



# making learning joyful



Reach to Teach



# 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**

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



# Making Learning Joyful



## About Us

Reach to Teach works in partnership with State Governments in India and provides technical support at scale to improve the quality of teaching and learning outcomes in Government schools through innovative interventions. Our aim is to strengthen learning at a systemic level.



### 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's learning

## Our work is aligned with

National Education Policy 2020

United Nations Sustainable Development Goals 4 (Quality Education), 10 (Reduced Inequalities) and 17 (Partnerships for the Goals)



We work closely with teachers, parents and the larger community to create an enabling environment for children to learn.

Our work is anchored on a strong Programme Embedded Monitoring Evaluation and Learning (MEL) Framework. We use technology as an enabler through a state-specific, multi-modal strategy for reaching the largest population.





# Service Offerings

Our work falls under the broad pillars of Governance, Capacity Development and Outreach. Additionally, we create Composite Offerings that include different components of the various pillars in line with the ask by the State concerned.

## 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.



Technical expertise



Framework and design tools



Training and capacity building



Programme embedded MEL for impact analysis

## Capacity Development

### School Leadership Development

The school leadership programme provides Head Teachers with training in leadership, governance, budget planning and community engagement.



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 practices.



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 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.



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 Grade 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.



Activity packs with guidance notes



Training and capacity building



Formative assessments and trackers



Teacher helpline

### Learning Recovery Programme

The Learning Recovery Programme (LRP) is designed to bridge students' learning gaps, enabling them to achieve grade-appropriate learning and covers Grade 1-12.



Teacher handbooks / student workbooks



Periodic learning assessments



Training and capacity development



Teacher helpline







## Outreach

### Learning Enhancement Programme

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



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, State level assessment surveys and creating assessment dashboards.



Academic strengthening



Capacity development



Governance





# Gujarat

Gujarat is India's fifth largest state and spans the western coast covering an area of 196,000 km<sup>2</sup>. It houses a population of 60.4 million, making it the ninth most populous state. The State comprises 32,700 Government schools, educating over 5.3 million children.

Reach to Teach started operations in Gujarat in 2007. The initial engagement focused on bringing out-of-school children from remote areas into the learning net. Since then, the organisation has gone through several iterations and evolved from direct field level engagement with limited Government schools to working with the Government of Gujarat, Department of Education and covering all Government Schools in the State.

In 2019, we strategically transitioned to work directly with the Gujarat Education Department with the intention of taking our extensive field level learning to scale. This move allowed us 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 and support their initiatives through:

## Governance

Strengthening the existing Accreditation framework (Gunotsav 2.0).

## Capacity Development

Carrying out curriculum review, content and material development (Grade 3-8).

## Outreach

- Supporting the Government's annual enrolment drive (Praveshotsav).
- Planning and roll-out of the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat Mission.
- 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.

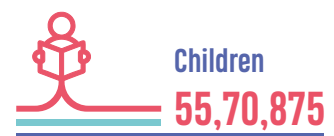
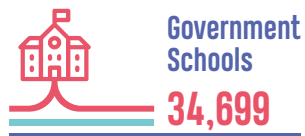




સફળ જીવનનું સૂત્ર: ભૂતકાળનો શોક નહીં, પર્તમાનનો મોહ નહીં, ભવિષ્યની ચિંતા નહીં.



## IMPACT



## School Accreditation Framework

Developed and rolled out for  
**32,000** schools

Standardised school report cards  
since **2019-20**

## Mission Schools of Excellence (a six-year World Bank/AIIB/ADB and Government of Gujarat co-funded project)

### • Teacher Capacity Development

Developed training needs report, designed training modules, trained **200,000** teachers

### • Assessment Reforms

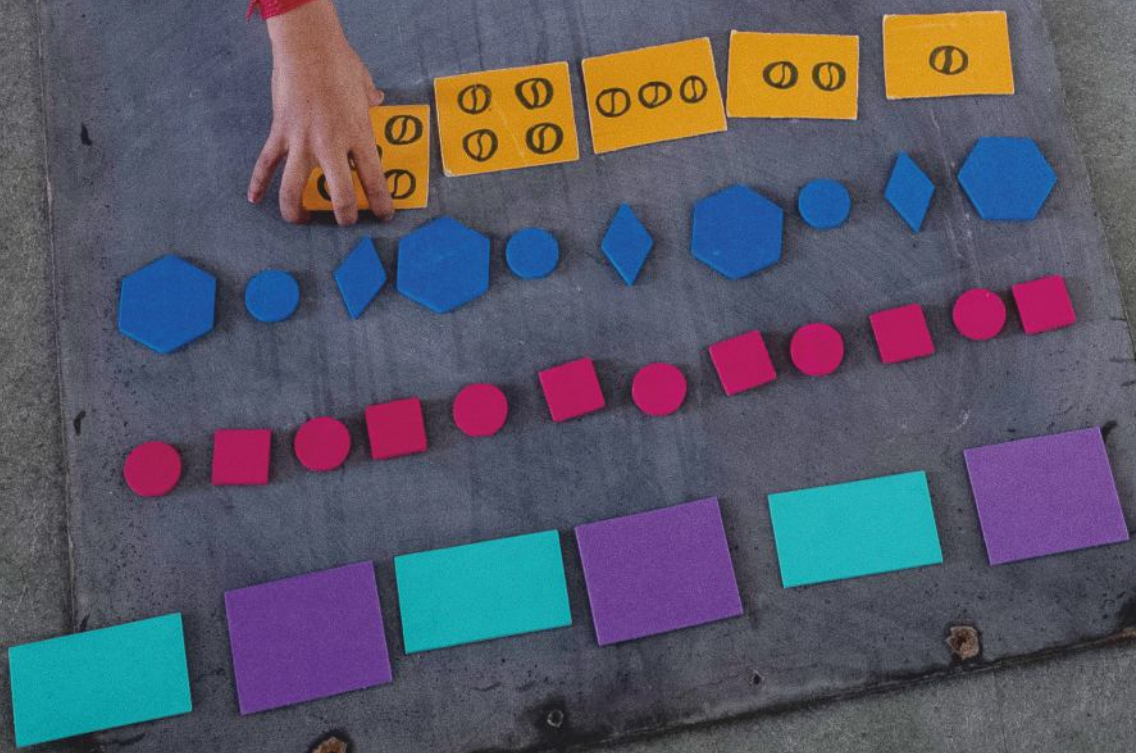
Oriented **250** state officials on  
student assessments

Trained **850** state officials to  
conduct classroom observations

Designed formative and summative  
assessments for Grade 3-8

### • Leading textbooks development for Grade 1-8



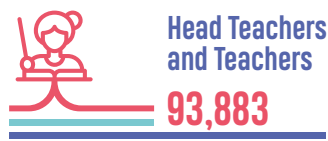


# Haryana



Haryana is in the northern part of India and spans over 44,212 km<sup>2</sup>. 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 is working in close collaboration with the Government of Haryana and has designed an Accreditation Framework based on all such previous work. The framework has been piloted successfully and will soon roll out across the entire State. The emphasis is on both, qualitative and quantitative parameters to ensure overall school improvement through participation of teachers and other stakeholders.



## Governance

Development of School Quality Assessment and Accreditation Framework (SQAACF).

## Capacity Development

School Leadership Programme for school heads of middle schools (Grade 6-8).









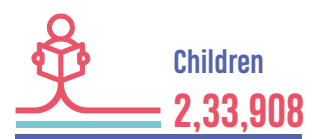
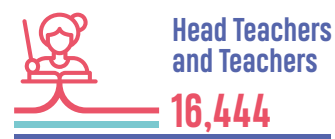
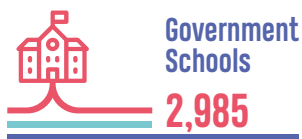
# Arunachal Pradesh

Arunachal Pradesh is situated in the northeastern part of India and covers 83,743 km<sup>2</sup> 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 certain challenges in the State due to it being hilly and having limited road connectivity. There is intermittent internet availability which adds a layer of difficulty. National data\* reveals that only 23% of schools have computers, 61% have electricity, and 15% have internet access. With 769 single-teacher schools, quality education is a challenge.

Reach to Teach has signed a tripartite agreement with NITI Aayog (Apex Public Policy think tank of the Government of India) and the Government of Arunachal Pradesh for a period of three years to work closely with the Government on a Comprehensive School Transformation Programme with the aim of achieving grade appropriate and above learning. The programme has been rolled out and has reached a stage of maturity.

The programme will impact



## Composite Service Offering

- Three-Year School Education Transformation Roadmap
- Content creation for Textbooks: Grade 1-12
- Design of Exam and Beyond Toolkit: Grade 10 and 12
- State Level Achievement Survey (SLAS) 2022 to assess learning loss
- School Readiness Programme: Grade 1-5
- Learning Recovery Programme: Grade 1-12
- Learning Enhancement Programme: Grade 1-12
- Setting up of a bespoke teacher helpline







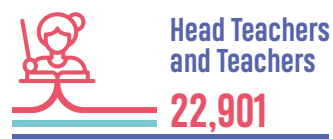
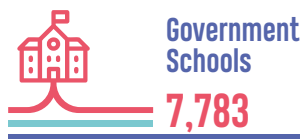
# Meghalaya

Meghalaya, known as the dampest region of India, is situated in the Northeastern part of the country. It receives an average annual rainfall of 12,000 mm (470 in). The state encompasses an area of approximately 22,429 km<sup>2</sup> and is inhabited by a population of around 3.2 million. Meghalaya has 7,783 Government Schools, catering to 477,000 school-going children.

In September 2023, we have signed a Memorandum of Understanding with the Education Department, Government of

Meghalaya to take forward our Comprehensive School Transformation Programme in the State. The programme will cover all Government Schools in the state with a focus on strengthening learning outcomes, fostering greater teacher agency, while at the same time ensuring that the intervention is situated within the cultural context of the state.

The programme will impact



## Composite Service Offering

- State Level Achievement Survey (SLAS) to assess learning loss
- Continuous Professional Development (CPD) for teachers, head teachers and system actors
- Design of Exam and Beyond Toolkit: Grade 10 and 12
- Foundational Learning and Numeracy (FLN)
- School Readiness Programme: Grade 1-5
- Learning Recovery Programme: Grade 1-12
- Learning Enhancement Programme: Grade 1-12
- Setting up of a bespoke teacher helpline






# Impact

## Impact



Schools  
**60,029**

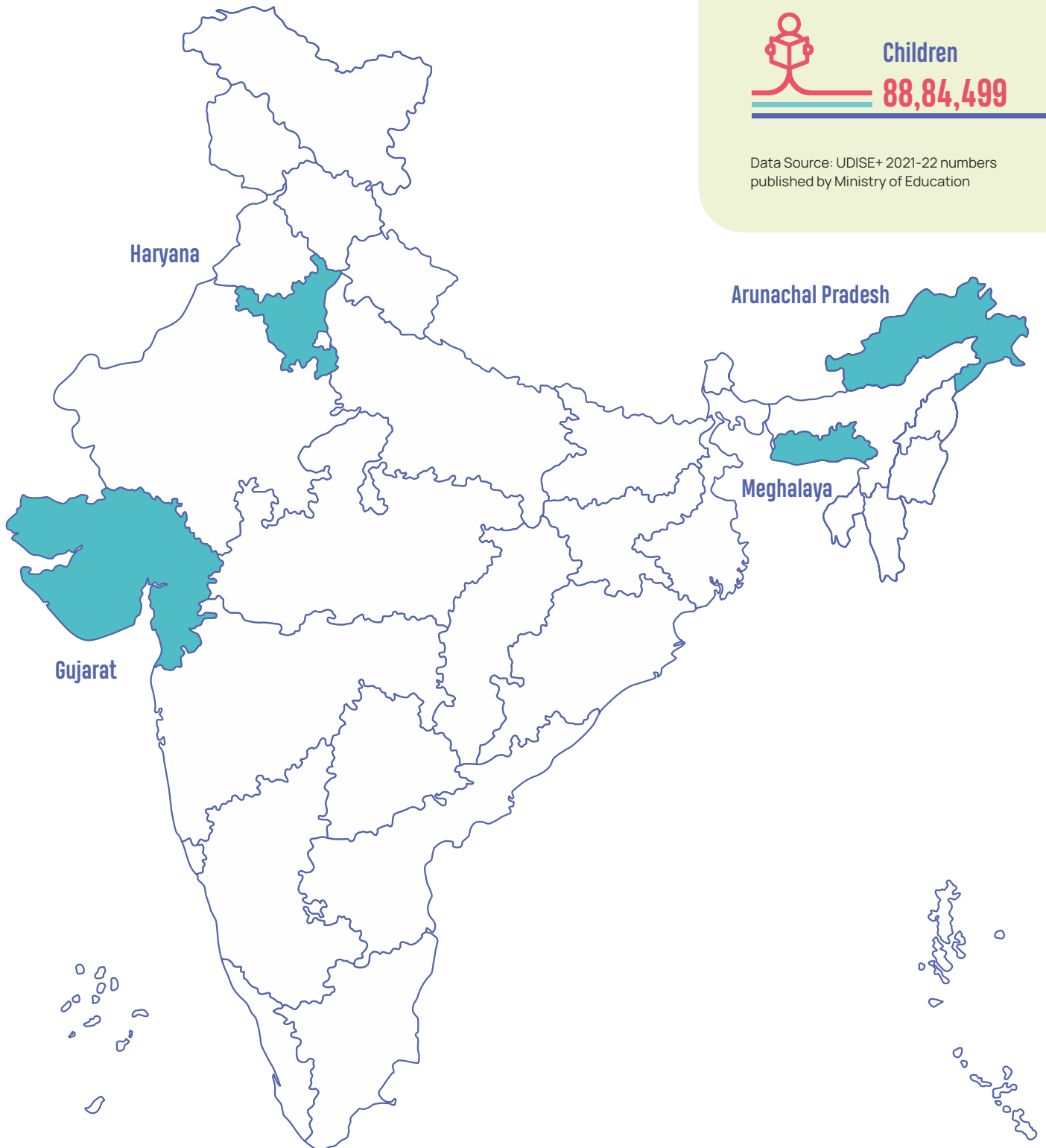


Head Teachers  
and Teachers  
**3,25,328**



Children  
**88,84,499**

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





# Governing Board



**Rakhee Ditta**, Chairperson

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



**Matthew Symonds**, Deputy Chairperson

Matthew is a founding trustee of Reach to Teach and has been involved in its development for over 15 years. From 2018 until 2021, he served as the Larry Ellison Foundation's Executive Director. 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 is a leadership advisor at ghSMART, where she supports investors, boards, and corporate clients on their most significant leadership priorities. Formerly, she worked as an Associate Director at the Larry Ellison Foundation. Neha 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 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.



**Geeta Khehar**, Trustee

Geeta is an experienced international finance lawyer. She worked at Clifford Chance for eighteen years as a partner in the Global Finance Practice and serving as co-head of the East Africa Practice. Currently, she is on the Board of SPGS International Limited and serves as a Governor at St Paul's Girls School, specifically responsible for safeguarding.





# Leadership Team



**Ratna Viswanathan**, Chief Executive Officer, Reach to Teach

Ratna is a former civil servant from the 1987 batch of the Indian Audit and Accounts Service, where she worked across various departments such as audit, defence and Prasar Bharati. She gave up a highly coveted career in the Civil Services to join the development sector. Prior to this, she has held leadership roles at Oxfam India, VSO, MFIN, UNEP and UNDP. She also serves as an Independent Woman Director on Boards of several companies.



**Peter Thomas**, Principal Director, UK Operations and Finance

Peter is a chartered accountant with over 30 years of experience working in financial and operational management for international businesses. Prior to joining Reach to Teach in 2013, Peter worked at leading international strategy consulting companies.



**Anil Chaudhry**, Principal Director, Finance

Anil leads the Finance department at Reach to Teach. He brings in 30 years of experience in managing financial systems at companies such as Clinton Health Access Initiative, Dhriti Infotech (KPO), Yakult Danone India and Casio India Co., amongst others.





## Reach to Teach

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