Pratham Education Foundation In Karnataka 2023-24

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Pratham Education Foundation

ABOUT PRATHAM

Transforming Individuals	**Transforming Communities**	**Transforming Systems**
Team of ~6000 staff across workstreams	Identification of gaps & creation of local solutions	Presence in 20+ major states of India

We develop and implement innovative **high impact, low cost, scalable programs** to **address significant gaps** in India's education system. Pratham impacts over **5 million children** and youth annually by working directly in schools and communities and in partnership with governments.

EDUCATION
Early Childhood
Elementary
Beyond Elementary
Digital Innovations

YOUTH AND SKILLING
Industry specific training
Entrepreneurship
Employment awareness
Migration support

RESEARCH AND ADVOCACY
ASER Survey
Other research studies

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CONTEXT IN KARNATAKA

What does ASER say?

- As per ASER 2022 less than 50% of children in Std. V can read a simple Std. II level text across Karnataka.
- The learning level for arithmetic is even lower.
- Post the pandemic the learning levels have dropped further.
- Children are in need of immediate 'catch-up'

Annual Status of Education Report 2022 (ASER) Karnataka	
Year	% Children in Std V who can read Std II level text
2014	45.7
2016	41.9
2018	46.1
2022	30.2

Pratham Education Foundation in Karnataka

- Since 2002, Pratham has been working in Karnataka to improve the foundational literacy and numeracy skills of children across various age segments i.e age 3 to 16.
- Educational interventions are implemented both directly through Pratham and in collaboration with different government departments.
- Direct work helps establish a learning ecosystem for children within the community.
- Government partnerships help improve the capacity of the government system.

REACH FOR 2023-24		
Children Reached	Communities Reached	Mothers' Reached
25146	305	4165

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IN COLLABORATION WITH THE GOVT

Pratham collaborates with the govt. to improve children's learning outcomes at scale, focusing on content development, teacher training, assessments, data collection and analysis, community engagement, monitoring and review . Our involvement varies in each partnership, adapting the implementation model to meet department needs.

- For almost a decade, Pratham has nurtured a strong relationship with the government of Karnataka, fostering collaborative efforts across various departments to implement learning improvement programs.

- This association began with **Odu Karnataka** in 2016-17, initially spanning three districts. The primary objective of the program was to enhance foundational literacy and numeracy skills for students in Std. IV and V. Over the years, it grew in scale and scope and in 2021-22 was implemented across all 34 districts of the state including all **Kannada, Marathi, and Urdu** medium schools.

- Simultaneously, Pratham engaged in a partnership with the **Women and Child Development (WCD)** department of Mysore, initiating an **ICDS partnership** in 2017-2018. As of 2023-24, this collaboration has extended to five districts, aiming to improve early childhood education in Anganwadis and the holistic development of children.

- Since 2021-22, Pratham has collaborated with the **Karnataka Residential Educational Institutions Society** to implement the **Joyful English Learning program** for students in Std. VI and VII. The goal is to improve their basic English skills across all KREIS schools in Karnataka.

- In 2023, Pratham partnered with the **Backward Classes Welfare Department** to support the **Kalika Sambrama Program**. This initiative is focused on supporting students in BCWD hostels, specifically those in Std. V to X, to improve their foundational language and arithmetic skills.

- Lastly in 2023, Pratham began a collaboration with the **Bruhat Bengaluru Mahanagara Palike department**, implementing a learning improvement program for students from nursery to upper primary grades in all BBMP schools.
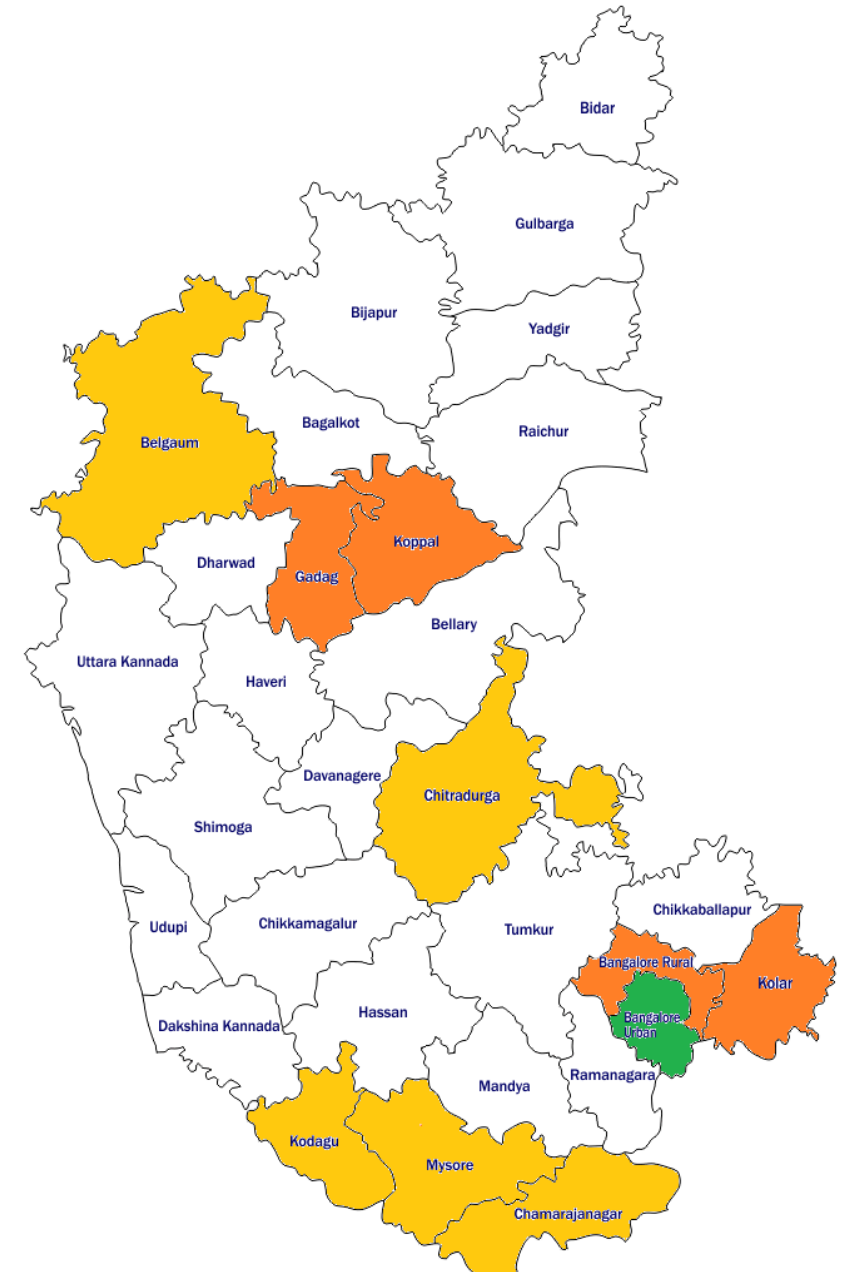
REACH FOR 2022-23
Children Reached through GPs
207150

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PRATHAM IN KARNATAKA

Presence Across Districts 2023-2024

Program	Districts
Direct Work	Mysore, Kolar, Koppal, Bangalore Rural, Gadag
WCD Partnership	Mysore, Chamrajanagar,Kodagu, Belgaum, Chitradurga
BBMP Partnership	Bangalore Urban
JEL, Kalika Sambrama Program	State-wide

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ODU KARNATAKA OVER THE YEARS

Scale Up Over the Years

Year	Districts
Year 1 (2016-2017)	Mysore, Mandya, Ramnagar
Year 2 (2017-2018)	Expanded to Belgaum, Bidar, Gulbarga, Yadgir, Raichur, Koppal, Bellary, Shimoga, Bengaluru Urban and Chikmagallur
Year 3 (2018-2019)	Expanded to Dharwad, Gadag, Chitradurga, Chamarajanagara, Bengaluru Rural and Chikkaballapura
Year 4 (2021-2022)	Expanded across 34 districts, state-wide

Odu Karnataka is based on Pratham's Teaching-at-the-Right-Level approach (see annexure for more information on TaRL).

- Initiated in 2016-17 by the Government of Karnataka in collaboration with Pratham Education Foundation, Odu Karnataka was initially piloted in Mysore, Mandya, and Ramanagara districts to improve reading and math skills for Std. IV and V students in Kannada medium government schools.
- Following a successful pilot, the program expanded each year - in 2017-18 to 13 districts, 2018-19 to 18 districts, and 2019-20 to 20 districts.
- In 2021-22 the program extended to all 34 districts of the state.

Program Goals
- Enable children to recognize especially those who are not yet at a basic reading or arithmetic level to read basic text fluently (at least with text up to Grade II level of difficulty, if not higher) with comprehension
- Enable children to recognize numbers and perform basic operations
- Ensure that children can express themselves and write simple sentences on their own

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1. Assessment
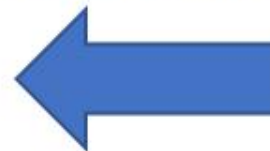**Simple one-on one assessment** done to group children **by level instead of grade** for instruction
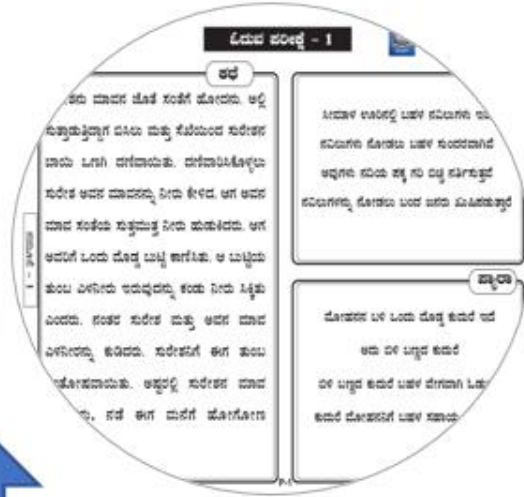
2. Appropriate Activities & Material

There are a set of activities and materials for reading and arithmetic that are appropriate for the level of each group and that enable children to progress

4. Tracking Progress
Similar assessments are used to track children's progress and reorganizing groups.

3. Big Group and Small Group
Children do activities in groups and also individually. Children progress quickly and move into the next level group.
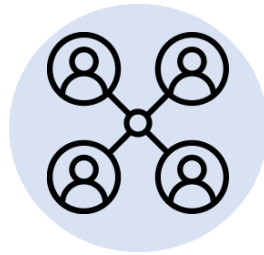
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KEY FEATURES OF THE PROGRAM

1. "Leaders of Change" within government

Selection of SRPs and CRPs, to lead the program, oversee key processes, monitor, review progress and plan the way ahead. These will be trained first, and then work with 10-15 schools.

2. Hands-on Training Processes

Cascading training model, where the leadership and supervisory cadre, once trained, **conduct practice classes**, and then directly **train government teachers**

3. Grouping by level, not grade

Children are **grouped according to their learning level**, assessed using **ASER tool**. During the 'special period' **of 90 mins,** teachers are assigned to these groups and not grades.
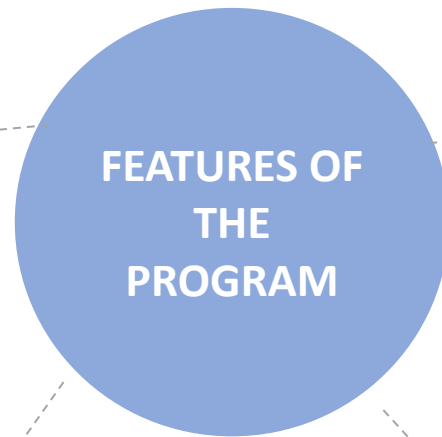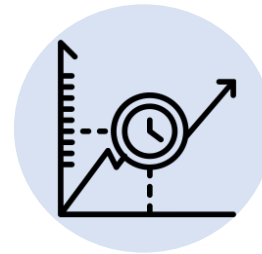
FEATURES OF THE PROGRAM

4. Monitoring and Mentoring

The monitoring cadre consisting of CRPs from the government and Pratham team members. This team moves from school to school supporting teachers in conducting learning activities.
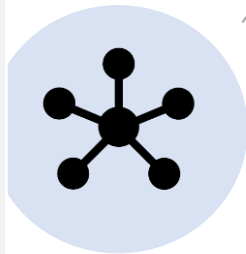
5. Tracking of Progress

Periodic assessments are done by teachers during the program. Pratham helps by providing portal displaying the analysed results and by providing feedback to the different levels of decision makers in the system. Regular review meetings are conducted to track program implementation
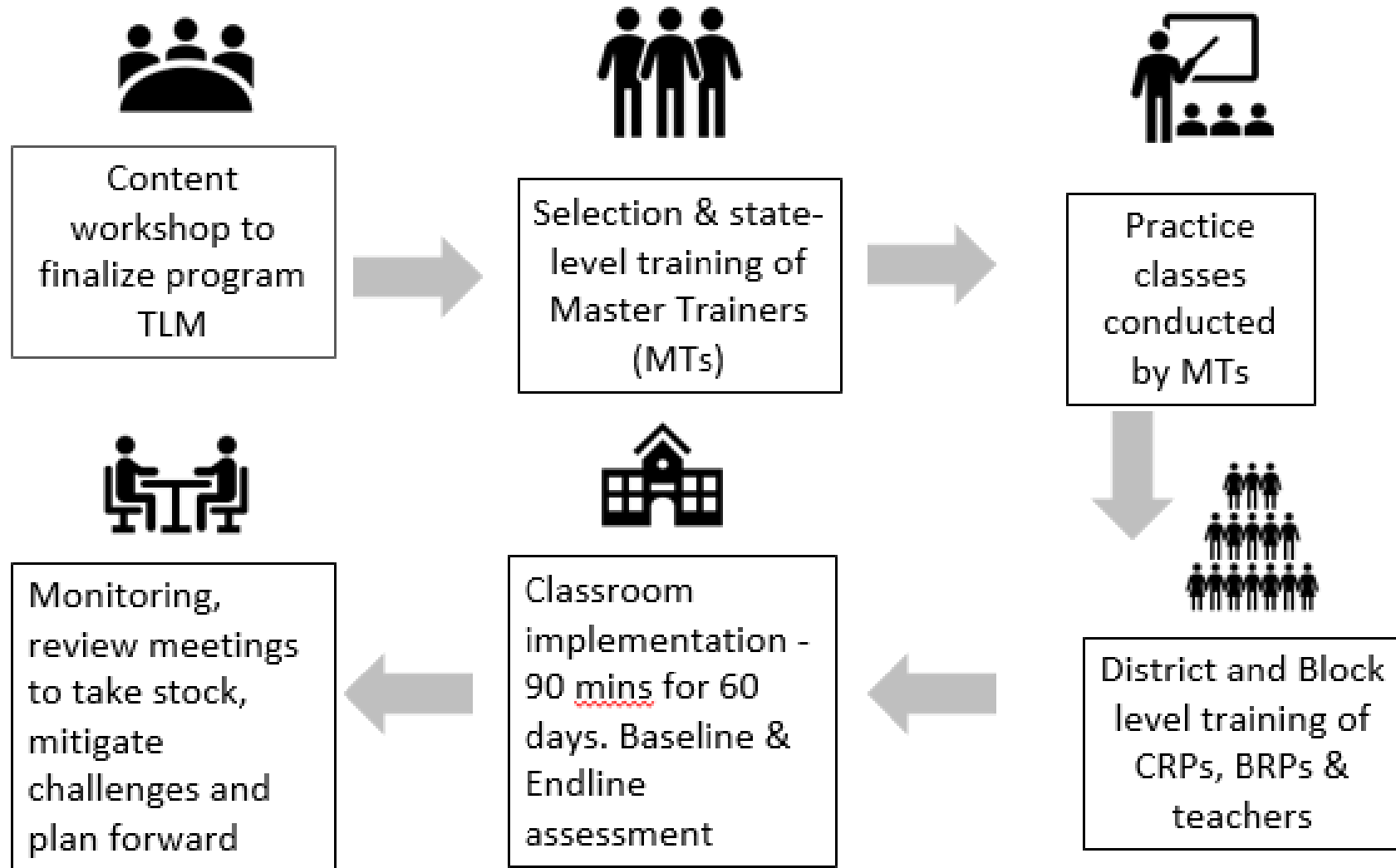
6. Use of Technology

Pratham's 'GP App' is used to log mentoring visits made by monitors. Data from is updated on a real time dashboard to track the visits.

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IMPLEMENTATION MODEL

- One to two hours are dedicated to conducting TaRL activities in the classroom during the school day.
- One hour for language and one hour for math.

Content workshop to finalize program TLM

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Selection & state-level training of Master Trainers (MTs)

→

Practice classes conducted by MTs

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District and Block level training of CRPs, BRPs & teachers

←

Classroom implementation - 90 mins for 60 days. Baseline & Endline assessment

←

Monitoring, review meetings to take stock, mitigate challenges and plan forward
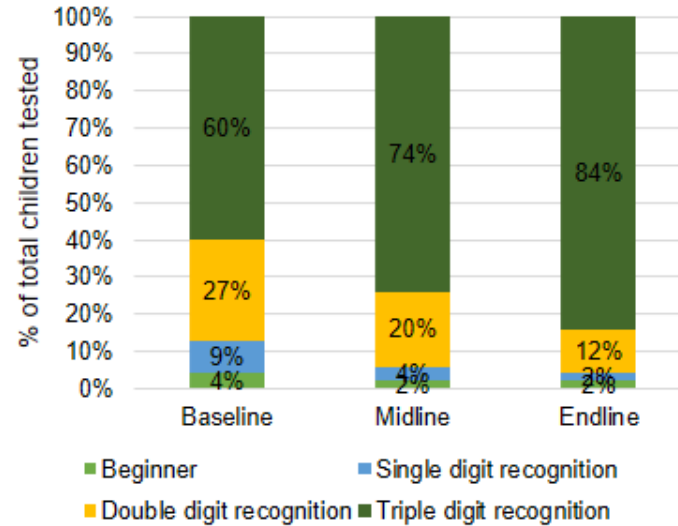
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Baseline, midline, and endline assessments was conducted during the 60-day intervention to track the progress in learning levels of children. Following is the learning level data of language & math of **8,85,893 children** tested across **40,626 schools** in 2021-22:
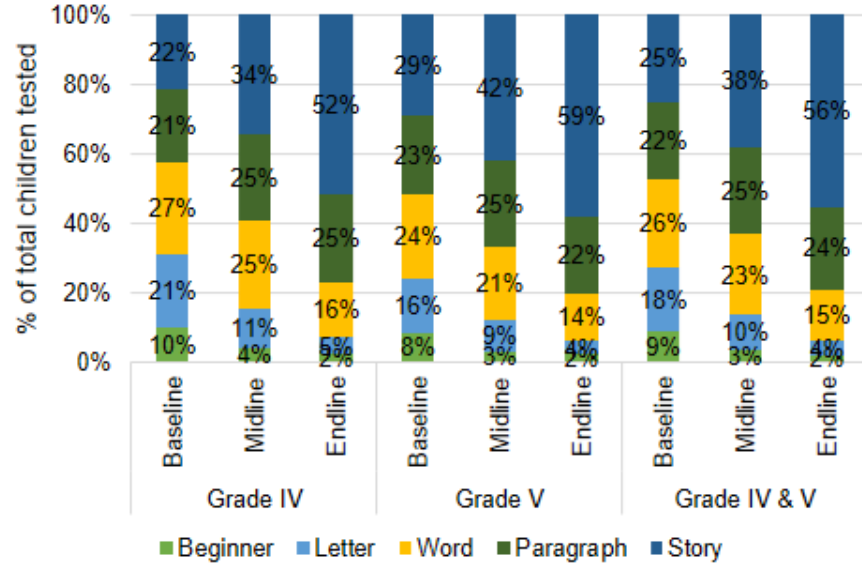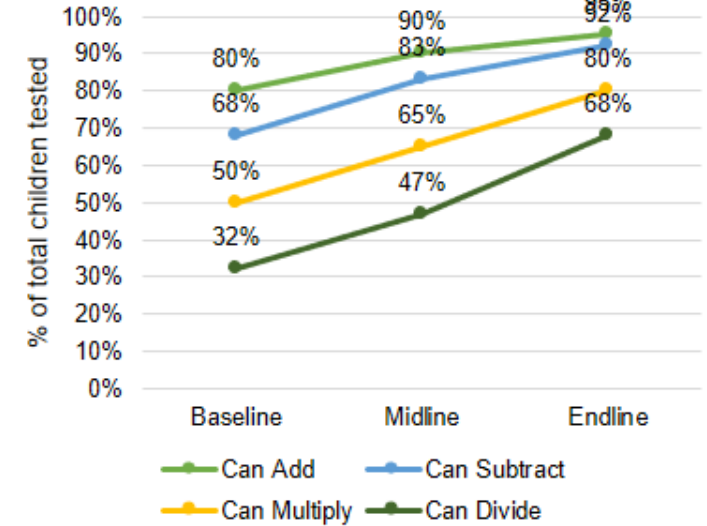

- Significant improvement of 33% pt. was seen in the children who can read a standard II level text fluently. 80% children were readers (who can read at least a Std. I level text) by end of the program, up from 47%.

- Number of children in the word and below category declined from 58% at baseline to 21%. at endline. It is heartening to note this improvement. This improvement is consistent across all languages (Urdu, Marathi & Kannada)

- The number of children who could recognise a three-digit number improved from 60% at baseline to 84% at endline. Similar improvements were observed even in Number recognition.

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PRATHAM ECE IN KARNATAKA

DIRECT WORK

GOVT. PARTNERSHIP

INCREASED COMMUNITY INVOLVEMENT & OWNERSHIP
Pratham works closely with community members and regularly encourages their participation in children's learning journey.

CAPACITY BUILDING OF GOVT. CADRE
Through training supervisors and AW teachers, Pratham helps AW teachers conduct classes with children efficiently.

VOLUNTEER ENGAGEMENT (EFE)
Volunteers are an integral part of Pratham's programs. In order to give back to them Pratham initiated the Education for Education initiative. Volunteers are offered a variety of skill-building courses as part of EFE.

Key Highlights of Pratham's work in Karnataka

MONITORING & MENTORING SUPPORT
Monitoring visits make it easier to identify AWs that require greater support. Accordingly refresher trainings are organised.

BRIDGING THE GAP BETWEEN SCHOOL/AW & COMMUNITY
Pratham works at two levels: school/AWs & community through an integrated approach to help children learn.
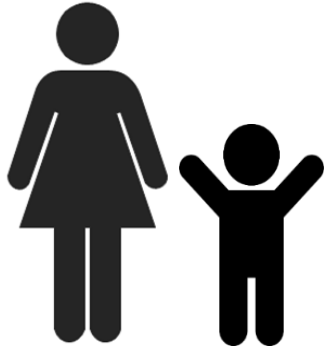
USE OF TECHNOLOGY
Assessment data is collected through the data entry portal which is then displayed on a real-time dashboard for easy analysis.
The GP app is used to collect monitoring data which helps planning way forward and mitigate challenges

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PRATHAM ECE IN KARNATAKA (School Readiness Mela's)

The fair is open to mothers and children who are about to enter Std. 1
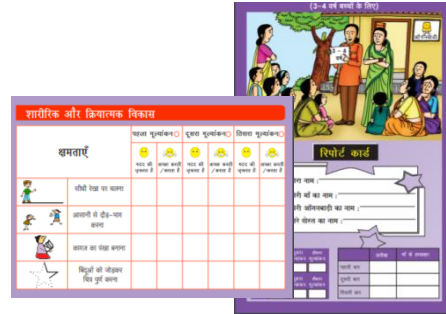
The mother is handed a Report Card to capture the child's developmental abilities

The first stall is Physical Development.

Then comes social-emotional development

At the end, the mother is oriented with simple activities that she can do with the child at home.

Then comes Math development.

The Language stall comes next.

The next stall is on cognitive development.

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Joyful English Learning Program – Overview

- Since April 2022, Pratham Education Foundation in collaboration with Karnataka Residential Educational Institutions Society (KREIS) has been implementing *the Joyful English Learning Program*, a unique learning improvement program aimed at helping children in Std. VI and VII improve their basic English language skills.

- Children who enter KREIS schools in Std. VI come from Kannada medium schools with limited exposure to English hence it becomes imperative to provide them with additional support when the medium of instruction in school changes. Furthermore in AY 2022-23 children returned to school after almost 2 years of school closure due to COVID'19 which severely impacted their learning levels. The 60 to 90 days Joyful English Learning program was launched in this light.

PROGRAM REACH

32 Districts
172 Blocks
781 Schools
1,600 Teachers
69,479 Children

Across Karnataka !

OBJECTIVES

To help children acquire foundational skills in the English language

To develop confidence in the children to use the language for functional purposes

To build intermediate skills help children communicate and express themselves in English

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'Hamara Gaon' Program

Initiated in 2018-19, the *Hamara Gaon* **(our village or our community)** program aims to create local community ownership of children's learning and transform the educational landscape of village over a period of 3-5 years.

EXPECTED OUTCOMES

PROGRAM STRATEGY

1 CHILDREN BUILD STRONG FOUNDATIONAL LEARNING SKILLS

Demonstrate instructional learning activities directly with children across age-groups in schools, Anganwadi centres and the community

2 PARENTS ACTIVELY PARTICIPATE IN THEIR CHILDREN'S LEARNING JOURNEY

Conduct regular community-based engagement with peers and mothers through creation of groups and periodic events and fairs

3 COMMUNITY TAKES OWNERSHIP OF CHILDREN'S LEARNING NEEDS

Create awareness around quality education among all stakeholders in school and community. Identify anchors who can sustain the learning environment over time.

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Second Chance Program

- Support **dropouts** to complete Class X- (Secondary Schooling)

- Extend **in school support** to at risk high school students

- Be a knowledge partner to other education programs interested in reaching to out of school children/adults

Foundation Course:
Strengthen conceptual knowledge, bridge learning gaps

Main Course:
Preparation for secondary examinations through the respective education board

Non Academic Courses:
Life Skills, Menstrual Health & Hygiene, Career Counselling

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Recognition and Awards

Many national and international awards to Pratham over the years

Some publications featuring Pratham:

Some noteworthy awards:

Kravis Prize in Leadership (2010)

Skoll Award for Social Entrepreneurship (2011)

WISE Prize for Education to Madhav Chavan (2012)
  referred to as the "Nobel Prize for Education"

Lui Che Woo Prize in the Positive Energy Category Hong Kong (2018)

2021 Yidan Prize for Education Development (2021)

ABHIJIT V. BANERJEE & ESTHER DUFLO

POOR ECONOMICS

rethinking poverty & the ways to end it

ENGINE of IMPACT

Essentials of Strategic Leadership in the Nonprofit Sector

WILLIAM F. MEEHAN III
KIM STARKEY JONKER

FOREWORD BY JIM COLLINS

HARVARD | BUSINESS | SCHOOL

FACULTY & RESEARCH

Pratham - Every Child in School and Learning Well

Abstract

THE REBIRTH OF EDUCATION

SCHOOLING AIN'T LEARNING

LANT PRITCHETT

Pratham