

CSR PROJECT: SCHOOL READINESS PROGRAM IN COMMUNITY SCHOOLS

A. Overview

Name of Project	School Readiness Program in Community Schools
Sector	Early Childhood Education
Geographical Area of the intervention	Karnataka: Bengaluru, Mangalore, Mysore
Funds allocation	INR 10,00,000

1. Why Early Childhood Education? (Source: key foundation)

More than 90% of brain development takes place before the child turns 6. This critical period prepares basic brain architecture for lifelong learning.

In India, Government services for Early Childhood focus mainly on health and nutrition. Given the scale and logistics, the education component is deprioritized. Enrollment in these centres is declining. Data reveals that only 32% of 5-year-olds are in Government centres and 49% of 5 years old in Rural India are attending class 1 without any prior exposure to pre-school education.

In urban low-income communities, parents' value affordable private schools over Government services with the expectation that they focus on education and English Language learning. More than 90% of urban school-going children in the age group 3-6 are enrolled in affordable private schools. However, poor regulations, compounded by a lack of awareness in parents has led to a lack of age-appropriate curriculum and poor teacher standards/capacity in these schools.

In both urban and rural India, poor quality of Early childhood Education adversely affects the overall academic performance of the child in primary and secondary years and often leads to high levels of dropouts.

2. How will the project contribute towards solving this?

Partner with low-income schools and deliver the "School Readiness Program". This program takes a three-pronged approach to ensure collective action of all stakeholders involved i.e. the child, the teacher and the parent.

This program will:

- a) Equip the Pre-Primary classrooms with developmentally appropriate curriculum and teaching-learning materials that are play-based, safe and contextual.

- b) Build the capacity of the teachers through targeted training and one-on-one coaching.
- c) Empower parents to partner in the education of their child through workshops and weekly worksheets.

Research indicates that globally the best interventions in Early Childhood Education, are targeted towards change in both school and home environments through working with teachers and parents.

Along with these components, it will also ensure that each school is tagged to a Program Manager who will monitor and support the school in ensuring effective delivery of every component of the School Readiness program.

3. Implementing/ Partner Agency

TDPS will partner with Key Education Foundation (KEYED), a Bangalore based NGO working to improve the quality of Early Childhood Education for children from low-income communities. KEYED is a non profit company approved under Secetion 12AA and registered under Section 80 G of the Income Tax Act 1961 as mandated. KEYED have conceptualized the project and commenced implementation in June 2020. A profile of the foundation is enclosed.

B. Project Details

1. Beneficiary Details

No. of schools	No. of children	No. of teachers	No. of parents
50	4,000	200	4,000

2. Proposed actions

Sr. No.	Proposed Actions
1	Delivery of 6 books + Parent worksheet to every child
2	Delivery of ECE kit to newly enrolled schools
3	Online Pre-Service teacher training for 25 hours for newly inducted teachers
4	Ongoing cluster level teacher training and Self Driven Learning Modules
5	Fortnightly visit/call the school by expert Program Manager for audit and coaching
6	Parent Workshop in all School (1 st , 2 nd and 3 rd)
7	Impact Assessment
8	Weekly disbursement of parent worksheet to every family

3. Budget for the Project

Budget Head	Cost
Book material, Program Manager & Product development cost	41,00,000
Trainings, Product Development, Logistic, Monitoring evaluation & Project Overheads	21,20,000
Organizational Overhead	20,00,000
Total	82,20,000/-

* Cost in Indian Rupees

4. TDPS Contribution

It is proposed to earmark Rs.10,00,000 as contribution for this project. Initially Rs 5.00 lacs will be released before March 31 2021 and the balance will before June 30 2021. Further allocation for the project will be based on project progress and as mutually agreed. An MOU is proposed to be signed with KEYED in this regard.

5. Impact of the Project as on date:

S.No	Milestones	Output	Outcome
A	Teaching Material Learning provided: High quality, age-appropriate curriculum and teaching-learning materials provided to all children	100% of children are using the books	Implementation of a holistic age-appropriate curriculum for every child resulting in increased student engagement in play-based learning at home
B	Teacher Capacity Building conducted: Teachers possess the knowledge, skills and mindset to implement play-based teaching practices in thier classroom	90 % teacher attendance	Improved Teacher Capacity - Knowledge, Skills and Mindsets to continue learning at home during school shutdown
		90 % teacher attendance	
		Teachers start consuming the audio-visual resources	
C	Parent Engagement activities conducted: Parents have the	60% of parent attendance	Increased understanding of developmentally
		90% worksheet completion	

	knowledge, skills and mindset to support and facilitate holistic development in their child at home	100% of parent respondent engage with a questionnaire in an unbiased way	appropriate practices in ECE. Increased and positive engagement in the learning of their child at home. Decrease in misaligned ask from school 90% of parents are happy with the engagement with the program
D	COVID Response: Parents, teachers and children have access to resources that facilitate learning for the child even during the lockdown	70 % of schools enrol for the program	Children engage in learning and growth at least for an hour every day even during the lockdown. 60% of parents engage with the activity given in the worksheets
E	School Relationship/Impact maintained: School Management and Staff are invested in the program and continue with the program for one more year	90% attendance for monthly meeting 90% engagement with School management and Program Manager	Management understand the change in the teacher, parents and children due to the program. 100% of schools renew the program. Children, teachers and parents engage in the program with the 2nd year of intervention

6. Project Duration

Start date: 1st May 2020 **End date:** 2 to 3 years.

7. Project Reporting

An annual end of year report to be presented to TDPS on the impact on the project as per the output and outcome outlined in the earlier sections.
