# INCLUSIVE EDUCATION FOR ALL

### 2021–22



## ASPIRE
## Annual Report

# ACKNOWLEDGEMENT

ATTRIBUTION
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TRANSLATIONS
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# ABBREVIATIONS

ABEO: Assistant Block Education Officer
BC: Block Coordinator
BDO: Block Development Officer
BEO: Block Education Officer
CERC: Community Education Resource Center
CF: Community Facilitator
CLFZ: Child Labor Free Zone
CRC: Cluster Resource Coordinator
CRPF: Child Rights Protection Forum
GCPF: Girl Child Protection Forum
GPCM: Gram Panchayat Community Mobilizer
HM: Headmaster
LEP: Learning Enrichment Program
LF: Learning Facilitator
NRBC: Non-residential Bridging Course
PRI: Panchayat Raj Institution
PTA: Parent Teacher Association
OoS: Out of School
RBC: Residential Bridging Course
SDP: School Development Plan
SHG: Self Help Group
SMC: School Management Committee
TSF: Tata Steel Foundation

# INTRODUCTION

A Society for Promotion of Inclusive and Relevant Education, a registered non-profit organization, was started by like-minded professional people in 1997 with an aim to ensure high quality school education for all children, within the Right to Education framework.

We work to strengthen the mainstream public-school education system through improved school governance, introduction of new pedagogic practices, and empowering teachers and local communities. Our vision is to develop a replicable and scalable model of improving public schools which includes universalizing access, addressing learning deficits of children, improving school governance by strengthening School Management Committees (SMCs), improving government teachers' skills to deal with early literacy and numeracy of first-generation learners, and these together eventually leading to completion of schooling cycle by all children and improved functioning of schools.

At present, ASPIRE reaches out directly to about 1.3 mn children spread over 635 gram panchayats and 140 urban wards in 39 blocks of 7 districts in Odisha, Jharkhand, and West Bengal. We are covering approx. 5875 government schools, and 7371 anganwadi centers in these 3 states.

# MAJOR IMPACTS SINCE 2014

**1**    8 blocks in Odisha and Jharkhand are free of Child Labor

**2**    24,036 out-of-school children brought back to school

**3**    2,50,000 children have overcome deep learning deficit and are being helped to develop 21st century skills.

**4**    Panchayats are prioritizing education. 100 Education Standing Committees, previously inactive, now meeting regularly and taking school improvement agenda to block level; 88% panchayats in 19 blocks oriented in preparing gram panchayat development plans

**5**    Official covid relief partner of local administration in 416 panchayats in 19 blocks

**6**    SMCs are improving schools, preapring School Development Plans, and making villages CLFZs

**7**    Lockdown Learning program reached 1,35,000 children in 4510 villages using 3250 teachers and local volunteers

**8**    93,000 grade 1-5 children have fortified their foundational learning skills in 5771 villages using 4815 local volunteers

# FY21–22

# YEAR OF EXPANSION AND GROWTH

# AREA EXPANSION

Despite facing a challenging 2020, programmatically and financially, our entire team managed to take ASPIRE to the next level, making FY21-22 our most bold and successful year so far.

In September 21, we began work in Hindol block in Dhenkanal district. In the same year in November, we began an ambitious expansion to cover the remaining 16 blocks in West Singhbhum district, adding another district to our district saturation model agenda.

Each time we expand, it takes us lesser time to set up the program as SMCs, PRIs, and teachers from our older blocks vouch for us and help us train the new stakeholders.

# PARTNERSHIP EXPANSION

**National Institute of Mental Health and Neurosciences (NIMHANS)** trained 105 program staff directly in child development, care, and psychology. The trained staff further cascaded the training to hundreds of other program staff who work directly with children.

**University of Turku, Finland** for collaboration in teacher education, content creation, and capacity building towards school development

**PARI Foundation** to showcase our student's voice and their stories on their website

Leveled up our association with **Homi Bhabha Center for Science Education** for Science teaching in schools and **University of St Andrews, Scotland** to undertake research on effective decentralized governance

# AGENDA EXPANSION

Our education program now addresses companion development issues – child marriages, child trafficking, adolescent empowerement, nutrition, and early childhood education.

In FY22, we identified 258 child marriages and were able to stop 63% of them.

262 children rescued from trafficking, exploitation, and food insecurity.

Revamped the exisiting nutrition provision structure of ICDS in our program blocks. Early childhood learning packets are being developed for anganwadis.

# GROWTH STRATEGY

In addition to program expansion in FY22, we also invested in setting up and operationalizing communications, fundraising, knowledge management, research, and MIS units.

# COMMUNICATION

EXTERNAL AGENDA: Position and promote ASPIRE as an Organisation doing effective and fundamental work in the education sector to Indian and Global stakeholders

INTERNAL AGENDA: Facilitate efficient collaboration between field offices and improve support to field from HQ

# COMMUNICATION ACTIVITIES

**1** Completed the first stage of redesigning website to make it more user friendly, SEO friendly, and secure. Moved to a new domain that better represents our work.

**2** Our reach through facebook and Instagram has improved through more frequent engagements. We are continuing to work on other channels such as Twitter, Youtube and Linkedin.

**3** Embassy of Finland invited 30 young artists from our program areas to Delhi to showcase their work.

**4** Started an internal newsletter to improve communication between HQ and various field offices.

**5** With a Non-profit offer from Google, we distributed organisational email for most of our staff.

**6** Our work was represented in various national and regional media outlets - The Quint, The Federal, idr, ToI, Business Standard, OdiaTv, OTV, Nandighosha TV, Sai Satya News, and KD News Odia.

# FUNDRAISING AND PARTNERSHIP

AGENDA 1: Create visibility and awareness with government, national and international organizations, and general public through social media presence, seminars, workshops and events.

AGENDA 2: Raise funds using multiple approaches such as individual giving, crowdfunding, major donor and HNI programs, campaigns and events, community funding, staff contributions, corporate partnerships and CSR funds as well as grants from foundations and institutions

AGENDA 3: Acquire new and maintain existing donors for sustainability of our programs

# FUNDRAISING ACTIVITIES

**1**   Develop a crowdfunding campaign on GiveIndia platform for the Foundational Learning Campaign

**2**   Develop a comprehensive mailing list of corporates/ CSRs/ other funding organisations/ High Net worth Individuals for fundraising and partnership

**3**   Create external communication materials such as email note, PPT, short videos , brochure, flyers etc.

**4**   Hired a partnership person for leading the fundraising efforts.

**5**   Hire a communication person for social media engagements, content writing for website, creating graphics, animation etc

# MANAGEMENT INFORMATION SYSTEMS

AGENDA: Create a unified program MIS for the organization that helps in decision making, program tracking, evaluation, and outreach.

So far, two dedicated MIS officers are working to create a customized MIS software for ASPIRE. They will also train staff in effective data collection, storage, and mangement practices.

A unified format for monthly and quarterly data reporting is being created to streamline our reporting to donors.

# RESEARCH

AGENDA 1: Work with communities and policymakers to jointly set the research agenda. Facilitate engagement between policymakers/communities and external researchers working in universities, think tanks, institutes.

AGENDA 2: Develop a process document to understand and analyze the way ASPIRE's interventions have been conceptualized and implemented towards the goal of achieving universal access and quality learning within a revitalized public-school system. Document our success.

# RESEARCH ACTIVITIES

**1** Keonjhar HH survey was completed in Dec 2021, covering 3,22,978 households and 4,05,168 children. Data is being processed, cleaned, verified, and documented for analysis.

**2** With the Management department at St. Andrews, we are doing a qualitative study of SDP preparation in 2 GPs to explore how training of SMCs and PRIs impacts their strategy practices.

**3** In partnership with University of St. Andrews, Scotland, we are running an impact evaluation of our governance capacity building interventions on the quality of the GPDP and the funding sourced for education through the GPDP.

**4** Develop a research partnership with Center for Budget and Policy Studies to launch a project following the lives of a sample of grade 1 students till they complete high school.

**5** In consultations with Prof. R. Govinda, develop a semi structured interview guide for program staff to capture how our program has changed lives of children within and outside schools.

# FY21–22

# MAJOR PROGRAM ACTIVITIES

# ACCESS ACHIEVEMENTS FY22

**1** 25 RBC centers are currently running to serve the need of 1428 long run dropouts.

**2** 305 NRBC centers are currently operational. In Signature program blocks, 77% NRBC children were mainstreamed in FY22.

**3** 99% of habitations in 1000 Schools blocks are currently CLFZ. 740 children are still left to be mainstreamed. 15% habitations in Quest program are currently CLFZ.

**4** 99% children transitioned from pre-primary to grade 1; grade 5 to grade 6; grade 7 to grade 8; and grade 8 to grade 9.

**5** 2151 needy 10th grade children were supported in learning and appearing for board exams.

**6** 41% of our RBC and NRBC 10th pass children in 1000 Schools blocks were mainstreamed into junior college.

**7** Children Festivals were organised to build momentum and spread awareness about the program. 1,63,700 children and community members participated in West Singhbhum district and 44,538 in 11 blocks of Keonjhar district.

**8** Due to our continuous engagement with PRI members, 17,13,21,284 INR has been allotted for 197 SDPs in FY22 in the six 1000 Schools Odisha blocks.

# LEARNING ACHIEVEMENTS FY22

**1** Lockdown Learning (LL) program reached 1,35,000 children in 4510 villages in 20 blocks in four districts; 95% children responded enthusiastically

**2** A baseline-endline comparison of LL test scores showed near elimination of deep deficit, i.e., % of children who scored less that 10 percent fell from 41% in baseline to 0.73% at endline.

**3** Focus on transversal skills like critical and innovative thinking, interpersonal and intrapersonal skills, global citizenship, media skills, organisational skills etc. in our LL program

**4** Activated 779 libraries in Signature program blocks to reduce the resource gap and generate reading habits among children.

**5** In January 2022, we began a Foundational Learning Campaign to improve basic literacy of all children in grade 1 to 5 in 20 blocks. So far, 93,102 children have fortified their foundational skills in 5,755 habitations with the help of 4,837 volunteers.

**6** Conscious effort is made to bring the local knowledge systems to the forefront in our learning strategies. A language bridge app is being used to help children overcome the gap between school and home language. Tasks have been redesigned to incorporate local festivals, songs, games, practices, folk stories etc.

# GOVERNANCE ACHIEVEMENTS FY22

**1** 23,018 community meetings with 3,33,867 participants comprising parents, SMCs, PRIs, Youth groups, SHG, children, and teachers.

**2** Formation of Child Protection Committees in 83% panchayats in Signature Program blocks.

**3** Building rapport with the community was a core activity reserved for preparatory phase of the West Singhbhum program. One on one interactions were organised with 20,985 Mundas, Manakis, Govt. teachers, community members, and youth.

**4** 11071 SMC members have been oriented in their roles and responsibilities, as well as child rights, RTE, POCSO, JJ Act, and PESA act.

**5** In the newly expanded areas, exposure visits to older program areas were undertaken for 219 SMC and PRI members.

**6** All newly elected panchayat members in Odisha were officialy welcomed by ASPIRE to continue our good relationship with the administration.

**7** Engagement on and around Integrated Child Development Scheme, meetings with Mothers Committee members and Anganwadi workers were undertaken with the motive to create and activate early childhood learning for children.

**8** Orientations were organized for adolescent girls on the issue of child marriage, girl child education, health, hygiene, gender equality, dowry, and leadership skills

# STAFF CAPACITY BUILDING FY22

**1** With the aim of developing and strengthening skills, capacity building trainings were given to 1139 staff in 1000 Schools and Signature program.

**2** Sessions on "The Sexual Harassment of Women at workplace (Prevention, Prohibition and Redressal) Act, 2013" was organized for all HQ, State, Block, and GP level staff

**3** NIMAHNS training on child development and psychology was organised for all block and cluster level staff in 1000 Schools and Signature program.

**4** 396 staff of newly expanded West Singhbhum program were given onboarding orientation and training.

# BUDGET FY 21-22

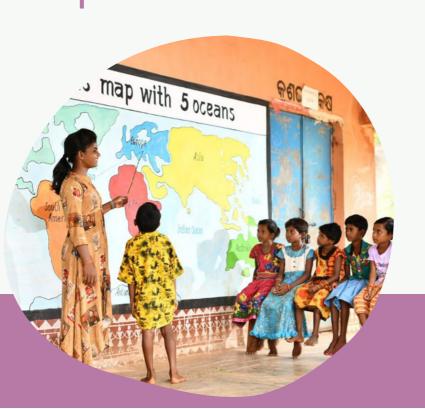| Particulars(Project) | F.Y | Budgeted Data | Actual Data Apr'21-Mar' 2022 | Actual Data Apr'21-Mar' 2022 | Actual Data Apr'21-Mar' 2022 | Actual Data Apr'21-Mar' 2022 | Actual Data Apr'21-Mar' 2022 | Actual Data Apr'21-Mar' 2022 | Actual Data Apr'21-Mar' 2022 | Actual Data Apr'21-Mar' 2022 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Budget Amount in INR | Opening Balance as on 1st April 2021 | Grant Amount Received in INR | Interest | Total Receipt | Varience(Budget Vs Actual Receipt) in % | Actual Expenditure in INR | Utilization in % | Budget Vs Exp % |
| | | [A] | | [B] | [C] | [D=B+C] | [E=B/A] | [F] | [G=F/B] | [H=F/A] |
| Thousand School Project Odisha | Apr to March | 162,889,336 | 6,032,657 | 146,288,200 | 418,315 | 152,739,172 | 90% | 152,224,223 | 100% | 93.45 |
| ASPIRE | Apr to March | – | – | – | – | – | | 1,910,944 | | |
| School Improvement Project Jharkhand | Apr to March | 38,071,690 | 10,406,910 | 29,096,420 | 256,476 | 39,759,806 | 76% | 37,998,422 | 96% | 99.81 |
| Signatue Project (Keonjhar) Odisha | Apr to March | 148,562,579 | 25,436,806 | 124,700,000 | 653,729 | 150,790,535 | 84% | 147,181,758 | 98% | 99.07 |
| Quest (Angul & Dhenkanal) Odisha | Apr to March | 9,622,353 | 3,600,007 | 5,100,000 | 62,924 | 8,762,931 | 53% | 8,723,824 | 100% | 90.66 |
| Kharagpur Project | Apr to March | 7,701,746 | – | 7,406,132 | – | 7,406,132 | 96% | 6,602,704.00 | 89% | 85.73 |
| HDFC West Singhbhum Project | Dec to March | 31,665,900 | 0 | 20,000,000 | 1,109 | 20,001,109 | 63% | 26,301,068 | 131% | 83.06 |
| **Total** | | **398,513,604** | **45,476,380** | **332,590,752** | **1,392,553** | **379,459,685** | **83%** | **380,942,943** | **115%** | **96%** |

# FY22–23

# OUR VISION

# FOUNDATIONAL LEARNING CAMPAIGN

In FY23, we are reorinting our education program,

to focus on embedding our interventions in the government system.

To address the pressing foundational learning crisis plaguing the nation, we have decided to join hands with the Odisha and Jharkhand state governments in helping them implement their Foundational Learning programs. Efforts are underway to understand the gaps in pedagogy and teacher training in the government program and prepare a plan for filling these gaps. We expect to launch this joint initiative by July 1, 2022.

# THE OLDER 1000 SCHOOLS BLOCKS

are now set up as resource and experimentation blocks.

Interventions in innovative teaching, pedagogy, expansion in livelihood activities, health and nutrition will be undertaken on pilot basis in these areas.

Evaluation and documentaion of our work model is also being planned in the 1000 Schools blocks

THANK YOU