



Making up for lost learning in Khandala, Maharashtra
A proposal for Sakhya
June 2023

Introduction to Pratham and Teaching at the Right Level

Pratham is well known for our Teaching at the Right Level methodology. For over 20 years, we have been working with Nobel Prize-winning economists Prof Esther Duflo and Abhijit Banerjee to develop and rigorously test a programme that teaches basic literacy and numeracy in as little as 30 days. We offer this in 10,000 villages in 21 states across India.

It works by assessing children’s learning levels and then grouping them by ability, not age. Levels range from absolute beginners to those that can recognise a letter, word, or sentence to a full paragraph, with similar levels in maths. The classes use games and chanting instead of the ‘chalk and talk’ that is more common in an Indian primary school. (See TaRL reading assessment card pictured).

Since the end of the pandemic, the World Bank, UNICEF and the FCDO have all said that this model of teaching children at their own levels, rather than sticking rigidly to curriculums, is the best way to help children worldwide overcome learning loss due to pandemic school closures. Most schools in India were closed for the better part of two years.

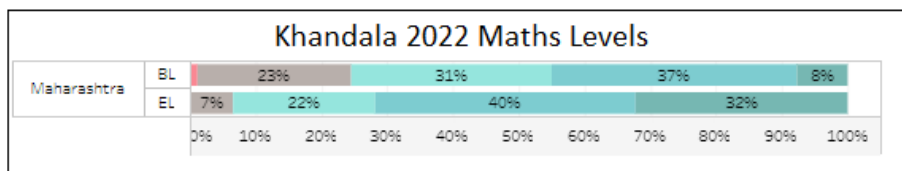
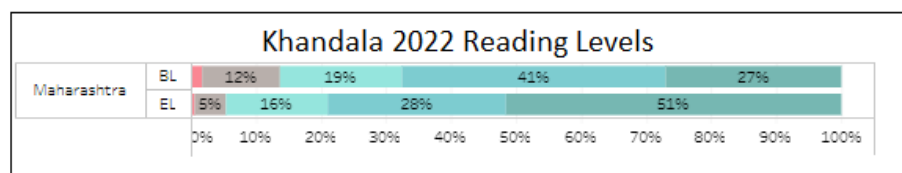


Background to learning levels in Khandala

Khandala is a hill station in the Western Ghats in Maharashtra on both the railway and main roads linking Mumbai and Pune. When we began working in Khandala, we expected to be there for three years. Almost immediately, the lockdown started and we had to support children’s learning by sharing digital resources. We have been back working on the ground in Khandala Block since the spring of 2022, with the support of Sakhya.

The charts below show the baseline and end-line figures from TaRL activities in Khandala in 2022. The results are excellent; however, our support will be necessary for far longer because of the pandemic. Schools and preschools were closed for over two years. Children in Grades 1 and 2 had no exposure to preschools, and children in Grades 3-5 missed out on two years of school. They will require age-and-level-appropriate support to prepare them for school and build the requisite foundational skills in language and numeracy.

We believe that repetition is very positive. Each time we deliver the programme, a new cohort joins from the year below. Those that have achieved the Story level for reading and Division level for maths are given additional activities to stretch them, including study skills, critical thinking and support to develop peer study support groups. Those that struggled most have another opportunity to catch up, which is not built into the Indian curriculum.



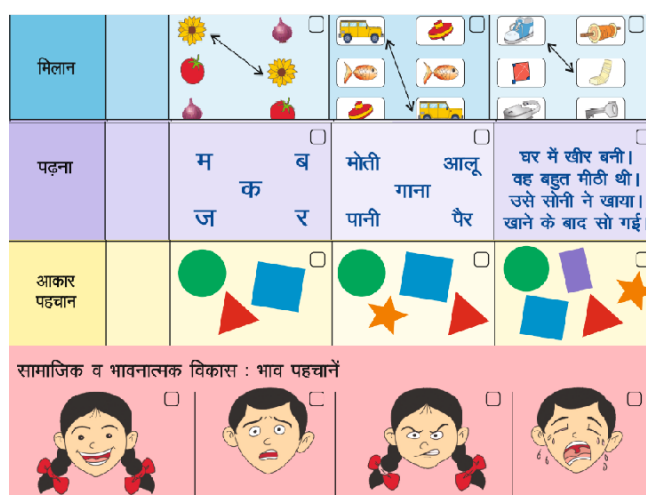
The year ahead; how Sakhya can support our work in Khandala

With your support, we can continue to work in the 50 villages for the next year. This year we again expect to reach around 5,000 children. Ten staff that we call CIMs are responsible for delivering TaRL in five villages each. As this only takes a couple of hours a day, they also offer other interventions that prepare preschool children better for learning and engage the wider community in learning.

We request your support for the following activities:

- We will run our TaRL programme in each village annually. As mentioned previously, it can develop functional literacy and numeracy skills in children in as little as 30 days and has been recognised by the World Bank, UNICEF and the FCDO as the best way to support children to catch up post-pandemic.
- In the spring, we will run re-enrollment campaigns for elementary grades, recognising that older girls are particularly vulnerable to dropping out and targeting counselling at key families.

- Ahead of the new school year in April, we will run a series of school readiness mela (fairs) to support children entering school for the first time. At the mela, the parents will be supported to complete a report card (sample questions pictured) that they can fill in at each stall which tests the child's level in several domains. Parents are also given ideas about activities they can do at home to develop other skills that will help their learning once school starts. These simple activities will cover cognitive, social-emotional, language and physical development and the fair marks the milestone of a child starting school.



- We also establish support groups for mothers of children that have just started school. In each group, a mother will be sent activities and discussion points by WhatsApp each week. The mothers will come together to practice the activity before doing it with their children at home. The tasks aim to help children reach key developmental milestones and address broader health, nutrition, and hygiene issues.
- We also offer Maths and Science Fairs this year. These initiatives increase the visibility of education and foster community involvement in their children's education, helping to create a more supportive and enabling environment for children's learning.

Monitoring and Evaluation / Results

We are a data-driven organisation with a strong background in developing robust monitoring and evaluation systems. We have a dedicated Measurement, Monitoring and Evaluation (MME) team that uses technology to simplify data collection mechanisms across programs and provide access to simple visualisations for every stakeholder in the organisation.

During the TaRL phase, our MME systems are well established. Data on each child's progress is collected at the field level as they help the teacher run the intervention better. They then enter village-wide data on our web portals and Android apps, which the MME team can then monitor. Pratham implements its MME framework that helps understand the

impact and proves extremely useful in continuously improving the teaching-learning process. Locations where goals are not met can be identified to investigate and support.

Budget

This budget outlines the costs to run the programme in 50 villages around Khandala. We would be grateful for any contribution towards the total. We are approaching a number of trusts and foundations to support the work in Khandala – currently, we have £12,500 committed for starting in April.

Particulars	No. of units	Freq.	Per unit cost	Total for 22-23 (INR)	Total for 22-23 (GBP) @100
Personnel					
Team Leader	1	12	23010	₹276,120	£2,761
CIM – delivers the programme in 5 villages	10	12	17500	₹2,100,000	£21,000
State Content and Training Associate	1	12	28600	₹343,200	£3,432
Central Content Expert	1	12	50000	₹600,000	£6,000
Staff Welfare	13	12	2500	₹390,000	£3,900
<i>Personel - subtotal</i>				₹3,709,320	£37,093
Teaching-Learning Material					
School and Community Activities	50	2	5000	₹500,000	£5,000
Events	50	2	500	₹50,000	£500
<i>Teaching-Learning Material - subtotal</i>				₹550,000	£5,500
Training of Staff					
Food and Stay	12	10	1000	₹120,000	£1,200
Travel	12	2	350	₹8,400	£84
Printing & Stationery	12	10	300	₹36,000	£360
<i>Training of Staff - subtotal</i>				₹164,400	£1,644
Other Costs					
Office Rent	1	12	7000	₹84,000	£840
Office Expenditure	1	12	3000	₹36,000	£360
Travel	12	12	1200	₹172,800	£1,728
Fixed Assets	2	1	50000	₹100,000	£1,000
Misc	1	12	2000	₹24,000	£240
State-Level M&E & oversight				₹726,078	£7,261
<i>Other Costs - subtotal</i>				₹1,142,878	£11,429
Indirect costs				₹278,330	£2,783
Grand Total				₹5,844,928	£58,449

Thank you

Thank you for taking the time to consider this proposal – I would be delighted to discuss our work in more detail and answer any questions this may raise.

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