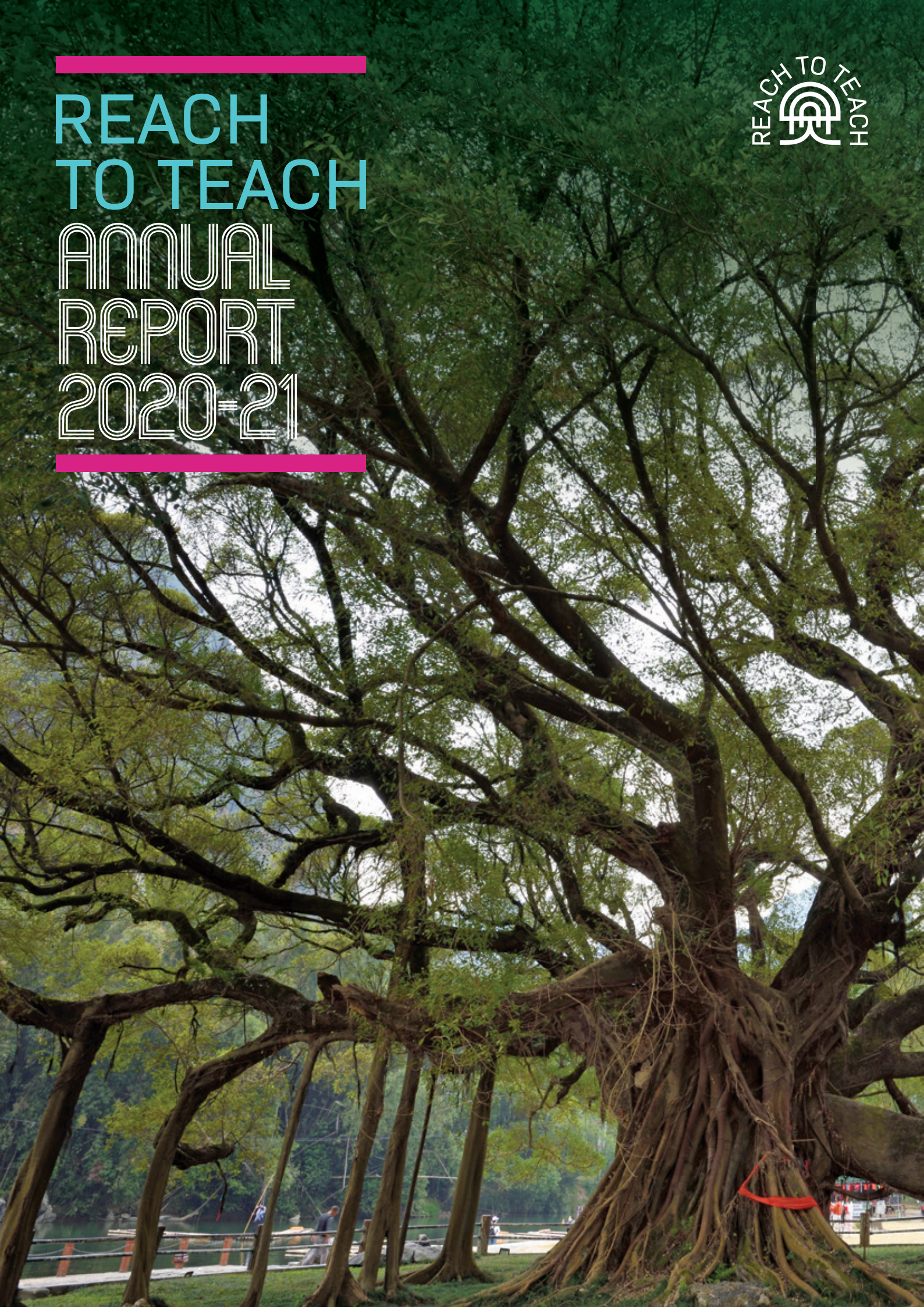


---

# REACH TO TEACH

## ANNUAL REPORT 2020-21

---





## GLOSSARY

<b>BRC</b>	Block Resource Coordinators
<b>CPD</b>	Continuous Professional Development
<b>CRC</b>	Cluster Resource Coordinators
<b>COAP Member</b>	Community Ownership of Attendance Programme Member
<b>DISE</b>	Department of School Education
<b>DPPR</b>	Disaster Preparedness Resilience and Response
<b>GCERT</b>	Gujarat Council of Educational Research and Training
<b>GRV</b>	Gram Vikas Trust
<b>GOAL</b>	Gujarat Outcomes for Accelerated Learning
<b>GSQAC</b>	Gujarat School Quality Accreditation Council
<b>KNNA</b>	Kutch Nav Nirman Abhiyan
<b>MoU</b>	Memorandum of Understanding
<b>MEL</b>	Monitoring Evaluation and Learning
<b>NEP</b>	National Education Policy
<b>NGO</b>	Non Governmental Organisation
<b>PMU</b>	Programme Management Unit
<b>QCI</b>	Quality Council of India
<b>RTT</b>	Reach to Teach
<b>SMC</b>	School Management Committee
<b>SCOPE</b>	School and Community Ownership Programme for Excellence in Education
<b>SI</b>	School Inspector
<b>SEEP</b>	School Education Excellence Programme
<b>SDG</b>	Sustainable Development Goal
<b>SoE</b>	School of Excellence
<b>TEIs</b>	Teacher Education Institutes

Glossary	
Message from the Chair	4
From the CEO's Desk	6
The Board	8
<b>Reach to Teach</b>	10
Background	11
Strategically Speaking	14
Impact of Covid	17
<b>Programmes</b>	18
Assessment as a Central Platform	26
Accreditation Gujarat	28
Accreditation Haryana	29
Continuous Professional Development	30
Home Learning	31
Community Engagement	32
Mission Schools of Excellence	34
<b>Outreach</b>	36
Forging Strategic Partnerships	37
Building Impact Through Policy, Advocacy and Communications	38
<b>Operations</b>	40
Manpower Planning	41
<b>Financial Statement</b>	44



# Message from the Chair



**RAKHEE DITTA**  
CHAIR OF THE BOARD

This has been a year of both extraordinary challenges for Reach to Teach (RTT) and, in many ways, remarkable progress. Inevitably, the backdrop to everything has been India's COVID-19 experience. India's schools largely remain closed with a material loss to learning. Further, when the Delta variant struck in March, several senior members of the RTT team, including our CEO, Ratna, fell sick with the virus (I'm pleased to say that all have made a good recovery).

But despite these difficulties, Ratna and her team have never lost sight of RTT's goal to improve the educational outcomes of India's least advantaged children. Drawing from its past experience of operating directly in schools, RTT has evolved to become a trusted delivery partner of state education departments who highly value the focus, assessment and data-based evaluation and expertise the organisation delivers.

RTT has had a growing and state-wide impact on education in Gujarat, while also expanding its footprint into other states including Haryana. In Gujarat, the education secretary has chosen RTT to be its leading technical partner in its flagship "Schools of Excellence" programme, which has attracted considerable funding from the World Bank.

RTT has advised and assisted the government of Gujarat in rolling out an accreditation programme across all 33,000 schools in the state. The RTT-designed and implemented accreditation methodology is also being adapted for the 3,000 Schools of Excellence. It has been so successful that another state, Haryana, has asked RTT to replicate the programme across its schools.

As part of its response to school closures, RTT has worked with other stakeholders both to develop home learning initiatives across Gujarat and assess their impact. Even after the children have returned to school, home learning will continue to be vital for helping them to make up for all the time that has been lost. With an eye to improving resilience in future emergencies, RTT is working on a community engagement product that focuses on child safety and the continuation of learning.



**RTT's proven agility, determination and strong culture "of the possible" will hold it in good stead as it continues to develop its product portfolio and build the strategic partnerships through which it can help achieve sustainable school improvement at state-wide scale.**

A further product that RTT is developing is an online continuous professional development programme aimed at different players in the school system from class and head teachers to influential mid-level officials. There are indications of strong demand for this product, which will be distributed on DIKSHA, the national platform for school learning.

As a result of this intensive period of programme development, RTT is well poised to have impact at very substantial scale as the school system returns and regenerates.

Whilst retaining RTT's strong sense of commitment to its mission and high value system, Ratna has completely overhauled the organisation, bringing in people of high professional competence while at the same time reducing costs. A new India-based trustee, who has extensive networks in both the corporate and government sectors, has joined the Board of Trustees.

RTT's journey so far would not have been possible without the funding it has received from the Larry Ellison Foundation, which has supported RTT from its earliest days. RTT will continue to strive for the highest standards of operational effectiveness and governance as it now seeks to expand its funding donor base. To that end, RTT has recently recruited executives with communications and fund-raising experience whose task is to raise RTT's profile across India and put in place a strategy for generating long-term funding from local donors.

A new website is about to launch that will tell the story of RTT's evolution, its current products and initiatives and its ambitions for the future. It will be accompanied by elegant new branding, which will symbolise RTT's approach to harnessing technology to advance learning.

The last year has been a period of reflection, consolidation and expansion for RTT. Its proven agility, determination and strong culture "of the possible" will hold it in good stead as it continues to develop its product portfolio and build the strategic partnerships through which it can help achieve sustainable school improvement at state-wide scale.





# From the CEO's Desk



**RATNA VISWANATHAN**  
CHIEF EXECUTIVE OFFICER

The Reach To Teach story is one that began in the State of Gujarat in 2007 and has had several iterations as it has grown from a doorstep school in a bus to an organisation that now works with the Governments of Gujarat and Haryana at a strategic and systemic level. The focus is on policy impact and our aim is to co-create interventions alongside the government to align with their vision for the state.

On the heels of the COVID pandemic that has ravaged India, as it has the rest of the world, Reach to Teach has been undergoing a quiet transformation. The year that has gone by has been one that has seen significant changes in the way Reach to Teach has traditionally functioned. There has been a transition of all major roles to India, including that of the Chief Executive in order to focus on strengthening the quality of teaching and learning in Government primary schools. As the first India based Chief Executive, I started in April last year with a mandate to grow a qualitative India focused programme that would enable Reach to Teach to take it's learning across diverse geographies within the country. The focus of this new strategy is to bring global learning to local context to establish a body of informed good practice. Traditionally, Reach to Teach has operated out of Gujarat. The learning gained from engaging in a single State for a prolonged period has been enormous as for the most part, Reach to Teach has been engaged at the community level. Going forward this learning is providing valuable insights into programme design and frameworks. We have transitioned into a hub and spoke model organisation, with the Indian head office in Gurugram acting as the knowledge and technical hub and the field offices being the operational components of the new architecture. This ensures standardisation and homogeneity for better impact assessment and we hope to leverage on such assessments to keep making our frameworks and tools stronger as we grow.



We have transitioned into a hub and spoke model organisation, with the Indian head office in Gurugram acting as the knowledge and technical hub and the field offices being the operational components of the new architecture. This ensures standardisation and homogeneity for better impact assessment and we hope to leverage on such assessments to keep making our frameworks and tools stronger as we grow.

The effects of the Pandemic were felt right across Reach to Teach, and a large number of employees and their families were affected. Fortunately, we have had no fatalities, and everyone has recovered. Right through the lockdown and the fact that schools have been shut during this period, Reach to Teach has steadily progressed in outreach and in engaging with Governments in a meaningful way. We are in the process of consolidating on our previous work and building on newer areas such as home learning and disaster preparedness. We look forward to the coming academic year and hope to have new interventions that will take forward our agenda of inculcating joy in learning.





# The 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 for five years and is Chair of the Board of Trustees.



## **Matthew Symonds**

### **DEPUTY CHAIR AND DONOR REPRESENTATIVE**

Matthew is a founding trustee of Reach to Teach and has been involved in its development for more than 15 years. He was 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, from 2010 to 2018 as Defence and Diplomatic Editor). 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 advises clients on their most significant leadership priorities. 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. She started her career at BlackRock, managing client analytics for institutional investors across the Americas, Europe, and Asia.

Neha is a Trustee of the International Institute for Strategic Studies. She is a former Board observer at Central Square Foundation, and 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 37 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 fin tech. 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 that, 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. Prior to this, 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.



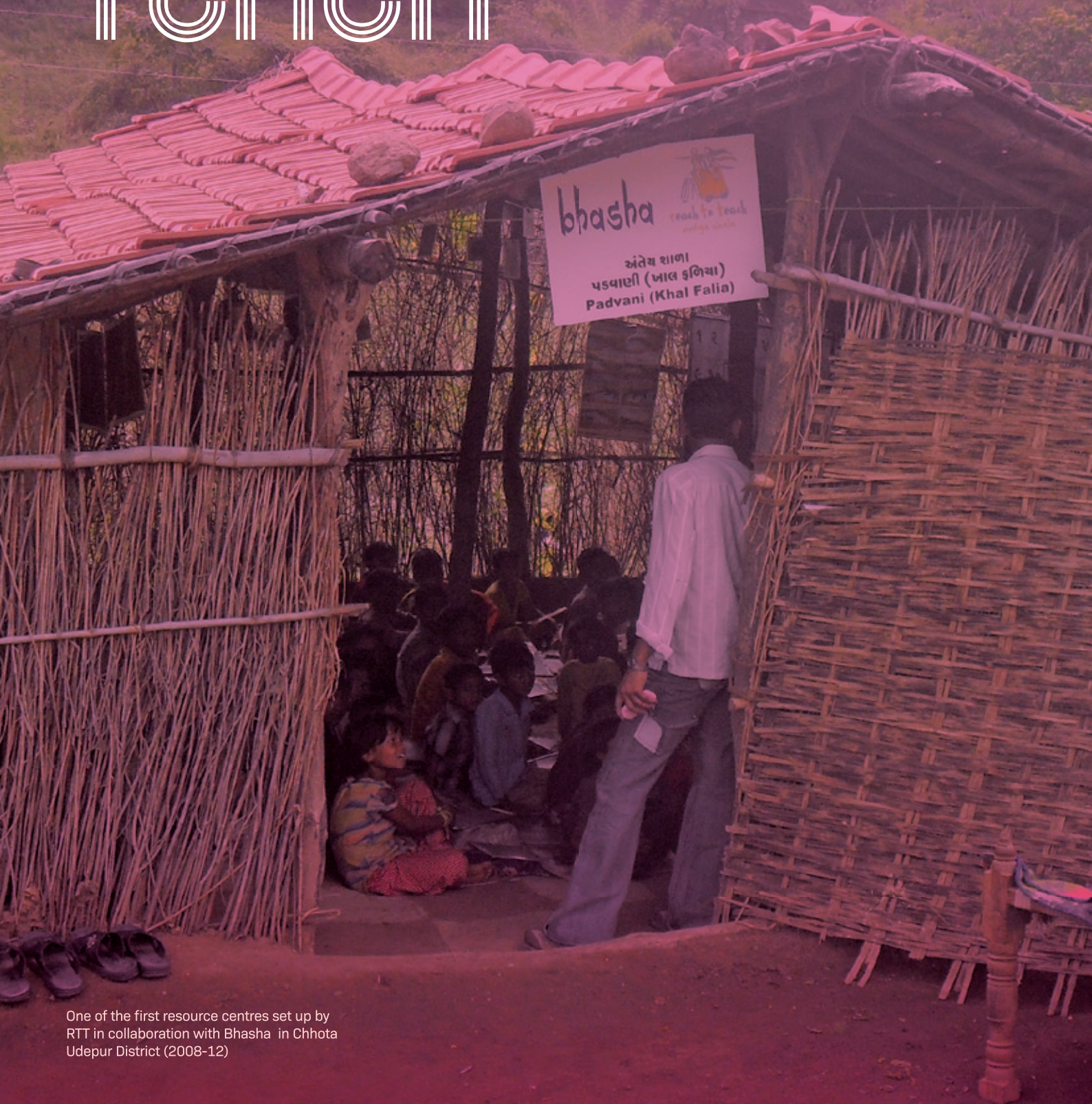
### **Geeta Khehar**

#### **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.



# REACH TO TEACH



One of the first resource centres set up by RTT in collaboration with Bhasha in Chhota Udepur District (2008-12)



# Background

The year 2020 saw a dynamic organisational shift for Reach to Teach. A conscious decision was taken by the Board of Directors to transition the corporate office base to Gurugram, India from London, UK where it has historically always been. This shift was considered looking at the scale of educational challenges facing India and the emphasis on Reach to Teach's work becoming India centric. By the end of 2020, except for Finance, all key positions were based out of India.

Reach to Teach was founded by Sanjeev Gandhi in 2003 with the objective of bringing education to out-of-school tribal children in the remote areas of Gujarat. Initially, educational resources and teachers were sent to tribal districts like Valsad through buses.

Later in 2007, these mobile schools transitioned into learning centres, having a fixed presence in the local villages. To enhance the capability of local teachers, primary school teachers from United Kingdom trained para-teachers in these schools on global best practises.

The year 2007 was also a milestone year for Reach to Teach as the Larry Ellison Foundation came on board with a grant agreement that gave RTT the funding it required to scale up operations and expand. The learning centre programme expanded and by 2011, 3400 children were attending 104 Reach to Teach centres steered by 160 para-teachers.

Soon there was a shift in focus and strategy from running these learning centres to now integrating them with the government schools to improve the overall quality of school education. It was first implemented in 2013 in Kutch district across 26 government schools reaching out to over 4,000 children.

This gave Reach to Teach a key insight: we could expand our reach and impact if we focused on training government school teachers and building effective community engagement frameworks for the schools.

In 2015, the School Improvement Programme (subsequently renamed the Education & Community Programme, ECP) was launched. It aimed at supporting teachers to develop their approach towards classroom management skills. The aim was to create stimulating learning environments, provide leadership training to headteachers as well as reach out with community-based activities to improve attendance and engagement between schools, parents, and communities. This led to a direct impact across 230 schools, 56,000 children, 1500 teachers and 260 headteachers and indirectly reached out to 100,000 teachers and 3,500 community volunteers across three districts of Gujarat – Kutch, Bharuch and Morbi -- in a space of three years. This was a resource intensive programme and hence Reach to Teach made a strategic shift in approach in 2019.



**In March 2020, Ratna Viswanathan became the first India based CEO and succeeded Steve Cutts who had been based out of London.**

Having engaged in various capacities at the ground level with all actors in the system, the learning derived was significant. At this juncture, Reach to Teach decided that to take this learning beyond small pockets, there was a need to work with the government on system strengthening and capacity building in order to increase outreach and achieve scale to improve the quality of teaching and learning outcomes in schools.

In early 2019 in line with this shift in strategy, we signed a Memorandum of Understanding (MoU) with the Government of Gujarat to provide strategic support to the Education Department for system-wide reform programmes. This collaboration extended across the school accreditation programme (Gunotsav 2.0), as well provided institutional support to the Gujarat Council of Educational Research and Training (GCERT), the School Leadership Institute and the Command-and-Control Centre for Schools. In 2020, Reach to Teach became the designated Academic Partner of the Government of Gujarat's Mission Schools of Excellence. The programme supported by the World Bank and the Asian Infrastructure Investment Bank aims to provide world class education in schools across Gujarat.

In line with our new strategy of engaging at a systemic level, while we continue to work in Gujarat, we are expanding geographically to increase our presence and partner with more State Governments. In 2021, we have signed a MoU with the Government of Haryana on creating an Accreditation framework in line with the National Education Policy (NEP) 2020.

Reach to Teach's strategic objective is to be the partner of choice for State Education Departments, and to design and implement state-wide system strengthening interventions in alignment with NEP 2020. Our work primarily focuses on Continuous Professional Development, Accreditation and frameworks for community engagement and disaster response, all underpinned by a robust assessment of competencies, structures, training needs and frameworks.

The ongoing Covid-19 pandemic has had a devastating impact on education in India. With schools being mostly closed, there has been a significant loss of learning across 2020 and 2021. This has added another dimension that needs critical attention along with immediate and innovative frameworks. We are focussing on these interventions in addition to our core work.

In its 18-year journey, Reach to Teach has transformed from a small charitable initiative to an organisation having state-wide impact on education. We are trusted partners of state governments to improve the quality of teaching and learning outcomes in primary schools.

This transformation has been possible due to the unstinting support of the Larry Ellison Foundation which has funded Reach to Teach since 2007.



## OUR VISION

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

## OUR 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

## OUR VALUES

Our five values form the core to our work, and they steer and inspire our every action.

### Mutual Respect

We value the dignity, rights, views, and contribution of the people we work with, both internally and externally

### Integrity

We uphold the highest ethical and legal standards in our work and in our interactions with others

### Transparency

We are honest in our actions and our communications with team members and partners

### Collaboration

We work collaboratively and encourage all team members to contribute

### Quality

We take pride in our work and are committed to its excellence and quality



# Strategically Speaking

**R**each To Teach (RTT) worked with communities and engaged with the education system in five districts of Gujarat for almost a decade. In 2018-2019, drawing upon all the expertise gathered in the field, we decided to become more strategic in our approach and focus on strengthening systems at the policy impact level and working directly with the Government of Gujarat's Department of Education.

In July 2020, the Government of India launched the National Education Policy (NEP) 2020. This is the first national education policy to be issued in 34 years. It sets out clear priorities for education at a policy level. Each state in India is required to draw up its own action plan to roll out NEP 2020. RTT has realigned its priorities to reflect the NEP 2020 with the aim of being a partner of choice for states. We are now in the process of expanding our work to other geographies as part of our new strategy. The strategic objective is to be the partner of choice for state education departments. We seek to support state initiatives to design and implement state-wide system strengthening interventions. With the extensive field experience of the past decade, we aim to provide technical assistance and programme management support to states to improve educational outcomes.

Aligning with the Sustainable Development Goals (SDGs) of the United Nations' Sustainable Development Agenda 2030, RTT has integrated the essence of SDG 4 (Quality Education), SDG 10 (Reduced Inequalities) and SDG 17 (Partnership for the Goals) in its approach to strengthening teaching and learning.



A fun learning environment in the classroom

Our core support areas focus on:

### **Continuous Professional Development**

We work with the Education Department of the concerned states on the development of a skilled, motivated, and competent workforce through the assessment of needs and goal setting. We work with system officials to develop the plans to deliver on the goals. We co-develop and deliver programmes which cover the professional development for head teachers, teachers and other system officials in the education framework such as cluster and block resource coordinators.

### **Accreditation**

The NEP 2020 has made school accreditation mandatory to improve the quality of education. We support state governments with technical expertise in accreditation and provide overall programme design and execution support including technical support for framework development, capacity development of accreditors, establishment of quality assurance processes, systems and protocols, overall data analysis and report card generation. Our work is informed by our close interaction with UK Ofsted

### **Frameworks for Community Engagement and Disaster Response**

RTT's frameworks for community engagement are aimed at enhancing both school and parent accountability for student progress, and to positively influence student learning outcomes. It is a cross cutting function which is critical to driving school improvement. We engage and work with community stakeholders including parents, School Management Committees (SMCs), and other community influencers.



In times of disaster, education takes a back seat as energy and resources are focused on response and recovery of livelihoods and shelter. Our Disaster Preparedness Resilience and Response (DPPR) programme aims to ensure that children affected by any kind of disaster are engaged in a safe and protected environment while families cope with the loss of shelter and livelihoods. We are creating a framework to make sure children are engaged and visible.

The key to creating strengthening interventions is a robust assessment of competencies, structures, training needs and frameworks. In RTT, assessment underpins the core areas of focus.

Assessment is internal and central to our work and provides the critical inputs for gap analysis. Assessing gaps enables us to create relevant tools and training frameworks to support actors across the system in improving both teaching and learning outcomes. We use assessments as an internal tool to define and discern the gaps in the system to inform our work on Continuous Professional Development, Accreditation, and creating frameworks for community engagement.



# Impact of Covid

The Covid-19 pandemic has affected almost 90 per cent of the world's student population. In India, over 1.5 million schools closed due to the pandemic, affecting 286 million children from pre-primary to secondary levels.

\* Source : <https://www.unicef.org/india/stories/back-school-and-learning>

COVID has had a significant impact on education in India, just as in every other country in the world. In India, the second wave of the COVID pandemic started by the end of March 2021 and raged uncontrollably with a high mortality rate. Through this difficult period, the organisation stayed connected with staff, ensuring everyone had a safe space to express their anxieties and seek any support they may need.

During the period from April to June 2021 our work with the Governments of Gujarat and Haryana progressed, albeit slowly. Since July, the work has started picking up pace and we are moving forward as planned.

\* During this time almost 286 million children remained out of school in India. One and a half million schools had to close down. Schools are yet to open, and the loss of learning is a real issue. The Government of India has recently commissioned a study on the loss of learning during the pandemic. This report will give us a fair sense of what the actual loss has been, particularly in the early years and foundational learning stages.



Supervising home learning during the pandemic



# PROGRAMMES



**RTT aims to support state governments in design and implementation of state-wide system-strengthening interventions, and to provide technical assistance and programme management support to states to improve educational outcomes.**

The last 12 months have been a period of both consolidation and transition for RTT. We are consolidating our learning in Gujarat in order to take this to other geographies. During the year, we have expanded into the State of Haryana. Currently, we are exploring the possibility of engaging with other states to take forward our programmes.

In Gujarat, schools continued to remain closed due to the pandemic. We worked closely with the Department of Education to strengthen the state's ongoing support for furthering home learning initiatives. During this time, RTT focused on deepening the engagement with the Education Department in the areas of school accreditation, Continuous Professional Development (CPD) of teachers, head teachers and system officials, creation of frameworks for community engagement, and strategic help to the key areas within the Education Department. This year also saw RTT becoming the Technical Support Unit to the Gujarat Government's project on creating Schools of Excellence, which is being co-funded by the World Bank. This project focuses on system strengthening and creating model schools. RTT's work on school accreditation formed the basis for identification of schools for the project.

The organisation architecture has been redesigned to reflect the new direction in which RTT is moving. We now have the India Head Office at Gurugram, Haryana. The Chief Executive and all the knowledge leads work out of the Gurugram office. We are in the process of creating a hub and spoke model, where the field offices carry out project implementation and the design, structure, learning is disseminated from the central office to ensure standardisation.







# CONTINUOUS PROFESSIONAL DEVELOPMENT

High quality CPD programmes build the capacity of key actors, at all system levels, to design and deliver activities that facilitate pupil progress.





3,000+

**OFFICIALS ENROLLED**  
ONLINE TRAINING MODULE  
for system officials such  
as Cluster Resource  
Coordinators (CRCs) and  
Block Resource Coordinators  
(BRCs) in Gujarat to enable  
them to efficiently monitor  
and support the government's  
home learning initiative.

Teachers working together to  
improve classroom environment



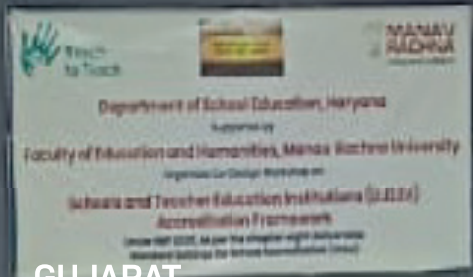
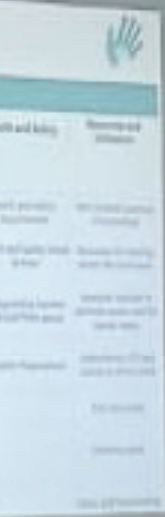


# ACCREDITATION

Accreditation is an external, objective validation of school quality and student achievement that fosters continuous school improvement.

The background of the entire page is a photograph of a meeting in progress. A man in a dark shirt is standing and pointing at a whiteboard. In the foreground, several people are seated at a long wooden table, looking towards the whiteboard. The room has a modern, professional feel with overhead lighting.

Indicative domains and sub-domains				
School Accreditation - Key Concepts				
Leadership and Management	Teaching, Learning and Assessment	Assessment & Progress	Student Development	School as Community
Six Domains				
Leadership and Management	Teaching, Learning and Assessment	Assessment & Progress	Student Development	School as Community
Improving the quality of teaching, learning and assessment	The Quality of Learning and Assessment	Student achievement across a range of subjects	Health, Safety and Well-being	Community Engagement
Governance	Leadership and Management	Assessment & Progress	Student Development	School as Community
Leadership and Management	Teaching, Learning and Assessment	Assessment & Progress	Student Development	School as Community
Leadership and Management	Teaching, Learning and Assessment	Assessment & Progress	Student Development	School as Community
Leadership and Management	Teaching, Learning and Assessment	Assessment & Progress	Student Development	School as Community
Leadership and Management	Teaching, Learning and Assessment	Assessment & Progress	Student Development	School as Community



GUJARAT

HARYANA



262

BLOCKS

32,500

HEAD TEACHERS

200,000

TEACHERS

32,500

SCHOOLS

2

FRAMEWORK  
DESIGN  
WORKSHOPS

A MoU was signed with the Department of School Education, Haryana to implement the accreditation programme for schools and Teacher Education Institutes. These workshops were attended by, amongst others, representatives from the government officials involved in primary education as well as headteachers and teachers, private institutions.





# FRAMEWORK FOR COMMUNITY ENGAGEMENT

Design of frameworks to enhance both school and parental accountability for student progress through better school and community collaboration and to positively influence student learning outcomes.







3

BLOCKS

20

SCHOOLS

140

TEACHERS

20

HEAD TEACHERS

4,000

CHILDREN

2,700

PARENTS

210

COAP MEMBERS



# Assessment as a Central Platform



Assessment is internal and central to our work, providing the data that enables us to inform programme priorities and design to have the greatest impact on educational outcomes. We use Assessment as an internal tool to define and discern the gaps in the system, to inform the Continuous Professional Development and Accreditation programmes. Parents and the community are important stakeholders in bringing about required changes and support sustainability of the interventions planned.

Assessments are activities that help key stakeholders understand what students have learned, what they know, and what they can do. They are means and tools to measure student achievement and progress and help identify the successes as well as gaps.

RTT adopts an Assessment driven approach with a focus on supporting different stakeholders to review existing systems and practices using robust evidence gathering and analysis. This helps to identify the priorities for improvement and informing programme design for:

- State level needs through a review of NEP, other policy requirements
- School improvement priorities identified through accreditation
- Teacher professional development needs through assessment and accreditation

We also use assessments as an important indicator to evaluate the efficacy of programme interventions and improve.

RTT looks at assessments as the platform from which to inform and launch our interventions and produce information on student learning and progress that can be used by various stakeholders in the following ways:

## For System Improvement

Informs:

- Curriculum review and design
- Quality assurance
- Resource provisioning
- Targeted interventions

Identifies:

- Teacher and head teachers' professional development needs and deployment
- Focus areas to be included in accreditation

## For School Improvement

Informs:

- School improvement and funding priorities
- Student enrolment, allocation and grouping
- Activities to ensure students meet relevant benchmarks and standards

Accountability

- Enables engaging with key stakeholders and parents to support student learning outside of the classroom
- To help students learn
- Enables teachers to:
  - » Plan and deliver effective lessons
  - » Identify next learning steps
  - » Identify additional support or challenge needed by students
- Enables students to:
  - » Understand learning goals and steps
  - » Embed their learning
  - » Access education, opportunities and the labour market

RTT will co-create design strategies with the Education Department to engage with parents and communities to build awareness and disseminate information. Assessment data provides an anchor to engage with parents and the community and improve outcomes. Community engagement enables collaboration and support to the system and schools and builds capacities of key actors like SMCs.





PROJECTS DURING THE YEAR

## Accreditation

### GUJARAT

**262**  
BLOCKS

**32,500**  
HEAD TEACHERS

**200,000**  
TEACHERS

**32,500**  
SCHOOLS

The assessment done by GSQAC has been widely accepted by all the stakeholders. The ambitious Schools of Excellence Programme is using the new GSQAC accreditation process for the identification of schools and planning school improvements.

Since 2019, RTT has been supporting the Gujarat School Quality Accreditation Council (GSQAC), under the Gujarat Council of Educational Research and Training (GCERT), by providing programme management support for the implementation of the School Accreditation Programme known as Gunotsav 2.0.

RTT has deployed a dedicated Programme Management Unit (PMU) within GSQAC since February 2019 which has 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.

One of the key features of the programme is inspections carried out by independent assessors. The GSQAC selected these assessors, known as School Inspectors (SIs) from a cadre of government primary head teachers / teachers through a rigorous process. RTT assisted the GSQAC in the overall capacity development of the SIs and supported the establishment and capacity building of a dedicated Quality Assurance (QA) Cell in the Education Department. We also lent our support in the preparation of all required documentation for the programme.

Early on it was evident that a comprehensive software solution was required for effective implementation of the programme. Therefore, RTT provided support to the government to develop a mobile and web application. This application helps in the end-to-end implementation of the programme- right from allotment of schools for inspections to data collection during inspection, monitoring of school visits, data analysis and generation of the school report cards.

In the academic year 2019-20, approximately 19,000 schools were inspected before the schools shut-down due to the pandemic. School inspections were re-initiated in February 2021 using an amended framework which recognised the fact that schools may not re-open soon. The first cycle of school inspections for 32,700 schools has been completed successfully and individualised report cards released to each school. RTT undertook rigorous analysis of the data collected and presented the insights to the government.



## PROJECTS DURING THE YEAR

# Accreditation

## HARYANA

**R**TT signed a Memorandum of Understanding (MoU) with the Department of School Education (DSE), Haryana to implement the accreditation programme for schools and Teacher Education Institutes (TEIs) in the state and the work started in March 2021. RTT is now deploying a dedicated PMU which will support the creation and operationalisation of the accreditation programme.

So far RTT has conducted a series of discussions with the stakeholders and has conducted two workshops for the design of the framework. These workshops were attended by, amongst others, representatives from the government officials involved in primary education as well as headteachers and teachers, private institutions like Quality Council of India (QCI), Bhartiya Shiksha Mandal-Haryana and the National Independent School Alliance. The plan is to undertake one cycle of accreditation of both schools and TEIs by the end of Financial Year 2021-22.



Workshop organised by RTT team for Haryana officials





# Continuous Professional Development

In the past, RTT relied on intensive face to face engagements for the delivery of professional development and the implementation of toolkits and resources. This approach was completely challenged by the COVID pandemic. In June 2020, we started to provide academic support to Gujarat through the GCERT's home learning initiative.

The Continuous Professional Development (CPD) framework that RTT has put together is informed by global good practise. It is agile and can be adapted to the context at hand. Since the usual face-to-face training methodology was not possible during the year as schools had been shut down across the country, we decided to use technology to roll out the process. We developed an online training module and in February 2021 we ran this training for system officials such as Cluster Resource Coordinators (CRCs) and Block Resource Coordinators (BRCs) in Gujarat to enable them to efficiently monitor and support the government's home learning initiative. More than 3000 officials enrolled in this and both trainees as well as the Education Department gave positive feedback on the engagement.



# Home Learning



Home learning in RTT project schools

From June 2020, we worked closely with the GCERT to help develop and review home learning content, both in physical and digital (including audio-visual) formats. We also developed bespoke training modules and toolkits for teachers and education officials, additional home learning content for children, assessment questions and a set of practical guidelines for parental engagement in home learning. These resources were distributed to all government school children in Gujarat by the Education Department. These guidelines and tools helped schools in running the home learning programme successfully with the active engagement of parents and other community stakeholders.

For the current academic year starting from June '21, GCERT has asked RTT to be the lead partner for the state's home learning programme. We are partnering with a content development organisation, the ITOWE Development Foundation, to develop the home learning modules for grades 3-8.

In the previous year, as the pandemic took the country by surprise, there was little time to prepare for the home learning packs. It was a reactive measure. This year, we have reviewed the home learning design from last year and re-designed the programme. We are planning to undertake a baseline study to be able to measure the actual uptake on the study packs and build in a MEL component into the project. The packs will also have guidance for parents to improve their engagement with their child's learning process.





## PROJECTS DURING THE YEAR

# Community Engagement

## Direct Impact

**3**  
BLOCKS

**20**  
SCHOOLS

**140**  
TEACHERS

**20**  
HEAD TEACHERS

**4,000**  
CHILDREN

**2,700**  
PARENTS

**210**  
COAP MEMBERS

Direct Impact is in the case of project schools where we continued working during the year whereas indirect impact has been through the CRCs with whom we worked who in turn supported non-project schools.

Due to the COVID-19 outbreak and the resulting nationwide lockdown and school closures imposed in March 2020, the School and Community Ownership Programme for Excellence in Education (SCOPE) team of RTT and our partners Gram Vikas Trust (GVT) and Kutch Nav Nirman Abhiyan (KNNA) faced a fundamental question – how to reach the unreached and make education accessible to the most vulnerable sections of the society. Being locked at home and due to the unexpected closure of schools learning was extremely challenging for students, especially in rural areas. The new normal buzzwords like ‘home schooling’, ‘virtual teaching’ and ‘blended learning’ offered limited scope for children in remote rural villages, where even round-the-clock power supply was a luxury.

We repurposed our field programmes to support the effective roll-out of the state’s home learning initiative in our project districts of Bharuch and Kutch to ensure that children have learning opportunities and access to reading materials during school closure. The programme aimed at achieving the desired goals through three core interventions:

1. Improving parents’ and community awareness on the importance of home learning and building community’s capacity to take ownership of the programme.
2. Building capacity of teachers, head teachers and CRCs in understanding the programme and its implementation, and supporting them in creating need-based resources for learning
3. Providing structured learning support by developing customised tools to address learning barriers and building motivation of students and teachers to participate in home learning.

Direct impact is in the case of project schools where we continued working during the year whereas indirect impact has been through the CRCs with whom we worked who in turn supported non-project schools.

As our strategy is now focused on providing support to state governments the decision was made to wrap up the SCOPE Programme at the end of the ongoing academic year. In March 2021, our field projects in Kutch and Bharuch districts with our existing partners GVT and KNNA were closed down. However, the two partners are taking forward the SCOPE model and actively raising funds for the same. We have offered to provide technical advice on these programmes to GVT and KNNA.

## Indirect Impact

**3**

BLOCKS

**426**

SCHOOLS

**2,300**

TEACHERS

**426**

HEAD TEACHERS

**53,200**

CHILDREN

**48,000**

PARENTS

**210**

COAP MEMBERS



RTT field officers working with parents



## PROJECTS

# Mission Schools of Excellence

**262**  
BLOCKS

**3,250**  
SYSTEM OFFICIALS

**200,000**  
TEACHERS

**32,500**  
SCHOOLS

**5,200,000**  
CHILDREN

The programme is expected to have a state-wide impact. While the focus will be on the selected 20,000 schools, the academic interventions will be done statewide benefitting all 32,500+ schools in the state.

The Schools of Excellence (SoE) Programme of the Government of Gujarat is an ambitious six-year programme which is co-funded by the World Bank, the Asian Infrastructure Investment Bank, and the Gujarat Government. The programme is aligned with NEP 2020 and aims to provide world class education across the state. In December 2020 RTT was appointed as the Academic and Technical Support Unit for the Schools of Excellence Programme. The World Bank and Asia Infrastructure Investment Bank support this programme under the name Gujarat – Outcomes for Accelerated Learning (GOAL). Overall, this programme aims to transform 20,000 schools in the next six years, impacting 5,700,000 students in Gujarat.

RTT has been working in partnership with the Education Department to design and implement the academic, community and planning components since December 2020. In the first nine months of the programme, we have worked to cocreate the roadmap for the programme and have supported the selection process for the first batch of 3,000 schools. We have worked with the department to agree on the academic goals for the programme. A series of trainings were organised by RTT on behalf of the Education Department and we have completed orientation sessions on the programme, its goals, and roles of various education department functionaries for all bureaucratic, political and state department officials.

The essential elements of the Mission Schools of Excellence project are detailed below:

### Decentralised Planning

The state will undertake a holistic approach to educational reform based on decentralised stakeholder-owned planning and management. This also includes thorough training of planning teams on critical thematic domains such as social inclusion, classroom practice, teacher development, and learning outcomes.

### Teaching and Learning

Early and Foundational years of education will receive focused support in alignment with the National Educational Policy 2020. Critical reforms will be undertaken to enhance instructional processes, improve teacher performance and accountability and strengthen school-to-work transition.

## Resources and Infrastructure

Digital and civil infrastructure and availability of resources will be strengthened in the schools, blocks, and districts to ensure required support for learning.

## Assessments and Monitoring

The programme will support the state to manage PISA participation and strengthen classroom-based assessments and examinations. Focussed monitoring and prioritised and prompt support would be provided to the 20,000 schools using technology and data analytics.

## COVID Support

A comprehensive response to the COVID-19 shock will be developed to ensure that the education system is built back better than before. The response will ensure continuity of learning while schools reopen safely and will use the crisis as an opportunity to improve and accelerate the process of making the education system stronger and more equitable.





---

# OUTREACH





# Forging Strategic Partnerships

**T**raditionally, RTT has had a single donor, the Larry Ellison Foundation, which has supported all RTT's endeavours in its effort to strengthen the quality of teaching and learning in under resourced schools in Gujarat. With RTT's stated aim of diversifying into new geographies to engage with state governments at the policy impact level, there is a necessity to expand the funding pipeline. To support this, we have created a new department of Marketing and Communications which will focus on the twin aspects of building RTT's visibility and diversifying the donor support base. Building strategic relationships is key to building support for the work that RTT does. These strategic partnerships can be both funded and unfunded. While we aim to diversify our donor base, we are also keen on forging key knowledge and technical partnerships to strengthen our work.

Education is an area that is supported by various stakeholders and evokes a strong response from the donor fraternity. The model that we are looking at evolving is donor support for our work with state governments on strengthening the quality of teaching and learning in government primary schools. While we will work with state governments as our primary partners, it is not necessary that state governments fund such work. The prime reason for raising funds from outside of the remit of government is to allow RTT agility and flexibility in the way we work.

As a first step, RTT is putting in place a fundraising strategy that aims at ensuring a diversified, secure, and sustainable funding base for RTT through a multi-pronged approach focussed on visibility and branding, creating partnerships and nurturing and strengthening relationships.

We are developing a road map for raising grant support from both India and abroad and hope to be able to partner with bilateral agencies, DFIs, international NGOs and high-net-worth individuals with a passion for improving the delivery of quality education in India. We are in the process of doing extensive donor mapping and are putting in place a fundraising strategy. We hope to leverage the value proposition that we offer through policy led impact work. By working with state governments at a system strengthening level we achieve scale by working from within the government machinery to strengthen the quality of teaching and learning in government primary schools. This is a powerful proposition, and we hope that funders will find value in this.



# Building Impact Through Policy, Advocacy and Communications

As an organization, RTT has worked in India for over a decade but due to the restricted geography in which it operated, it has had very little visibility in the wider environment. In the past there has been little attempt to present RTT to the larger stake holding public. However, with effect from 2020, one of the stated aims of the RTT strategy is to expand geographically to states beyond Gujarat. The prime objective of setting up a strong communication strategy is to create external visibility for RTT amongst all stakeholders in a compelling, incisive, and informative manner, underpinned with a distinctive brand identity. The identity needs to demonstrate with conviction our vision statement which clearly states: 'Every child will have equitable access to quality education to enable them to become confident social citizens with improved life chances.' The other objective of creating a largely external focused communication strategy is from a resource mobilisation perspective. Traditionally RTT has been entirely supported in its work by the Larry Ellison Foundation. The Foundation has been a very supportive donor. However, with RTT's stated intent of diversifying into further geographies beyond Gujarat, there is a need to diversify the funding base. To be able to do so, our work and vision need to be widely socialised. There is a need now to identify alternative sources of funding and the communications strategy needs to be the carrier of our work to an external audience to ensure that the right messaging is going out to support our resource mobilisation endeavours.

## Brand ID

To reflect the new focus, we have had a new brand ID designed that reflects the direction in which we hope to progress. In keeping with this new vision, the RTT website is being redesigned to reflect the spirit of the new logo with a vibrant colour palette to offset it. The logo incorporates the Banyan tree and waves. The Banyan tree, which is the national tree of India, represents eternal life. The tree's huge structure and deep roots represent 'knowledge'. And just like education, the tree has the ability to survive hundreds of years. The waves on top of the Banyan motif represent internet, tech and automation.

The Logo mark is an abstract combination of a banyan tree and waves that represent the internet, tech, automation. We combine this nurturing nature of a 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.



The existing website is being redesigned to reflect the legacy of RTT and where we are headed. With the new website in place RTT will roll out an extensive communication plan on both digital and non-digital platforms. A communication strategy has been put in place to reflect suitably the impact and outreach of our work. The team is simultaneously rolling out an internal communication plan which includes newsletters, townhalls and other measures to incorporate employee participation so that there is pride in the organisation and its work.





# OPERATIONS



RTT team in discussions with local villagers to improve schools (ECP program)

# Manpower Planning

## 10

### NEW TALENT

hired across functions to further augment existing programmes and build capabilities for emerging areas

## 43%

### WOMEN STAFF MEMBERS

in the organisation with equal representation at the leadership level

## 0

### NO COMPLAINTS

were received on sexual harassment or matters related to safeguarding

## 26%

### STAFF

went through professional training programmes during the year

The year 2020-2021 saw RTT embark on a journey of transformation from being a field level implementation agency to working alongside the government and establishing itself as a technical and a knowledge-driven organisation. It also marked transition of almost all roles including that of the Chief Executive to India from the UK, with a very small presence in the UK.

Our talent is our biggest asset, and our people strategies are geared towards creating an empowering and inclusive culture.

## Talent Management

Effective June 2021, we moved into a new organisation structure for execution of all of our strategic priorities. The new structure has been designed to support operations and our growth aspirations.

The revised structure includes a technical expertise unit at the central level and the state focussed teams at various geographies of implementation/presence.

## Culture

As the organisation goes through this transition, our spirit and values have remained constant. Our commitment to Diversity and Inclusion remains at the core and we continue to create a sense of belonging through equitable practices and by embracing all forms of differences.

Our safeguarding practices have ensured a safe environment for all our staff, partners, and stakeholders we work with.

## Learning

With our learning programs we have continued to invest in developing new expertise and skills to bring new ideas and approaches to drive change in our work.

To support our new strategy and growth, significant efforts have been made to develop capabilities in data analytics and technology.



## The New Normal

Since March 2020, our staff had been working from home due to the global COVID-19 pandemic and after a full year they returned to physical workplaces in March 2021 observing strict precautions and safety measures.

Matters related to remote working and employee wellbeing were put in the forefront of the HR strategy and an effective employee communication and engagement plan was put in place to ensure employee comfort and engagement.

Periodic employee communication and regular leadership connects, coupled with initiatives on physical and mental wellness were implemented to engage with employees. Key policy changes were made during the year in medical insurance and leave to enhance employee wellbeing.

We continue to focus on creating hybrid ways of working to ensure employee wellbeing as well as continuity of our programmes on the ground.



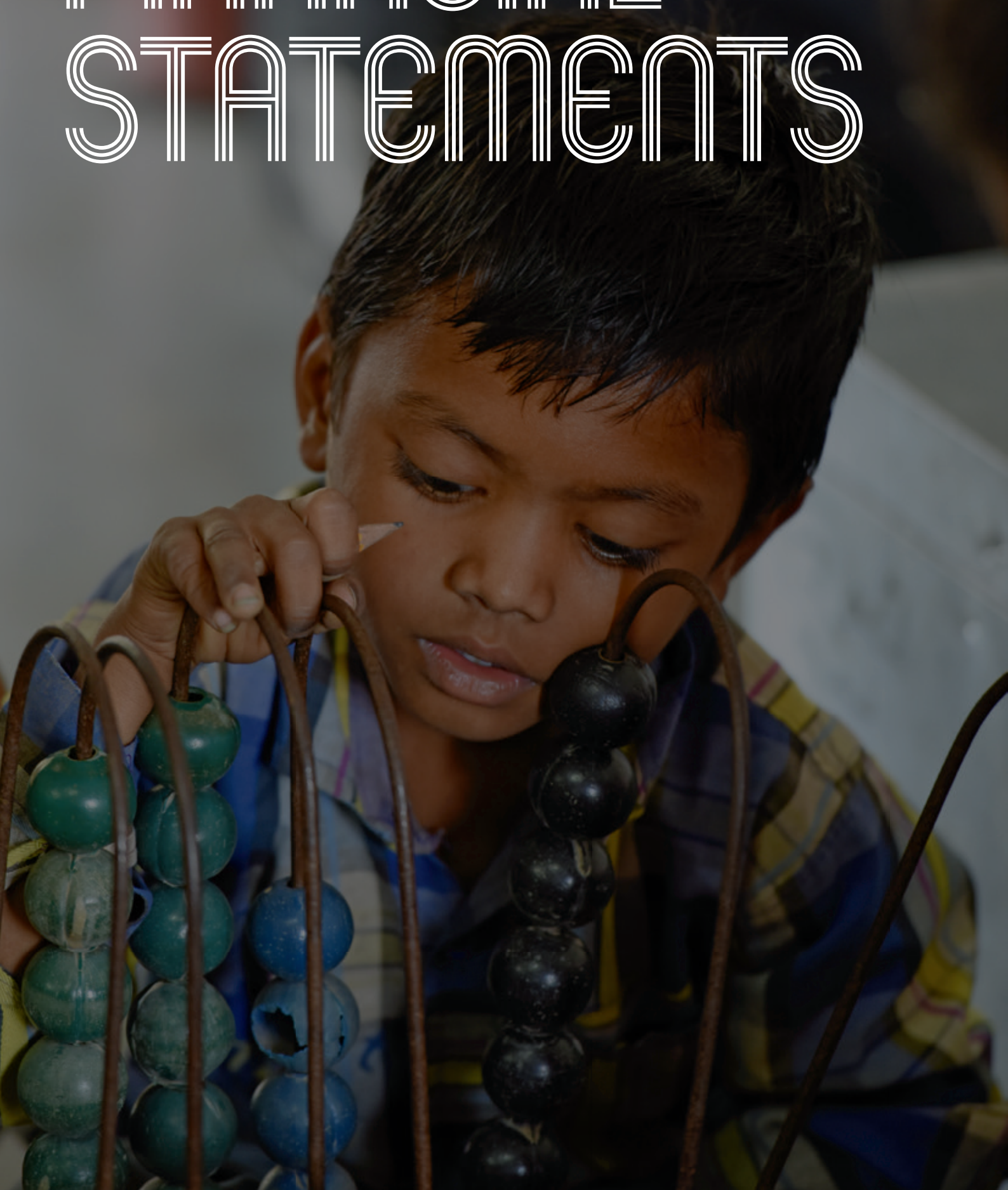


CEO in discussions with Gujarat team in March 2020



---

# FINANCIAL STATEMENTS



# Consolidated Income Statement for the Year to 31 March 2021

	Notes	Unrestricted Funds	Restricted Funds	31 March 2021	Unrestricted Funds	Restricted Funds	31 March 2020
		£	£	£	£	£	£
<b>INCOME FROM</b>							
Grants	2	-	5,001,539	5,001,539	26	5,266,143	5,266,169
Investment income		-	10,324	10,324	-	45,073	45,073
<b>Total</b>		-	5,011,863	5,011,863	26	5,311,216	5,311,242
<b>EXPENDITURE ON</b>							
Raising Funds		216	66,527	66,743	216	68,004	68,220
Charitable Activities	3	(665)	3,730,569	3,729,904	3,952	5,016,059	5,020,011
<b>Total</b>		(449)	3,797,096	3,796,647	4,168	5,084,063	5,088,231
Net income for the year		449	1,214,767	1,215,216	(4,142)	227,153	223,011
Total funds brought forward		18,575	3,626,079	3,644,654	22,717	3,398,926	3,421,643
<b>Total funds carried forward</b>		£19,024	£4,840,846	£4,859,870	£18,575	£3,626,079	£3,644,654



# Consolidated Balance Sheet for the Year to 31 March 2021

	2021	2020
	£	£
<b>FIXED ASSETS</b>		
Tangible assets	25,367	66,751
<b>CURRENT ASSETS</b>		
Debtors	117,824	121,666
Cash at bank	5,012,324	3,956,026
	5,130,148	4,077,692
<b>CURRENT LIABILITIES</b>		
Creditors: amounts falling due within one year	(253,685)	(456,411)
<b>Net Current Assets</b>	4,876,463	3,621,281
Creditors: amounts falling due after one year	(41,960)	(43,378)
<b>Total Net Assets</b>	£4,859,870	£3,644,654
<b>FUNDS</b>		
Restricted funds	4,840,846	3,626,079
Unrestricted funds	19,024	18,575
<b>Total Funds</b>	£4,859,870	£3,644,654

# Notes to the Consolidated Financial Statements for the Year to 31 March 2021

1. These statements are an abbreviated version of the audited financial statements for RTT for the year to 31 March 2021.
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 the third instalment of US\$ 6,500,000 (£5,001,539) was paid in September 2020. The fourth instalment was paid in July 2021 (US\$6,500,000 - £4,723,494).
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-Mar 2021
Year to 31st March 2021	£	£	£	£
Education and Community Programmes	72,477	649,547	309,396	1,031,420
Government Programmes	146,840	1,650,732	770,281	2,567,853
Education Content Development	14,725	76,721	39,185	130,631
	£234,042	£2,377,000	£1,118,862	£3,729,904

	Direct Costs	Staff Costs	Support Costs	31-Mar 2020
Year to 31st March 2020	£	£	£	£
Education and Community Programmes	206,472	1,455,433	721,381	2,383,286
Government Programmes	347,047	1,289,828	710,516	2,347,391
Education Content Development	84,751	117,007	87,576	289,334
	£638,270	£2,862,268	£1,519,473	£5,020,011





**REACH TO TEACH**

Level 18, One Horizon Centre  
Golf Course Road,  
Sector 43, Gurugram  
Haryana 122002 INDIA

Q West  
Great West Road  
Brentford  
TW8 0GP UK

[reach-to-teach.org](http://reach-to-teach.org)