

Making Learning Joyful

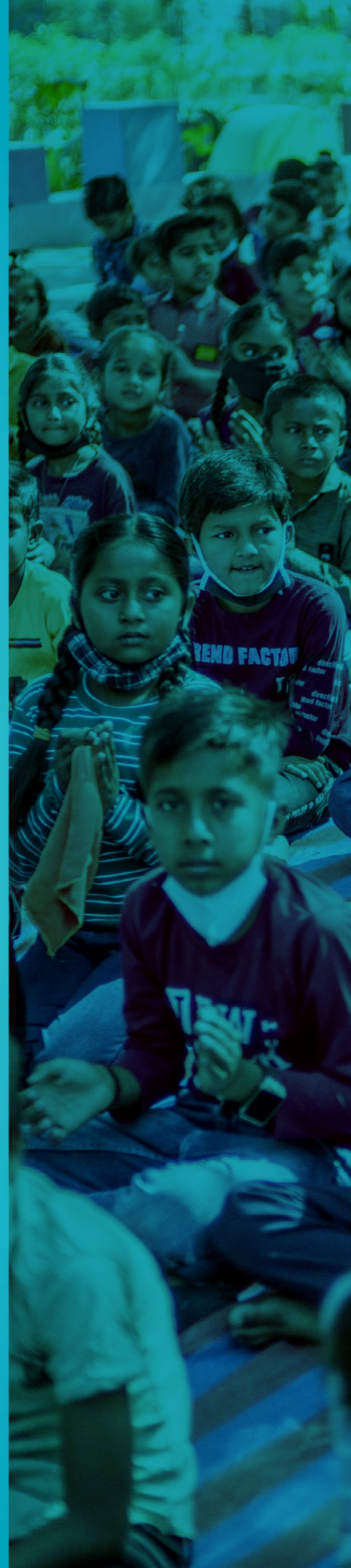


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Chairperson's Message



Rakhee Ditta
Chairperson

If last year was characterised by helping State Education Departments and schools get back up to speed after the long and disruptive effects of the pandemic, this year has been all about widening the scope and scale of Reach to Teach's interventions, while also developing our capacity for fundraising.

We continue to be highly active on a number of fronts in Gujarat, in particular working closely with the State Education Department and Gujarat Council for Educational Research and Training (GCERT) to deliver the World Bank-supported Schools of Excellence programme. A highlight of the year was the visit in July to the Vidya Samiksha Kendra centre in Gandhinagar by the World Bank President, Ajay Banga, and the US Treasury Secretary, Janet Yellen. Reach to Teach helped the State Education Department put together the presentation and the dashboard for the World Bank representatives.

In Haryana, both the school accreditation framework and the head teacher training programmes are nearing the implementation stage. The State Education Department has fully entrusted Reach to Teach with the design and realisation of both projects and high hopes are invested in the impact they will have in years to come.

This time last year, having entered into a tripartite agreement with the Government policy think-tank, NITI Aayog, and the State Education Department of Arunachal Pradesh, Reach to Teach had just begun to scope out a Comprehensive School Engagement Programme across the State. Reach to Teach began with a needs assessment of the interventions that were required to support schools in a State where many areas are hard to reach because of the mountainous topography and where there is a multiplicity of dialects. Reach to Teach has developed a series of programmes to aid learning recovery, school participation and teacher development.

I and the Deputy Chair visited the Arunachal programme in March along with the CEO and members of the team. We met with the senior officials of the Education Department and the State Chief Secretary and had meaningful conversations on the programme. We took this opportunity to visit a school where our programme had been rolled out and



Reach to Teach's ability to expand its activities across so many States is a result of its highly effective hub-and-spoke operating model developed post the programme became India-centric.

this was a truly inspiring experience. The school in question was on the outskirts of the State capital, Itanagar and had a diverse mix of children. It was heartening to see how the school had rolled out and implemented Reach to Teach's programme and stated that it made a difference. The meetings underlined the ownership by the State for RTT's work and the support that the State was proffering for the next three years.

Other States have shown interest in Reach to Teach developing a similar programme for them. At the time of writing, an MoU between Reach to Teach and the State of Meghalaya, another Northeastern State that faces similar challenges to Arunachal Pradesh, is being drawn up. One of the things that is so gratifying about the desire of States such as these to bring in RTT, is that it evokes the founding aim of Reach to Teach to operate in some of the most hard to reach children in different parts of the country.

Reach to Teach's ability to expand its activities across so many States is a result of its highly effective hub-and-spoke operating model developed post the programme became India-centric. The resultant economies of scale and scope ensure it is a cost effective programme. With the knowledge, learning and product development being based at headquarters and the implementation at the State Project Management Unit (PMU) level, the programme is able to leverage a highly efficient design flow model within which lies the strength of the organisation.

Since 2007, Reach to Teach has been fortunate to have a single, steady long term donor. However, post Covid the donor has moved funding to health. Reach to Teach is gearing up to deal with the challenge of mobilising resources to ensure that the valuable work being done by the organisation carries on unfettered. There has been an early win with one of India's most well-known philanthropists stepping forward to fund Reach to Teach. But this is a first step and we will keep on striving to mobilise resources as we move forward.

I feel confident that given the unique scope, scale and professionalism of Reach to Teach's work, coupled with the calibre and high energy of the team, Reach to Teach will continue to deliver a strong and meaningful programme in its effort to strengthen learning outcomes in Government schools backed by its motto of making learning joyful. I wish the CEO and the team every success in all endeavours.

CEO's Message



Ratna Viswanathan
CEO

The year gone by has had its moments of successes and near successes with opportunities to keep on learning and evolving in terms of our work. Words probably cannot do justice to the effort put in by the team during the year. Each member of the team has punched above their weight to ensure that programmes have rolled out and are being implemented Statewide in our focus States of Gujarat, Haryana, Arunachal Pradesh and Meghalaya. As we move into the new year, we look forward to new opportunities and the exciting prospects that lie ahead.

Our work across States focuses on a set of service offerings, designed as modules, all of which talk to each other. We continue to focus programmatically on creating Accreditation Frameworks for Government schools, Continuous Professional Development (CPD) of Teachers and School Leaders, Content Creation to strengthen learning outcomes and a Comprehensive School Transformation Programme (CSTP) spanning Classes 1 to 12 which involves rewriting of text books without altering content but infusing them with Learning Outcome indexed activities. The CSTP has been rolled out very successfully in Arunachal Pradesh and is in the process of being rolled out in Meghalaya.

Our work in Haryana involved creation of a School Accreditation Framework which we have built up from the drawing board. The Framework has been launched by the Hon'ble CM in October and is being rolled out across the State. We are also in the process of designing a Leadership Development Programme for Head Teachers for Classes 6 to 8. In Gujarat, Reach to Teach is making significant headway as the Technical Support Unit for the World Bank/AIIB State Government co-funded Mission Schools of Excellence. We continue to support the State Education Department in terms of the Gunotsav programme (Accreditation Framework), enrolment, retention and any other assistance as is required from time to time as Gujarat is the legacy State for Reach to Teach.

Visibility and advocacy are crucial to Reach to Teach's ongoing success. The organisation is working tirelessly to create a niche for itself with excellence and quality being the foundation. As in the past, we continue to engage with a diverse range of stakeholders,

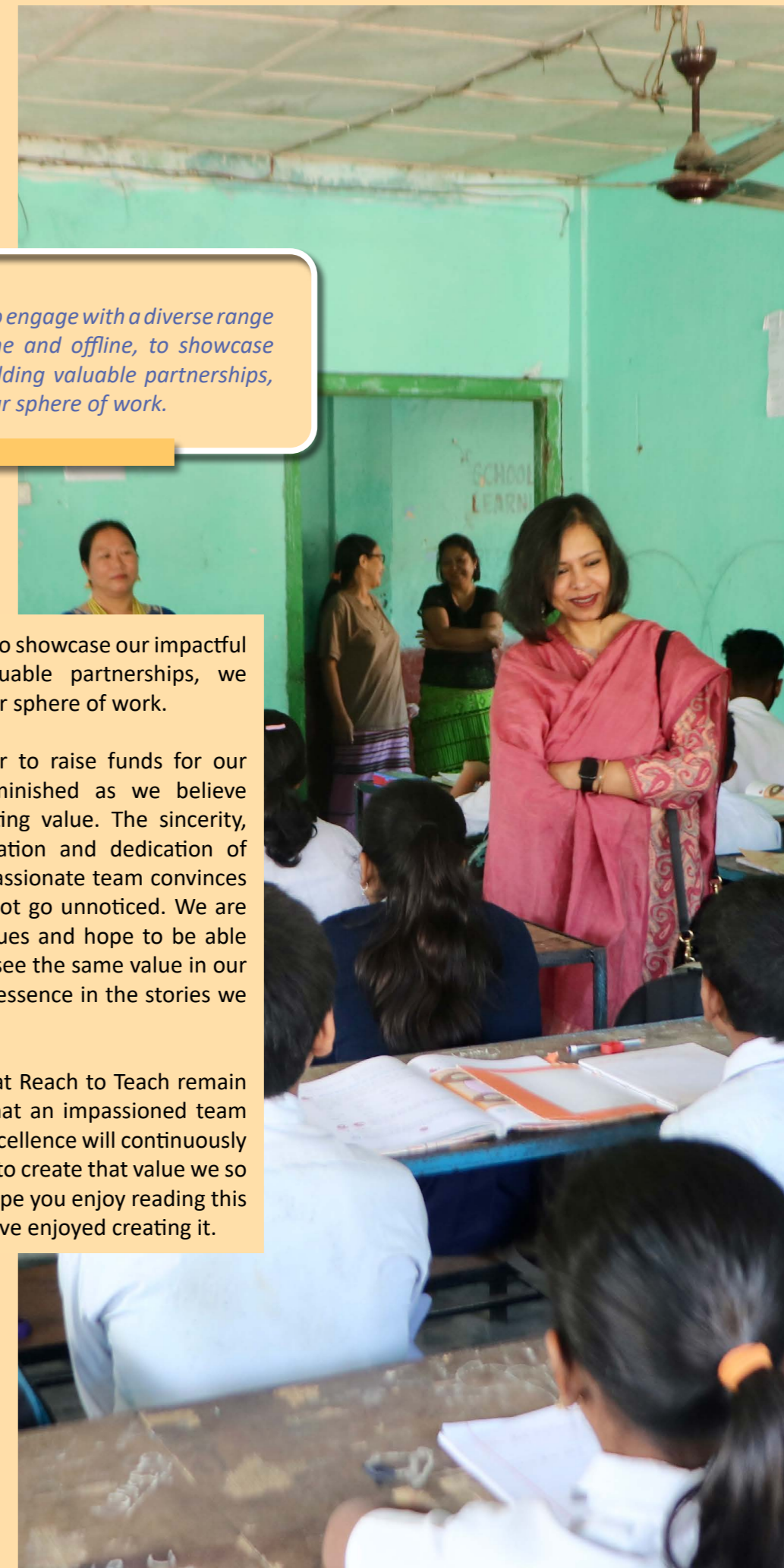


As in the past, we continue to engage with a diverse range of stakeholders, both online and offline, to showcase our impactful work. By building valuable partnerships, we endeavour to expand our sphere of work.

both online and offline, to showcase our impactful work. By building valuable partnerships, we endeavour to expand our sphere of work.

The constant endeavour to raise funds for our work carries on undiminished as we believe that we are truly creating value. The sincerity, commitment, determination and dedication of this small but fiercely passionate team convinces me that our work will not go unnoticed. We are exploring multiple avenues and hope to be able to find donors who will see the same value in our work as we do and the essence in the stories we have to tell.

As an organisation, we at Reach to Teach remain resolute in our belief that an impassioned team and a commitment to excellence will continuously drive us to strive harder to create that value we so deeply believe in. We hope you enjoy reading this report as much as we have enjoyed creating it.



Governing Board



Rakhee Ditta, Chairperson

Rakhee Ditta is co-head of Group Legal at B-Flexion, a private, entrepreneurial investment firm owned by the Bertarelli family. She spent four years as senior counsel at KBC Financial Products before joining B-Flexion in June 2011. Rakhee has also worked with Barclays Capital, having qualified at law firm Linklaters, working in London and Singapore.

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

Matthew Symonds, Deputy Chairperson

Matthew Symonds is a founding trustee of Reach to Teach and has been involved in its development for more than 15 years. From 2018 until 2021, he served as the Larry Ellison Foundation's Executive Director. Before this, Matthew worked for The Economist for 21 years in a range of senior editorial positions. 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, published in 2003. Matthew also serves as a trustee on the board of the International Institute for Strategic Studies and is a contributing editor at The Economist.



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. Formerly, she worked as an Associate Director at the Larry Ellison Foundation, where she defined 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 advised clients on strategic, operational and organisational issues.

Neha is a Trustee of the International Institute for Strategic Studies. She has served as both a Board observer and Board member for the Central Square Foundation and the Quality Education India Development Impact Bond, respectively.



Vijay Chhibber, Trustee

Vijay Chhibber is a Member of the Supreme Court appointed High Powered Committee to oversee all cases of Illegal and unauthorised construction in the Capital city of Delhi. Previously, he was a career civil servant with the Indian Administrative Service for thirty-seven years holding various positions in the State and Central Governments across key sectors.

Currently, he is involved in promoting three start-ups in the e-mobility, coastal shipping, and financial sectors. He is also on the Board of Directors of several entities and has held critical advisory roles with leading corporates and has been an Advisor to the Chief Minister of Tripura.

Geeta Khehar, Trustee

Geeta Khehar is an experienced international finance lawyer. She worked at Clifford Chance for most of her career, spending eighteen years as a partner in the Global Finance Practice and serving as co-head of the East Africa Practice. From July 2016 to July 2019, she served as a Senior Fellow at the School of Oriental and African Studies, University of London, and up until January 2021, she served as a Director on the Board of International Lawyers for Africa.

Currently, she is on the Board of SPGS International Limited and serves as a Governor at St Paul's Girls School, where she is specifically responsible for safeguarding.

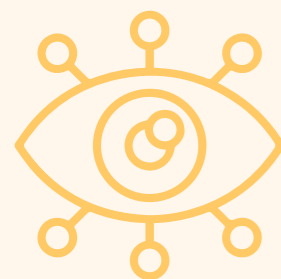


Arun Kapur, Trustee

Arun Kapur is an eminent educator with several decades of experience in the private as well as public education spheres. At The Doon School which is one of India's premium private schools, he spent more than ten years working as a teacher and Housemaster. In 1990, he became the founding Headmaster of Vasant Valley School, New Delhi nurturing the school to become India's leading co-educational day school.

Since 2011 he has been with the Druk Gyalpo's Institute in Bhutan and is currently the Director of the Institute. The Five Areas of Development curriculum conceptualised by him has been recognised as one of the 100 most inspiring global educational innovations for five consecutive years since 2017 by HundrED, Finland. A contributor to multiple forums on education, he also serves on the Boards of many leading schools.





Vision, Mission and Values

Reach to Teach works in close collaboration with State Government Education Departments to take forward the vision of the State by strengthening education outcomes in Government schools across the State. We leverage the learning acquired over more than a decade of community and field level engagement to inform our work.



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.
- Enhancing teacher agency is critical to strengthen learning outcomes.
- Engaging with stakeholders, such as Governments, school leaders, teachers, and the larger community plays a pivotal role in children learning.

Our work is aligned with

- National Educational Policy 2020
- United Nations Sustainable Development Goals



Shift in Strategy

Reach to Teach started working in India in 2007 in the State of Gujarat. The initial engagement was with out-of-school tribal children in the remote Valsad region of the State. Starting with a mobile van that travelled to these remote areas in an effort to reach these children, it evolved over the years to working with Government schools to strengthen teaching and learning outcomes at the community level. The work was focussed in the three Districts of Kutch, Bharuch and Morbi. We worked at the community level in close coordination with Government schools, local communities and School Management Committees.

Our strategy pivoted in 2019 and we moved from engaging at the field level to working in partnership with the State Government of Gujarat. This move resulted from the realisation that working in pockets of excellence did not lead to systemic change. In 2019, we signed a Memorandum of Understanding with the State Education Department to support the Government with its Praveshotsav (enrolling children into school) and Gunotsav (School Accreditation and improvement) programmes.

In 2021, we expanded our geographical footprint and currently work in Haryana and Arunachal Pradesh. By the end of 2023, we are looking to expand our work to the Northeastern State of Meghalaya and a fifth State by 2024. Since our work is across all schools in a State and we have a deep dive model, we aim to build and strengthen our programmes in these States.

At Reach to Teach, our aim is to strengthen learning at a systems level. To this end, our focus is on a suite of interventions such as designing School Accreditation Frameworks, building teacher capacity through Leadership Training and Continuous Professional Development,



strengthening Foundational Literacy and Numeracy (FLN) including remedial interventions to address loss of learning and a Comprehensive School Transformation Programme covering Classes 1-12 with an emphasis on Learning Recovery and Learning Enhancement.

All our work is aligned with the National Education Policy 2020 and SDG Goals 4 (Quality Education), 10 (Reduced Inequalities) and 17 (Partnerships for the Goals).

Our design principles lay emphasis on being practical and using locally available resources to drive learning outcomes and to enable teachers to engage children in a manner that makes them curious and happy to learn.

We work closely with the Government to create public good. We believe that it is not only the Government's responsibility to provide. As citizens, it is important that we all step up to support the Government in the creation of public good.



The Reach to Teach Story

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 Beginnings

Reach to Teach was founded by Sanjeev Gandhi, whose parents had migrated to the United Kingdom. In the spirit of giving back to the State from where his parents had come, he set up Reach to Teach as a charity in the United Kingdom in 2003 with the aim of providing education to out-of-school tribal children in the remote areas of Gujarat. We initially took the school to these children through vans by creating mobile classrooms and offered meals as an incentive to get children to attend as well as build links with local communities.

2007-2012



Deepening Community Engagement

We strengthened our engagement with the community by setting up Learning Resource Centres in rural communities and collaborating with local civil society organisations. Through this initiative, we supported out-of-school children to achieve fundamental learning and pave the way for their transition into a formal education environment. Para-teachers were trained and mentored by primary teachers from the United Kingdom in order to create a nurturing learning environment.

2012-2015



Alignment with Government Schools

Our efforts shifted to integrating the learning centres with Government schools, aiming to enhance the overall quality of education. Our primary focus remained on developing foundational skills, with the valuable support of external education experts guiding the community para-teachers.

2015-2019



Programmatic Interventions

In 2015, we launched the Education and Community Programme, dedicated to supporting teachers in effective classroom management and creating engaging learning environments. Additionally, head teachers received leadership training, fostering a sense of ownership within the community at all levels. This programme established deep-rooted connections within the communities we served. In 2018, Reach to Teach Foundation was set up as a Section 8 Company under the Companies Act 2013 to enable us to work with Indian CSR resources.

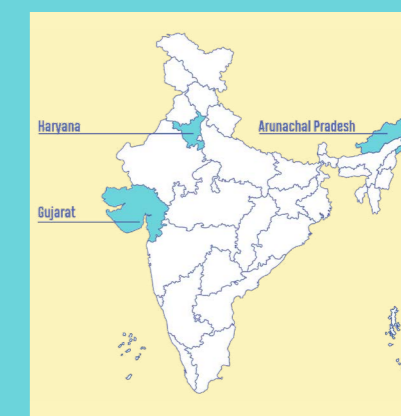
2019



Strategic Partnership with Government

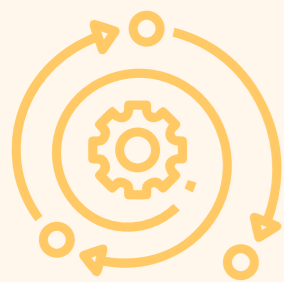
In 2019, we strategically shifted our approach by collaborating with the Gujarat Education Department. The aim was to leverage the immense learning gained over more than a decade by taking it to scale from small pockets of excellence by working with the State and impacting all Government schools across the State.

2021



Multistate Footprint

Beginning in 2021, Reach to Teach expanded its geographical footprint and now works in the States of Gujarat, Haryana, and Arunachal Pradesh. By the end of 2023, we are looking to expand our work to the North Eastern State of Meghalaya and a fifth State by 2024.



Our Outreach



Number of Schools covered
52,247



Head Teachers & Teachers
3,02,427

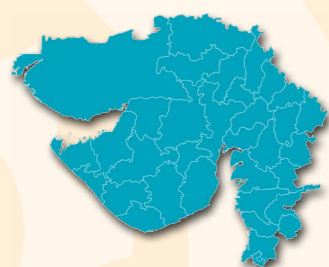


Number of Children
84,07,267



Classes covered K-12 Stages of School Education

GUJARAT



Government Schools
34,699

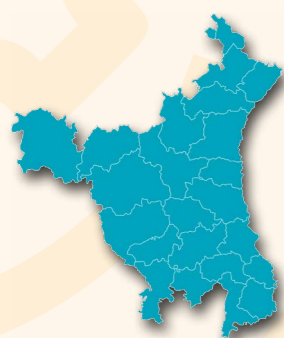


Head Teachers & Teachers
1,92,100



Children
55,70,875

HARYANA



Government Schools
14,562

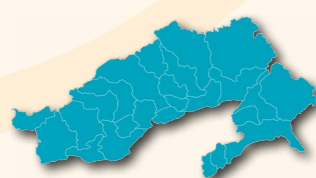


Head Teachers & Teachers
93,883



Children
26,02,484

ARUNACHAL PRADESH



Government Schools
2,985



Head Teachers & Teachers
16,444



Children
2,33,908

Data Source: Data Source: UDISE+ 2021-22 numbers published by the Ministry of Education



Value Proposition



Small and expert team that works across geographies to deliver impact.

1



Credible and demonstrated track record of over fifteen years.

2



Scale and outreach leveraging on economies of scale.

3



Low per child cost of delivery with high-quality learning outcomes.

4



Modular approach to be able to cater to needs as required.

5



Practical and executable solutions to strengthen systems.

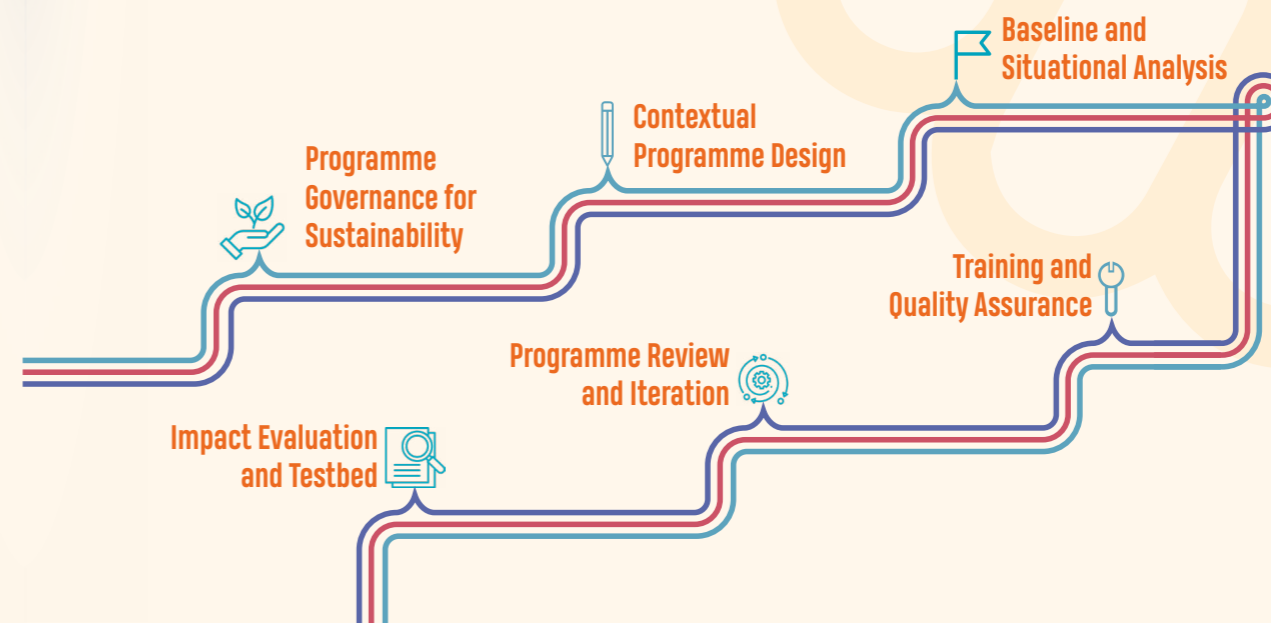
6



Bespoke suite of products situated within local context and culture.

7

Programme Design and Delivery





Service Offerings

Our fundamental belief is every child has the right to quality education and that a strong foundation enhances life chances. Our offerings focus on strengthening learning outcomes through engaging teachers as the key to deliver this learning. In the overall interest of the learning journey of the child, we strive to engage parents and the larger community to create an ecosystem of amenable learning for the child.







GOVERNANCE

Accreditation

Accreditation objectively evaluates school performance using qualitative and quantitative indicators. It includes an assessment of teaching and learning outcomes, infrastructure, teacher capability, support services and safety and security requirements amongst others mapped to specific indicators. It rests on a framework of domains, standards and indicators.

Core Components

-  Technical expertise
-  Framework and design tools
-  Training and capacity building
-  Programme embedded MEL for impact analysis





The design process includes extensive consultations at the departmental and user group level, documentation of SOPs and guidelines, training of system officials and training of master trainers, data gathering and analysis for evidence, and the generation of school report cards wherever required.

CAPACITY DEVELOPMENT

School Leadership Development

The School Leadership Programme provides Head Teachers with training in leadership, governance, budget planning and community engagement. It emphasises continuous school improvement and teacher development through classroom observation, and engagement with teachers, School Management Committees and the larger community.





Core Components

-  Identify and define areas
-  Module design/ framework
-  Department and user group consultations
-  Tools and training

Continuous Professional Development (CPD) of Teachers and System officials

Training modules are developed through a consultative process, considering user needs and informed by research and good practice.

Core Components





-  Training requirement analysis
-  Module design/ framework
-  Department and user group consultations
-  Tools and training

OUTREACH

Foundational Literacy and Numeracy

Foundational Literacy and Numeracy (FLN) focuses on a child's reading and basic mathematical skills which are crucial to future learning. We work on both strengthening FLN and FLN remedial programmes to address learning loss. We emphasise teacher training and age-appropriate teaching strategies to enhance FLN outcomes. We incorporate an element of play to engage the attention of young learners.





Our design focuses on

-  Baseline and need analysis
-  Develop frameworks in consultation with the State
-  FLN delivery through content/ training/ quality assurance
-  Continuous focus on FLN remediation

School Readiness Programme

The School Readiness Programme (SRP) is designed to re-engage teachers and children in Classes 1-5 on their return from school breaks. It spans six weeks and focuses on interactive activities that ease children back into the routine of learning in brick-and-mortar structures.





Core Components

-  Activity packs with guidance notes
-  Training and capacity building
-  Formative assessments and trackers
-  Teacher helpline

Learning Recovery Programme

The Learning Recovery Programme (LRP) is aimed at bridging students' learning gaps, enabling them to achieve grade-appropriate learning and covers Classes 1-12.





Core Components

-  Teacher handbooks/ student workbooks
-  Periodic learning assessments
-  Training and capacity development
-  Teacher helpline

Learning Enhancement Programme

The Learning Enhancement Programme (LEP) aims to get children to perform at a level above their grade.

Core Components




-  Support material for students and teachers
-  Training and capacity development
-  Teacher helpline
-  Well-defined performance indicators/outcomes

COMPOSITE SERVICE OFFERING

Comprehensive School Transformation Programme

The Comprehensive School Transformation Programme is a composite offering of three outreach products namely the SRP, LRP and LEP. It also includes other components such as teacher training, and State level assessment surveys linked to the programme.

Core Components

-  Academic Strengthening
-  Capacity Development
-  Governance

Monitoring Evaluation and Learning

Our work is anchored through a programme embedded Monitoring Evaluation and Learning (MEL) framework. This enables us to monitor the direction of programme roll out and allows for calibration as the programme unfolds. One of the reasons for embedding MEL is to address the issue of user exhaustion as usually they are required to providing feedback to multiple agencies.

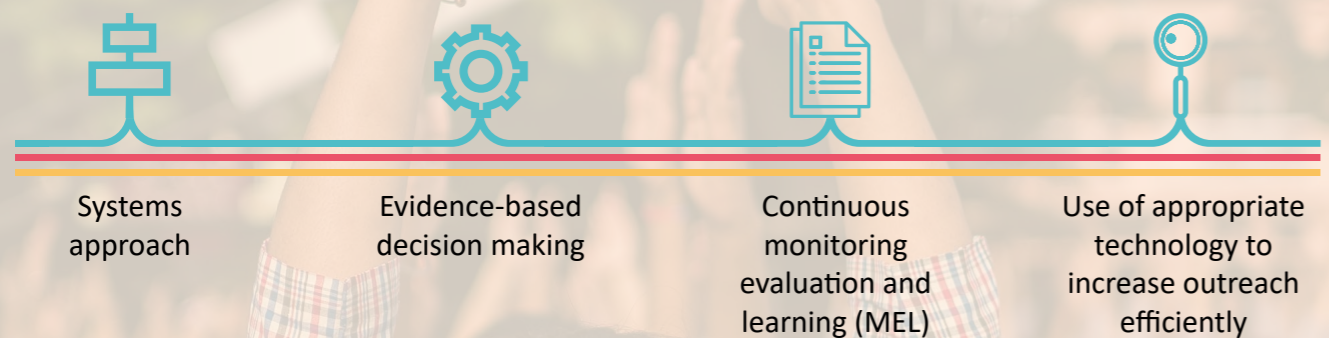
Theory of Change

We take a systems approach to strengthening education outcomes and provide technical support incorporating a consultative, evidence-based approach. Our programme embedded MEL approach ensures programmes are designed and delivered in alignment with organisational Theory of Change (ToC). The framework provides critical feedback while being implemented, thus allowing for timely iterations for and strengthening programme design based on the evidence generated.

To test our hypothesis in real time, we run our interventions in a sample of schools (test beds) across select districts in real time to allow us to understand the acceptability of the programme at ground level and the challenges faced, if any. The ground level learnings inform our programme design to make it more relevant and executable as we move forward.

We use technology as an enabler through a state-specific, multi-modal approach for reaching the largest number. The area's telephony and internet usage reach, the adoption of smartphones, and the topography are some of the crucial determining factors based on which we design our approach.

The four pillars that underline our work




Geographic Presence



Gujarat is India's fifth largest State and is on the western coast, covering an area of 196,000 km². It houses a population of 60.4 million, making it the ninth most populous State. The State comprises 32,700 Government schools, reaching to over 5.3 million children.

to leverage our impact from isolated pockets of excellence to the whole State at a systemic level. Since then, we have been actively involved in various Government programmes, supporting their initiatives through:

Reach to Teach started working in Gujarat in 2007 with the objective of bringing education to out-of-school children from remote areas into the learning net. What started as a mobile van visiting the tribal interiors in Valsad soon grew into a community and school-based intervention (the Education and Community Programme) in Kutch, Morbi, and Bharuch Districts, where we partnered with local NGOs and trained and deployed para teachers in community learning centres and later within Government schools to help improve the quality of teaching and learning keeping foundational skills as the focus.



In 2019, we strategically transitioned to work directly with the Government of Gujarat with the intention of taking our extensive field-level learning to scale. This move allowed us

Impact





- Supporting the Director of Primary Education (DPE) in the Government's annual enrolment drive (Praveshotsav)
- Strengthening the existing Accreditation framework (Gunotsav 2.0)
- Carrying out curriculum review, content and material Development (Classes 3-8)
- Supporting the Gujarat Council of Educational Research and Training (GCERT)
- Supporting The World Bank/AIIB and the Government of Gujarat co-funded Mission Schools of Excellence (SoE) project to transform 20,000 schools as the Academic and Technical Support Unit.

Governance

Strengthening the existing Accreditation framework (Gunotsav 2.0)

To evaluate the quality of education in Government primary schools, Gunotsav 1.0 was introduced in the State in 2010. Later, in 2019, after eight cycles of Gunotsav 1.0, the State Education Department decided to re-design and revamp the programme. We have been

providing technical design and roll-out support for Gunotsav 2.0 since 2019. So far, three cycles of Accreditation of 32,700 Government Primary Schools (Classes 1-8) have been completed. School Report Cards for all 32,700 schools have been generated and shared with the schools.

The Accreditation framework for secondary schools (Classes 9-12) was finalised and subsequently piloted in selected schools in 2023. Multiple rounds of training for School Inspectors were conducted for the effective start of the 1st cycle of Accreditation from July 2023.

Outreach

Supporting the Director of Primary Education (DPE) in the Government's annual enrolment drive (Praveshotsav)

Praveshotsav is the State's Annual Enrolment drive in Class 1 across Government schools which is implemented at the beginning of each academic year. Reach to Teach has supported the redesign of Praveshotsav 2.0 by strengthening the pre-enrolment surveys, event design and planning and execution for the state-wide event.

Additionally, we also provide support in regular tracking of teacher and student attendance and support in policy formation for teacher recruitment.



Mission Schools of Excellence (SoE)

To strengthen the quality of teaching and learning and enhance learning standards, the Mission School of Excellence (SoE) programme was initiated by the State in 2021 for a six-year period. This transformative initiative is co-funded by the World Bank, the Asian Infrastructure Investment Bank (AIIB) and the Government of Gujarat under the Gujarat - Outcome for Accelerated Learning (GOAL) project. The emphasis of the programme is on enhancing teaching and learning outcomes, strengthening school infrastructure and resources, and providing innovative learning experiences for students across 20,000 government schools. The programme has seven defined Disbursement Linked Indicators (DLI) with four under education and three under infrastructure. As the technical and academic support partner, Reach to Teach is working on the four DLIs as follows:

DLI 1. Stakeholder-owned planning systems institutionalisation

To identify challenges in the current education service delivery chain focusing on the financial and administrative management processes, a Financial Bottlenecks Study (FBS) was undertaken, across the State by the Institute of Rural Management Anand (IRMA). We coordinated the study with IRMA as the point of contact for the design and roll-out of the FBS assessment tool.

For the Decentralisation of the Annual Work Plan and Budget (AWPB) process, we coordinated with IRMA on the design and roll-out of training modules covering the aspects of preparing an evidence-based school development plan. A total of around 700 officials across 33 Districts and 4 Municipal Corporations were trained.



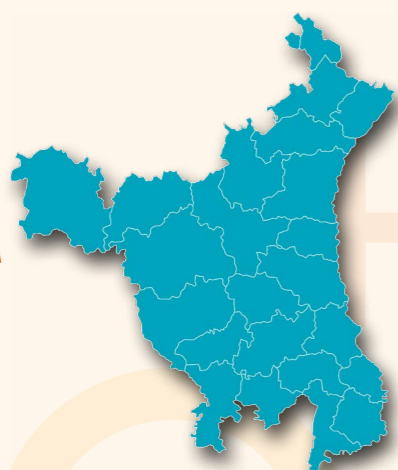
DLI 4. Strengthened Teacher Development for Classroom Performance

Through extensive discussions with a select group of teachers and the analysis of the State's learning outcomes data, a comprehensive Teacher Training Needs Assessment Report was created. The training modules covering the identified hard spots (learning outcomes for Classes 3-8) where the State average score was below 40% was created. Through a cascade approach, 1,59,386 teachers, master trainers, and resource people were trained.

DLI 6. Improved learning assessment systems for focused remedial programmes

A Memorandum of Understanding (MoU) between the State Education Department and the Organisation for Economic Co-operation and Development (OECD) was signed in February 2023 to drive forward the PISA-Based Test for Schools (PBTS) targeted for 2024. Academic experts from Reach to Teach conducted orientation sessions to equip the State Education Department officials with the requisite understanding about the Programme for International Student Assessment (PISA) and PISA-Based Test for Schools (PBTS). To drive the Assessment Reforms in the State, the Gujarat Assessment Cell was established.

HARYANA



HARYANA

Haryana is in the northern part of India and spans over 44,212 km². The State is home to a population of 25.4 million people. Its 14,562 Government schools nurture over 2.6 million children.

The National Education Policy 2020 has mandated establishing a State Schools Standard Authority to create an Accreditation Framework to enable school improvement at scale. Reach to Teach has designed an Accreditation Framework from scratch in close and extensive consultation with the State Education Department and users of the framework (Head Teachers). The framework was piloted successfully and will roll out across the entire State by end December 2023. The emphasis is on both, qualitative and quantitative parameters to ensure overall school improvement through the participation of teachers and other stakeholders.

Governance

School Quality Assessment and Accreditation Framework (SQAAC)

The School Quality Assessment and Accreditation Framework (SQAAC) includes domains, standards and indicators and has been developed in consultation with representatives from the Department of School Education (DSE), State Council of Educational Research and Training (SCERT), District Institutes of Educational Training (DIET), Head Teachers and Teachers through a series of workshops, in line with the State's requirements and priorities.

The SQAAC focuses on quantitative and qualitative aspects of school improvement.

Quantitative aspects include infrastructure, availability of teachers, safety, security, emergency processes, amongst others. Qualitative aspects include the quality of teaching, comprehension and understanding of the child, learning outcomes and teacher competencies and capabilities. The framework has been designed as a self-assessment tool and with an element of sample external validation. The SQAAC is divided into two parts: data capturing (through an online tool) and scoring logic (for data validation at the backend). A pilot study was undertaken in 500 schools (70% Government and 30% Private) with random sampling across six Districts to assess the feasibility and user acceptance of the tool. The



Impact



Government
Schools
14,562



Teachers
93,883



Children
26,02,484

insights and outcomes from the pilot study have been incorporated into the framework and tool. The State has hired an application development partner to design and develop the technology solution to streamline data entry, monitoring, implementation, and data visualisation through dashboards. The digital tool is currently under development.

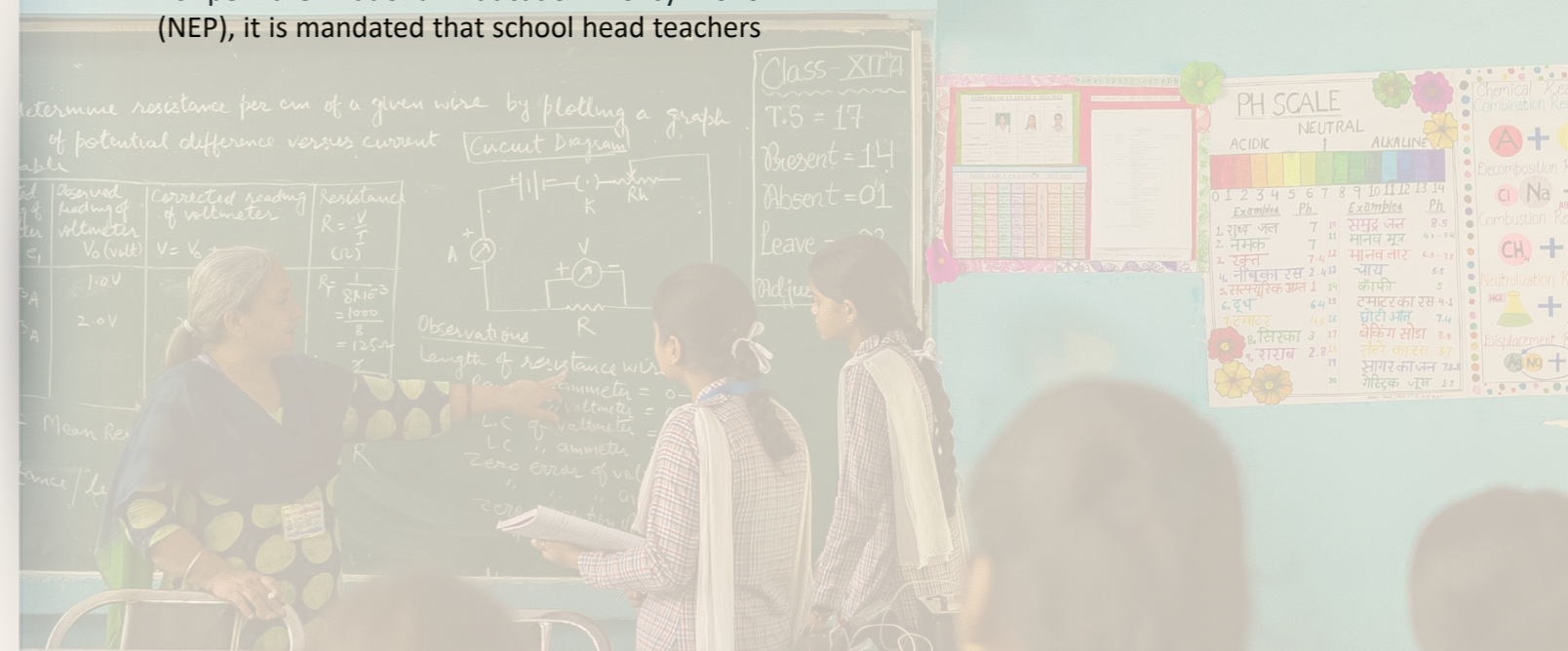
Capacity Development

School Leadership Programme

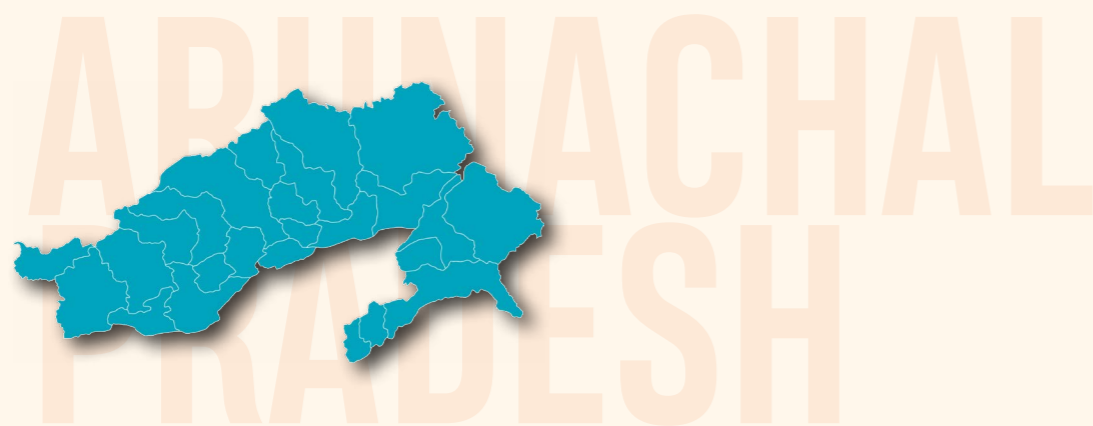
As per the National Education Policy 2020 (NEP), it is mandated that school head teachers

undergo 50 hours of capacity building annually, aimed at equipping them with the essential skills and competencies to effectively lead schools. Reach to Teach is developing a school leadership programme in collaboration with the Government for school heads of middle schools (Classes 6-8) in Haryana. This is aimed at benefiting 2200 Government school heads and 6,29,717 students across 22 Districts.

(Data source: School compendium 2021-22, Department of School Education, Haryana)



ARUNACHAL PRADESH



Arunachal Pradesh is situated in the Northeastern part of India and covers 83,743 km² with a population of 1.38 million. This implies low population density spread thin over large areas. It has 3,061 Government schools with 230,000 school-going children.

There are several challenges in the State due to it being hilly and having limited road connectivity. There is patchy internet availability which further acerbates the ability to reach distant areas. National data reveals that only 23% of schools have computers, 61% have electricity, and 15% have internet access. Further, with 769 single-teacher schools, the ability for outreach is constrained.



Reach to Teach signed a tripartite agreement with NITI Aayog (Apex Public Policy think tank of the Government of India) and the Government of Arunachal Pradesh in August 2022 for a period of three years and is working in close alignment with the Government on a Comprehensive School Transformation Programme. The focus is on assessing learning loss, bringing children up to the level of grade-appropriate learning and then taking this a step ahead by improving on grade-appropriate learning. The programme, named Mission LEAP – Learning Enhancement in Arunachal Pradesh by the Government of Arunachal Pradesh has been rolled out and has reached a stage of maturity.

Composite Service Offering


- Three-Year School Education Transformation Roadmap
- Content creation for Textbooks: Classes 1-12
- Design of Exam and Beyond Toolkit: Classes 10 and 12
- State Level Achievement Survey (SLAS) annually to assess learning loss
- School Readiness Programme: Classes 1-5
- Learning Recovery Programme: Classes 1-12
- Learning Enhancement Programme: Classes 1-12

Programme Update

Design of Three-Year School Education Transformation Roadmap

A comprehensive three-year School Transformation Roadmap following extensive consultations with diverse stakeholders, including education officials, school principals, teachers, students, and parents was curated and

Impact

 **Government Schools**
2,985

 **Teachers**
16,444

 **Children**
2,33,908

shared with NITI Aayog and the Government of Arunachal Pradesh. The roadmap outlines planned interventions in academic reforms, teacher and system functionary capacity building, governance strengthening, and community engagement.

Launch of Exams & Beyond Toolkit by the Honorable Education Minister

In Arunachal Pradesh, the pass percentages in Classes 10 and 12 are significantly lower than the national average. With the aim of enhancing student performance and achieving improved outcomes in Board examinations, an 'Exams and Beyond Toolkit' for secondary students and teachers was designed. The toolkit includes guidance note for students and teachers, blueprints, teaching and learning material, and question banks. The toolkit was launched by the Honorable Minister of Education, Arunachal Pradesh in October 2022.

The toolkit also includes guidance for teachers



in supporting students emotionally through the stress of preparing for and approaching examinations.

State Level Achievement Survey (SLAS) 2022

In December 2022, a survey was conducted in 129 schools across nine Districts to gauge the learning levels of children. The assessment aimed to identify learning gaps. An assessment was made using a multi-class ladder approach. Based on the results of the survey, textbooks and collaterals were created for students from Classes 1-12.

School Readiness Programme (SRP) Implementation for Classes 1-5

A six-week School Readiness Programme (SRP) was rolled out across Classes 1-5 to reinitiate children back into a school environment. This was initially rolled out post-Covid but has now been integrated into regular curriculum.

Learning Recovery Programme (LRP) Rollout for Classes 1-12

The extended closure of schools during the pandemic resulted in significant learning setbacks for children. Insights from SLAS 2022 further confirmed these steep learning losses. During the academic session 2023-24, in

partnership with the Department of Education and SCERT Arunachal Pradesh, a Learning Recovery Programme for Classes 1-12 was launched to expedite children’s return to grade-appropriate learning levels. Activity packs for teachers were designed to enable children to re-engage with the learning process after a break.



Strategic Partnerships

Larry Ellison Foundation

The Larry Ellison Foundation (LEF) has been a strategic partner of Reach to Teach since 2007.

team4tech

Expanding opportunity through global connections

In 2021, we entered into a five-year partnership with Team4Tech, a US-based 501 (c)(3) non-profit organisation that helps to bridge the digital divide for under-resourced learners worldwide.

म MURTY TRUST

In May 2023, we secured a five year grant from the Murty Trust.





Media Outreach & Communications

Reach to Teach has been doing a considerable amount of work in the areas of teaching and learning since 2007. Our in-house Communication team ensures that the valuable learning that have been gathered over the years are disseminated to all stakeholders. It is important for us to communicate our work widely as we believe we are creating value.

Brand Refresh

As the focus of Reach to Teach is now India centric, we have refreshed our logo, our colours and our website to reflect our new approach. The brand refresh has created a far more vibrant and joyful visual approach in line with our philosophy of making learning joyful. Our current communication strategy leverages all platforms, both online and offline to disseminate information widely. Through a series of stories, posts, interviews, articles we spread awareness of the work we do.



Resource Materials and Communication Collaterals

Apart from creating the regular collaterals of reports, brochures, pamphlets and newsletters, we have also designed and published the textbooks for the School Readiness Programme and Learning Recovery Programme.

Media Outreach

Over the past year, Reach to Teach has systematically engaged with the Media at the national and regional levels to enhance our brand visibility, build informed perception and establish thought leadership.

Establishing the Brand



Bringing Joy into Learning Asian Voice

3-year partnership focuses on enhancement of learning outcome of students across 3,000 govt schools in State RTT seeks to make learning joyful in Arunachal's govt schools



RTT seeks to make learning joyful in Arunachal's govt schools Arunachal Front

How Reach To Teach is making learning fun for 80 lakh govt school students



How Reach To Teach is making learning fun for 80 lakh govt school students

India Today



Ratna Viswanathan on making government schools joyful places to learn

The Week

Ratna Viswanathan on making government schools joyful places to learn

By Pooja Bhatia Jaiswal | Updated February 22, 2023 13:05 IST



In the age of chatGPT, it is crucial that children imbibe good education without becoming victims of technology. This is why it becomes even more significant for social impact organisations to partner with state governments to improve the quality of teaching and learning at multiple levels. Reach to Teach, is one such organisation that champions the cause of good education outcomes in Government schools. Reach to Teach works directly as a systemic-level building upon its extensive work with communities at the field level over the past decade. To date, they have engaged with numerous government schools through their 'Frugal Innovation' and 'appropriate technology' approaches in the states of Gujarat, Haryana, and Arunachal Pradesh. In an interview with THE WEEK, Ratna Viswanathan, CEO, Reach to Teach and a former civil servant throws light on the many ways in which her organisation is making a difference in the lives of hundreds of children on the ground.





Podcast: The Untextbook Project
Host: Sanjana Samraj
A Civil Servant to Making Learning a Joyful Experience ft Ratna Viswanathan



SCERT's 2-Day Workshop On FLS-NAS Aimed At Designing Interventions Ends
Kashmir Observer



Vantage Point

Budget Expectations: Government schools need focus, important for India's future
Mint



Podcast: The Big Story
Publication: The Quint
Host: Prateek Lidhoo and Anjali Palod
What Troubles the Indian Education System?



Check out a non-profit and then allow it to function
Civil Society



Announcements

GoAP, NITI Aayog and Reach to Teach Foundation organize a workshop to finalize post-NAS interventions for learning enhancement in State
Arunachal Times



Will education outlay improve amidst widening learning gap? Sector hopes so
Business Standard



Arunachal Pradesh inks tripartite pact for school education transformation

Itanagar, Jul 30 (PTI) 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.

Arunachal Pradesh inks tripartite pact for school education transformation

The Print



State Government aims to improve school education in Arunachal Pradesh

The Financial Express



State Government aims to improve school education in Arunachal Pradesh

The workshop was facilitated by Reach to Teach Foundation, a technical partner in the tripartite agreement with CoAP and NITI Aayog.

Written by [FE Education](#)
October 21, 2022 17:27 IST



The workshop was facilitated by Reach to Teach Foundation, a technical partner in the tripartite agreement with CoAP and NITI Aayog.

The State Council of Educational Research and Training (SCERT), Government of Arunachal Pradesh (GoAP) has organised a two-day event to create a roadmap for a three-year programme to improve teaching and learning outcomes and improve National Achievement Survey (NAS) performance of the state on October 18 and 19, 2022, as per an official statement. The workshop was facilitated by Reach to Teach Foundation, a technical partner in the tripartite agreement with CoAP and NITI Aayog.

Reach to Teach Awarded the National Award for Excellence in Talent Management – First for Any Social Impact Organisation

New Delhi [India], December 22 (ANI/BusinessWire India): Reach to Teach Private Limited has been awarded the prestigious National Award for "Excellence in Talent Management" by the Delhi Management Association, and Thomas Assessments Pvt Ltd. This is the first time that a social impact organisation has been recognised with this award.



Reach to Teach Awarded the National Award for Excellence in Talent Management – First for Any Social Impact Organisation

The Print



Events & Awards

We effectively leverage industry events as a communication strategy to engage with relevant audiences and establish ourselves as thought leaders in the field. By participating in such forums, we are able to showcase our expertise, network with key stakeholders and potential partners, and stay updated on the latest industry trends and developments. Additionally, these engagements help us to collaborate with industry peers, share best practices, and explore potential partnerships that can further enhance our presence and growth.

C20's Education & Digital Transformation Working Group, India 2023

At a Civil20 India 2023 working group webinar, Ratna Viswanathan spoke as part of a policy discussion on Education for Life and Global Citizenship. Ratna underlined the need for financial literacy, skill development, and access to high-quality education for all, particularly within the public education system.

EDUCATION & DIGITAL TRANSFORMATION
Policy Dialogue on Education for Life & Global Citizenship

Our Speakers

- Dr Tony Devine, Ed.D. (Vice President, Education) Global Finance Foundation
- Ms Ratna Viswanathan, Chief Executive Officer, Reach to Teach
- Ms Ashwini Kumar, Chief Executive Officer, APM
- Moderator:** Bri Anvratika Chaitanya, Assistant Professor, Amrita University

Registration Link: amrita.link/edtel

Date: April 11, 2023
Time: 19:30 IST, 14:00 UTC, 08:00 CST

edt.c20.india@gmail.com | c20.amma.org

Early Childhood Education National Conference 2022 by Education World



CEO, Reach to Teach participated in a panel discussion on 'Effective implementation of NCF 2022 for Foundational Stage' where she shared her insights on National Curriculum Framework (NCF) implementation, the integration of Anganwadis with primary schools, and roadblocks to achieving the vision.

Promoting Financial Inclusion and Jobs for Inclusive Growth at Hand in Hand India



At the 20th anniversary celebration of Hand in Hand India, Ratna Viswanathan participated in a panel discussion on “Promoting Financial Inclusion and Jobs for Inclusive Growth” where she focussed on the importance of coupling financial literacy with vocational skilling in India’s education system to foster entrepreneurship over mere job seeking. Further, she highlighted the need to integrate these aspects for effective skill development and employability.

3rd edition of Education Conclave & Awards by Jagran Josh

At the 3rd annual Education Conclave & Awards, hosted by Jagran Josh, Reach to Teach CEO participated in the panel discussion on “Education 5.0 - Rehumanizing Education in an Age of Machines,” where she focused on meeting fundamental needs to close the digital divide as well as including experiential and activity-based components to engage both instructors and students.



National Award for ‘Excellence in Talent Management’ by the Delhi Management Association, and Thomas Assessments Pvt Ltd.



First, for any social impact organisation, Reach to Teach received the National Award for “Excellence in Talent Management”.



People Practices'

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 strong 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 are 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 ethics:



Mutual Respect



Integrity



Transparency



Excellence



Collaboration



Trust

TALENT MANAGEMENT

The organisation structure is periodically reviewed to ensure diverse and desired competencies and capabilities to ensure that we have the most suitable talent. During 2022-2023, we onboarded 11 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 are 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 their understanding.

EMPLOYEE COMMUNICATION

Reach to Teach is a flat organisation and has an open door policy to ensure accessibility of senior management to all. To foster a culture of belonging within the organisation, we encourage open conversations and feedback. 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 is held every quarter. An internal bi-monthly newsletter 'OutReach' introduced last year engages with employees and their families. Further, an in-person three-day all-staff retreat is organised every year to build a collective understanding of organisational vision and strategy, and to increase the camaraderie among staff members. The meetings are a blend of learning and team-building activities to ensure understanding of shared culture and staff bonding.



Financial Statements

CONSOLIDATED INCOME STATEMENT FOR THE YEAR TO 31 MARCH 2023

	Notes	Unrestricted Funds (Rs '000)	Restricted Funds (Rs '000)	31 March 2023 (Rs '000)	Unrestricted Funds (Rs '000)	Restricted Funds (Rs '000)	31 March 2022 (Rs '000)
Income From:							
Grants	2	-	42,308	42,308	-	471,688	471,688
Investment income		14,214	-	14,214	-	1,250	1,250
Total		14,214	42,308	56,522	-	472,938	472,938
Expenditure On:							
Raising Funds		2	24,829	24,831	22	10,998	11,020
Charitable Activities	3	6	167,259	167,265	10	162,680	162,690
Total		8	192,088	192,096	32	173,678	173,710
Net income for the year		14,206	(149,780)	(135,574)	(32)	299,260	299,228
Total funds brought forward		1,869	782,665	784,534	1,900	483,406	485,306
Foreign exchange revaluation of funds brought forward		32	13,324	13,356	-	-	-
Total funds carried forward		16,107	646,209	662,316	1,868	782,666	784,534

REACH TO TEACH CONSOLIDATED BALANCE SHEET FOR THE YEAR TO 31 MARCH 2023

	31 March 2023 (R's 000)	31 March 2022 (R's 000)
Fixed assets		
Tangible assets	1,668	1,695
Current Assets		
Debtors	70,893	25,058
Cash at bank	627,197	795,695
	<u>698,090</u>	<u>820,753</u>
Current Liabilities		
Creditors: amounts falling due within one year	<u>(32,478)</u>	<u>(32,226)</u>
Net Current Assets	<u>665,612</u>	<u>788,527</u>
Creditors: amounts falling due after one year	<u>(4,965)</u>	<u>(5,688)</u>
Total Net Assets	<u>662,316</u>	<u>784,534</u>
Funds		
Restricted funds	646,209	782,665
Unrestricted funds	<u>16,107</u>	<u>1,869</u>
Total Funds	<u>662,316</u>	<u>784,534</u>

Notes to the Consolidated Financial Statements For the Year to 31 March 2023

- These statements are an abbreviated version of the audited financial statements for Reach to Teach for the year to 31 March 2023 and have been converted from sterling to Indian Rupees at the exchange rate on 31 March 2023 of 101.56 Rupees to the pound and at a rate of 99.86 at 31 March 22.
- Grants represent two amounts. The first amount was 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 final instalment of US\$ 500,000 (Rs 41,070,864) was paid in April 2023 and included as income in the year to 31 March 2023. The second amount was a grant from Team4tech for an amount of US \$15,000 (Rs 1,236,900)

- The analysis of the expenditure on charitable activities during the year and the prior year is set out below:

	Direct Costs (Rs '000)	Staff Costs (Rs '000)	Support Costs (Rs '000)	31 March 2022 (Rs '000)
Year to 31st March 2022				
Government Programmes	6,463	115,800	16,998	139,261
Education Content Development	23,088	1,498	3,418	28,004
	<u>29,551</u>	<u>117,298</u>	<u>20,416</u>	<u>167,265</u>

	Direct Costs (Rs '000)	Staff Costs (Rs '000)	Support Costs (Rs '000)	31 March 2021 (Rs '000)
Year to 31st March 2022				
Government Programmes	14,619	133,137	14,934	162,690
Education Content Development	-	-	-	-
	<u>14,619</u>	<u>133,137</u>	<u>14,934</u>	<u>162,690</u>



Acronyms

AIIB	Asian Infrastructure Investment Bank
AWPB	Annual Work Plan and Budget
CPD	Continuous Professional Development
CSR	Corporate Social Responsibility
DIET	District Institutes of Educational Training
DLI	Disbursement Linked Indicators
DPE	Director of Primary Education
DSE	Department of School Education
FBS	Financial Bottlenecks Study
FLN	Foundational Literacy and Numeracy
GCERT	Gujarat Council of Educational Research and Training
GOAL	Gujarat - Outcome for Accelerated Learning
GoAP	Government of Arunachal Pradesh
IRMA	Institute of Rural Management Anand
LEAP	Mission Learning Enhancement in Arunachal Pradesh
LEP	Learning Enhancement Programme
LRP	Learning Recovery Programme
MEL	Monitoring Evaluation and Learning
MoU	Memorandum of Understanding
NCF	National Curriculum Framework
NEP	National Educational Policy
OECD	Organisation for Economic Co-operation and Development
PAT	Periodic Assessment Tests
PBTS	PISA-Based Test for Schools
PISA	Programme for International Student Assessment
PMU	Project Management Unit
SAT	Summative Assessment Tests
SCERT	State Council of Educational Research and Training
SLAS	State Level Achievement Survey
SoE	Schools of Excellence
SQAACF	School Quality Assessment and Accreditation Framework
SRP	School Readiness Programme
ToC	Theory of Change
UDISE	Unified District Information System for Education
UN SDG	United Nations Sustainable Development Goal



Reach to Teach

