



Annual Report 2021-22







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Message from the Chair



Rakhee Ditta
Chair


The reopening of schools after the long hiatus created by the pandemic has given the Team at Reach to Teach a renewed sense of purpose and excitement. Seeing classrooms full of children eager to learn and be with other children, is a satisfying feeling especially after the considerable efforts to reach children at home when schools were shut.

A critical effort for RTT has been to create the content and processes to address the need for remedial learning programmes especially at the foundational literacy and numeracy level to prevent a generation of young school children from being permanently affected by the long period of school closure. RTT is also working on a template for disaster preparedness and response if schools for any reason are once again forced to shut down. Building on the learning garnered from creating home learning packs developed in Gujarat at the behest of the Gujarat Council for Educational Research and Training (GCERT) during the pandemic, the aim is that children will remain engaged in learning, no matter what the circumstances.

The core activities of school accreditation programmes in both Gujarat and Haryana, the multiple interventions under the Schools of Excellence programme of the Gujarat Government and a Leadership Development Module in Haryana are ongoing. In Gujarat, RTT continues to work closely with the State Education Department as its chosen partner to deliver on the World Bank and Asian Infrastructure Investment Bank (AIIB) co-funded Mission Schools of Excellence programme. Reach to Teach is working continuously on strengthening its product portfolio.

In April, when the Deputy Chair of RTT (Matthew Symonds) and I spent some time with the Team, we had a meaningful interaction with the Additional Chief Secretary School Education for Haryana. The interaction gave us a sense of the value the State places on the partnership with RTT.

In its quest to expand its geographical outreach, RTT is establishing a presence in the North-East in the State of Arunachal Pradesh where it has signed a tripartite agreement with the NITI Aayog and the Government of Arunachal Pradesh to implement a wide-ranging school improvement



programme. A Programme Management Unit has been set up in Arunachal Pradesh to deliver this programme, closely working with the central office. The State has several challenges such as low internet connectivity and low density populations spread over a large hilly area.

During our visit in April 2022, we had meaningful meetings with the RTT teams in Delhi and Gandhinagar. It was clear that the new strategy that RTT has put in place integrates the best of the old team with newly recruited, highly qualified professionals. What was impressive was the strong sense of commitment and willingness of every member of the team to speak up and the trust and respect they appeared to have in each other.

In August this year, a new RTT website was launched with a brand refresh. The website is very good and captures RTT's evolution over the past 15 years, especially the shift in strategy and the innovative work it is now doing across three states as a valued partner of Governments.

The year also saw the loss of a veteran and valued staff member. In June, Thomas Arackaparampil, the first Country Director of Reach to Teach passed away due to Covid-related complications. Thomas joined RTT in 2012 as its first India Country Director. He put together a great team of people, many of whom are still doing outstanding work for RTT. Thomas steered RTT through the change of strategy from direct school engagement to working with the Gujarat Education Department to effect system change. He also pioneered the highly successful community programme that continues to be an important element in our work. Thomas's valuable contribution in building Reach to Teach will always be remembered.

Finally, I would like to thank the RTT team for their continued energy, dedication, and high standards in delivering quality work, our Government partners for the productive working relationships we have been allowed to establish with them and the Larry Ellison Foundation for its continued generous support.



From the CEO's Desk




Ratna Viswanathan
Chief Executive Officer

The preceding year has been one of change, growth and new beginnings. With the virulence of the Covid-19 strain slowly mutating into milder versions, life has slowly started coming back to normal. Schools have opened and along with that comes the reality of loss of learning. The shutting down of schools over the past two years has resulted in loss of learning not only for the period during which schools were shut but also in terms of recall of what children had learnt prior to schools closing down. This has brought into focus the challenge of learning recovery in various grades. One key area of our focus is the Foundational Literacy and Numeracy competencies that children need to acquire from Grades 1 to 3. At Reach to Teach, we acquired a certain amount of experience during the time schools were shut in identifying areas that require focus and are now in the process of creating grade appropriate learning recovery programmes. In continuing with our stated strategy of geographic expansion, we have added another State to our programme. So, we currently work in Gujarat, Haryana and, as of this year, Arunachal Pradesh to technically support the Government. We have signed a tripartite agreement with NITI Aayog and the Arunachal Pradesh Government on a large-scale learning

recovery programme. Our ultimate objective is to be the 'partner of choice' for State Education Departments and the NITI Aayog.

Over the past year our strategy has acquired a well-articulated framework, which while being flexible and agile provides us with direction. We continue to be the Academic/Technical Unit supporting the Gujarat Government's Schools of Excellence programme, which is part funded by the World Bank and AIB. The work on Accreditation and supporting the State on its Gunotsav initiative runs parallel to this. In Haryana, we have just rolled out a framework for School Accreditation and are in the process of developing a Leadership Module for Head Teachers. In Arunachal Pradesh, we have signed a tripartite agreement with the NITI Aayog and the Government of Arunachal Pradesh to deliver a comprehensive learning recovery programme from Classes 1 to 12 and training teachers in the use of the material we are developing.

The essence of everything we do is centered around making learning joyful. India has a total 1.51 million schools (from pre-primary to grade 12). Out of these 1.03 million i.e., 68.3% are Government schools run by the Central and State Governments.



Of a total 264.4 million school going children, 133.5 million, i.e., 50.5% attend Government schools (Unified District Information System for Education (UDISE+) 2020-21, Ministry of Education). This brings us to the fact that almost half of the school going population in India goes to Government schools. If we want children to learn in a joyous environment and become active citizens tomorrow, we have to bring joy into learning. By involving teachers and parents in the conversation that centers around children, we bring children into the heart of our teaching and learning practices.

To drive an effective programme strategy, we have been working to strengthen two areas that are key to all our work: Appropriate Technology and Monitoring, Evaluation and Learning (MEL). We view technology as an enabler that needs to be appropriately contextualised to the geographies and intervention areas where it is to be used and hence it has been multi-modal in nature. States are scoped from this perspective to allow us to disseminate content to the largest population possible. The other integral thread running through all our work is a strong Monitoring, Evaluation and Learning framework. We strive to embed this within our programmes to ensure we

assess impact continuously and have the wherewithal to course correct when required.

In keeping with the changing nature of our organisation, RTT has gone in for a complete brand refresh which is visible in our new website. We have put in place an active media engagement strategy to give visibility to all the valuable work we are undertaking. To ensure that our work goes on unhampered, a new partnership strategy has been put in place and work is progressing steadily on that front.

I would also like to take this opportunity to place on record our immense gratitude to Thomas Arackaparampil, the first Country Director of Reach to Teach. Unfortunately, we lost Thomas to Covid-19 in June this year. Thomas's contribution towards building Reach to Teach was invaluable. He pretty much started the India operations for the organisation and remained in Reach to Teach for ten years. His expertise in community engagement and passion for excellence shaped Reach to Teach's work and culture. He will always be remembered for his hard work, empathetic nature and passion for excellence.



Governing Board



Rakhee Ditta, Chair

Rakhee works at Waypoint Capital, a large private investment firm owned by the Bertarelli family and is General Counsel of Waypoint's real estate investment business - Crosstree Real Estate Partners. Rakhee joined Waypoint in June 2011. Prior to joining Waypoint, she spent four years at KBC Financial Products as senior counsel. Prior to 2007, she worked at Barclays Capital, having qualified at law firm Linklaters, working in both London and Singapore.

Rakhee has been involved with Reach to Teach since 2017 and is Chair of the Board of Trustees.

Matthew Symonds, Deputy Chair

Matthew is a founding trustee of Reach to Teach and has been involved in its development for more than 15 years. He was the Executive Director of the Larry Ellison Foundation from 2018 until 2021. Previously, Matthew spent 21 years at The Economist in a variety of senior editing roles (IT and Communications Editor, Political Editor and author of the Bagehot column, Industry Editor and, finally, as Defence and Diplomatic Editor from 2010 to 2018). Matthew was a co-founder of The Independent and was its Editorial Director and Deputy Editor from 1986 to 1994. From 1995 to 1997, he was Strategy Director of BBC Worldwide Television. He is the author of 'Softwar: An intimate portrait of Larry Ellison and Oracle, which was published in 2003. Matthew also serves as a trustee on the board of the International Institute for Strategic Studies.



Neha Aviral, Trustee

Neha Aviral is a leadership advisor at ghSMART, where she supports investors, boards, and corporate clients on their most significant leadership priorities, including leadership assessment, development, transitions, organisational change and effectiveness. Neha was formerly an Associate Director at the Larry Ellison Foundation, where she developed the organisation's strategy and led the foundation's investments in global education. Prior to this, Neha was an Engagement Manager at McKinsey and Company, where she served clients across the public, private, and non-profit sectors on strategic, operational, and organisational issues.

Neha is a Trustee of the International Institute for Strategic Studies. She is a former Board Observer at Central Square Foundation and a former Board Member for the Quality Education India Development Impact Bond. She has lived and worked in Europe, North America, India, and the Middle East, and is a native Hindi speaker.



Vijay Chhibber, Trustee

Vijay Chhibber is the Director-General of Electric Power Transmission Association (EPTA), a leading association of the Power Transmission Industry that interfaces with the Government of India on matters of public policy and advocacy. He was previously with the Indian Administrative Services for thirty-seven years, where he held various posts in the state and central Governments across key sectors. Currently, he is involved in promoting three start-ups in the fields of e-mobility, coastal shipping, and fintech. He is also on the Board of Directors of several companies. He has held critical advisory roles with leading corporates in the country and has been Advisor to the Chief Minister of Tripura.

Gurmeet Kaur, Trustee

Gurmeet Kaur is an experienced impact investor, having spent over 15 years in finance, venture philanthropy and impact investing. She currently advises an Impact Fund on its India investments and represents the Fund on a number of Indian company boards. Prior to this, she headed up the Impact Fund investments at the CDC Group where she was responsible for setting up the investment strategy and building a portfolio of investments in sub-Saharan Africa and South Asia. Earlier, she worked at the Children's Investment Fund Foundation where she was responsible for grants targeting significant maternal and child health improvements in Africa. She also spent time at the Michael and Susan Dell Foundation in its early years in India. In addition to Reach to Teach, Gurmeet has also been a trustee at Standing Voice, a UK-based charity that works on international rights for marginalised populations in Africa.



Geeta Khehar, Trustee

Geeta Khehar is an experienced international finance lawyer. She spent much of her career at Clifford Chance, including eighteen years as a partner in the Global Finance Practice, and was co-head of the firm's East Africa Practice. She was a Senior Fellow at SOAS, University of London from July 2016 to July 2019, and a Director on the Board of International Lawyers for Africa until January 2021. She currently sits on the Board of SPGS International Limited and is a governor at St Paul's Girls School where she has specific responsibility for safeguarding.



Strategically Speaking



A 'Partner of Choice'

Since its inception in 2007, Reach to Teach has come a long way. Starting from a mobile van that went to the Valsad region of Gujarat to tutor out of school tribal children, it went on to roll out an extensive school improvement programme engaging actively with communities. By 2018 this programme, known as the Education and Community Programme (ECP) had covered over 260 schools and impacted 27,000 children, 260 Head Teachers and over 750 teachers. This strong foundation gave us the learning ground to move on to more strategic engagement with Government to increase outreach and scale.

In 2019, Reach to Teach started working directly with the Education Department of the State of Gujarat at a systemic level and over the next two years, gradually wound down its community engagement before finally exiting in April 2021. The extensive learning that had been gathered by engaging on the ground with communities is now being used to drive change at a systemic level to bring about improved quality of teaching and learning outcomes at scale, rather than in small pockets of excellence.

In a country the size of India, the only means of achieving scale and increasing outreach is by working in alignment with the Government. The reason we choose to work with State Governments is because the onus of implementing education strategy lies at the State Government level. They can drive their own action plans and decide on factors such as budget and priority.

As part of our new strategy, we aim to be the 'partner of choice' for State Education Departments, and we seek to support State initiatives by designing and implementing State-wide system strengthening interventions. Based on our extensive field-level experience over the past decade, we support the State with technical assistance to improve educational outcomes.

This strategic pivot to expanding our national footprint has been reaffirmed by the initiation of varied engagements in the states of Haryana and Arunachal Pradesh. In Haryana, we are leading on

putting in place a School Accreditation framework based on the guidelines provided in the National Education Policy 2020. More recently, we have been asked to work on a Leadership Development module to train Head Teachers. In the case of Arunachal Pradesh, NITI Aayog (the national think-tank for federal policy formulation), entered into a tripartite agreement with the Government of Arunachal Pradesh and Reach to Teach Foundation to initiate a learning recovery and learning enhancement programme in June this year.

Our approach to programming is in the form of service offerings, which are modular in nature. This gives us the ability to offer one or more offerings as required. Apart from our modules on Accreditation and Continuous Professional Development, we have added two new service offerings to our existing service portfolio. These are, Home Learning aimed at children who cannot access brick and mortar schools due to a variety of reasons and Disaster Preparedness and Response focused on keeping children safe, visible, and engaged in the immediate aftermath of any disaster.

In addition to the pivot to a national presence, the internal functions of Communications, Strategic Partnerships, Monitoring, Evaluation and Learning (MEL) along with Appropriate Technology and Data Analytics have been strengthened in the last 15 months. We now have a very robust Media-Communications strategy addressing multiple facets of brand and media outreach across communication platforms, to position Reach to Teach as 'a partner of choice' and have 'top of the mind recall' in the sector.

All our work is underwritten by embedded Monitoring Evaluation and Learning (MEL) frameworks for Impact Assessment. We use Appropriate Technology as an enabler for creating the farthest outreach.

Building high impact multi-stakeholder funded and non-funded partnerships is the key to amplifying RTT's service offerings. We have developed a multi-year partnership strategy that serves to act as a blueprint for forging alliances with various players in the ecosystem. The strategy is underwritten by a strong focus on working with a small number of committed partners for the long term to raise resources for our current programmes and fuel our future growth plans and expansion.



The Journey So Far

Our story began in the state of Gujarat in 2007 and has since evolved from a doorstep school in a bus to an organisation that now works with State Governments to deliver impact at scale.

2003–2007 Early Days

Reach to Teach was founded by Sanjeev Gandhi, a London-based technology investor, in 2003 with the objective of bringing education to out-of-school tribal children in the remote areas of Gujarat. The initial engagement was with tribal districts like Valsad through mobile classrooms. Meals were offered to bring children to learn and build rapport with communities.

2007–2012 Deepening Community Engagement

Learning Resource Centres were set up in rural communities in partnership with local non-profits. Out-of-school children were supported in developing foundational skills and transitioning back to schools. Primary teachers from the United Kingdom trained and supported para-teachers in these centres.

2012–2015 Alignment with Government Schools

The learning centres integrated with Government schools to improve the overall quality of school education. Developing foundational skills remained the focus and external education experts supported the community para-teachers.

2015–2019 Programmatic Interventions

The Education and Community Programme was launched in 2015 to support teachers in classroom management and create a stimulating learning environment. Leadership training was provided to Head Teachers. The programme embedded itself in community to create ownership at all levels.

2019 Strategic Partnership with Government

A strategic shift was made to engage with the Gujarat Education Department to drive scale, based on field-level learning of the past decade. The focus moved to supporting system-level capacity building and strengthening.

2021 Multistate Footprint

Commencing 2021, RTT is systematically expanding its geographical footprint. The aim is to work across several states, with a focus on North-Eastern states. We currently work in Gujarat, Haryana and Arunachal Pradesh.

Our Impact



Schools

50,225



Head Teachers
and Teachers

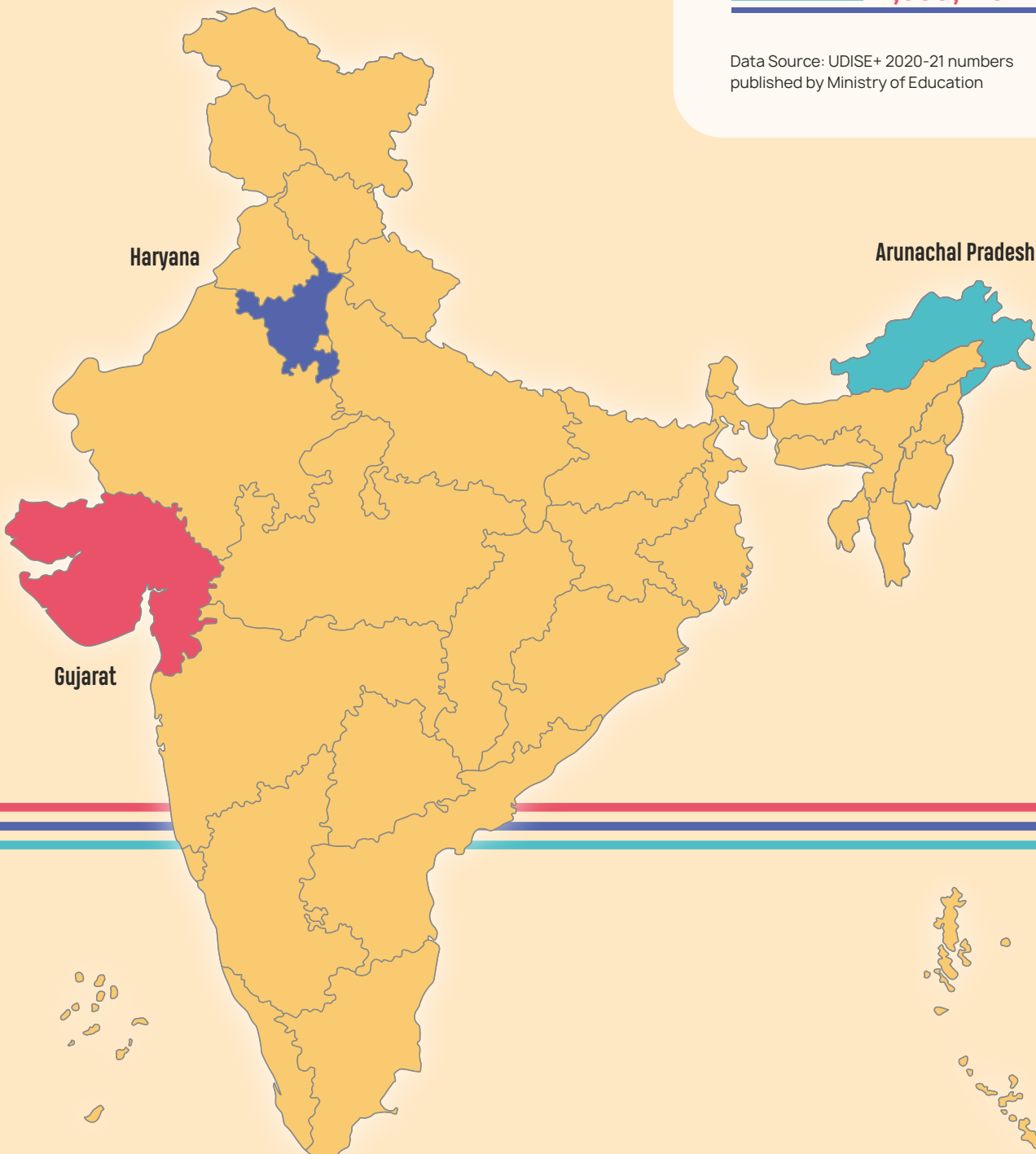
289,653



Children

7,933,140

Data Source: UDISE+ 2020-21 numbers
published by Ministry of Education





Vision, Mission and Values



Reach to Teach (RTT) partners with State Governments to improve the quality of teaching and learning outcomes in Government schools. We work at a systemic level building upon our extensive work with communities in the field for over a decade. RTT operates from its corporate office in Gurugram, with offices located in other programmatic states.



Vision

Every child will have access to quality education to enable them to become confident social citizens with improved life chances.

Mission

We strive to improve education outcomes by making learning joyful, working with Governments, partners, parents and communities, with foundational learning skills at the core.

We believe

- Every child has the right to quality education
- Children learn best when they are safe, happy and engaged
- Engaging with stakeholders, such as Governments, school leaders, teachers and communities plays a vital role in children's education

Our work is aligned with

National Education Policy 2020

United Nations
Sustainable Development Goals





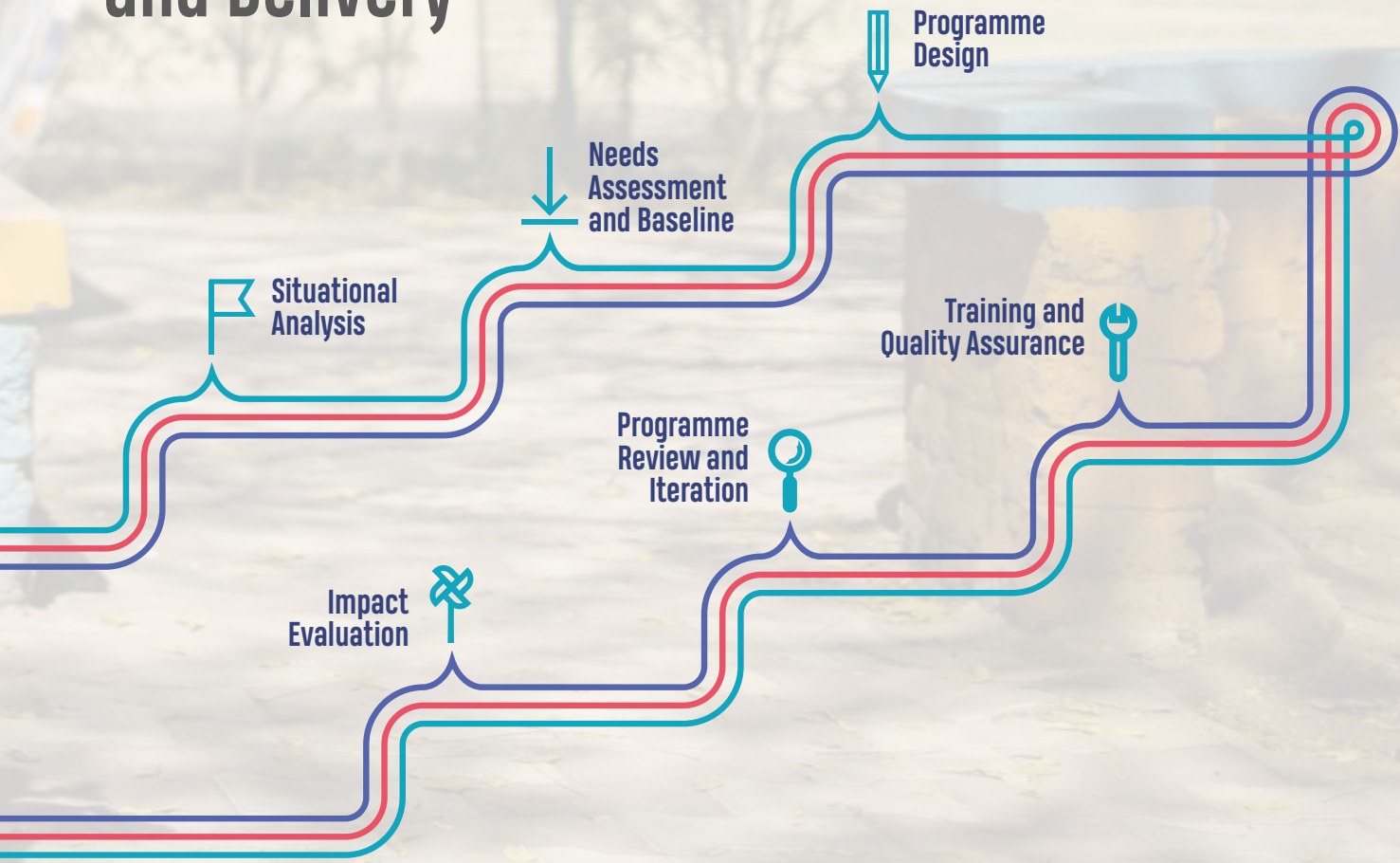


Value Proposition

Working with Government schools for improving learning outcomes	System-level engagement for impact at scale informed by over a decade of field work
Programme embedded MEL for clear outcome and impact	Alignment with the Sustainable Development Goals (4, 10, 17) and the National Education Policy 2020
Evidence-driven design approach to create sustainable frameworks	Contextual and appropriate multi-modal technology solutions to achieve maximum outreach




Programme Design and Delivery





Service Offerings





Our strategy is closely aligned with the service offerings we deliver to strengthen systems and build capacity to improve teaching and learning outcomes through academic and technical support at the State level so that we achieve impact at scale.

Our service offerings cover three thematic areas:

- **Governance**
 - Designing and rolling out Accreditation Frameworks in line with the National Education Policy 2020 and providing the necessary training to implement this
- **Capacity Development**
 - Leadership Development of Head Teachers
 - Continuous Professional Development (CPD) of Teachers and aligned system actors
- **Outreach**
 - Foundational Literacy and Numeracy, both at a grade appropriate and remedial level
 - Home Learning for children both in times of disaster as well as otherwise for out-of-school children
 - Frameworks to strengthen Community Engagement
 - Disaster Preparedness and Response mechanisms to support children through activity-based learning at the onset of a disaster



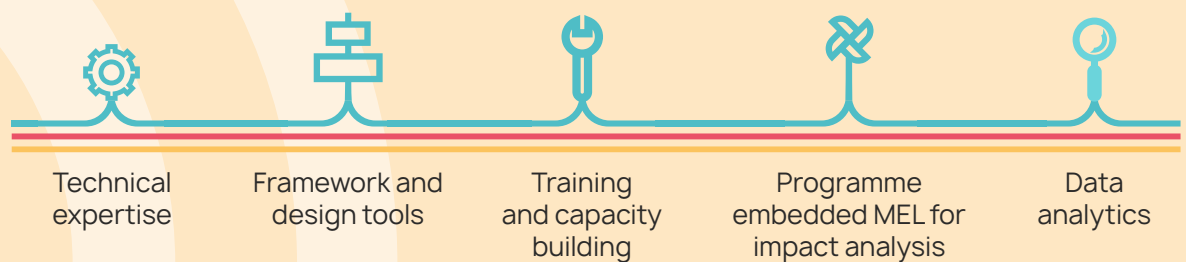
Governance

Service Offering: Accreditation

Accreditation involves objectively measuring school performance through defined indicators that map both qualitative and quantitative performance. In qualitative measurement, the focus is on teaching and learning methodology and outcomes. Quantitative measurement focuses on issues like infrastructure (electricity, washrooms, classrooms, furniture, and equipment, etc.), enrolment, attendance, retention, number of teachers per student (PTR), amongst others.

The Accreditation tool is designed to facilitate school improvement through robust data that is available to decision-makers to make informed, data-driven decisions. To obviate bias, it is designed in a binary format to ensure homogeneity and fidelity. These are reflected in report cards generated for each school.

Core components of our intervention



How do we do this?

- Socialising the tool through extensive consultation
- Documentation of processes, SOPs, and guidelines
- Training of system officials
- Data gathering and analysis
- Generation of report cards

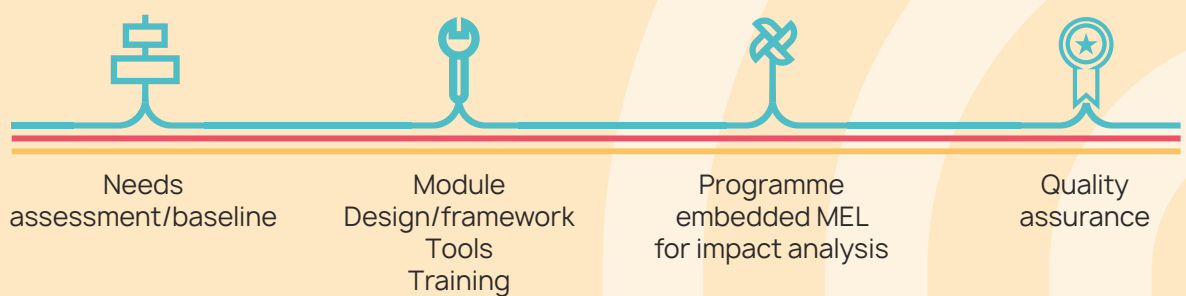


Capacity Building

Service Offering: Continuous Professional Development (CPD) Leadership Development

Training modules are designed after taking into consideration user needs through a consultative process. They are informed by research and sectoral good practices. The design and focus areas mutually agreed with the State and bespoke interventions which are system-actor appropriate are drawn up for dissemination.

This is accomplished through



The focus is on leadership development of Head Teachers, developing the capacity of teachers and defining the role of the Block Resource Centre Coordinators (BRCCs) and Cluster Resource Centre Coordinators (CRCCs).

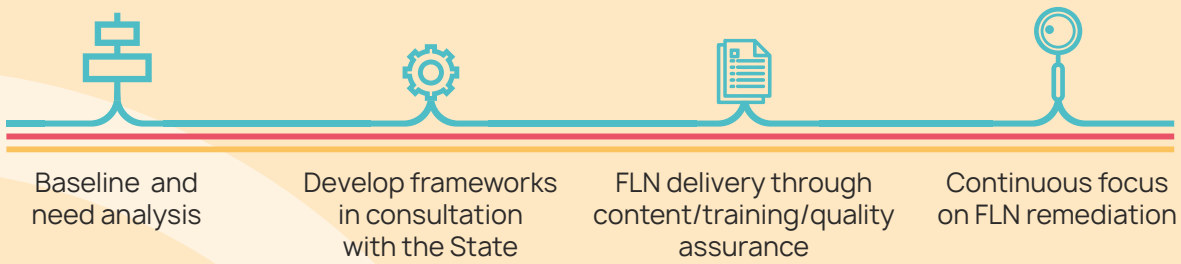
Outreach

Service Offering 1: Foundational Literacy and Numeracy

Foundational Literacy and Numeracy (FLN) is broadly defined as a **child's ability to read basic texts and solve basic maths problems** (such as addition and subtraction). These are gateway skills for any child to be able to access future learning. Our interventions are state-specific, need-based, consultative, and aligned with the National Mission on FLN.

The focus is on development of school readiness programmes and FLN learning/recovery and enhancement. This is done through content creation beyond curriculum, extensive child and teacher notes as aid to teaching and learning, teacher-training and developing age-appropriate teaching-learning strategies.

Our design focuses on

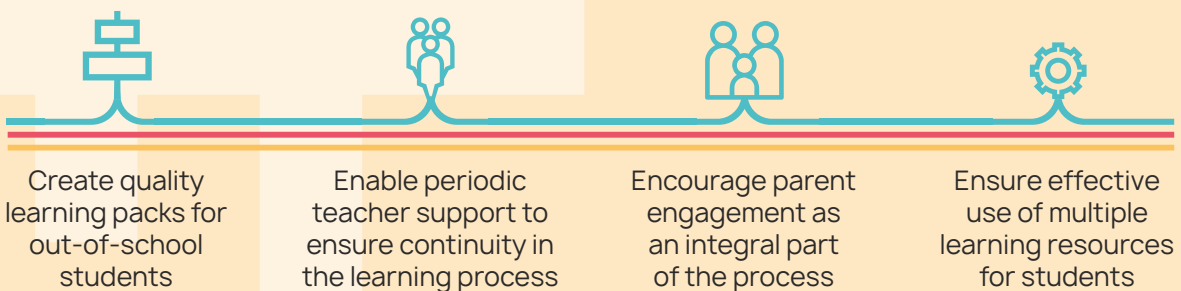


Service Offering 2: Home Learning

Home Learning emerged as a means to connecting with out-of-school children with no access to digital instruments during the Covid-19 pandemic. Post the opening of schools, the Home Learning intervention is aimed at children who cannot access brick-and-mortar schools for a variety of reasons.

The focus is on creating physical study material which is reached to children and supported through teachers either remotely or through community engagement.

How do we do this



Service Offering 3: Framework for Community Engagement

This intervention draws from RTT's decade-long field programme experience focused on enhancing community ownership and engagement for improved school processes and student learning outcomes. It focusses on developing effective strategies for engaging parents, School Management Committees (SMC) and other community stakeholders to strengthen their ownership of overall school improvement processes.



Key Pillars

- Improve awareness and understanding of roles and responsibilities of SMCs and parents
- Enable periodic purposeful engagement of SMCs and parents with the school
- Enhance skills and knowledge of stakeholders
- Enrich school and community collaboration
- Strengthen day-to-day practices at the school and system level

Service Offering 4: Disaster Preparedness and Response

At the time of disasters, one of the most vulnerable groups are children. They are susceptible to trafficking, abuse, disease, malnutrition as the focus is on recovery of livelihoods. At such times, teachers are as affected as the rest of the community, so learning comes to a halt.



The focus is two-pronged

- Creating SOPs and a defined responsibility matrix in preparedness for the onset of disasters
- At the time of response (which is a very short period, usually a month)
 1. Creating activities that engage older children with younger children
 2. Building a visible and secure space where children can be taught about hygiene and sanitation and where their nutritional needs are taken care of



Monitoring Evaluation and Learning (MEL)

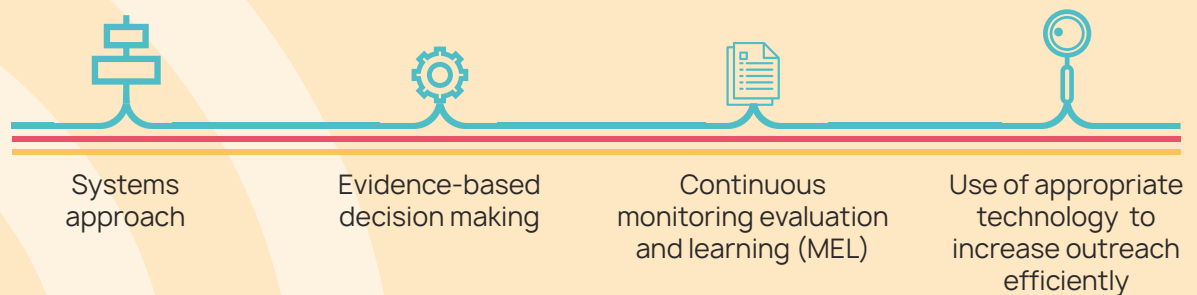
At Reach to Teach, MEL serves the purpose of keeping our focus on the impact our work has, and it is integral to our operating processes. We embed it in our programme design and ensure different operational processes provide data points that allow learning and improvements to our overall programme design and delivery.

Theory of Change (ToC)

Our technical support and programmes are consultative, evidence-based and data-driven. Through continuous monitoring and evaluation, we ensure that learning from our programmes is at the centre of programme design. Our approach is bolstered with fit-to-purpose and contextually relevant technologies that amplify the intended outcomes of system reform.

We envisage a system where all stakeholders understand their roles and carry them out to ensure children acquire necessary skills which equips them to lead productive lives.

The four pillars that underlie our work

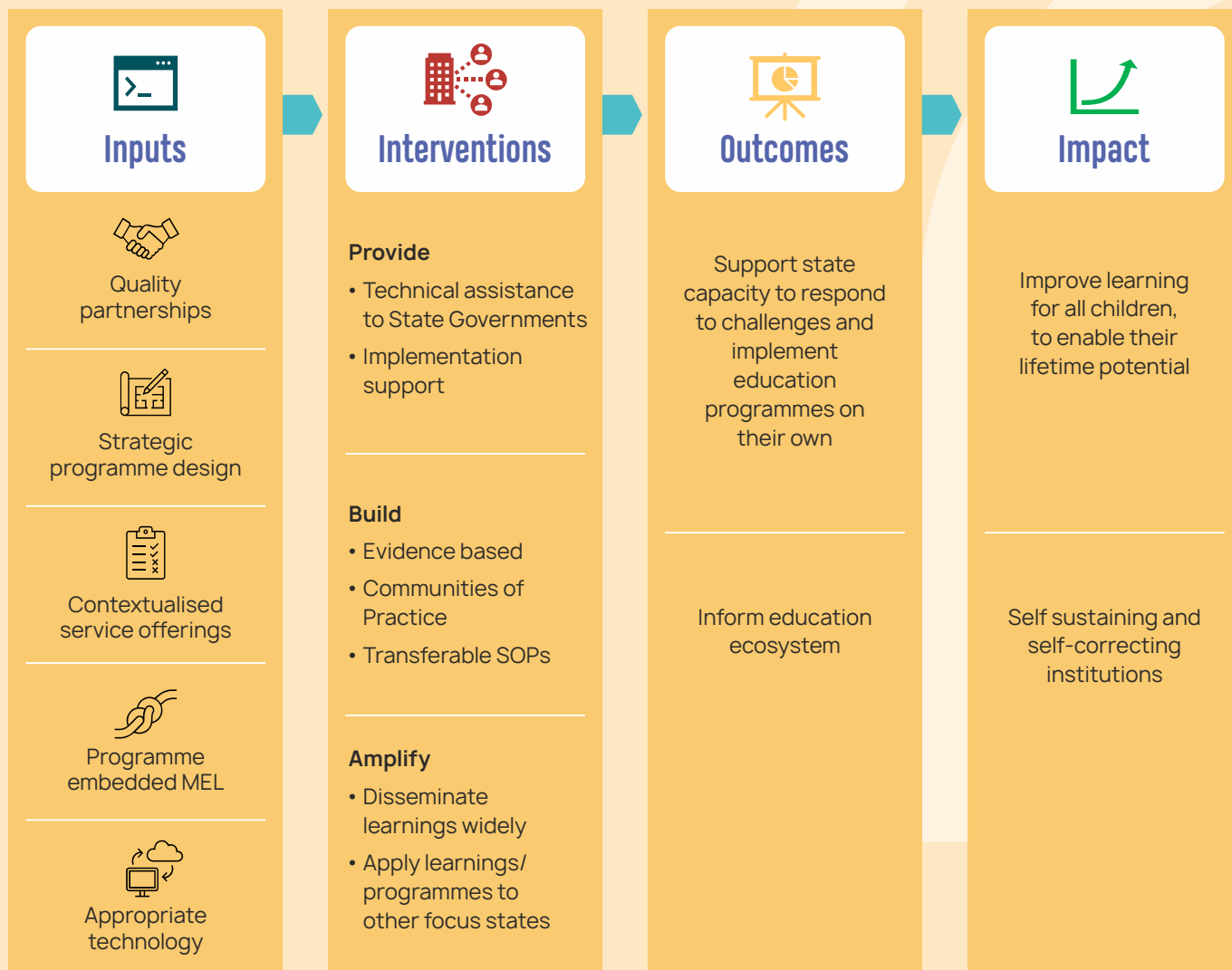


Our Monitoring Evaluation and Learning (MEL) function serves two specific objectives:

- (1) to learn from and inform our programmes, and
- (2) to track RTT's impact from the work undertaken.

The MEL function at RTT is:

- **Balanced:** Collecting important data, while being cost-effective and nimble
- **Action oriented:** Producing actionable insights
- **Integrated:** Embedded in programmes, inclusive and integrated with teams
- **Transferable:** Simple processes that can be carried forward by systems
- **Credible:** Evidence generated at RTT that can be used by others



Why is the ToC important?

The ToC enables us to keep an eye on the larger strategy, which might not always be apparent. It serves as a framework that keeps us focussed on the purpose of our work. Our aim is to support state capacity and institutions which are sustainable.

How does MEL work?

We identify relevant indicators and embed data collection as part of our programme design so that data is available quickly for updating programme plans to ensure our designs are better suited to the contexts we work in. We track programme specific indicators, enabling conditions, and overarching impact metrics such as improvement in student learning outcomes and strengthening institutions that we strive for through our work.



Appropriate Technology



Appropriate Technology works on the basic premise of understanding the existing technology landscape and designing relevant interventions to deliver maximum reach.

As every State has a different geographic profile, it requires us to look at it with a different lens. So the need for context specific appropriate technology for last mile outreach becomes essential. We use a multi-modal, state specific approach. Some of the critical deciding parameters before deploying Appropriate Technology based solutions, are the reach of telephony and internet usage in the area, the penetration of smart phones and the geographic terrain.

It is important to understand the existing digital infrastructure at a school and State level. The availability of facilities like computer labs in

schools, monitoring systems, School Administration Software and other applications like Learning Management Systems, e-content, are all critical parameters to be evaluated before looking at probable technology-based interventions.

There is a need to note the willingness of teachers and other system actors in embracing technology. One needs to clearly understand the level of their comprehension and comfort in operating different tools.

Looking at the parameters mentioned above and considering the diversities within states and state programmes coupled with the openness to adopt and adapt, we work on a state-specific strategy in-line with the service offerings and programmes.

Technology Landscape of RTT Programme States

Parameters	Gujarat	Haryana	Arunachal Pradesh
Population (in Mn.)	70.4	28.9	1.7
Wireless Subscribers (in Mn. as of Apr-22)	67.3	27.3	1.3
Derived Tele Density	95.6%	94.4%	74.9%
Reported Tele Density	95.0%	92.4%	78.0%
Internet Users Male	58.9%	72.4%	71.6%
Female	30.8%	48.4%	52.9%
Households	11.97	5.01	0.33
Schools	34,967	14,563	3,061
Schools with Functional Electricity	34,934	14,056	1158
Schools with Computer	32,976	5110	506
Schools with Internet	25,301	3093	116

Reach to Teach's strategy around Appropriate Technology based interventions evolves from:

1. Understanding the existing landscape
2. Understanding the need and the current challenges faced
3. Designing solutions which address the current pain points
4. Onboarding relevant partners to implement solutions

We ensure the optimal use of resources to deliver impact at scale.

Reach to Teach's Appropriate Technology solutions centres around:

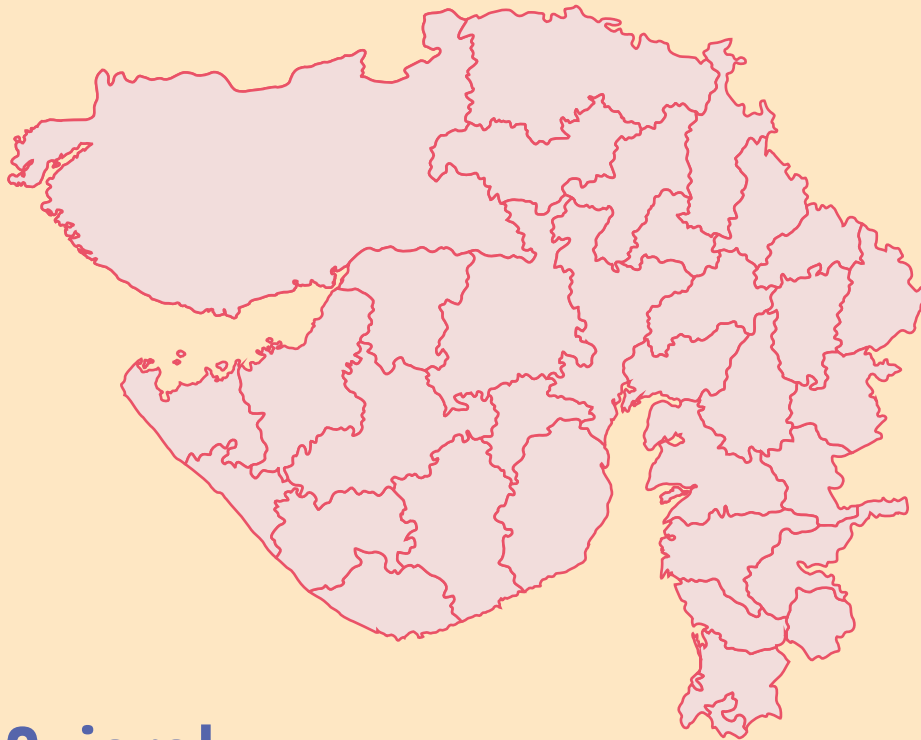
- **Capturing Data** - using low tech voice-based or WhatsApp based platforms which assist in conducting surveys and assessments, recording attendance
- **Content Dissemination** - using low-tech voice or messaging based and WhatsApp based systems apart from online applications to ensure maximum reach
- **Development of software applications** - like building a platform around community engagement, gathering data for School Management Committees (SMC)
- **Onboarding partners** for devices, e-content, applications, Foundational Literacy and Numeracy (FLN), teacher trainings/certifications, online proctoring of assessments and School Administrative Software systems amongst others



Geographic Presence

In the last 15 months, we have expanded our national presence. We've signed Memorandums of Understanding (MoUs) with the State Education Departments of Haryana (in April 2021) and Arunachal Pradesh (in July 2022). Our ongoing interventions in Gujarat have been further deepened through the full-fledged roll out of the World Bank/ AIB co-funded Mission Schools of Excellence programme.





Gujarat

Reach to Teach has been working in Gujarat since 2007. The initial engagement was at the community level which provided deep insights and learning. Leveraging on this valuable experience, in 2019 RTT moved to working directly with the Government at a systemic level.

In Gujarat, RTT partners with the State Government on:

1. The World Bank/AIIB co-funded Mission Schools of Excellence (SoE) project, as the Academic and Technical Support Unit to transform 20,000 schools
2. A robust accreditation framework (Gunotsav 2.0)
3. Continuous Professional Development Training for teachers


Mission Schools of Excellence

The Mission Schools of Excellence programme of the Government of Gujarat is a six-year programme which started in 2021 and is co-financed by the World Bank, the Asian Infrastructure Investment Bank, and the Gujarat Government. The programme aims to improve the quality of education by transforming 20,000 Government schools across the State.

Reach to Teach is the Academic and Technical Support Unit for the Mission Schools of Excellence programme. We are involved in designing and delivering the programme's academic, community engagement and planning components across four of the five key result areas.

The four result areas being:

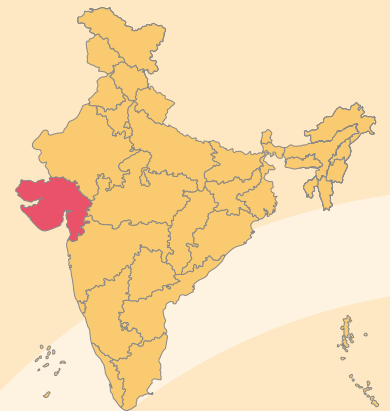
- Institutionalising decentralised stakeholder planning systems
- Improving foundational learning outcomes at the lower primary level
- Strengthening teacher development and school-based assessments for classroom performance through the design of bespoke Continuous Professional Development (CPD) interventions for Head Teachers, teachers, and other system actors
- Facilitating resilient recovery from Covid-19 and building systemic resilience for responding to any future disasters

 Government
Primary Schools
Grades 1-8
32,584

 Head Teachers
and Teachers
182,308

 Children
5,189,626

Data Source: UDISE+ 2020-21
numbers published by
Ministry of Education





School Accreditation Programme

Since 2019, Reach to Teach has been supporting the Gujarat Education Department by providing programme management support for the implementation of the School Accreditation Programme known as Gunotsav 2.0. The programme's objective is to design and develop a robust accreditation framework for an independent and objective validation of quantitative and qualitative parameters that define school quality, leading to continuous school improvement.

A dedicated Programme Management Unit within the Education Department has been deployed since February 2019, which supported the co-creation of the school accreditation framework by providing qualitative inputs through our experience of working with the Office for Standards in Education, Children's Services and Skills in the UK (OFSTED) and other international organisations working in the field of accreditation.

Following a delay due to Covid-19, the first cycle of school accreditation for all 32,500 schools in Gujarat was completed in July 2021 and subsequently Report Cards for all the schools were submitted to the Education Ministry. The second cycle of school accreditation was completed in April 2022. The third cycle commenced in July 2022.

Covid-19 Support and Home Learning

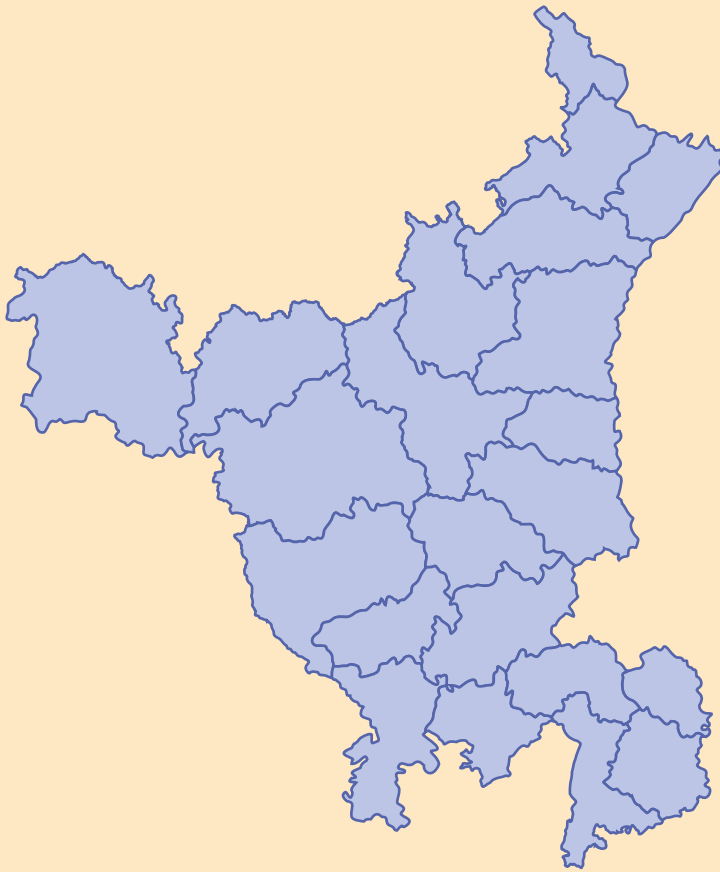
The prolonged school closures during the pandemic impacted student learning. Due to unequal access to digital classrooms and digital devices, several children were left out of the learning process. Teachers had to quickly adapt to multiple ways of engaging with these children. In the second wave of Covid-19, we supported the Gujarat Education Department in disseminating their Ghare Sikhiye (home learning) module working with the Education Department and we created content for the home learning packs.

Continuous Professional Development (CPD)

The Education Department carries out training of teachers and Head Teachers from time- to- time for their Continuous Professional Development. To support these CPD activities, we provide resource-based support for designing of textbooks, assessments and training material for teachers and system officials and deliver training on these.

School Enrolment

We work closely with the Director of Primary Education's office to facilitate improved enrolment and attendance. We support them with data analysis on transition and dropout rates across Government primary schools. This includes the design and delivery of a pre-enrolment survey and the annual enrolment event of the state called Praveshotsav at the beginning of the new academic session (in June every year), a 'Back-to-School' campaign after the Diwali holidays (normally in November every year) and attendance improvement measures.



Haryana

Reach to Teach signed a three-year Memorandum of Understanding (MoU) with the Department of School Education (DSE), Haryana and currently supports the DSE across three areas:

Design and roll out an Accreditation Framework


We are working with the DSE to design an accreditation framework with the aim of setting up the State School Standards Authority (SSSA) as envisaged in the NEP 2020. We have defined the domains, standards and indicators which will provide qualitative and quantitative information for overall school improvement of all the schools in Haryana. We are in the process of carrying out the relevant training in the use of the framework which will lead to the creation of Report Cards for the Government.


Leadership Development

We are in the process of designing a framework for training Head Teachers on school improvement, developing teacher capability, school governance, community engagement, and budget planning. One of the stated objectives of such leadership development is to create Communities of Practice to ensure support groups and sharing of good practice.

Accreditation of Private Teacher Education Institutes (TEIs)

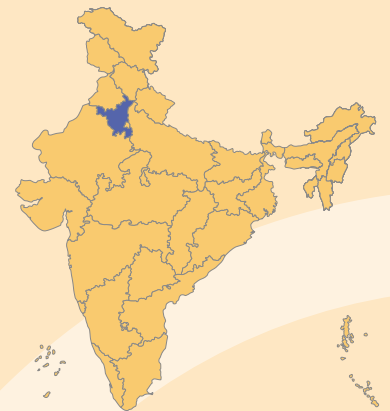
RTT is assisting the DSE to create a framework for the accreditation of private TEIs that provide a two-year diploma in pre-service teacher education.

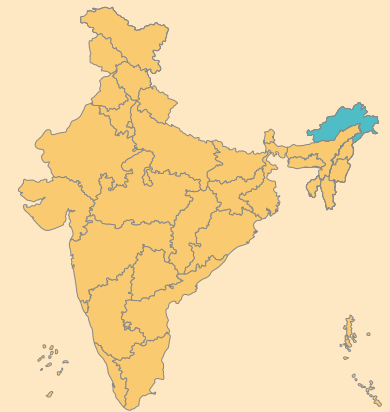
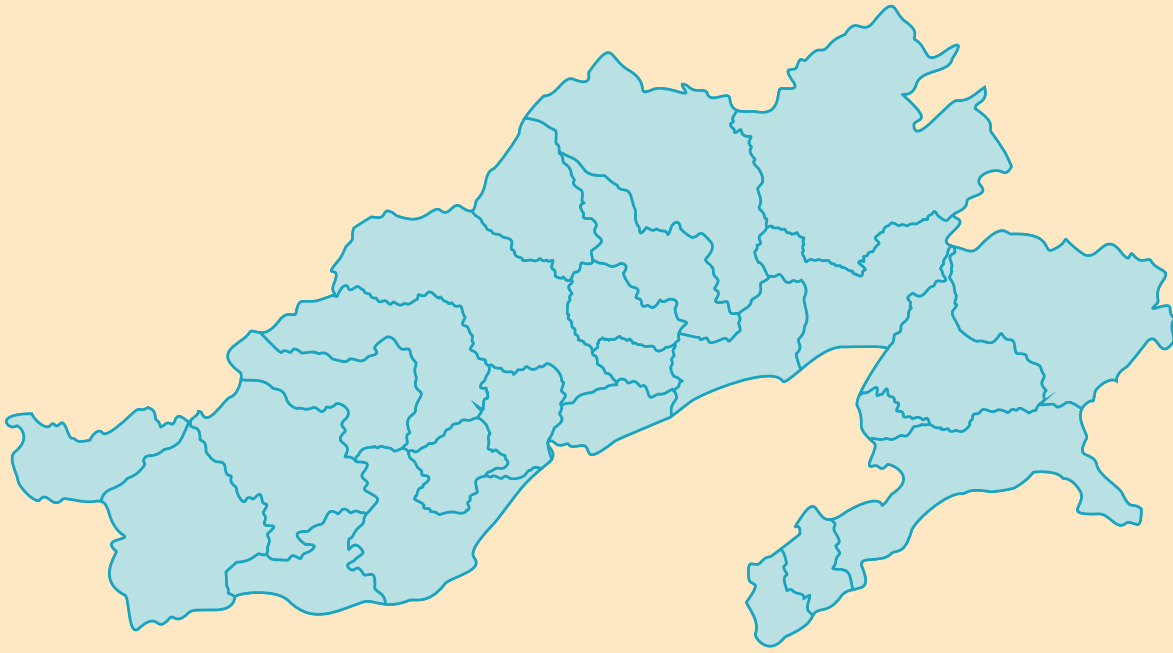

Government
Schools
Grades 1-12
14,580


Head Teachers
and Teachers
90,622


Children
2,508,600

Data Source: UDISE+ 2020-21
numbers published by
Ministry of Education





Arunachal Pradesh

A tripartite agreement has been signed between the Government of Arunachal Pradesh, NITI Aayog and Reach to Teach to work on a large-scale school education transformation project covering all Government schools in the state. Over 200,000 children, under NITI Aayog's Development Support Services for States (DSSS) will be the beneficiaries of this intervention.

RTT's scope of engagement in this three-year partnership (2022-25) involves providing State-level design and project management support for Learning Enhancement in Arunachal Pradesh through improving the Foundational Literacy and Numeracy outcomes and Continuous Professional Development of teachers and system officials. The Learning Enhancement will happen in 3 stages:

- 1) **School Readiness Phase (SRP)** - getting children and teachers ready for school and learning after a gap
- 2) **Learning Recovery Phase (LRP)** - ensuring learning recovery for children to begin grade-level learning
- 3) **Learning Enhancement Programme (LEP)** - enhancing grade-level learning to ensure each child attains expected learning outcomes



 Government Schools
Grades 1-12
3,061

 Head Teachers and
Teachers
16,723

 Children
234,914

Data Source: UDISE+ 2020-21
numbers published by
Ministry of Education

At the start of this academic session (2022-23), Reach to Teach worked with the Department of Education and SCERT-Itanagar to launch a six-week long School Readiness Programme (SRP) for primary school students in partnership with the NITI Aayog. This was implemented across all Government schools in the state. It covered 1578 Government primary schools and supported around 100,000 students. The SRP aimed at making teachers and students 'ready for learning' through preparatory activities that allowed teachers to identify children's learning gaps and devise methods to overcome these quickly.

We worked with our strategic partner IgnusERG in designing the SRP, developing activity packs for teachers and trained Head Teachers and other system officials for the effective implementation of the programme. The activities in the SRP served to motivate children to come to school and participate in the learning processes in the classroom.

A Project Management Unit (PMU) is being set up in Itanagar to support the implementation of the MoU. We will be working closely with the Department of Education and its allied Directorates to co-create academic and learning resources.

We are in the process of creating a roadmap with the strategy and teaching and learning resources. As part of this engagement, we will build capacities of system actors and strengthen the Government. The project is spread across three phases:

- **Phase I:** Designing the roadmap for the State
- **Phase II:** On-going support to the State in Implementation, Monitoring and Evaluation
- **Phase III:** Systematic handover of the Project to the State – ensuring full ownership of initiatives to sustain the transformation efforts including policy recommendations for the Ministry of Education



Communications



Communications Outreach

Historically, Reach to Teach did not have a stated communication outreach. But the strategic shift for the organisation in 2019 to expand geographically and work with multiple State Governments to pivot to a national footprint made it critical that our work and approach has visibility and voice to engage with like-minded partners in order to bring in systemic change for impact at scale.

In the past year, we have put in place a Communications team which is working on

developing a robust Media-Communications strategy to address the multiple facets of brand and media outreach across communication platforms in a compelling, incisive, and informative manner. We have developed a distinctive brand identity. The communications outreach and engagement strategy is working to position brand Reach to Teach as a 'partner of choice' and have 'top of the mind recall' in the sector.

Recreating the Brand

As first steps towards creating a strong brand identity, we have created a new logo which reflects where we are headed as an organisation.

Reach to Teach's new logo reflects our core philosophy of merging tradition with technology

while being agile, adaptive and continuously evolving. New branding has been rolled out, supported by collaterals for strategic and bespoke engagements reflecting RTT's core philosophy of 'Making Learning Joyful'.

The logo mark is an abstract combination of a Banyan tree and Waves that represent the Internet, Technology and Automation. We combine the nurturing nature of the Banyan tree with Waves, that denote technology and spread of knowledge. This combination represents what we are striving for at Reach to Teach, incorporating traditional learning with technology.

It reaches upwards and outwards, reaching more and more communities and children, supporting better opportunities for education. It is rooted in a very stable foundation of good policy and strong values. The tendrils reaching down, bring change at the grass root level on field as well as emphasising the real issues that need to be addressed within the policies and systems that govern education.





Agile
Adaptive
Expansive



Reach to Teach

The extended line from the "tree" when used with the logotype makes the identity more expansive and continuously evolving; always looking for new and innovative ways to make a difference, working towards a better system and future ready policies. It also represents how a strong foundation in education can balance and support a future with potential. It places education squarely at the beginning and in the context of where it stands. Education cannot be sustained effectively in isolation. The extended line represents families, communities, schools, villages, homes and the larger context of the state.

The logotype as a "Call to Action". The name of the organisation is in itself an active message that prompts action. The identity uses type as a form of communication. The logotype is a fine balance between being institutional and addressing the core area of working for children. It has an innocence and exuberance while being clean and legible. The subtle angles and rounded curves blended with tall lines hold their own with or without the logo form/symbol. This is an important requirement for brand RTT's digital environment.



A Refreshed Website

To give impetus to the new branding and the shift in strategy RTT's website has been redesigned to introduce our new vision, mission, value proposition, service offerings, geographic spread, approach to work, and the team collectively driving the organisation. The website is the first point of reference.

Building a Social Presence

Reach to Teach has now created a social media profile and is available on platforms such as LinkedIn, Twitter and Instagram. Consistent social media engagement across these platforms with targeted stakeholders is slowly and steadily building RTT's brand visibility across these platforms as well as presenting multiple opportunities to engage with our partners, existing and potential stakeholders, through innovative posts, information, news and events.



@ReachtoTeachIN



@reachtoteachindia



@reachtoteachin

New Education Policy 2nd Anniversary: Arunachal Pradesh inks tripartite pact for school education transformation

The Arunachal Pradesh government on Saturday inked a tripartite Memorandum of Understanding (MoU) with NITI Aayog and an organisation for a large-scale transformation in school education.



The MoU is a three-year partnership (2022 - 25), focusing on the enhancement of the learning outcome of students across 3,000 plus government schools in the state thereby, by reaching out to over two lakh children. Source: Prabhat

Written by: PTI
 Updated: Sat, Jul 30, 2022
 03:37 pm
 News: PTI

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The agreement was signed on the second anniversary of the New Education Policy (NEP) 2020, officials said.

Documenting Impact

In order to illustrate and highlight our work, RTT is creating stories and visual data repositories. The communications team is documenting stories and visuals from our focus states like Gujarat, Haryana and Arunachal Pradesh to trace the impact of our teaching and learning frameworks.

Media Outreach

We actively started engaging with media as a part of our communications outreach this year. The press announcements of RTT entering a MoU with the Haryana Government and subsequently signing a tripartite agreement with the Government of Arunachal Pradesh and NITI Aayog were very well received by the regional media of Haryana and Arunachal Pradesh.

In the coming months, we will be focusing on a strategic media outreach plan to give visibility to RTT's vision as a thought leader, bringing in qualitative change at a systemic level, and at scale in teaching and learning outcomes across Government schools in select states.

A glimpse of the media coverage that appeared in Haryana and Arunachal Pradesh

Arunachal Govt signs a tripartite MoU with NITI Aayog and Reach to Teach Foundation for large-scale school education transformation

July 30, 2022

1 minute read



ITANAGAR- On the second anniversary of the New Education Policy (NEP) 2020, the Government of Arunachal Pradesh signed a tripartite Memorandum of Understanding (MoU) with NITI Aayog and 'Reach to Teach' Foundation today for a large-scale school education transformation project covering all 3000 plus government schools in the State under NITI Aayog's Development Support Services for States (DSSS) initiative.

The Memorandum of Understanding (MoU) is a three-year partnership (2022 - 25) focusing on the enhancement of the learning outcome of students across 3000 plus government schools in the state reaching out to over two lakh children.

The three-year programme focuses on learning enhancement through improving the foundational literacy and numeracy outcomes and Continuous Professional Development of teachers and system officials in the state of Arunachal Pradesh.

The agreement was signed between all three parties in the presence of Dr. Prem Singh, Adviser (Education), NITI Aayog, Ms. Padmini Singla, Commissioner, Education Department accompanied by Pipe Ligu, State Project Director, SSE, Government of Arunachal Pradesh, and Ms. Ratna Viswanathan, Chief Executive Officer (CEO), Reach to Teach.

Arunachal Pradesh Inks Tripartite Pact for School Education Transformation

• 100 • LAST updated: 16/7/21, 2022, 10:52:107 • manager, india



The MoU is a three-year partnership (2022-25), focusing on the enhancement of the learning outcome of students across 3,000 plus government schools.

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The agreement was signed on the second anniversary of the New Education Policy (NEP) 2020, officials said. The school education transformation project is under NITI Aayog's Development Support Services for States (DSSS) initiative.

The MoU was signed in presence of Niti Aayog Education Advisor Dr. Prem Singh, state Education Commissioner Padmini Singla, ISSE state Project Director Pige Ligu, and Chief Executive Officer (CEO) of Reach to Teach Foundation, Ratna Viswanathan, they said.

शिक्षा विभाग, हरियाणा सरकार ने राज्य में प्रत्यायन दांचे को मजबूत करने के लिए रीच टू टीच के साथ भागीदारी की

पंचकुला (स्टेट समाचार) राष्ट्रीय शिक्षा नीति (एनईपी) 2020 की सिफारिशों के अनुरूप, रीच टू टीच ने मान्यता कार्यक्रम को लागू करने के लिए 2021 में स्कूल शिक्षा विभाग (डीएसई) के साथ एक समझौता ज्ञापन (एमओयू) पर हस्ताक्षर किए। हरियाणा में स्कूलों और शिक्षक शिक्षा संस्थानों (टीईआई) के लिए। सुश्री राखी डिल्ल, अध्यक्ष और मैथ्यू साइमंड्स, उपाध्यक्ष, रीच टू टीच बोर्ड, सुश्री रत्ना विश्वनाथन, मुख्य कार्यकारी अधिकारी (सीईओ), रीच टू टीच के साथ डॉ. महावीर सिंह, आईएएस, अतिरिक्त मुख्य सचिव स्कूल शिक्षा से मुलाकात की (ACSSE) के साथ 25 अप्रैल को उत्तर के अन्य वरिष्ठ अधिकारियों के साथ साझेदारी को मजबूत करने और रूठ के एजेंडे को आगे बढ़ाने के लिए। आरटीटी डीएसई और स्टेट काउंसिल ऑफ एजुकेशनल रिसर्च एंड ट्रेनिंग (एससीईआरटी) के सहयोग से स्कूल क्वालिटी असेसमेंट एंड एम्बेडेड प्रेमवर्क (एसव्यूएएफ) विकसित कर रहा है और एनईपी के अनुरूप स्टेट स्कूल स्टैंडर्ड्स अथॉरिटी (एसएसएएफ) की स्थापना कर रहा है। इसके लिए, आरटीटी ऑपरेटिंग मॉडल और प्राथमिक दस्तावेज के विकास में शामिल होगा, सिस्टम अधिकारियों की क्षमता का निर्माण करेगा और गुणवत्ता आश्वासन (क्यूए) प्रक्रिया के माध्यम से इन दांचे की समीक्षा भी करेगा। यह कार्यक्रम अगले तीन वर्षों में 14,580 सरकारी स्कूलों और इन स्कूलों में नामांकित 25,08,600 छात्रों तक पहुंचने की संभावना है। यह शैक्षिक परिणामों में लगातार सुधार करने के लिए स्कूलों में शिक्षण और सीखने की गुणवत्ता में सुधार करने के लिए एक प्रमुख प्रोत्साहन देगा। रीच टू टीच की सीईओ रत्ना विश्वनाथन ने कहा, हरियाणा शिक्षा विभाग ने सरकारी स्कूलों में जिस तरह का नवाचार और विस्तार किया है, वह परिवर्तनकारी और सहज है। यह शिक्षा की गुणवत्ता को उस सर्वोत्तम स्तर तक लाता है जो प्रदान करने के लिए है।



The Education Department, Government of Haryana partners with Reach to Teach

PANCHJULACHANDGARH: In line with the recommendations of the National Education Policy (NEP) 2020, Reach to Teach signed a Memorandum of Understanding (MoU) with the Department of School Education (DSE) in 2021 to implement the accreditation programme for schools and Teacher Education Institutes (TEIs) in Haryana. Ms. Rakhee Dika, Chair and Mr. Matthew Symonds, Deputy Chair, Reach to Teach Board along with Ms. Ratna Viswanathan, Chief Executive Officer (CEO), Reach to Teach met Dr. Mahavir Singh, IAS, Additional Chief Secretary School Education (ACSSE) along with other senior officers of the DSE on the 29th of April to strengthen the partnership and take the agenda of the MoU forward. RTT in collaboration with the DSE and State Council of Educational Research and Training (SCERT) is developing the School Quality Assessment and Accreditation Framework (SQAAR) and the setting up of the State School Standards Authority (SSSA) in line with the NEP.



Haryana Education Dept partners with Reach to Teach

Reach to Teach has signed an MoU with the Department of School Education, Haryana, to implement accreditation programme for schools and teacher education institutes in Haryana.

A glimpse of the media coverage that appeared in Haryana and Arunachal Pradesh

शिक्षा विभाग, हरियाणा सरकार ने रीच टू टीच के साथ भागीदारी की

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Event



At the India Communications Summit'22 held in New Delhi, Ratna Viswanathan, CEO, Reach to Teach speaking at a fireside chat with other panelists on the topic 'Take on PR: An Outside-In Perspective'



Strategic Partnerships





Strategic Partnerships are a key pillar of Reach to Teach's theory of change. Our partnership with the Larry Ellison Foundation (LEF) over the last fifteen years has helped in implementing programmes to improve the quality of teaching and learning outcomes in Government schools. Collectively we have impacted 7.1 million children, 2,89,653 teachers and Head Teachers, 50,225 schools in three states of Gujarat, Haryana and Arunachal Pradesh in India as a result of this partnership.

LEF, a private foundation of Larry Ellison, co-founder and CEO of Oracle, has supported RTT through strategic giving since 2007.

The strategic partnership team is in the process of scoping potential resource mobilisation opportunities. We are in the process of creating a pipeline through exploring potential needs at various levels. As part of its fundraising activities, RTT engages with trusts, foundations, multilaterals, businesses, and Corporate Social Responsibility departments. We are putting together a resource mobilisation strategy which will serve to support our strategic growth plans.



People Practices



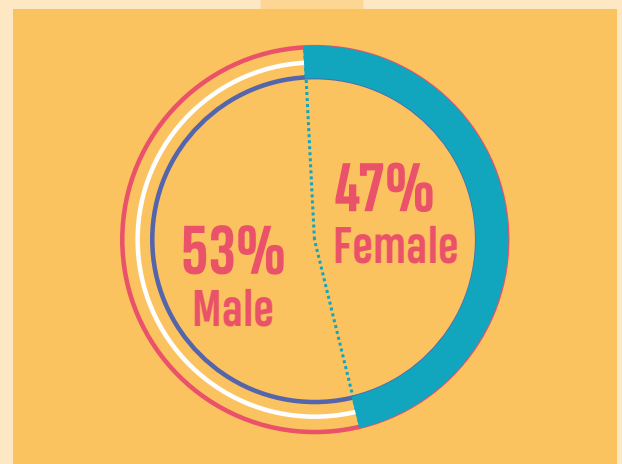
The year 2021-2022 has been critical as we started getting back into offices. The absolute willingness and enthusiasm of staff to return to office after two years of the Covid-19 lockdowns and uncertainties, to building synergies despite the dynamic and hybrid new working norms, to establishing ourselves as the trusted knowledge partner to the Government, the team has embraced change in its stride while collectively and actively working towards organisational goals.

Building resilience in the new normal

The Covid-19 crisis has transformed the way we operate and people connect at work. We took several measures in accordance with the Government rules and best practices to ensure continuity of our operations, always putting employee safety first. We made employee well-being a top priority for the organisation and re-evaluated our processes, policies and systems as we transitioned into a hybrid working model across our offices.

Inclusion and Diversity

As the organisation has expanded its reach to newer geographies in line with our strategic goals, we strongly believe in creating an inclusive work environment that welcomes everyone and embraces diversity through equitable practices. Over the last year, we have continued to maintain a reasonable gender balance at the leadership and staff levels.



Culture and Values

While we have gone through various transitions over the last couple of years, our values have remained constant and have been at the core of everything that we do as an organisation. We take absolute ownership of these values and they are an integral part of our work ethos:

- Mutual Respect
- Integrity
- Transparency
- Excellence
- Collaboration
- Trust



People Processes: Key Highlights

Talent Management

The organisation structure has been periodically reviewed to ensure diverse and desired competencies and capabilities in various functional streams to execute our strategic priorities.

During 2021-2022, we on-boarded 10 new staff members across verticals, and our headcount stands at 36 in the current year.

To facilitate the professional development of our existing staff members, new and challenging responsibilities were assigned to provide an opportunity to learn on the job through first-hand experiences under the mentorship of more experienced colleagues. Staff members also participated in various external platforms and meetings to engage with industry practitioners, cross-learn and upskill for a holistic learning experience.

To create a culture of appreciation, we introduced the concept of 'Thank You' cards amongst employees which was received and engaged with well. To acknowledge the exceptional work done by staff members, the 'RTT Annual Awards' were introduced with employees nominating awardees in various categories.



Employee Communication

As we moved towards a hybrid way of work, the need to foster a culture of belonging within the organisation became more critical than ever. Our people are our strength and we continuously endeavour to ensure that we create a workplace where each staff feels heard, included, and respected.

In line with this vision, the 'All Staff Meeting with the CEO' concept was introduced and organised every quarter to ensure that up-to-date information is shared with all staff members and they are provided with an opportunity to directly engage with the leadership. An internal newsletter 'OutReach' was introduced to engage with employees and their families.

Further, an in-person three-day all staff meeting was organised earlier in the year to build a collective understanding of organisational vision and strategy, and to increase the camaraderie among staff members. The meeting was a blend of varied workshops including trainings and team building activities to create trust and respect as part of organisation culture.

Compliances

Periodic meetings and process reviews were undertaken in line with mandated processes to ensure a safe and harassment free workplace for all staff members.



Financial Statements



Consolidated Income Statement For the Year to 31 March 2022

	Notes	Unrestricted Funds	Restricted Funds	31-March 2022	Unrestricted Funds	Restricted Funds	31-March 2021
		₹ '000	₹ '000	₹ '000	₹ '000	₹ '000	₹ '000
INCOME FROM							
Grants	2	-	4,71,688	4,71,688	-	4,99,454	4,99,454
Investment income		-	1,250	1,250	-	1,031	1,031
Total		-	4,72,938	4,72,938	-	5,00,485	5,00,485
EXPENDITURE ON							
Raising Funds		22	10,999	11,021	22	6,643	6,665
Charitable Activities	3	9	1,62,680	1,62,689	(66)	3,72,535	3,72,468
Total		31	1,73,680	1,73,710	(45)	3,79,178	3,79,133
Net income for the year		(31)	2,99,258	2,99,228	45	1,21,307	1,21,351
Total funds brought forward		1,900	4,83,407	4,85,307	1,855	3,62,100	3,63,955
Total funds carried forward		₹1,869	₹7,82,665	₹7,84,535	₹1,900	₹4,83,407	₹4,85,307

Consolidated Balance Sheet For the Year to 31 March 2022

	2022	2021
	₹ '000	₹ '000
FIXED ASSETS		
Tangible assets	1,695	2,533
CURRENT ASSETS		
Debtors	25,058	11,766
Cash at bank	7,95,695	5,00,531
	8,20,753	5,12,297
CURRENT LIABILITIES		
Creditors: amounts falling due within one year	-32,226	-25,333
NET CURRENT ASSETS	7,88,527	4,86,964
Creditors: amounts falling due after one year	-5,687	-4,190
TOTAL NET ASSETS	₹7,84,535	₹4,85,307
FUNDS		
Restricted funds	7,82,665	4,83,407
Unrestricted funds	1,870	1,900
TOTAL FUNDS	₹7,84,535	₹4,85,307

Notes to the Consolidated Financial Statements For the Year to 31 March 2022

1. These statements are an abbreviated version of the audited financial statements for Reach to Teach for the year to 31 March 2022 and have been converted from sterling to Indian Rupees at the exchange rate on 31 March 2022 of 99.86 Rupees to the Pound.
2. Grants represents the amount received from the Larry Ellison Foundation under the terms of the grant agreement signed in July 2018. The grant is paid in annual instalments and an instalment of US\$ 6,500,000 (₹471,688,111) was paid in July 2021.
3. The analysis of the expenditure on charitable activities during the year and prior year is set out below:

	Direct Costs	Staff Costs	Support Costs	31-March 2022
Year to 31st March 2022	₹ '000	₹ '000	₹ '000	₹ '000
Government Programmes	14,619	1,33,137	14,933	1,62,689
Education and Community Programmes	-	-	-	-
Education Content Development	-	-	-	-
Total	₹14,619	₹1,33,137	₹14,933	₹1,62,689

	Direct Costs	Staff Costs	Support Costs	31-March 2021
Year to 31st March 2021	₹ '000	₹ '000	₹ '000	₹ '000
Government Programmes	14,663	1,64,842	76,921	2,56,426
Education and Community Programmes	7,238	64,864	30,896	1,02,998
Education Content Development	1,470	7,661	3,913	13,044
Total	₹23,371	₹2,37,367	₹1,11,730	₹3,72,468



Acronyms

ARG	Accreditation Resource Group
BRCC	Block Resource Centre Coordinator
CCC	Command and Control Centre
CPD	Continuous Professional Development
CRCC	Cluster Resource Centre Coordinator
CTS	Child Tracking System
DIET	District Institute of Education and Training
DSE	Department of School Education
FLN	Foundational Literacy and Numeracy
GCERT	Gujarat Council of Educational Research and Training
GSQAC	Gujarat School Quality Accreditation Council
IRMA	Institute of Rural Management Anand
OECD	The Organisation for Economic Co-operation and Development
PISA	Programme for International Student Assessment
SMC	School Management Committee
SDP	School Development Plan
SoE	Schools of Excellence
SRP	School Readiness Programme
SQAAF	School Quality Assessment and Accreditation Framework
SRG	State Resources Group
SSA	Samagrah Shiksha Abhiyan (India Government programme aimed at universal elementary education)





Reach to Teach

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