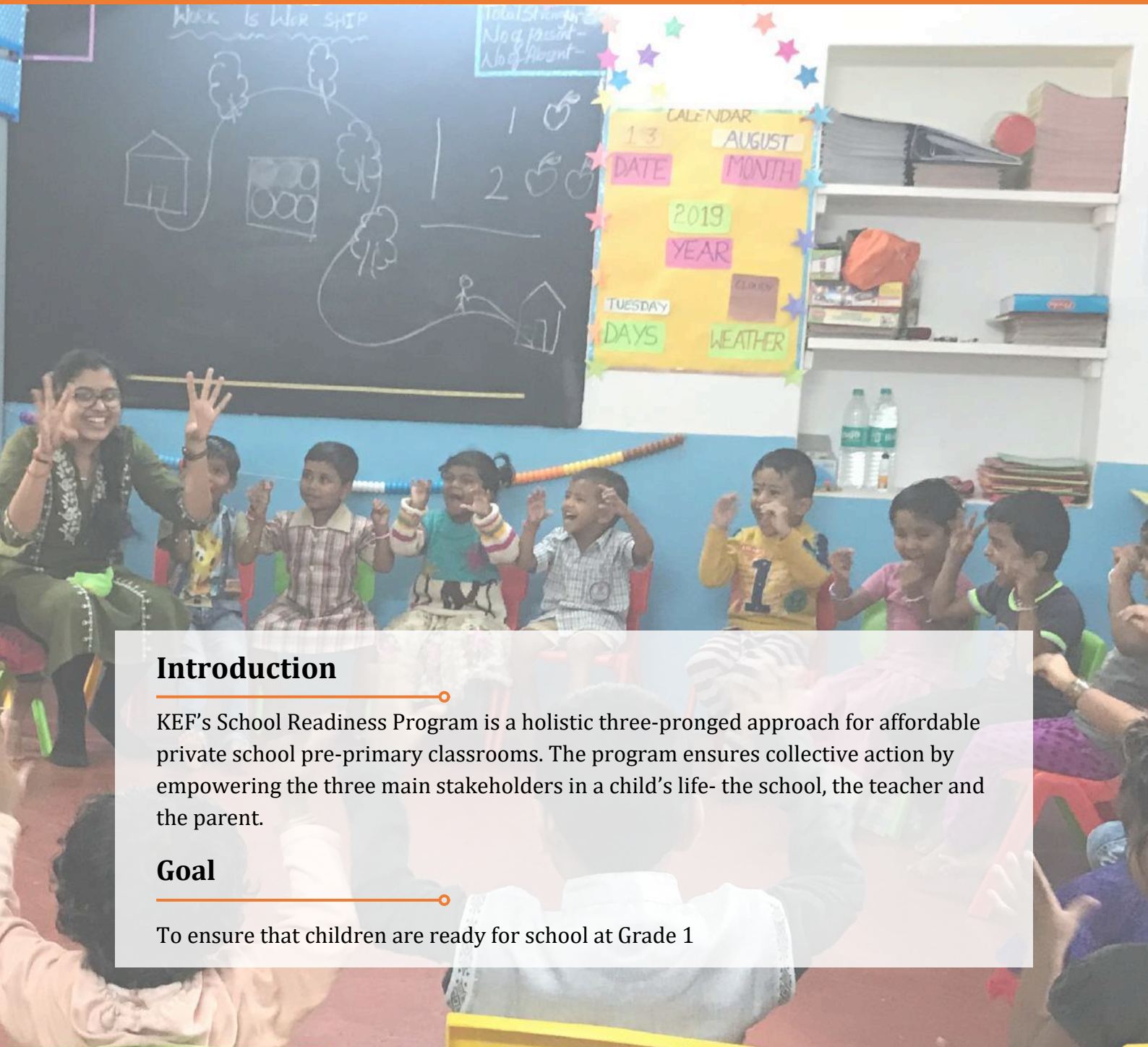
ECE instructional time & quality of learning environment has improved as a result of

- 80+ hours of training
- Monthly visits and support
- Provision of curriculum
- Provision of PSE kit
- Painting Anganwadis

### Outcomes

- Resource Availability
  - 76% have curriculum handbook
  - 100% have activity books
  - 26% have Shishu Vikas Card
  - 100% received PSE Kit
  - 86% are painted [as per KEF guidelines]
- 70% of Anganwadis open on time
- 48% are teaching for 2-3 hours a day
- 46% are teaching for 1-2 hours a day

## PROJECT 3: AFFORDABLE PRIVATE SCHOOL PROGRAM ACROSS TIER 1 AND 2 CITIES OF INDIA



### Introduction

KEF's School Readiness Program is a holistic three-pronged approach for affordable private school pre-primary classrooms. The program ensures collective action by empowering the three main stakeholders in a child's life- the school, the teacher and the parent.

### Goal

To ensure that children are ready for school at Grade 1

REACH

Teachers

Schools

Children

Parents

164

55

3488

3488



## FOR TEACHERS

Reach: 164

### Inputs

- 30 hours of Pre-service trainings
- 20 hours In-service trainings
- Atleast 5 One-on-One coaching session for every teacher

### Outputs

% of teachers who completed induction	72.4%
% of teachers who completed 4 in service trainings	72.4%
Number of coaching session per teacher	4



## Outcomes



**Teacher Assessment** - In order to check the teacher knowledge we conducted a teacher assessment at the beginning of the year (BoY) and at the end of the year (EoY) to check the growth in knowledge. The total number of teachers who took the teacher assessments are: 147 Teachers at BoY and 124 Teachers at EoY

Domains of Assessments	Shift from BoY to EoY %
KEF Curriculum	13.88
Positive Behaviour Support	7.54
Play in Early Years	7.14
Creativity and Curiosity	7.36
Assessment in Early Years	6.33
Language Development	5.65
Cognitive Development	4.65
Social and Emotional Development	2.89
Parent Engagement	1.07
Learning in Early Years	-6.72
Physical Development	-19.86

*Shift percentage across domains of assessments from BoY to EoY*

### Insights

1. Most assessment domains have seen a positive shift in score and percentage.
2. The KEF curriculum domain has seen the highest shift which is 13.88%, from Beginning of the year to the end of the year due to year-long implementation practice
3. For Play in Early years, even though there is a 7% positive shift between BoY and EoY, the overall percentage is the lowest compared to other domains.
4. Understanding on physical development has dropped by 19.86% and needs further investigation



## Outcomes



**Teacher Coaching** - For every coaching session KEF Program Managers observed the teacher teaching and marked the teachers on their classroom routines and practices on a 4 point scale rubric. Scores were compared from the first three months to the last three months of the academic year. Below are the scores:

Strands of the rubric	Average score at the Beginning of the year	Average score at the End of the year	Shift in score
Positive behaviour support	1.94	2.24	0.30
Classroom routines	1.92	2.45	0.53
Execution of lesson plan	2.19	2.59	0.39
Using activities and materials	2.16	2.56	0.41
Ensuring Student Involvement	2.27	2.54	0.27
Student engagement	2.05	2.49	0.44
Teacher - child interaction	2.35	2.56	0.21

*Teacher Rubric scores of teachers observed during Beginning of the year (June - August), and End of the year (Jan - March)*

### Insights

1. Classroom routines experienced the highest shift (13.31%), which could be because they find it useful to follow these routines consistently
2. The teacher-child interaction experienced the least shift (5.19% increase in rubric scores) could indicate that teachers use the Positive behavior support tools and strategies inconsistently. There is still a huge gap in the teachers' knowledge and mindsets regarding creating a positive and safe environment for students to learn.
3. High scores in Classroom routines, Execution of lesson plan, and Using activities and materials suggests that students are engaged in classes in play-based methods to some extent
4. Comparing the percentage shift in assessment scores in two domains, Positive Behavior Support and Play in the Early Years, and the rubric score strand Teacher—Child interactions, indicates that teachers would require more support in translating their knowledge to classroom practice
5. At a programmatic level, it is also important that all the KEF staff be aligned to the rubric and regular discussions be conducted to refine our understanding of the scoring criteria to ensure uniform and unbiased scoring

[Click here to view the Classroom Observation rubric](#)



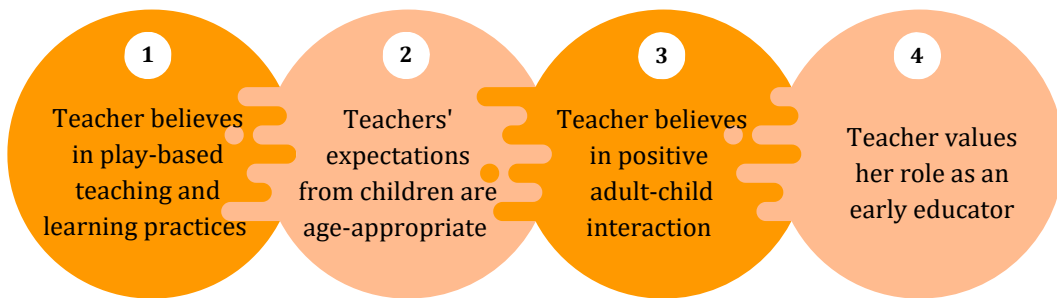


Outcomes



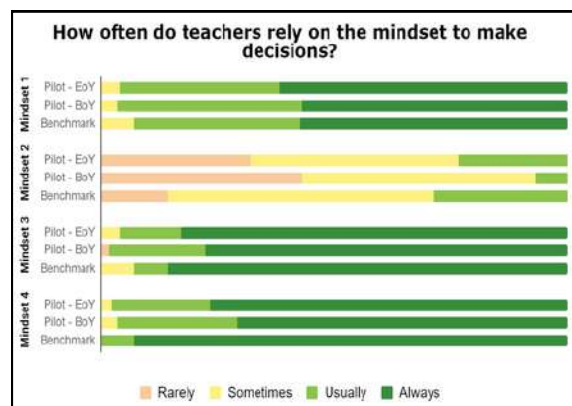
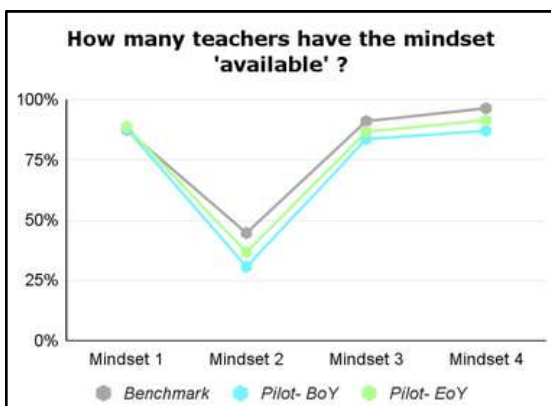
**Teacher Mindset** - The teacher mindset assessment was piloted this year with a group of 58 teachers. The tool evaluates teacher mindsets based on their responses to a set of questions against a benchmark for each mindset assessed. *(The benchmark group consisted of high-performing teachers and KEF staff)*

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The two components assessed were:

- 1. Availability** - Availability of a mindset indicates that the participants are aligned to it, i.e. it is a part of their belief system
- 2. Salience** - Salience of a mindset implies the reliability of a particular mindset among participants to make decisions, arrive at conclusions and form opinions





## Outcomes

### Insights

1. The availability of each Mindset has decreased among teachers, however, the salience of the Mindsets is higher at EoY than at BoY. This tells us that teachers who retained the mindset started using the mindset more often to make decisions, indicating that the program and coaching support have influenced them
  2. There has been a significant drop in the number of teachers in the availability of mindset indicating that they have seen positive results in children even without having play-based learning or positive-adult child interactions (or the other mindsets) and hence their belief in these mindsets decreased.
- Teachers have not seen any significant student growth with play-based learning or positive-adult child interactions (or the other mindsets) and hence their belief in these mindsets decreased

[Read the detailed report here.](#)



### Inputs

- 36 At-home Worksheets
- At-home Chatbot support for every worksheet
- In school workshops

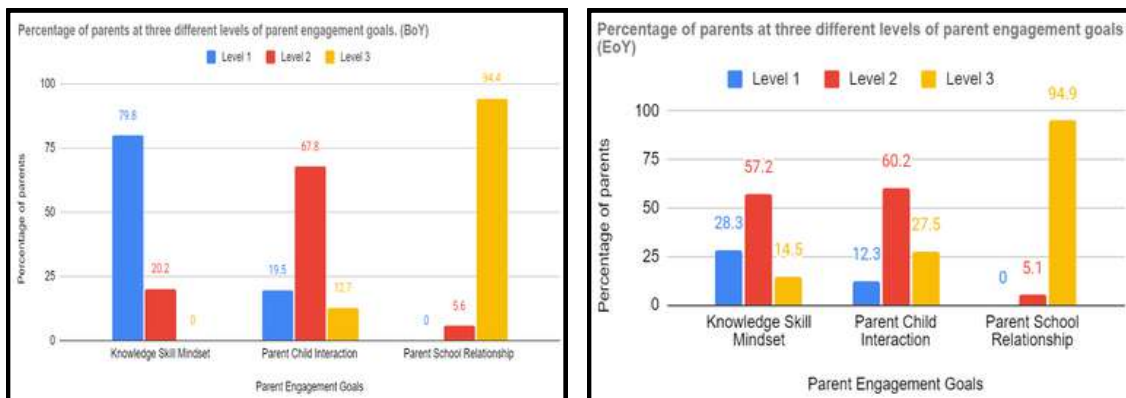
### Outputs

<b>Parent attendance for workshops</b>	62.9%
<b>Worksheet Completion</b>	80.4%
<b>Chatbot Engagement</b>	9.7%
<b>Number of schools that completed all 3 workshops</b>	21/48



## Outcomes

We interviewed parents at the beginning of the year and at the end of the year to understand the shift in their knowledge, skills, and mindset across three levels and parameters toward the holistic development of their child. Below are the shifts that we observed:



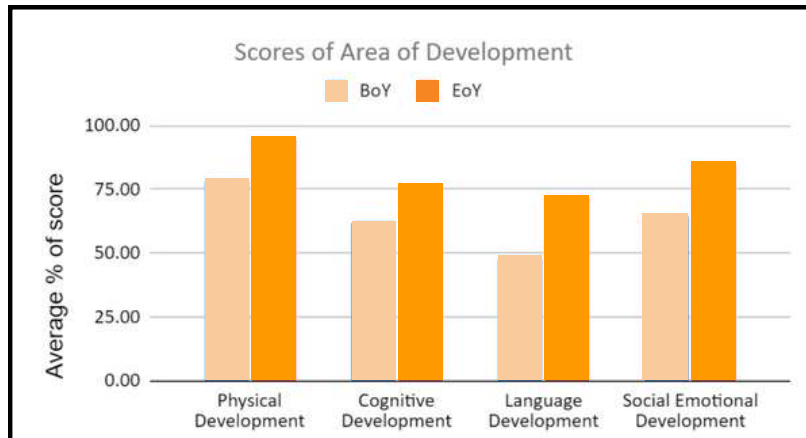
Overview of Percentage of parents at three different levels of parent engagement goals at BOY(left) and EOY (right)

### Insights

1. 51.5% increase in parents advancing from level 1 to level 2 and above in Knowledge, Skill, and Mindset
2. 14.8% increase in parents advancing from level 1 to level 2 and above in Parent-Child Interaction
3. 100% of parents already at level 2 or above for Parent-School Relationship
4. Parents struggled to articulate development indicators
5. While some parents recognize the importance of play, they don't fully see it as a learning method. Survey questions may have influenced their responses.
6. Most parents rated schools highly (above 8/10) for child support, possibly due to concern about how schools might react if the data is shared, as surveys were conducted in schools

[Read the detailed report here.](#)

## Outcomes



Number of children assessed: N=274

### Insights

1. At the end of the year, 79.3% of students are school-ready, indicating that the play-based teaching approach has effectively prepared children for Grade 1.
2. Of the remaining students, 17.7% scored between 50% and 70% in their assessments, suggesting they are close to school readiness and could benefit from additional support during the transition to Grade 1. Teachers can provide Grade 1 educators with activities and materials to help bridge this gap.
3. While sorting and sequencing skills for cognitive development improved, pattern recognition skills declined. This may be due to a focus on traditional math skills over pre-math skills recommended by KEF.
4. Students struggled with phonics, particularly identifying the last sounds of words, indicating a need for more engagement with word wall activities and segmenting skills taught in language development training. Teachers seem to focus more on writing and reciting stories and rhymes.

[Read the detailed report for the student assessment here.](#)



# Way Forward

## Our Projects in 2023-24

### Enrich Pre-Primary Education Program (EPPE)

#### Lab Schools

- Ensure we have a minimum of 700 children enrolled
- Increase the rigor of program implementation i.e. classroom observation
- Build a strong community ownership
- Build credibility of the program with better Impact measurement

#### Scale Work

- Integrate a refined version of CLAP into all 300 government schools in Karnataka, targetting better engagement by parents and teacher
- Develop more digital and in-person teacher training resources for Early Educators
- Strengthen relationship with government bodies
- Conduct research on the status of Early Childhood Education in government schools

### Adarsh Anganwadi Project - Madhya Pradesh

- Continue our focus on the 50 Anganwadis with a focus on instruction time for children and the routines being followed
- Identify scalable practices and invest in government bodies to devote resources towards it

### Affordable Private School Program

- Build a community of low-cost private school owners
- Improve operational rigor and cost by increasing the School: Program Manager ratio



## Leadership Team



**Mangal Pandey**

**Co-Founder and CEO**

11 years of diverse experience, an MBA from IMDR Pune, and a background in renowned organizations like Barclays, Teach for India, Akanksha Foundation, and Nudge Foundation. Recipient of Wipro, UnLtd India and South Park Commons fellowship.



**Swetha Guhan**

**Co-Founder and Chief Product Officer**

With 11 years of experience, a master's from Tata Institute, and a passion for teaching, this educator has worked with Teach for India, Agastya International, and Experifun. She is a member of the Early Childhood Steering Team at Samagra Siksha Karnataka . She is arecipient of Wipro, Gratitude Network, InnovatED, Vital Voice, and South Park Commons fellowship.



**Guhan Subramaniam**

**Co-Founder and Chief Finance and Compliance Officer**

With 40 years of experience and a PGDM from Symbiosis, this active board member boasts an impressive resume, having worked for IL&FS Private Equity, Wipro, Xerox, and HCL in the Indian Stock Exchange.

## Advisory Team



**Ravi Sreedharan**

**Founder of Indian School of Development Management**



**Shaveta Sharma**

**CEO at Central Square Foundation**



**Harish Devarajan**

**Former CHRO at Hindustan Unilever Ltd**



**Suraj Moraje**

**Former CEO of Qess Corp.**



## Summary of Audited Financial Data

Here is a summary of our audited financial data:

Total Income	2,87,43,703 INR
Total Expenditure	3,01,74,927 INR

[Click here to view our Audited Financial Report for 2022-23](#)

Keyed Foundation has valid approvals for exemptions u/s 12AA and 80G from the Commissioner of Income tax (Exemptions), Bangalore. We are also registered with CSR 1, the NITI AAYOG Portal DARPAN.

## Empowered by



## We are also grateful to the following donors for their contribution

Kaushik B  
Anirudh M  
Upendra D  
Ramesh S

Vinayak D  
Mekin M  
Ramesh M  
Kavita I

## Partners







## CONNECT WITH US



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