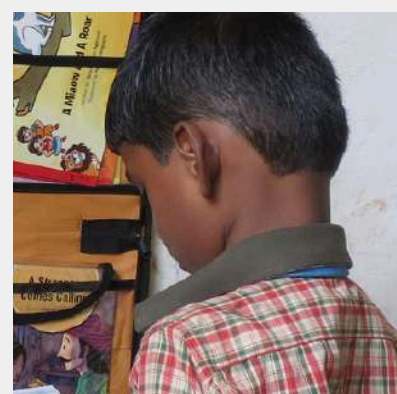
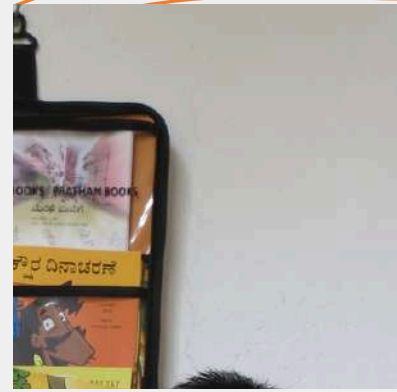
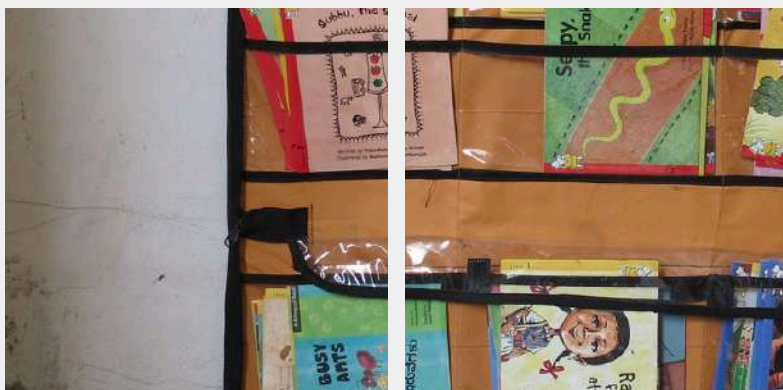


Key Education Foundation

Annual Report

2023 - 2024

**500 Schools and Anganwadis.
2,00,000 Children.
4000 Teachers.
2,00,000 Parents.
*and counting . . .***



Keep Learning



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NOTE FROM THE FOUNDER

Dear Friends and Supporters,

As I look back on the past year, I am filled with both pride and humility. At Key Education Foundation, our belief remains simple but powerful — every child deserves a joyful and strong start to life. And this year, that belief translated into meaningful action, partnerships, and impact across Karnataka, Madhya Pradesh, and Nagaland.

From setting up model pre-primary classrooms to empowering community educators and engaging thousands of parents, we've seen firsthand how early investments in childhood transform not just futures, but entire communities. Our partnership with government systems — grounded in trust, co-creation, and shared purpose — continues to grow stronger, proving that systemic change is not only possible, but within reach.

This report captures stories of progress, challenges we've embraced, and the shared journey of everyone who believes in our mission. Whether you are a donor, a government ally, a parent, a teacher, or one of our young learners — this success belongs to you.

As we move forward, our vision remains clear: unlock the potential of every child, one joyful classroom at a time. Thank you for walking with us.

With heartfelt gratitude,

Mangal Pandey

Co Founder & Chief Executive Officer





Our Vision

All Children in India will receive **Quality Early Childhood Education (ECE)**

Our Mission

Improve the **capacity of government systems** to deliver quality ECE

Our Approach

For Holistic Early Childhood Education

Pedagogy & Curriculum



Teacher Professional Development



Parent Engagement





Our Reach in 2023-24

400 Schools and Anganwadis.

25,000 Children.

1,500 Teachers.

25,000 Parents.

and counting . . .



Program 1 Model Pre Primary School in Karnataka

Overview

In Karnataka, Key Education Foundation serves as the anchor partner to the State Education Department in establishing and enhancing the quality of pre-primary education in government schools.

We began this partnership by implementing our model in 20 government schools. Since 2022, these schools have evolved into Centers of Excellence—demonstrating the highest levels of impact and serving as hubs for innovation, training, and cross-learning for the Department, KEF, and peer organizations.

An external impact evaluation confirms that children who participated in our program are significantly more school-ready when entering Grade 1 compared to those who did not. The insights, processes, and solutions developed in these lab schools have been carefully contextualized and are now being integrated across all government schools in Karnataka with pre-primary classrooms—paving the way for sustainable, system-wide reform.



32

Teachers

613

Students

613

Parents



Model Pre Primary School in Karnataka

GOALS & OBJECTIVES

TEACHERS

80%

of teachers **follow**
Developmentally
Appropriate Practices

80%

of teachers
demonstrate **improved**
knowledge of ECE



Increased motivation
and commitment
to the role

PARENTS



Increased positive
interactions between
parent and their
children



Increased knowledge
on ECE
in parents



Improved
relationship between
parent and school

STUDENTS

90%

of children **achieve**
School Readiness
Score



Outcomes FOR TEACHERS

● Input and Outputs:

A comprehensive, year-long teacher development program was implemented to build the capacity of early educators. A total of **44 hours** of training were conducted during the academic year, with an impressive **91% average attendance**. This included 24 hours of pre-service training at the beginning of the year and 20 hours of in-service training through the year.

To ensure continuous support, Program Managers visited each school fortnightly for **classroom observation, coaching, and mentoring**. Each teacher received an average of six observation and coaching sessions during the year, resulting in a total of 185 observation and mentoring sessions across all classrooms.

Each school was equipped with the state's official early childhood curriculum, Chilli Pilli+, and provided with age-appropriate teaching-learning materials to enhance delivery.

Classroom environments were thoughtfully redesigned to be playful, interactive, and safe, aligning with developmentally appropriate practices. All teachers followed structured weekly plans, made effective use of supplementary materials, and consistently incorporated play-based learning in their classrooms.





Indicator 1: Teachers follow developmentally appropriate practices in the classroom

● **Tool used: Classroom Observation Rubric**

● **About the tool:**

The tool evaluates performance across seven key strands, including:

- Effective use of curriculum materials and learning activities
- Quality of teacher-child interactions
- Positive behavior management techniques
- And other essential classroom practices

Each strand is scored on a 4-point scale, providing a clear, structured overview of teaching quality.

This tool is an in-house innovation by Key Education Foundation, reviewed and validated by Dr. Aruna from Azim Premji University, ensuring its academic rigor and practical relevance.

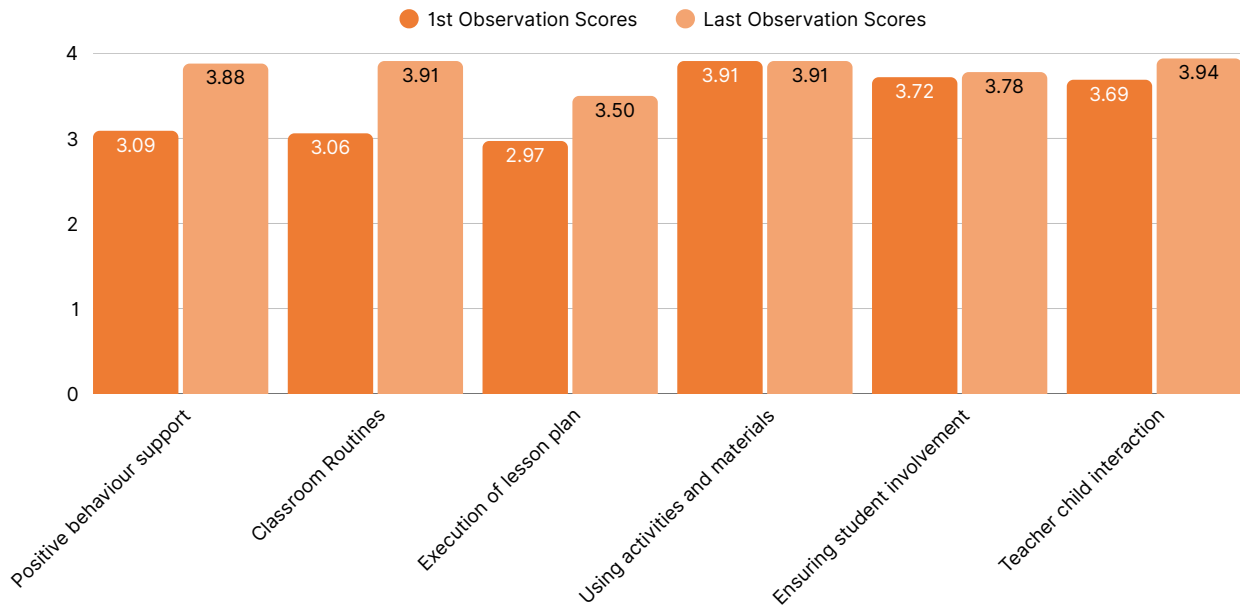
The insights generated offer a snapshot of each teacher's progress and help identify focus areas for individualized coaching as well as overall program improvement. It is both a reflective tool for teachers and a decision-making guide for program managers.

[Click here to access the tool](#)

● **Sample Size: All 32 teachers**

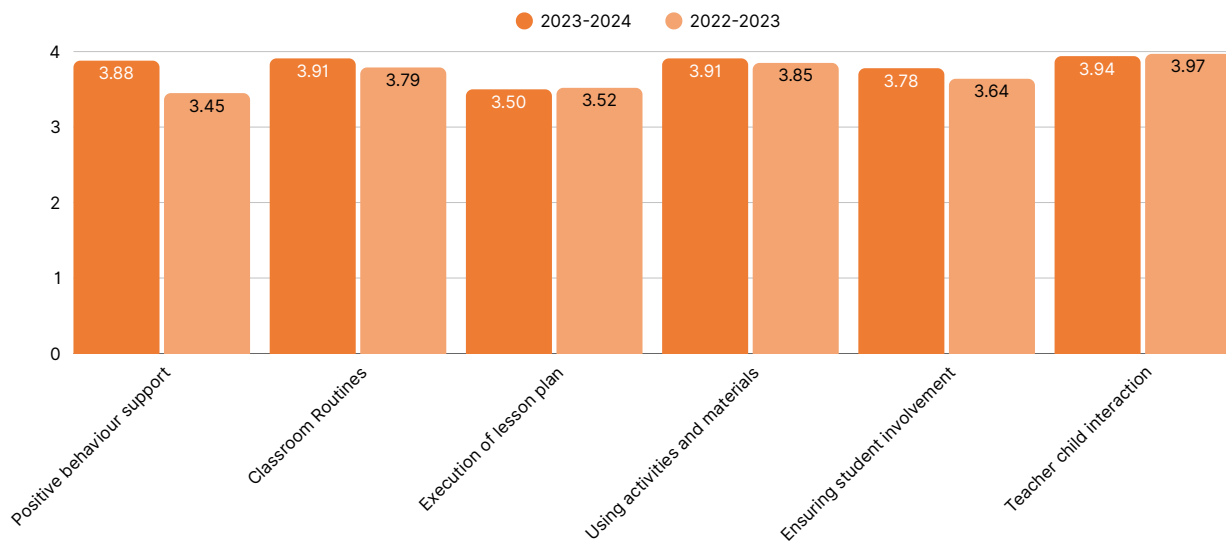
● **Are our teachers achieving the intended Outcome of Classroom Practices?**

Average Scores of Teachers in Each Strand - BOY vs EOY



The average teacher score on each strand in the first observation, compared to the last observation, shows positive growth in all strands except for “Using Material and Activities,” where it remained the same.

Last Observation Scores of 2023-24 & 2022-23



Classroom Observation scores of 2023-24, when compared to 2022-23 also shows improvement in teachers.

Strand	Positive behaviour support	Classrom routines	Execution of lesson plan	Using activities and materials	Ensuring student involvement	Teacher child interaction
Scores	3.58	3.60	3.28	3.90	3.77	3.8

The average teacher score on each strand across all observations, throughout the year also show the scores reaching a benchmark score of 3.



● What are we learning?

Our teachers are on a journey of continuous growth, with year-on-year improvement in their classroom practices.

A key driver of this progress is our two-fold approach: training + coaching. While the structured training sessions provide the theoretical foundation, it is the ongoing coaching and mentoring that enables teachers to adapt and apply these concepts effectively within the unique context of their own classrooms.

We've learned that coaching is the bridge that turns knowledge into practice—and it works.

That said, the initial six weeks of the academic year remain a critical challenge. During this settling-in period, children are adjusting to the school environment, and teachers often face difficulties in managing routines and consistently applying developmentally appropriate practices. Supporting teachers through this phase with additional tools and emotional reinforcement remains a priority moving forward.

These insights are helping us evolve our teacher support model to be more responsive, reflective, and rooted in the real-time needs of classrooms.





Indicator 2: Teachers have essential Knowledge to be an excellent Early Childhood Educator

- **Tool used: Teacher Knowledge Assessment**

- **About the tool:**

This tool assesses the knowledge of an early years teacher across 8 ECE topics aligned to the teacher training and curriculum.

This tool was developed by Key Education Foundation aligned with our Teacher Professional Development framework and includes questions on 3 levels of Bloom's Taxonomy.

The assessment has 70% of a threshold score which when reached denotes that the teachers has the required knowledge of ECE.

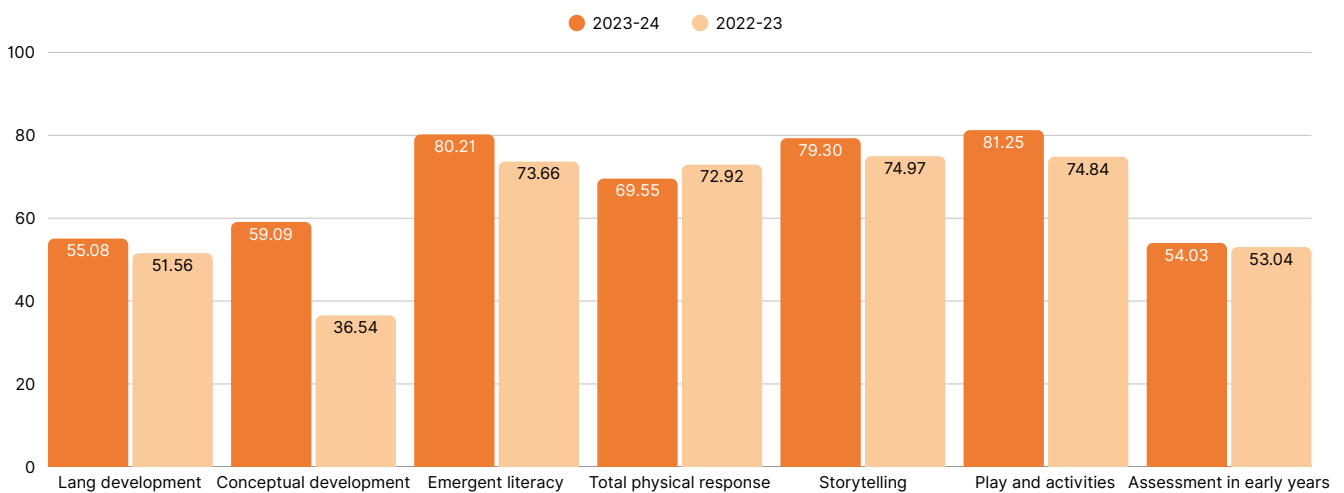
[Click here to access the tool](#)

- **Sample Size:** All 32 teachers

- **Are our teachers achieving the intended Outcome of Classroom Practices?**

We compared the scores of the teachers in 2022-23 to 2023-24 and found that the teachers have improved knowledge on Early Childhood Education

Domain wise average scores of teachers in the assessments



What are we learning?

Teachers struggle with the technical and exact “words” when testing their theoretical knowledge. They struggle to articulate their thoughts in a written or subjective way.

Teachers have improved their scores in almost all the domains except Total Physical Response. The scores in conceptual learning have improved as the format of answering the questions changed from choosing from a dropdown to multiple-choice answers.



Indicator 3: Teachers have the essential Mindset to be an excellent Early Childhood Educator

● **Tool used: Teacher Mindset Assessment**

● **About the tool:** This tool assesses 4 mindsets essential of early years teachers to deliver DAP in the classroom, which are:

- Teacher believes in play-based teaching and learning practices
- Teachers operate with age-appropriate expectations for children
- Teacher believes in positive adult-child interaction
- Teacher values her role as an early educator

The tool was developed by Key Education Foundation based on papers published by the Frameworks Institute on Mindshift Shifts.

This tools measure the availability and salience of mindsets in teachers and compare it with the benchmark and evaluates the shift.

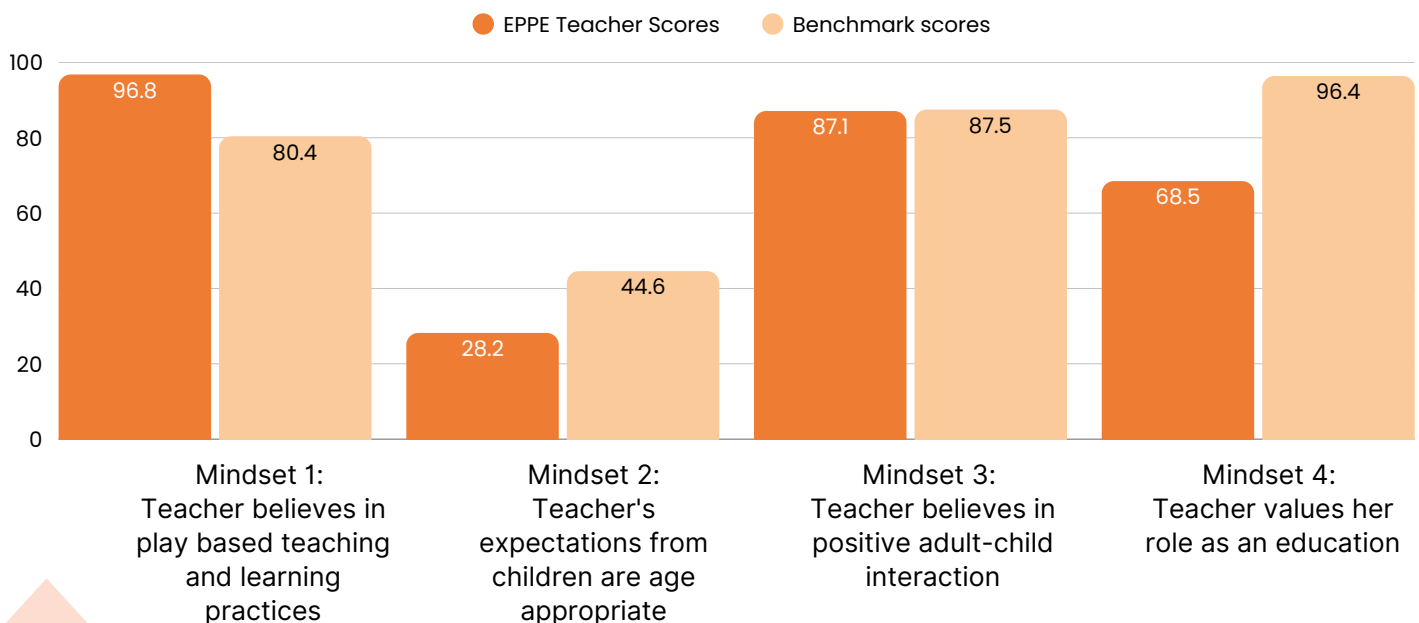
[Click here to access the tool](#)

● **Sample Size:** All 32 teachers

● **What did we learn?**

- The mindset assessments tells us that the teachers believe in play and positive adult child relations and can apply it while they make decisions.
- The tool requires further development work with better benchmarks and questions.

EPPE teacher scores and Benchmark scores (in %)





Outcomes FOR PARENTS

● Input and Outputs for Parents:

A year-long Parent Engagement Plan was created with monthly workshops and teachers were trained to deliver these workshops. 7 Parent Engagement Sessions were conducted in all the schools this year with an average attendance of 72.27%.

A set of 24 worksheets with 3 activities for every child, in 3 languages, was developed and provided to every child. Each parent was provided a weekend worksheet which they and the parents had to complete.

84.42% of parents have regularly engaged and completed the worksheet activities with their children.

A chatbot was developed in partnership with Glific that enabled parents to understand the activities in the worksheet better, aided with audio-visual resources. 89.67% parents were onboarded on the Chatbot with 12.82% of parents leveraging it for completing the activities.

The chatbot also hosts content for parents on parenting and fun learning content for children. The view rate of the parenting content on the chatbot was 19.84%. View rate of the learning material for children on the chatbot was 22.08%.





Indicator 1: Are Parents demonstrating “Responsive Parenting” due to the support provided by Key Education Foundation?

What does Responsive Parenting mean?

Responsive parenting is the foundation of a secure and supportive childhood. It means being emotionally present—listening, helping, and adapting to a child’s needs in ways that make them feel safe, loved, and understood.

For children aged 3–6, this looks like:

- Actively listening to their thoughts and feelings
- Setting clear and consistent boundaries
- Encouraging independence through small, age-appropriate tasks
- Providing positive reinforcement to build confidence
- Prioritizing emotional connection through low-cost, everyday interactions

At KEF, we have mapped our three major parent engagement goals with eight responsive parenting behaviors, drawn from national and international research. These behaviors serve as measurable indicators of our progress, helping us track whether we are truly enabling caregivers to become more engaged, responsive, and confident in their child’s learning journey.

● Tool used:

- A survey tool was defined based on the responsive parenting behaviours outlined as per an internationally defined ‘Nurturing Care Framework’ for children between birth to age 8.
- Assessors were trained on conducting the survey and effectively supervised to ensure integrity of responses were maintained.

[Click here to access the tool](#)



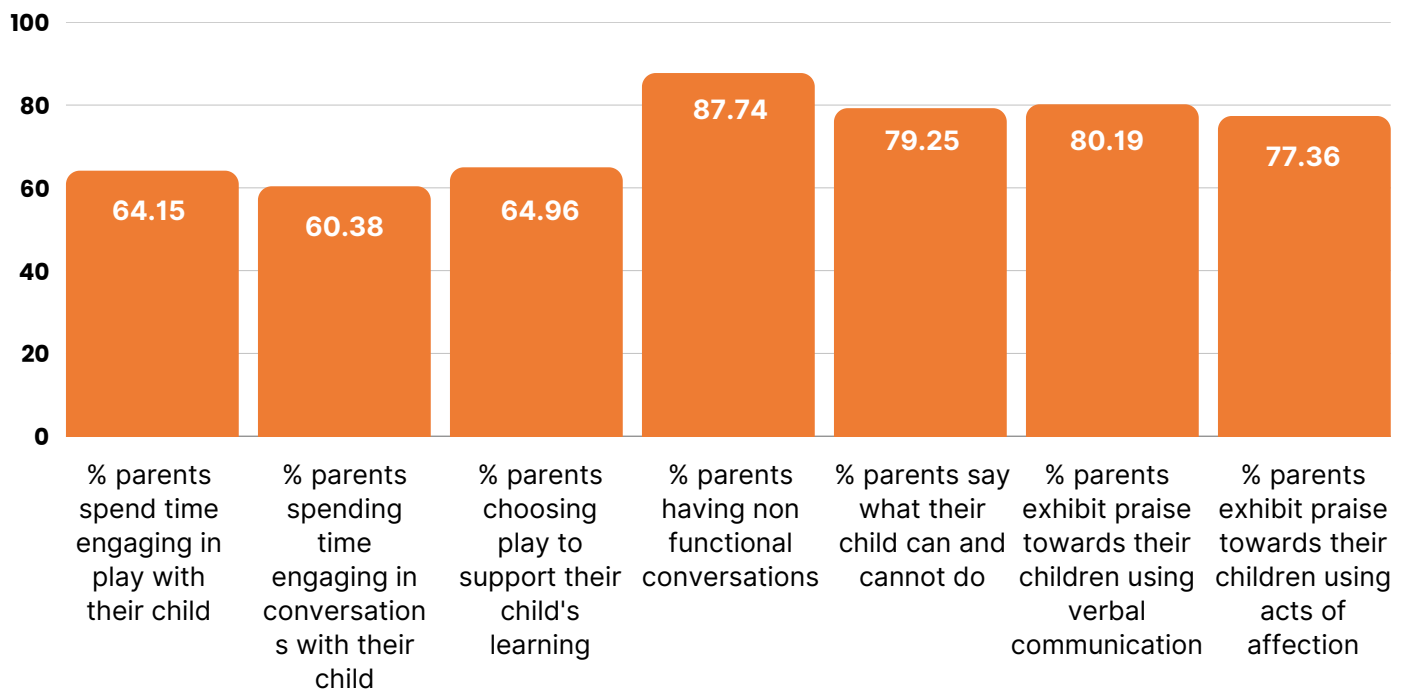
Indicator 1: Are Parents demonstrating “Responsive Parenting” due to the support provided by Key Education Foundation?
- continued

- **Sample Size:** 106 parents (17% of the total enrollment) from 11 schools that are a part of the EPPE schools were surveyed.

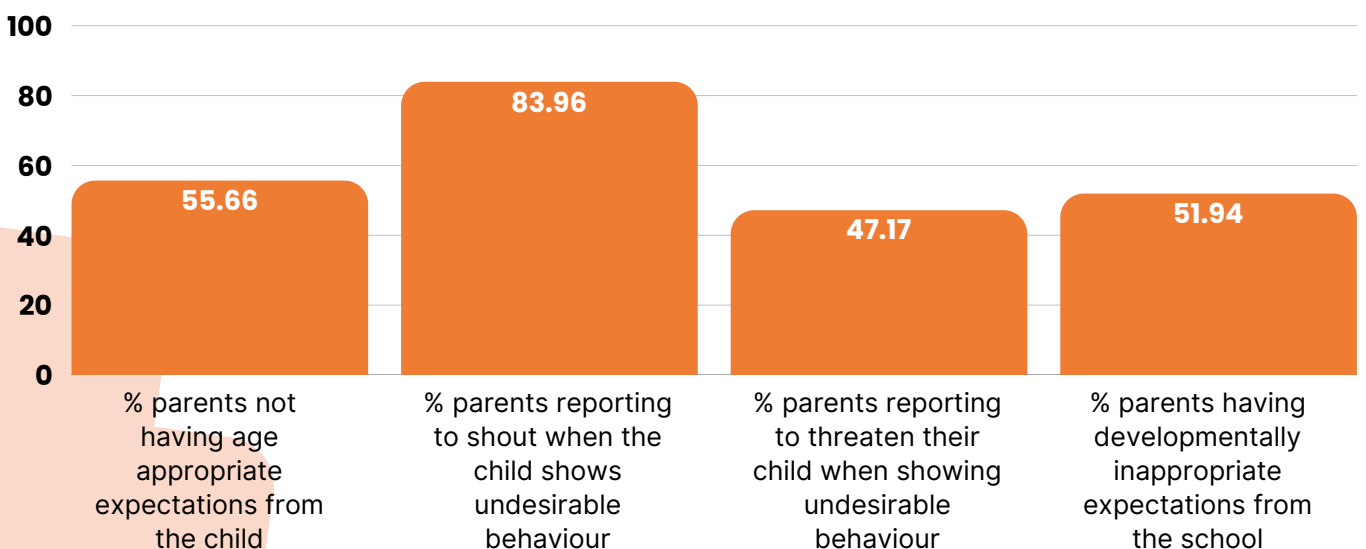
The criteria for the selection of the parents were:

- Equal number of parents of male and female children
- The parent should be of a child who regularly attends school - At Least 75% attendance.

● *The percentage of parents who demonstrate Ideal Parenting Practices*



● *The percentage of parents who demonstrate Non-Ideal Parenting Practices*





Indicator 1: Are Parents demonstrating “Responsive Parenting” due to the support provided by Key Education Foundation? - continued

● Learnings and Next Steps:

This year, we observed that parents in our program showed strong investment in their child’s learning—engaging regularly in at-home activities and demonstrating greater awareness of educational goals. However, engagement in play-based learning remained low.

While parents value holistic development, many still associate learning with reading and writing, often placing academic pressure on children. This highlights the need to strengthen parent understanding of age-appropriate learning and increase access to open-ended, play-based activities at home.

Improving Evaluation

Our current parenting indicators, though globally relevant, are too broad to track program-specific outcomes. Moving forward, we plan to:

- Align tools more closely with our program components.
- Track parent engagement levels with program inputs.
- Replace control group comparisons with baseline/benchmark tracking, to reflect contextual realities more accurately.



Outcomes FOR STUDENTS

● Student Impact:

We conducted an external evaluation by an independent agency to evaluate the performance of our UKG children who completed the program and entered grade one. The primary objective of the evaluation is to assess whether the EPPE intervention effectively prepares students for Grade 1. This is explored through the following research questions:

1. What has been the impact of quality ECE on children's overall development? What are the areas of holistic growth among children, including cognitive, socio-emotional, and other developmental areas as outlined by the NCF?
2. Are students who undergo two years of quality ECE better prepared for Grade 1 compared to those who do not receive such an intervention? If yes, in what specific ways are they better prepared?

The study evaluated students across seven developmental domains which are referenced from NCF:

● Physical Development

Assesses motor skills, coordination, strength, balance, and dexterity required for daily tasks and active play, focusing on both fine and gross motor control.

● Cognitive Development

Measures reasoning, problem-solving, memory, and critical thinking. It evaluates how well students understand, apply, and synthesize information in various contexts.

● Language Development – Kannada

Evaluates listening, speaking, reading, and writing skills in Kannada, including comprehension, vocabulary, and effective communication.

● Language Development – English

Evaluates listening, speaking, reading, and writing skills in English, including comprehension, vocabulary, and effective communication.

● Social and Emotional Development

Measures students' ability to manage emotions, build relationships, show empathy, and navigate social interactions while demonstrating ethical behavior.

● Aesthetic and Cultural Development

Focuses on nurturing a child's creativity and cultural awareness through their ability to observe and respond to changes in their environment.

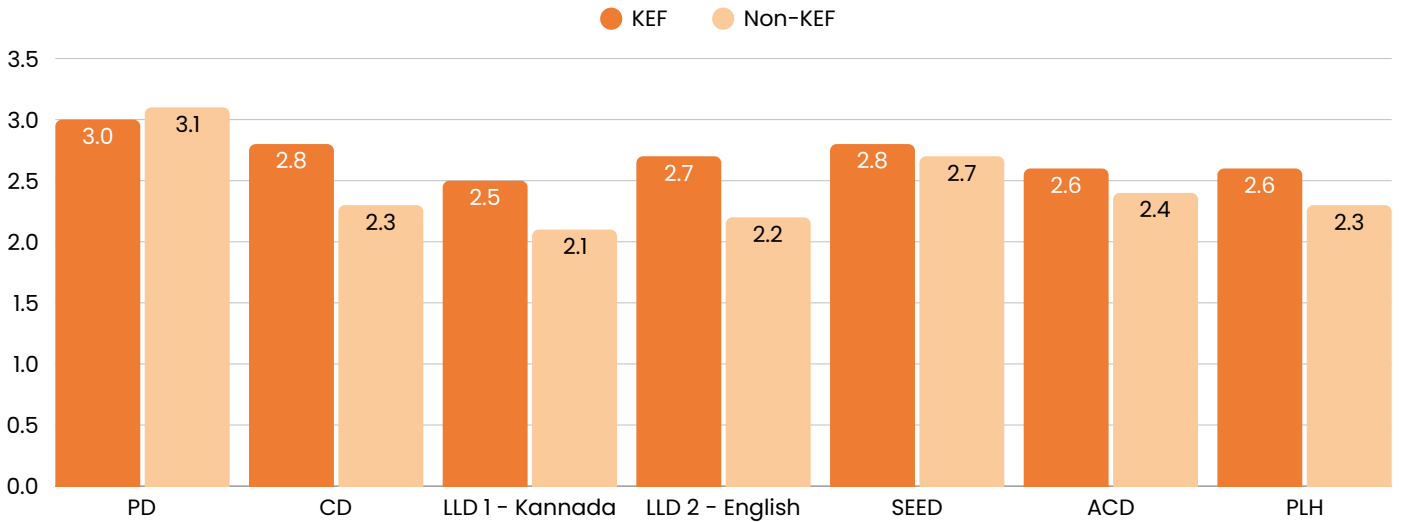
● Approaches to Learning

Looks at students' curiosity, motivation, persistence, and engagement in learning activities, emphasizing a positive attitude toward new challenges.





Mean scores across domains



Overall Performance

In 6 out of 7 domains, KEF students outperform Non-KEF students, particularly in cognitive, language, socio-emotional, and cultural development. These results suggest that the KEF program has a positive impact on a wide range of developmental areas.

Non-KEF students slightly outperform KEF students in physical development, indicating that the interventions provided in the KEF program may not significantly affect this area.

Are children School Ready?

As per the study while our students are performing better, they are still far away from being School Ready.

Group	Sample Size	Grade Ready Students	Percentage of Grade-Ready Students (%)	Girls	Boys
KEF	152	22	14.50%	13	9
Non-KEF	78	1	1.30%	0	1

This table illustrates the comparison between KEF and Non-KEF students in terms of grade readiness. Out of a sample size of 152 students in the KEF group, 22 students (14.5%) are considered grade-ready, with 13 girls and 9 boys achieving this status. In contrast, the Non-KEF group, with a sample size of 78, has only 1 grade-ready student (1.3%), who is a boy. No girls from the Non-KEF group were classified as grade-ready.

The data highlights a significant difference in grade readiness between the two groups, **with the KEF group showing a higher proportion of students meeting the grade readiness criteria, especially among girls.**

[Click here to read the entire report](#)



Program 2

At Scale Parent Engagement Program in Karnataka

Overview

Key Education Foundation in partnership with Samagra Shikshana Karnataka works in the pre-primary classrooms of 300 government schools.

In the academic year 2023-2024, we scaled our parent engagement program, CLAP.

Parent Engagement in the early years is crucial in the overall development and learning of children, unfortunately currently parents due to lack of time, skill and motivation do not take part in the learning of their children. In the efforts toward improving parent engagement KEF launched the **CLAP project to help parents have consistent positive interactions with their children.**

C-L-A-P or Children Learning, Assisted by Parents is a program designed for parents with children aged 3-6 years. CLAP aims to empower parents with the knowledge and assistance they need to create meaningful and joyful learning experiences for their children. It enhances parent-child interactions and foster a love for learning through engaging activities. Along with worksheets, the program offers a diverse collection of activities and videos over a Whatsapp chatbot designed to make learning enjoyable and transform everyday moments into opportunities for growth and exploration.





How CLAP works

CLAP is launched through teachers who play an important role in the launch and implementation of the program throughout the year.

CLAP has two major components - **on-ground** inputs for parents and **chatbot** led engagement throughout the year. Parents are supported through teacher conversations and chatbot engagement to participate and engage with on-ground and chatbot components of the program. Both the components are designed for engagement across one entire academic year in both schools and anganwadis.

On ground component

- Each week, **parents enrolled** in our partner schools or Anganwadi Centers **receive exciting and interactive worksheets** tailored to their child's age and developmental stage.
- These **worksheets are thoughtfully designed** to captivate young imaginations, encourage curiosity, and promote skill development.
- Teachers are given **support through training** and chatbot messages to implement CLAP with ease in their schools.

Chatbot component

- **Core components**
 - Videos for parents
 - Worksheet assistance
- **Additional components**
 - Stories for children,
 - Age appropriate activities promoting parent child interactions along
 - Help and support





At Scale Parent Engagement Program

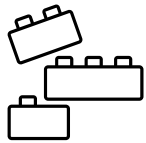
GOALS & OBJECTIVES

TEACHERS

Teachers **encourage parents to take an active part** in their child's learning and development.

Teachers **believe in CLAP playing an important role** towards parent engagement.

PARENTS



Parents **view play as an important medium** of learning.



Parents are able to **create learning opportunities** for their child at home.



Parents engage in/are **invested in the learning** of their child.



Parents are aware about the **holistic development** of children in early years.

REACH

35

Districts

284

Schools

19516

Parents

618

Teachers

19516

Children

At Scale Parent Engagement Program

Program Outcomes

Inputs

1. Each school received the following **CLAP resources**: 1 CLAP poster, two worksheet trackers, and three instructional manuals.
2. Each child received a **set of 24 worksheets**. 1 worksheet sent every week.

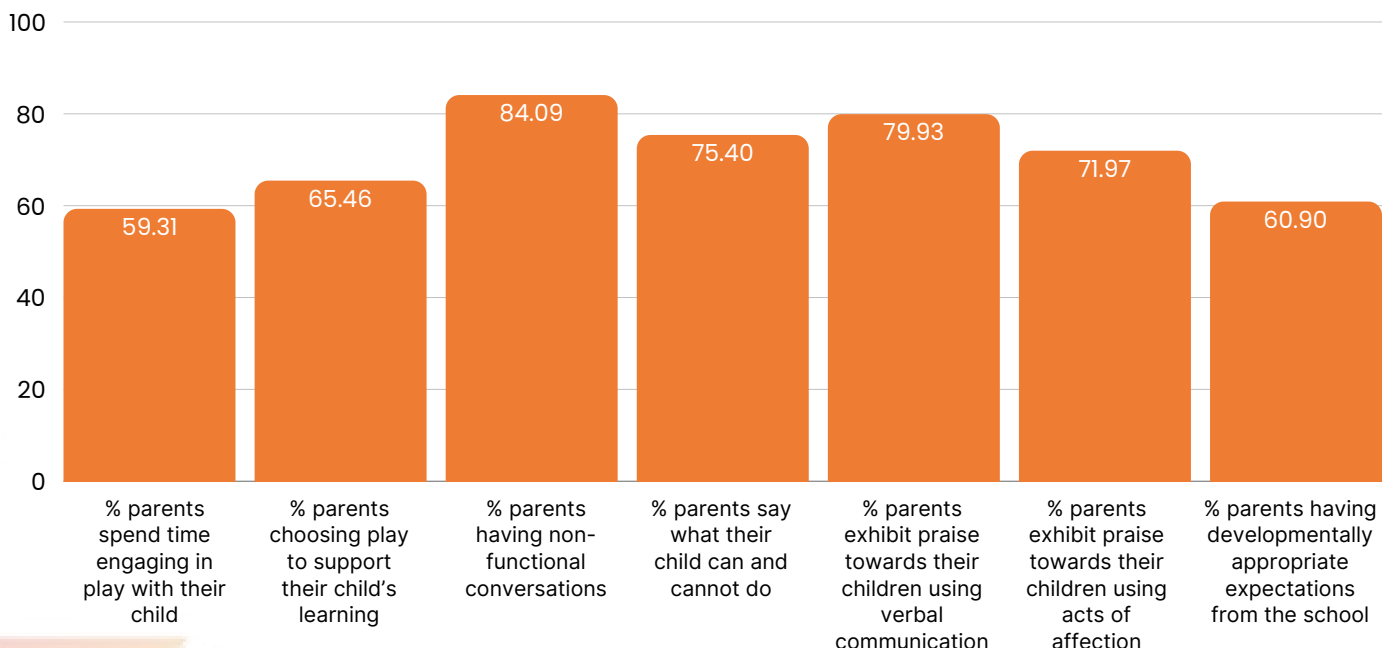
Outputs

1. A total of **65 DIET officials were trained** by the KEF team from 34 districts. The DIET officials then trained the teachers. 97% of the teachers attended the training.
2. Out of 19,171 parents, **13,461 parents have registered on CLAP whatsapp chatbot**. The enrollment rate is 70.2%.
3. The **regular engagement** on each of the components is as follows -
 - a. Physical worksheets - 96%
 - b. Worksheet on chatbot - 38.33%
 - c. Video for parents - 7.36%
 - d. Videos for children - 18.19%

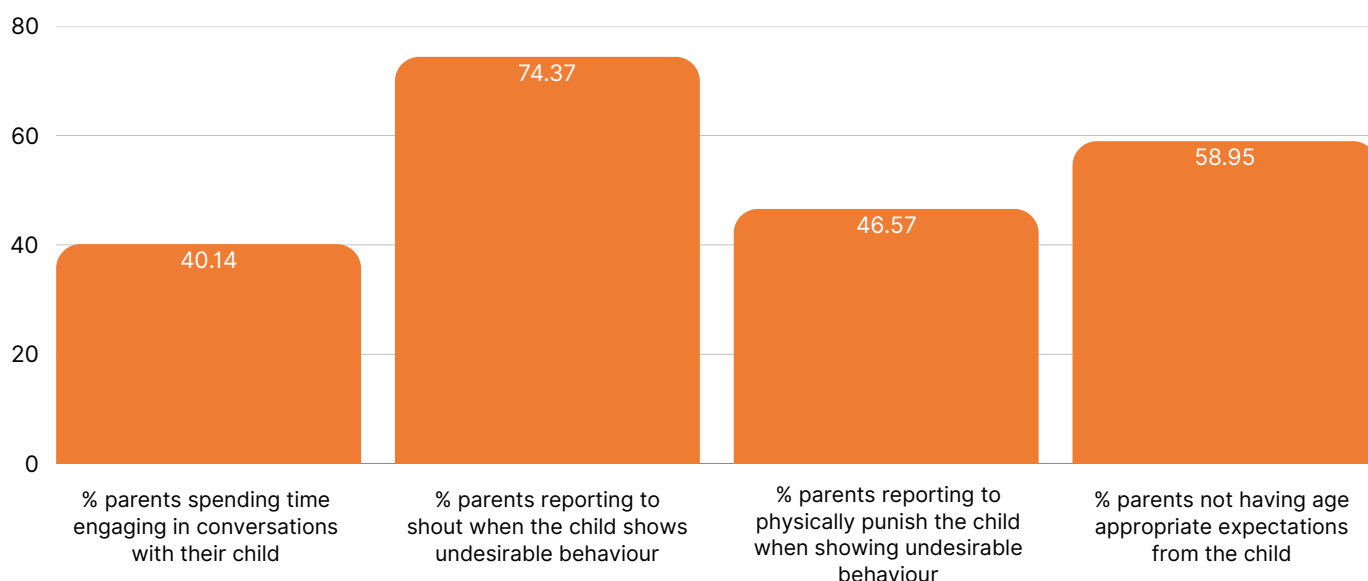
● **Tool Used:** A survey tool was defined based on the responsive parenting behaviours outlined as per an internationally defined 'Nurturing Care Framework' for children between birth to age 8.

● **Sample Size:** 553 parents (3% of the total reach) from 16 different educational districts were surveyed.

● **Result:** Parents are aligned on the following responsive parenting behaviours. Below are the ideal behavior shared by the parents and their percentage:



- **Result:** The following behaviours are non-ideal / not aligned to responsive parenting and signal areas for us to prioritize as we continue our work with parents:



- **Insights and Learnings:**

The registration rate for 23-24 is 12.3% lower than in 22-23. Possible reasons could be:

- Delay in launch - The program was launched only in November, 3 months later than last year.
- All parents new and continuing are expected to register every year. Some parents may have not re-registered for the academic year 23-24.

The physical worksheet return rate is the highest out of all components. Parents and children enjoy doing the worksheets, the physical worksheets act as a weekly reminder for parents to sit together with their child and indulge in completing the activities together.

Engagement with worksheets on the chatbot is lower in comparison to the physical worksheets. The reason for this could be that parents are able to complete the worksheets without support, or some parents often seek help from teachers to do the activities.

Out of the different components of the chatbot, parents and children like videos with stories and activities for children, more than the videos for parents. This could also be because parents find this as a convenient way to engage with their children or view the chatbot to help them access content for children. Parents engage with videos meant for them only when reminders are sent over Whatsapp.



- **Field Visits:** The KEF team visited 6 districts: Bangalore, Vijayanagara, Koppal, Ramanagara, Mysore, and Tumkuru.
- **Objectives of the field visits:**
 - To understand teachers' experiences, challenges, and motivation in using CLAP in the 23-24 academic year.
 - To get feedback and suggestions from teachers about the CLAP WhatsApp platform and worksheets.
 - To conduct surveys to see if parent-teacher interactions improved or became more frequent.
 - The survey also assessed teacher support for CLAP use among parents
 - The survey checked teachers' beliefs and practices regarding the CLAP WhatsApp parent engagement program.



- **Highlights:**
 - The CLAP program has improved relationships between teachers, parents, and schools.
 - Parents trust the school more and talk to teachers about their child's learning and development
 - Teachers think involving parents in their child's learning is a good idea, and CLAP helps with this.
 - Parents say CLAP activities help their children learn concepts like colours, animal names, etc.
 - The headmasters of KPS schools want to register and explore the various components present on CLAP WhatsApp.



● Learnings:

- We observed that CLAP resources like posters and instruction manuals were not displayed during the parents session.
- Teachers need more support in conducting the parents session.
- Parents participation was low at rural part of Karnataka as most of the parents are farmers and daily wage worker
- We observed that despite of the having smart phone they were not able registered on CLAP due to lack of technical knowledge

● Teacher testimonial:

CLAP is a great program which is fun, interesting and enjoyable for children. Parents get an opportunity to spend time with children and help them learn. Mainly, children learn with active interest. By watching videos and completing worksheets with parents, they are introduced to new words.

They also learn about different colours through colouring activities. It won't be wrong to say CLAP is acting like a friend to children. I would like to say that CLAP is doing its job effectively!

Teacher, KPS School, Sagara Yadgiri District



Program 3

Adarsh Anganwadi Project in Madhya Pradesh

Overview

Chhatarpur is one of the 112 Aspirational Districts in India and among the eight identified in Madhya Pradesh. **The district has prioritized Early Childhood Education (ECE) as a key focus area for improvement.** The Adarsh Anganwadi Program (AAP) aims to **enhance the quality of ECE through structured interventions** towards enriching the learning space, capacity building of Anganwadi workers (AWW), and empowering parents in creating playful learning for their children at home.

The ECE landscape in Chhatarpur required urgent intervention due to the lack of structured play-based learning, low teacher preparedness, and minimal parental engagement. **By working with Anganwadi workers and parents, this initiative ensures that children receive developmentally appropriate learning experiences in their formative years.**





Adarsh Anganwadi Project

GOALS & OBJECTIVES

TEACHERS

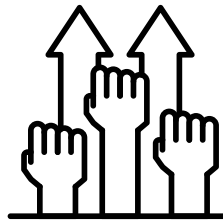


Establish **50 model Anganwadis** that implement a holistic ECE program to ensure school readiness for children.



Develop scalable best practices in **classroom instruction** and **parent engagement**.

STAKEHOLDERS



Strengthen the **capacity of district-level stakeholders** to sustain high-quality ECE in Anganwadis.

REACH

50
Centres

1200
Children

1200
Parents

50
Anganwadi
workers

68
WCD Officials



Outcome For Teachers

● Inputs & Outputs

1. **Training:** 22 hours of in-service training for 50 Anganwadi Workers (AWWs) and Helpers covering pedagogy, classroom practices, and stakeholder management. An average of 92% attendance from both groups in their respective training sessions.
2. **Coaching & Feedback:** Monthly visits and classroom observations followed by coaching conversations were provided to the worker and helpers. 500 observations were conducted throughout the year.
3. **Classroom Resources:** Classroom resources such as flash cards, story cards and other Teaching Learning materials were provided to each Anganwadi.





Indicator 1: Anganwadi Workers use developmentally appropriate practices in their centers

- **Tool used: Classroom Observation Tool:** Assesses teacher-child interaction and activity implementation.
- **About the tool:** This tool covered 7 sections ranging from use of curriculum materials and activities, teacher-child interaction, positive behavior management and metadata.
 - Each section consists of indicators to be marked based on the observation.
 - This tool has been developed in-house by Key Education Foundation.

The tool provides an overview of the interaction of the Anganwadi worker (AWW) with the children and the learning environment of the Anganwadi Centre (AWC). It also captures the activities and processes inside the centres and provides insights on how it can be improved.

[Click here to access the tool](#)

- **Methodology:** As per the defined methodology, centres were observed on a monthly basis and worker actions were tracked and measured.
- **Sample Size:** All 50 Anganwadis under the program (Test Group). Total number of observations conducted - 500.

Anganwadi Worker Classroom Observation Indicators	% of AWW
% of Anganwadis opening on time	85.7%
% of Anganwadi Workers following 3 hours prescribed instructional time	51%
On average % of AWWs using TLMs for classroom activities	51%
% of AWWs creating and following monthly and weekly plans	81.6%
% of AWWs who created Learning Corners	27%
% of AWW creating positive learning space for the children	75%
% of AWW updating weekly CLAP worksheet tracker	79.6%
% of Anganwadi Helpers supporting AWW in conducting ECE activities in the classroom	40%

All our Anganwadis are following the Developmentally appropriate practices and are reaching the target goals.



● Learnings and Insights:

- 85.7% of Anganwadis are opening on time, indicating strong adherence to operational guidelines. However, ensuring consistency across all centers is still an area for improvement.
- Only 51% of AWWs are delivering the full 3-hour prescribed instructional time, suggesting the need for further support in time management and activity structuring.
- While 51% of AWWs are using TLMs for classroom activities, this percentage should be improved to ensure more interactive and play-based learning.
- 81.6% of AWWs are creating and following monthly and weekly plans, reflecting a well-structured approach to lesson delivery. Ensuring the translation of plans into effective classroom practices remains key.
- Only 27% of AWWs have set up dedicated learning corners, highlighting a critical gap in creating engaging learning environments for children. Focused efforts are needed to increase this number.
- 75% of AWWs are fostering positive learning spaces, suggesting that teacher training and behavioural nudges are having a positive impact.
- 79.6% of AWWs are consistently updating CLAP worksheets, indicating active participation in tracking and improving classroom practices.
- Only 40% of Anganwadi Helpers are supporting ECE activities, indicating a need for additional training and engagement strategies to leverage their role more effectively.

Indicator 2: Anganwadi Workers have the required knowledge to conduct developmentally appropriate practices

● Tool Used: End-of-Year (EoY) Teacher Assessment Tool

● About the tool:

This tool consists of questions to gauge the understanding, skills, and knowledge of the Anganwadi workers related to ECE.

- The Anganwadi workers were provided the questions and they marked the answers themselves.
- This tool has been developed in-house and designed based on the KEF TPD framework, which includes questions on 3 levels of Bloom's Taxonomy.
- This tool tests the understanding of the Anganwadi workers in 3 domains, Knowledge & Pedagogy, Teaching Practices and Stakeholder Management.

[Click here to access the tool](#)

● Sample Size:

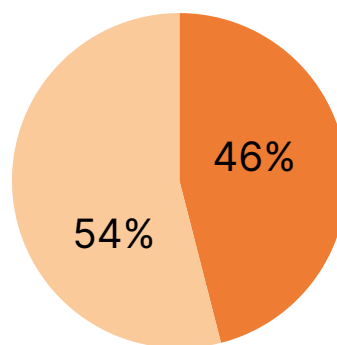
- All 50 Angwadis under the program (Test Group).
- 23 Angwadis who were not a part of the program (Control Group).

● Results:

- **Worker Knowledge:** The number of Anganwadi worker scoring 60% or more in test group is 46 while in the test group it is only 17%.

Knowledge and Pedagogy

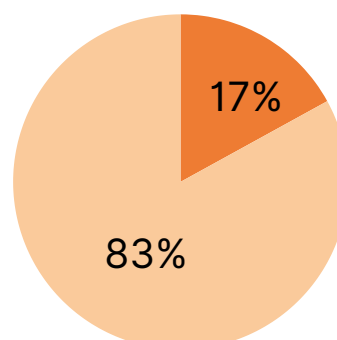
- % of participants above 60%
- % of participants b/w 30%-60%



Data from the test group

Knowledge and Pedagogy

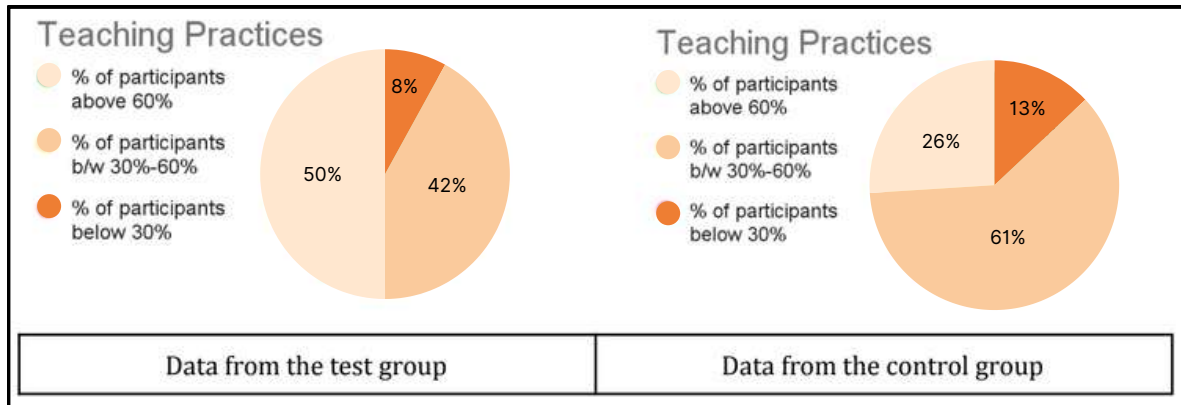
- % of participants above 60%
- % of participants b/w 30%-60%



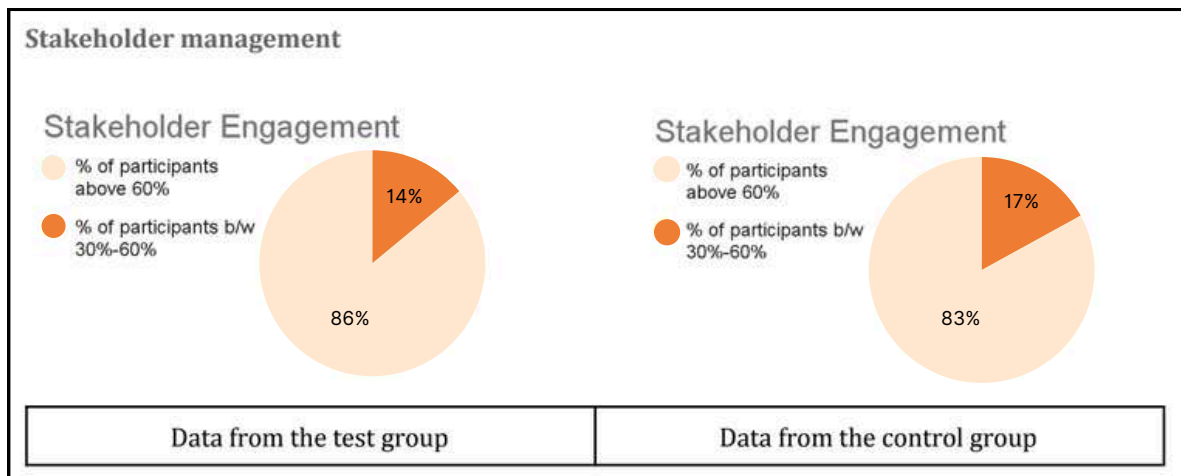
Data from the control group

Results:

- **Teaching Practices:** About half of the test group Anganwadi Workers scored more than 60% compared to only 26% of the control group.



- **Stakeholder Management:** The test group and control group scored almost the same in the criteria.



Domain Wise Scores:

Topics	Test 2023- 24	Control 2023-24
1. Learning in the early years	69.2%	67.4%
2. Cognitive development	27.0%	28.3%
3. Language development	58.1%	44.3%
4. Creativity and curiosity	66.0%	60.9%
5. Social and Emotional Learning	39.3%	36.2%
6. Storytelling	32.0%	34.8%
7. Routine and centre management	68.8%	60.1%

8. Assessment in the early years	56.0%	52.2%
9. Lesson planning	61.0%	53.3%
10. Parent engagement	84.0%	78.3%
11. Role of AWW	80.8%	82.6%

● Tool 2 used: Mindset Assessment Tool

● About the tool:

This tool assesses 4 mindsets essential of early educators to deliver developmentally appropriate practices in the classroom, which are:

- Anganwadi worker believes in play-based teaching and learning practices
- Anganwadi worker operates with age-appropriate expectations for children
- Anganwadi worker believes in positive adult-child interaction
- Anganwadi worker values her role as an educator

The tool was developed by KEF based on papers published by the Frameworks Institute on Mindshift Shifts.

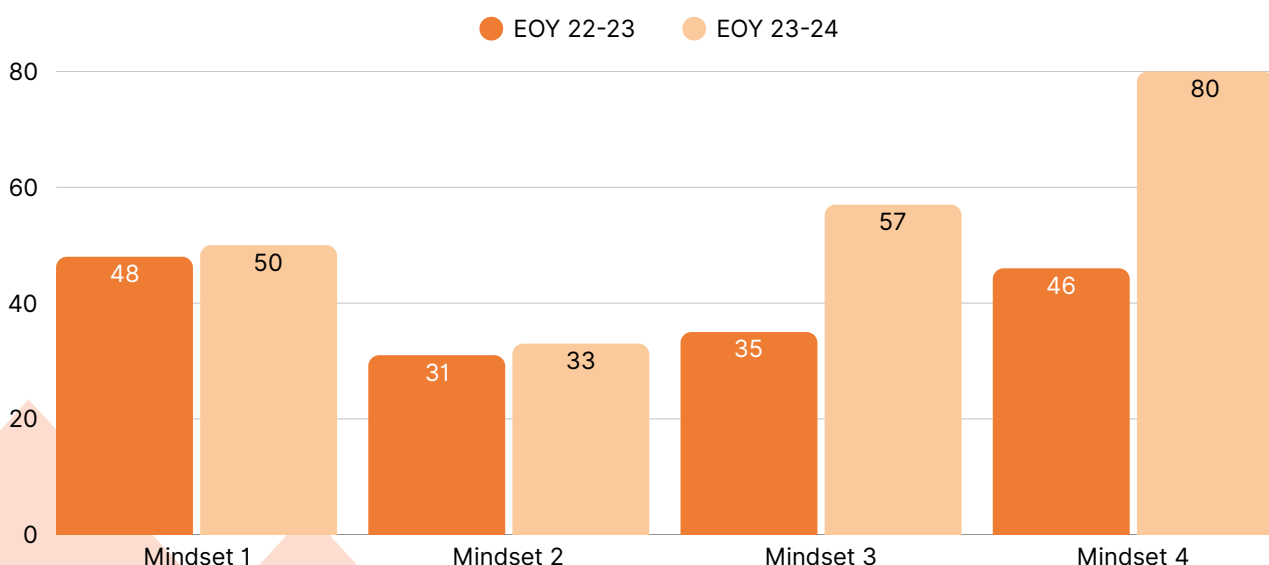
These tools measure the availability and salience of mindsets in teachers and compare it with the benchmark to evaluate the shift that happens.

[Click here to access the tool](#)

● Sample Size: 36 Anganwadi workers from the test group took the mindset Assessment

● Survey Results: The survey results were compared to the survey results from end of year 2022-23 results and the benchmark

● Mindset change as compared to 2022-23

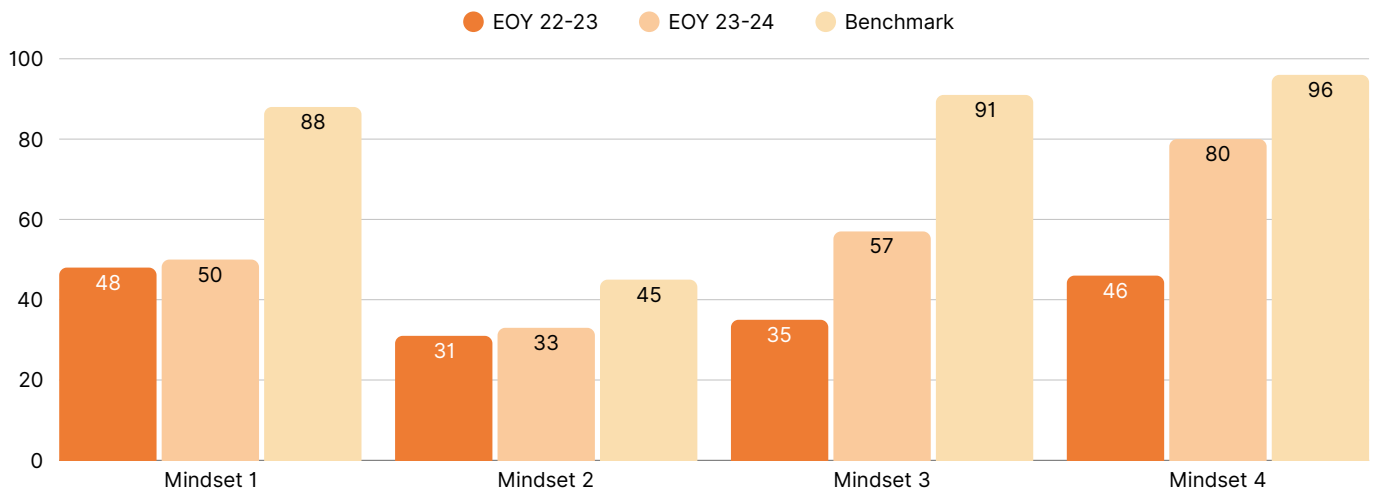


Mindset 3 and 4 has seen the largest improvement from the previous year.

This also correlates with the monthly observation and specific efforts and nudges given in this quarter to the AWWs - We focused our weekly and monthly WhatsApp engagement and encouragement on:

- Monthly & Weekly planning
- Following the ECE routine
- Positive teacher-child interactions

● Mindset change as compared to benchmark:



The necessary inputs and program design would be integrated to reach the benchmark Mindset score in 2024-25.

● Learnings and Insights:

- **Training Impact:** A significant number of Anganwadi Workers (AWWs) in the intervention group scored above 60% in pedagogy and teaching, showing the effectiveness of training and coaching.
- **Areas for Improvement:** While teaching knowledge improved, lesson planning and structured assessments had lower scores, highlighting the need for focused interventions.
- **Stakeholder Engagement:** Both test and control groups performed well in engaging parents and the community, likely due to existing mandates and social expectations.
- **Impact of New Inductees:** The presence of newly inducted AWWs lowered overall scores, emphasizing the need for structured induction programs to ensure consistent teacher readiness.
- **Sustaining Change:** Teachers in the intervention group adopted play-based learning and child-centric approaches, but ongoing reinforcement through coaching and WhatsApp nudges is necessary.



Outcomes

FOR PARENTS

● Inputs & Outputs

- **Parent Engagement Sessions:** 8 Bal Choupal sessions conducted, averaging 61% attendance. AWW were provided with Bal Choupal flipbook posters to make the sessions more interactive.
- Parents received 24 worksheets, Chatbot support and helping hands videos as part of the program. [Click here to access the tool](#) provided with support to get registered on the CLAP

● **Tool used:** Responsive Parenting tool.

● Methodology:

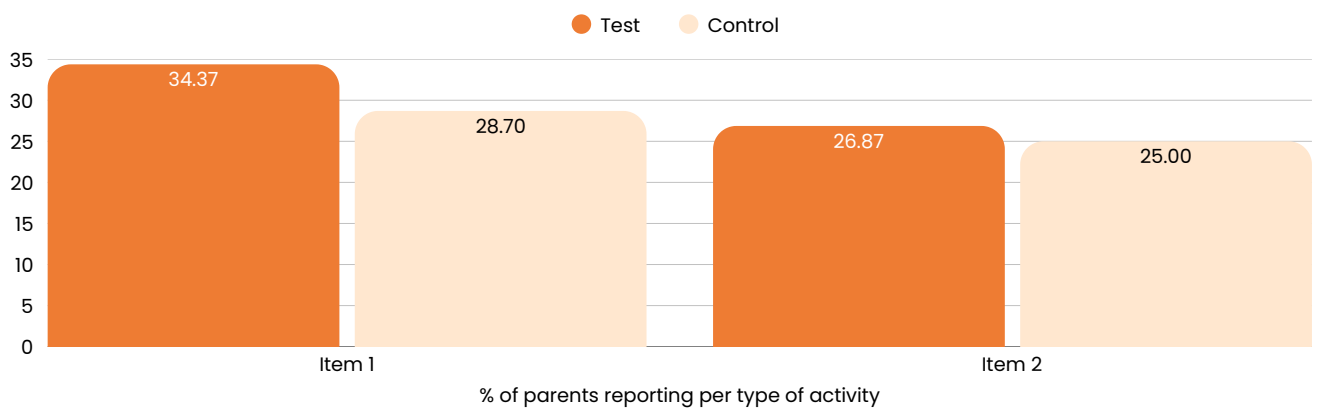
- Parent Engagement outcomes were measured via a questionnaire which was conducted in person with the parents.
- The tool employs qualitative method of analysis and feedback is gathered as evidence to support the data where possible.
- A test v/s control method was applied at the end of the year where parents from the KEF program were tested on the end of year assessment tool and compared with a group of parents who did not go through the program to check for impact.

● Sample Size:

- 6 -7 parents from each Anganwadi center were taken as samples for conducting the EoY parents assessment. 25 AWCs from the test and 25 AWCs from the control group were considered for the assessment.
- 160 parents in Test group and 150 parents in the control group were a part of the survey.

● Indicator 1: Do parents spend time with their children engaging in one or more kinds of play regularly?

Play Activities and Conversations

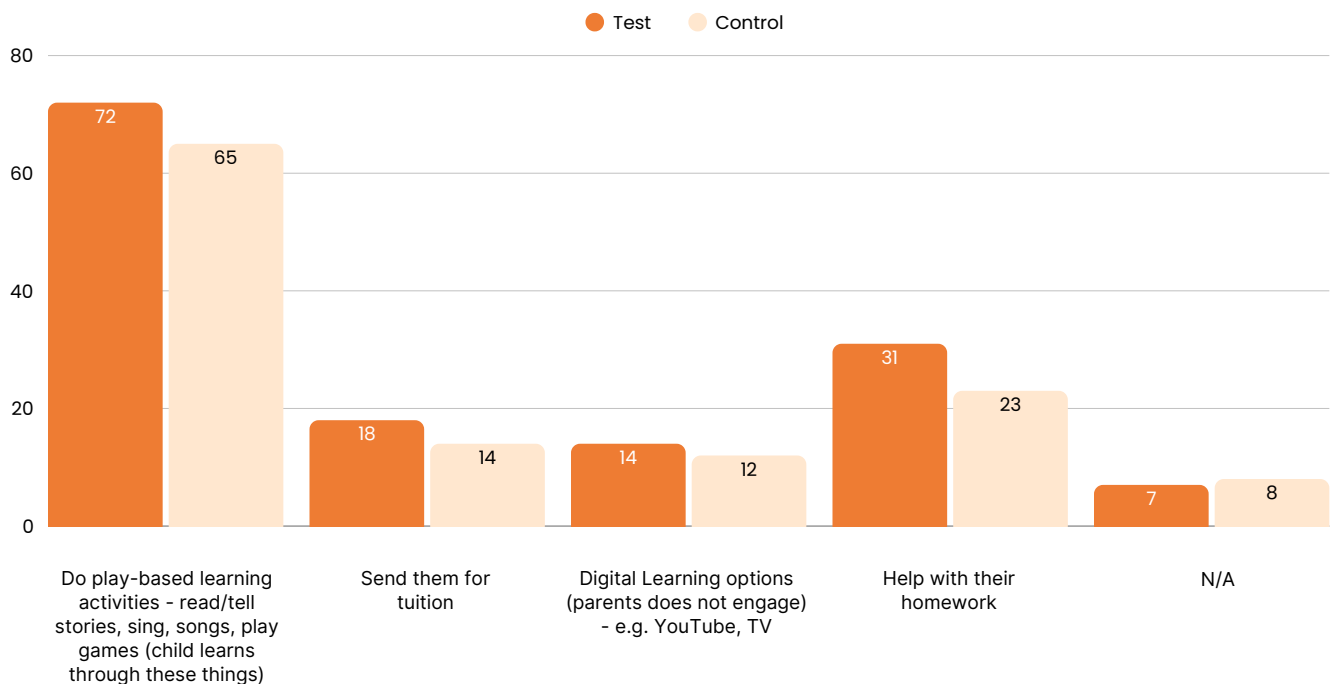


Indicator 2: Do parents spend time conducting learning activities with the child

% of parents who report play-based learning out of the total

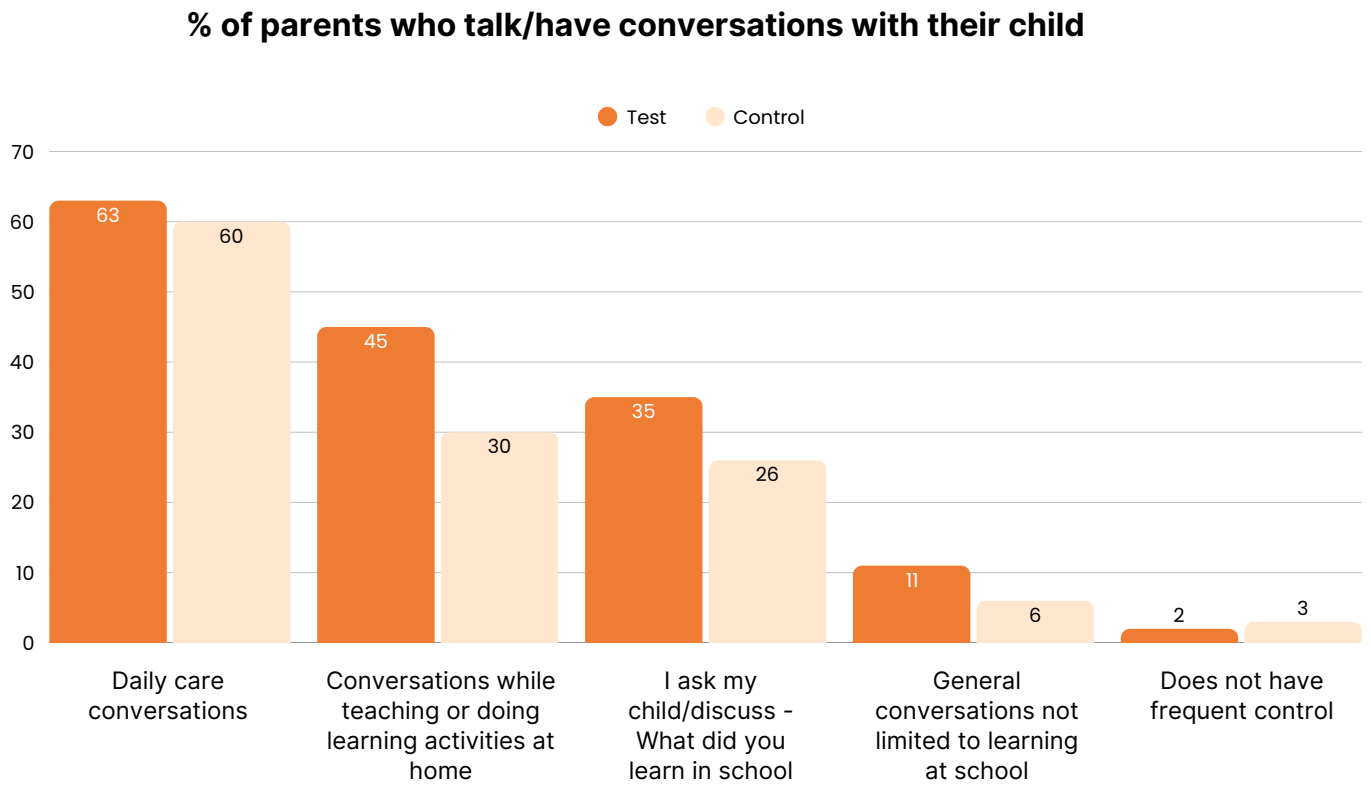


Type of engagement parents have with their children (%)



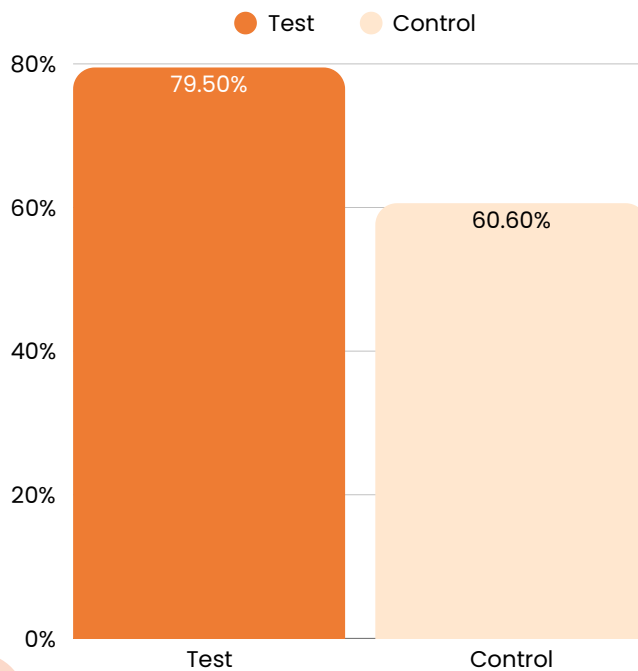
A combination of the BalChoupal, recurring reminders from AW on importance of play and the parent engagement worksheets has positively impacted the test group of parents to engage regularly in play based activities.

Indicator 3: Do parents talk/have conversations with their children every day?

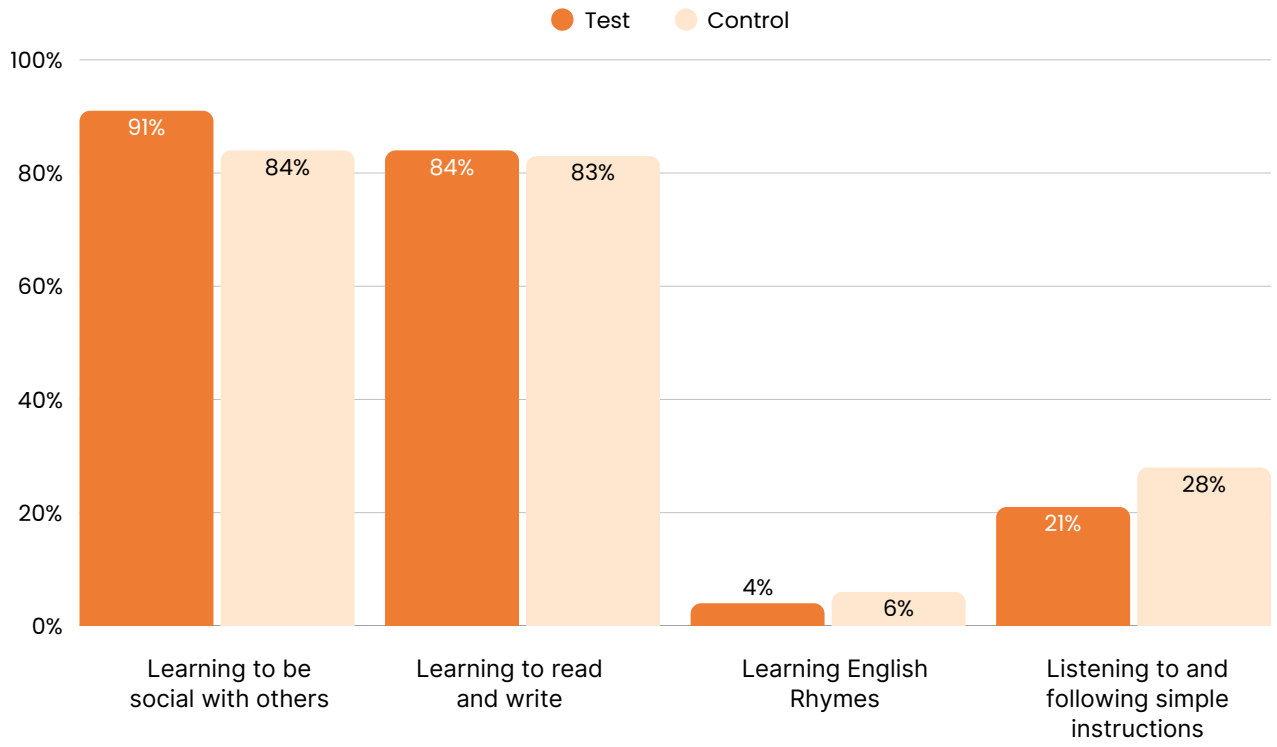


Indicator 4: Are parents able to describe what their child can / cannot do?

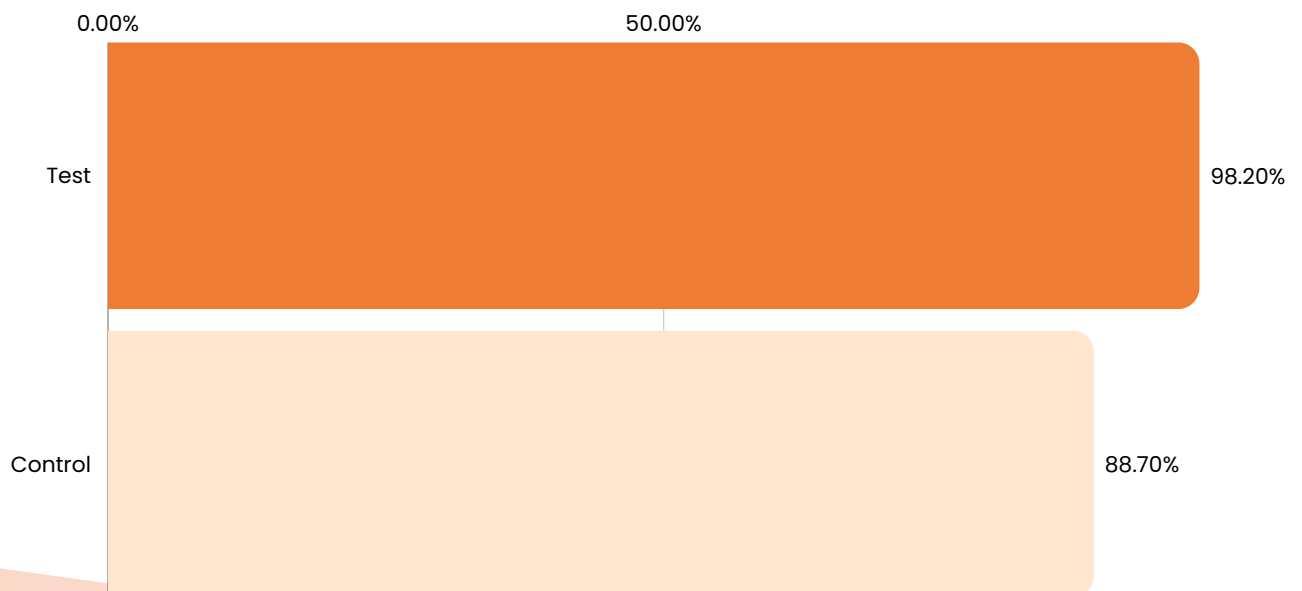
% of parents who describe what their child can/cannot do



Indicator 5: Are parents' expectations of the child developmentally appropriate?



Indicator 6: Are parents aware of the consequences of negative behaviour toward the child and attempts to make better choices?





Even after inputs and interventions, it seems that corporal punishment, shouting/scolding and threatening the child seems like very normal actions. It was also seen during the assessments that it was spoken with much ease. We would need to focus on Bal Choupal and CLAP worksheets to address this issue.

● Learnings and Insights:

- It can be inferred that **parents still resort to punishments, scolding and shouting as normal practices rather than positive actions** and it has come up in the conversations while doing the assessments.
- It is noted that a high percentage of parents in both the test (**23.5%**) and control (**31.9%**) think that a **physical gift is needed to praise or show affection** to the children.
- Parents understand that it might not be age appropriate for the children to learn/memorize English rhymes.
- With families getting smaller, parents are inherently spending time with their children irrespective of any intervention. We can however say that CLAP is impacting the quality of playtime where parents in the test group take a more participative approach to play.

Outcomes FOR STUDENTS

● Tool used:

AIM-ECD is composed of two tools for assessing ECD:

- The Direct Assessment or DA is focused on working directly with children.
- The Caregiver Report or CR is focused on asking the parent or caregiver of the child a series of questions about the child.

Because we only focused on understanding the outcomes from a child, we used only the DA tool.

● Methodology:

The Direct Assessment is administered to children aged 4 to 6 years old and contains 14 subtasks across the four domains: Early Literacy, Early Numeracy, Executive Functioning and Social Emotional. The administration typically takes 15-20 minutes to complete each assessment.

● Sample Size:

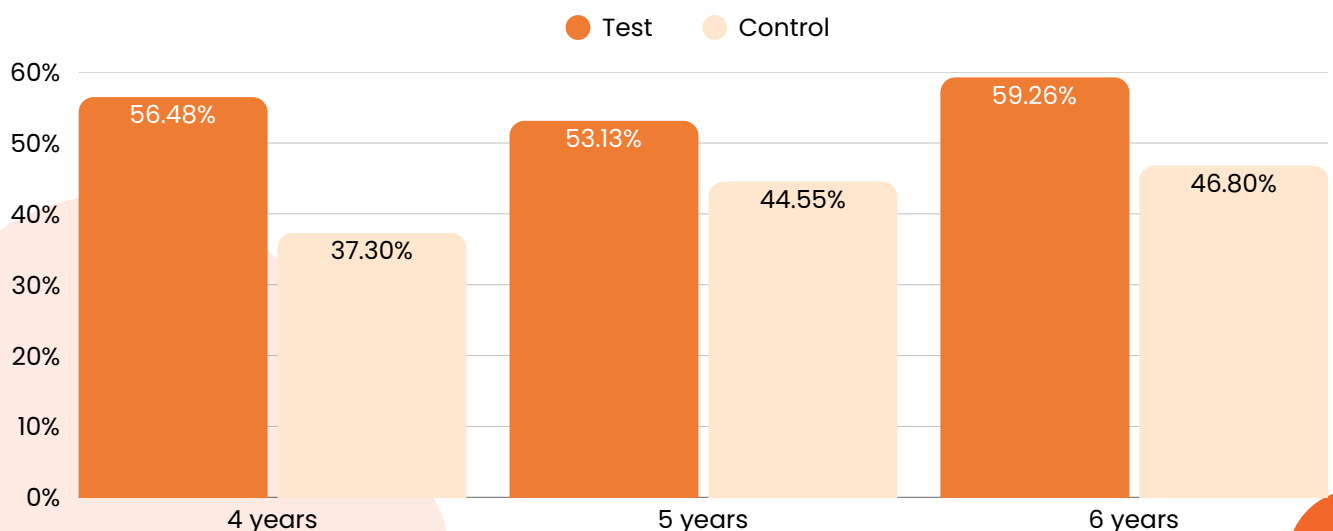
Test Group: 200, from 25 Anganwadis covering 8-10 children in each Angnawadi (4 Boys and 4 Girls)

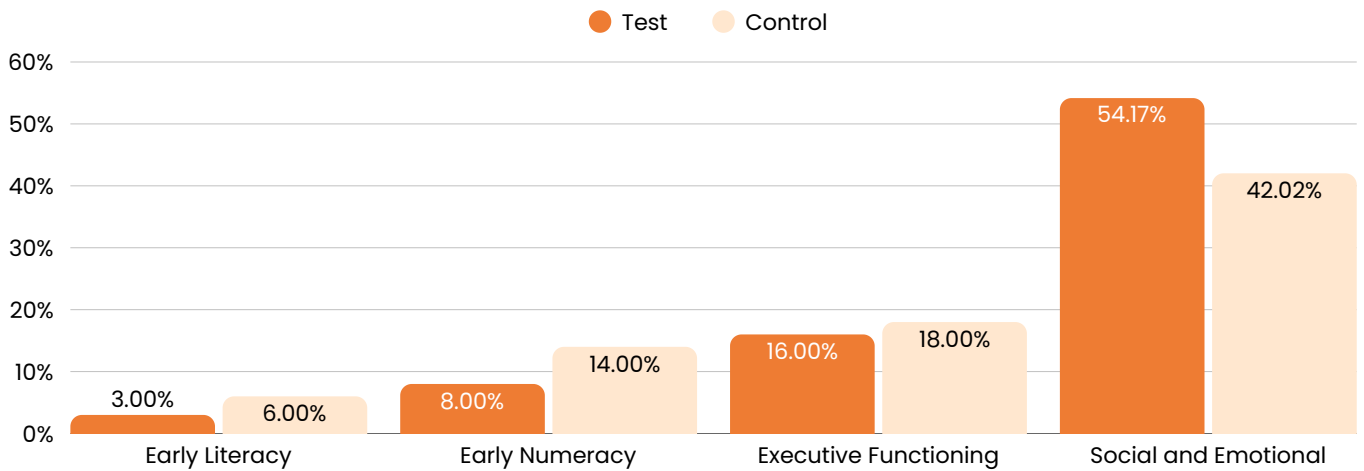
Control group: 200 from 25 Anganwadis covering 8-10 children in each Anganwadi (4 Boys and 4 Girls)

● Results:

Average Score: Age Wise Performance of test and Control Group.

Average Scores - Age-wise Performance



Average Score: Age and Domain Wise of test and Control Group**Average Scores - Domain Wise - Age 6**

● **Learning and Insights:**

- The test group performs better than the control group across all age groups. However, the proficiency of the test group of students at age 6 is still at 60% approx. Ideally we should push for children to be at 70%+ on average to say they have achieved age appropriate outcomes and are ready for grade 1.
- An interesting observation is that children at age 4 in the test group are already close to the age 6 outcomes and we can say with certainty that this group will achieve most age-appropriate outcomes by age 6.
- We also realize that differentiated teaching for children ages 5-6 can significantly push their outcomes in some areas like literacy, where they performed poorly on sound identification, name writing, etc.
- Children consistently perform well on early numeracy and this points to the curriculum being strong in this area.





Program 4

School Readiness Program in Affordable Private Schools

Overview

The School Readiness program (SRP) follows a holistic three-pronged approach for affordable private school pre-primary classrooms. The program ensures collective action by empowering the three main stakeholders in a child's life: the schools, the teachers, and the parents.

The three components of SRP are:

- Pedagogy and Curriculum
- Teacher Professional Development
- Parent Engagement





Program GOALS & OBJECTIVES

TEACHERS

80%

of teachers have the **broad set of knowledge and skills necessary to implement play based ECE.**



Teachers show a positive shift in their beliefs and mindsets towards early learning.

80%

of teachers **follow Developmentally Appropriate Practices** in the Classroom.

PARENTS



Increased awareness of the parent on holistic development in the early years.



Improved quality of parent-child, and parent-school interactions.

STUDENTS

90%

of children **achieve age appropriate developmental outcomes.**



Program **GOALS & OBJECTIVES**

REACH

39

Schools

2676

Children

111

Teachers

2676

Parents





Outcomes FOR TEACHERS

● Inputs:

- A Curriculum set of 6 books is provided for every child including classwork books, practice book and an development assessment booklet.
- All schools received a kit TLM Kit includes 60+ materials to facilitate play-based pedagogy in classrooms].
- Each teacher was provided with a teacher handbook consisting of daily lesson plans designed to support daily routines in ECE classrooms.
- All teachers received 30 hours of Induction training with an attendance rate of 85.18%.
- All teachers received 12 hours of in-service training, with an attendance rate of 75.45%.
- Teachers were also provided with a comprehensive teacher training App called “KeyEd”. 100% of teachers registered on the app and an average completion rate of 58.9%.

Indicator 1: Teachers follow developmentally appropriate practices in the classroom.

- **Tool Used:** This tool assesses the growth of teachers’ skills in bringing developmentally appropriate practices (DAP) into the classroom.

● About the Tool:

- This tool covers 7 strands ranging from use of curriculum materials and activities, teacher-child interaction, positive behaviour management etc.
- Each strand is graded on a 4-point scale by the observer.
- This tool has been developed in-house by Key Education Foundation and has been reviewed by experts from Azim Premji Foundation.
- The tool provides an average snapshot of where teachers lie in each strand after a given period of program evaluation and supports decision making for areas of improvement at a per-teacher as well as program level.



- **Sample Size:** 111 teachers
- **Total Observations done over 9 months:** 547

The average classroom observation score for all teachers at the beginning of the year was compared to the score at the End of the year. There is a positive percentage shift across all strand. The top three strands that showed improvement were - Classroom routines, Execution of lesson plan, Using activities and materials. This could be mainly because these three were the coaching focus for the team.

- **Learnings and Next Steps:**

Even though we have seen 30% of teachers improve their classroom practices, we still see the majority of our teachers struggling to go above three on the rubric despite having 5 observations on an average. This makes us question if there are other factors like a classroom environment and ideal teacher student ratio that influences these scores in an Affordable Private School setting.

To solve this, in 2024, we have created an infrastructure guidelines document that has been shared with the school leaders for the upcoming year. We have also introduced an early educator reflection rubric to the teachers during training so that teachers are able to understand teacher expectations and improve classroom practices.





● **Indicator 2 : Teachers have essential Knowledge to be an excellent Early Childhood Educator.**

Tool used: Teacher Assessment Questions

● **About the tool:**

This tool assesses the knowledge of an early years teacher across 11 ECE topics which teachers are trained on, like, learning in the early years, cognitive development, play in the early years, parent engagement, etc

This tool was developed by KEF aligned with the KEF TPD framework and includes questions on 3 levels of Bloom's Taxonomy.

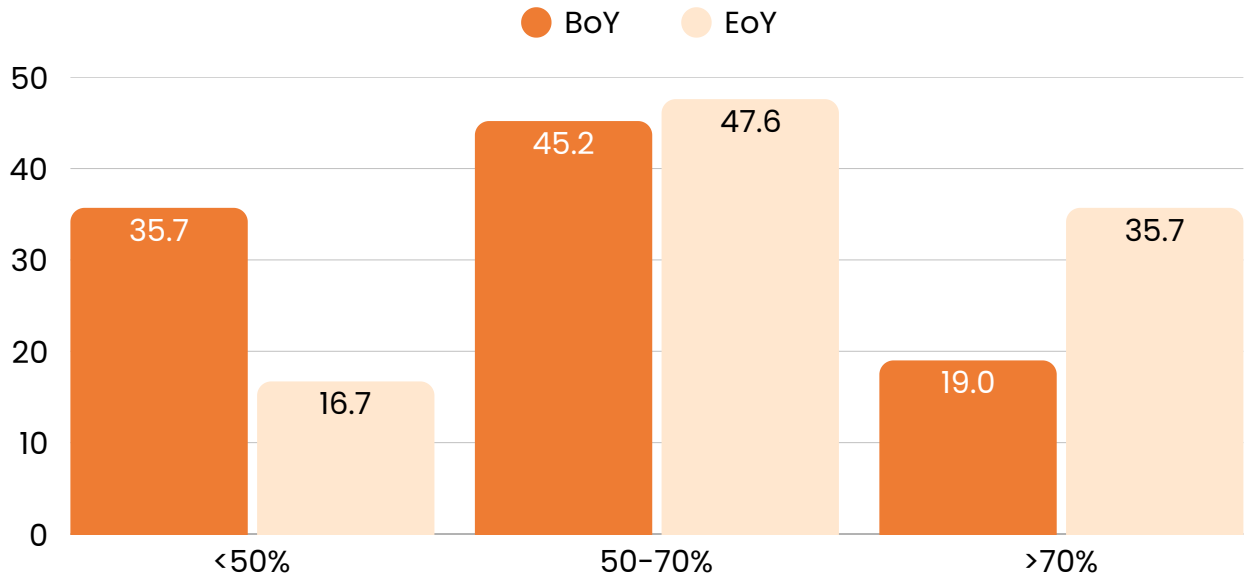
As per this assessment, any teacher scoring > 70% is considered to be equipped with the required knowledge of ECE.

● **Sample Size:** 111 teachers

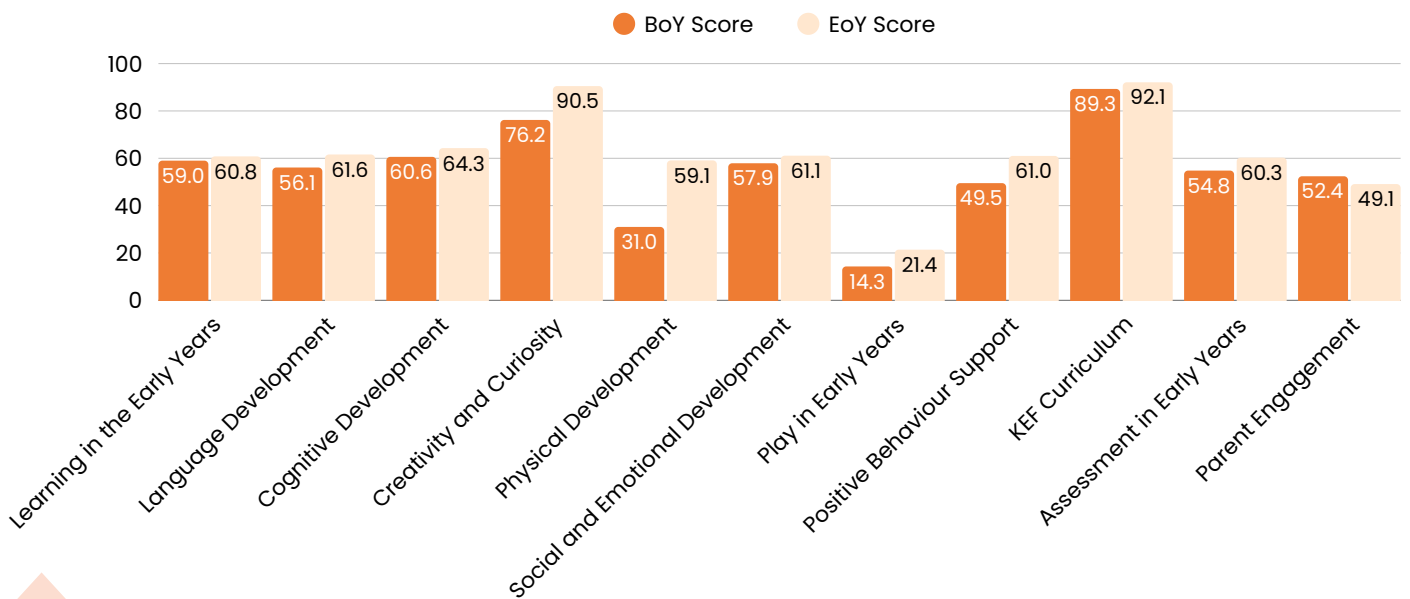
- 102 teachers took the assessment at the Beginning of the year (BoY).
- 83 teachers took the assessment at the End of the year (EoY).

Assessment was conducted at the Beginning of the Year and the End of Year.

~15% of teachers have shown an improvement in their score from BoY to EoY



Teachers have achieved the highest score in KEF curriculum and creativity, and the lowest score in Play (in the early years)





Learnings and Next Steps:

- 35% of teachers appeared to achieve the threshold in their knowledge on ECE and there is an improvement in the teachers' assessment scores from BoY to EoY.
- The maximum improvement was seen in KEF Curriculum. This could mainly be because teachers use it regularly and are familiar with it. We also see that at BoY, the teacher scores were high in this domain. This makes us realise that the shift in scores for this domain needs to be tested only for new teachers and EOY scores from the previous year for continuing teachers shouldn't be considered as BoY.
- The scores for Play in the Early Years was the least despite being trained on this during In Service Training.. This questions if teachers are able to retain information till the end of year and should coaching priorities after a training be relooked.
- The timeline at which the assessment is administered needs to be relooked at. We generally conduct the assessment at a time when teachers are also busy with end of academic year activities. Therefore this year, we need to discuss and see if the assessment needs to be administered at a different timeline.





Outcomes

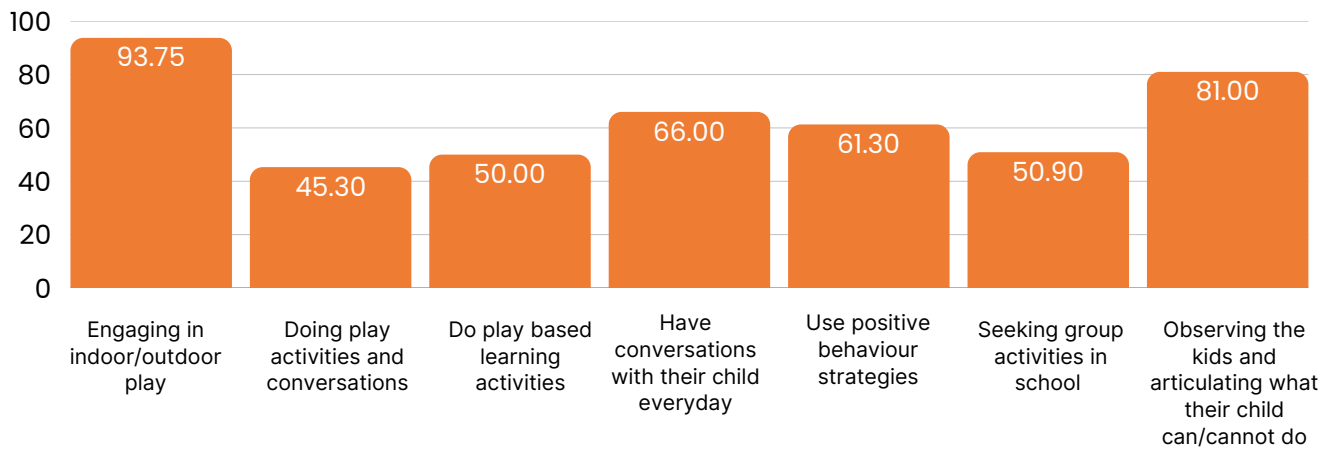
FOR PARENTS

Indicator: Are Parents demonstrating “Responsive Parenting” due to the support provided by Key Education Foundation?

- **Tool Used:** A survey tool was defined based on the responsive parenting behaviours outlined as per an internationally defined ‘Nurturing Care Framework’ for children between birth to age 8. Assessors were trained on conducting the survey and effectively supervised to ensure integrity of responses were maintained.
- **Sample size:**
 - A 10% sample set of UKG parents (106 parents) were selected from our partner schools.
 - 91 mothers, 13 fathers, 1 aunt and 1 uncle were part of this survey.
 - These parents were engaged for a minimum of 2 years in the program.

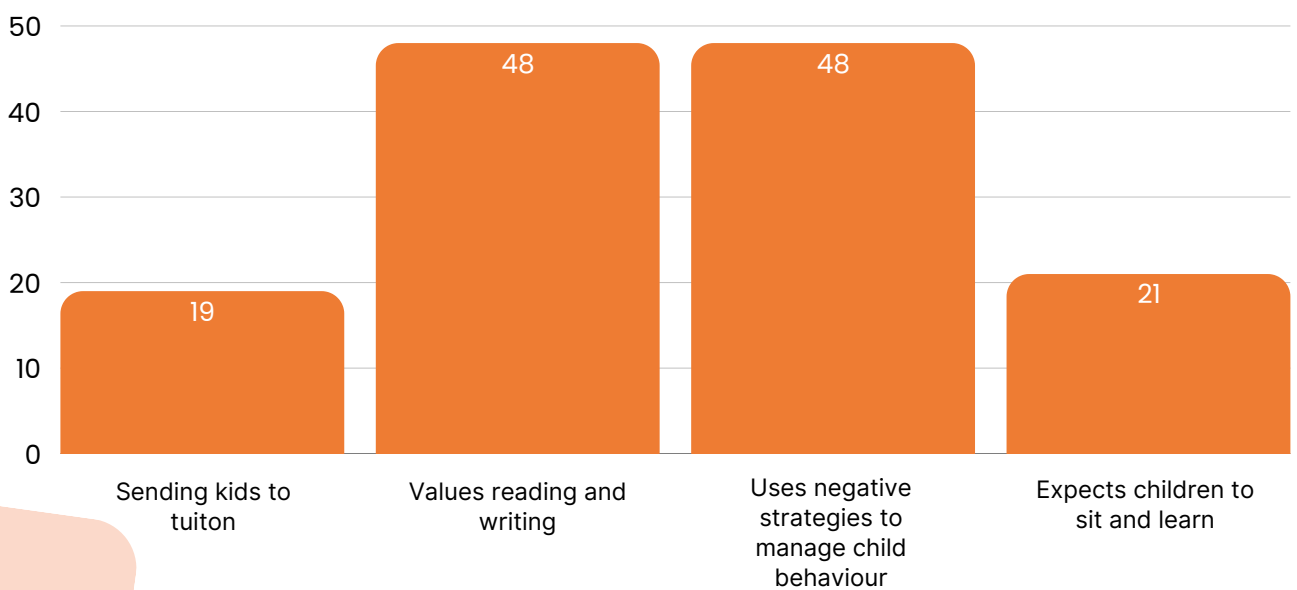
● **Percentage of parents that demonstrate responsive parenting practices**

At least 50% parents tend to demonstrate most of the desirable responsive parenting practices



● **Percentage of parents that demonstrate undesirable parenting practices**

It is concerning to see that parents exhibit the below undesirable parenting practices

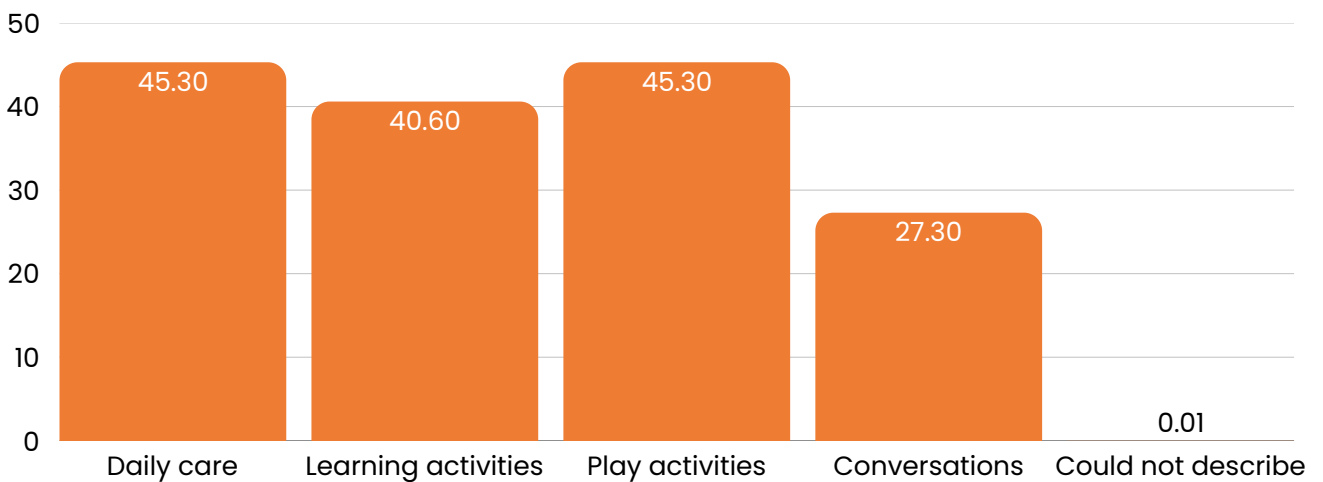


There are still certain behavior and practices in a high percentage of parents which require changes and is undesirable.

Responsive Parenting Indicators:

- **Responsive Parenting Outcome 1** - Parent spends time with their child engaging in one or more kinds of play regularly.
 - **100% of parents spend at least 2-3 times in a week with their children**

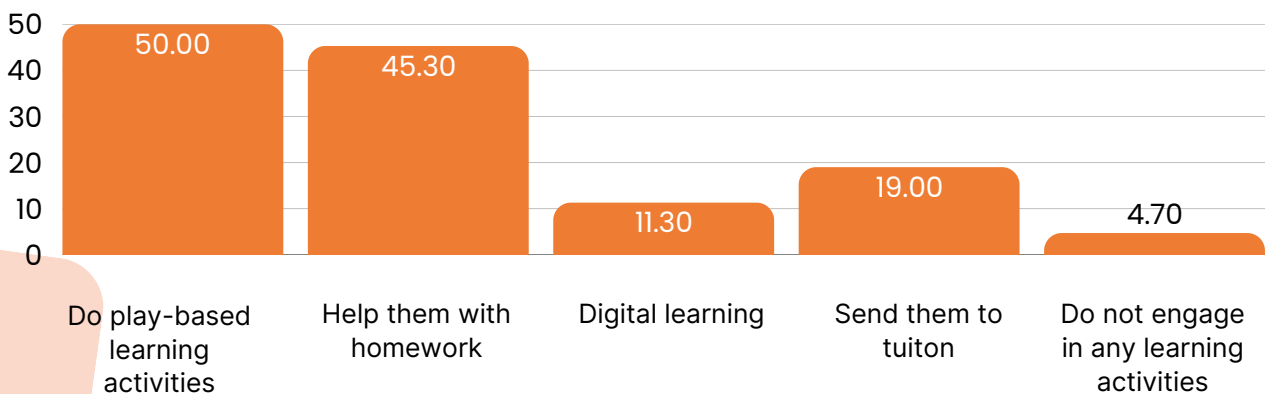
Parents show high involvement in daily care and play activities



- **Responsive Parenting Outcome 2** - Parent spends time conducting learning activities with the child.

- **50% of parents conduct learning activities with their children**

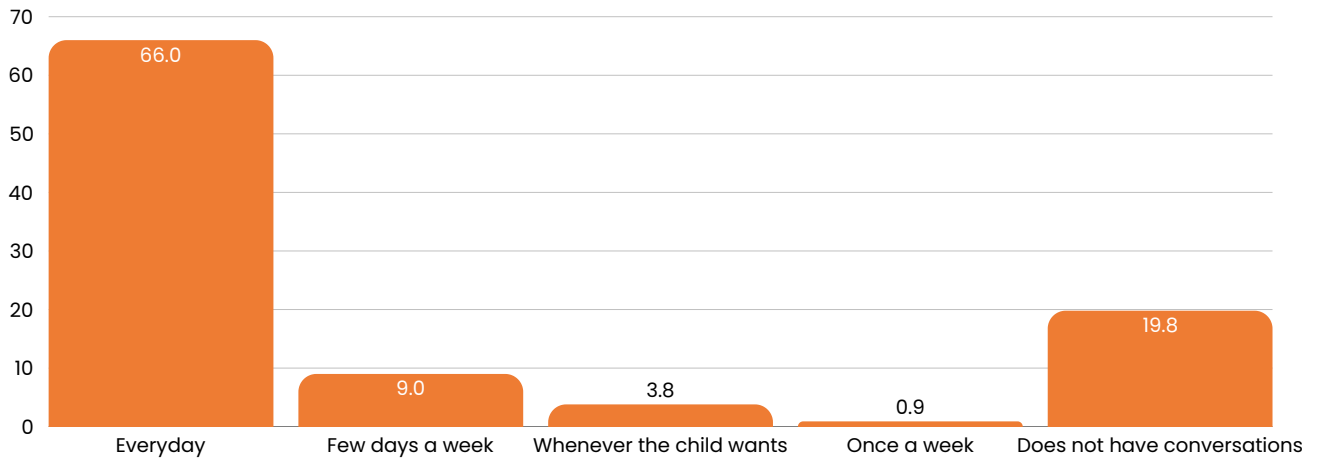
Majority of parents engage their children in play based activities



- **Responsive Parenting Outcome 3** - Parent talks/has conversations with the child everyday.

- **66% of parents have conversations with their children everyday**

Majority of parents have conversation with their child everyday



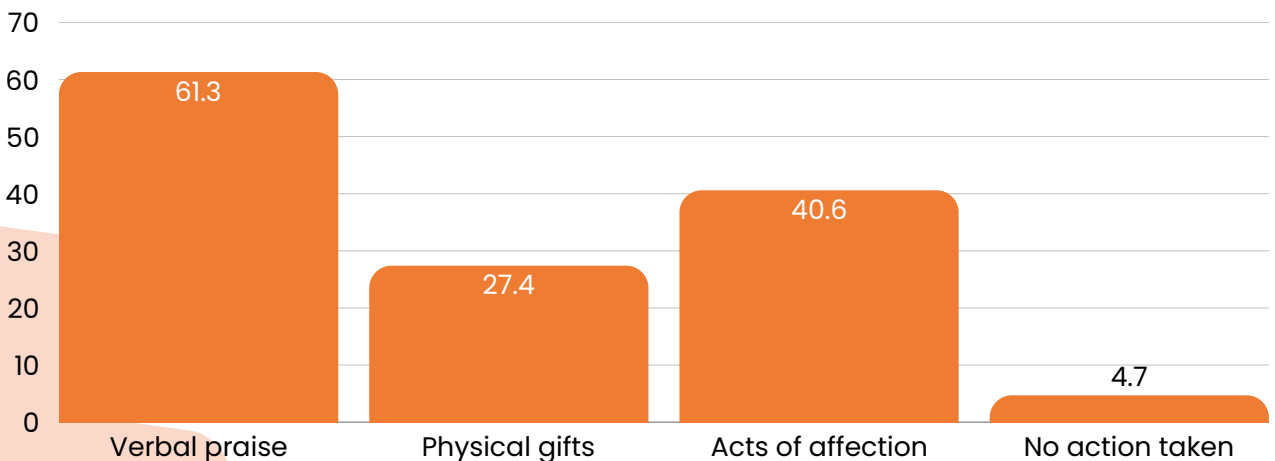
- **Responsive Parenting Outcome 4** - Parent is able to describe what their child can/cannot do.

- **81% of parents are able to describe 2 or more things that their children can/cannot do.**



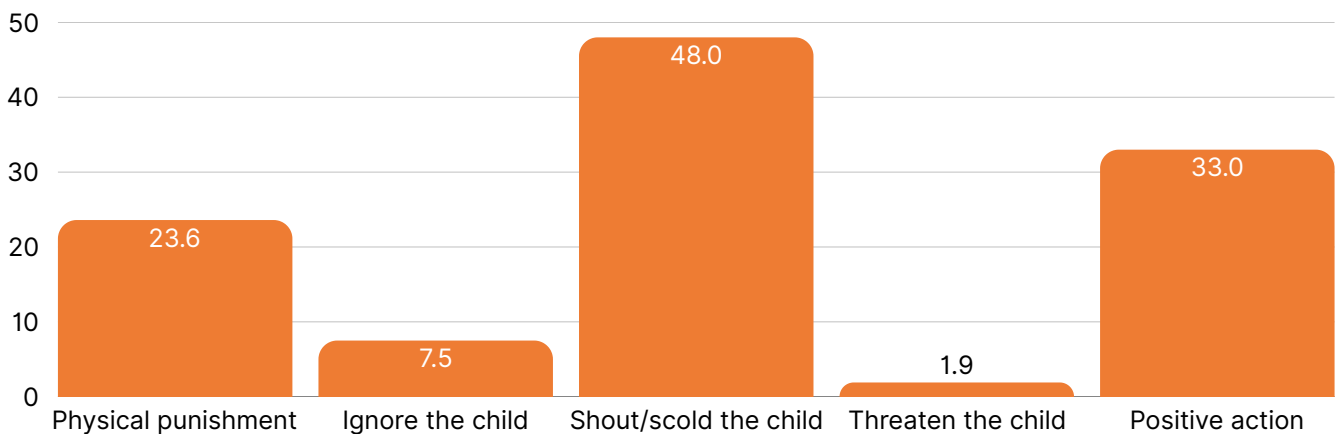
- **Responsive Parenting Outcome 5** - Parent exhibits praise/affection towards the child through verbal or non-verbal communication.

Parents prefer verbal praise over other modes of appreciation

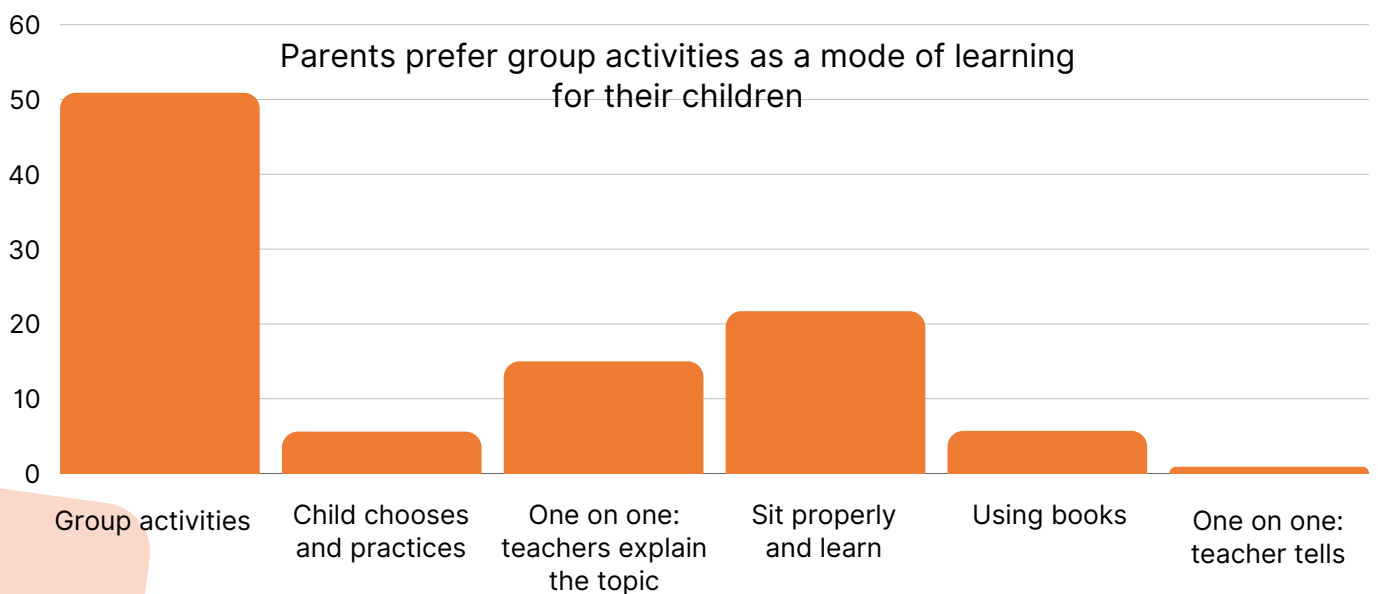


- **Responsive Parenting Outcome 6** - Parent is aware of the consequences of negative behaviour toward the child and attempts to make better choices.
 - **33% of parents choose positive actions when child shows negative behaviour.**

Majority of parents shout/scold their children when the child shows undesirable behaviours.



- **Responsive Parenting Outcome 7** - Parent has developmentally appropriate expectations from the school environment.





● Learnings and Next Steps:

- Timelines of parents' workshops clash with events in the school resulting in some workshops not being done in all schools. The program should sensitise school owners to prioritise these workshops.
- To increase attendance during workshops we tried implementing a new format of workshops. Stations on the content were set up instead of a seminar format. Teachers extended the workshop timings from 1 hour to 3 hours and this provided flexibility in timings for parents to attend. This pilot was conducted in 5 schools and we saw an increase of 20% increase in attendance. Therefore, this year we are making changes in the workshop timeline and plan to conduct all workshops in station format.
- We have seen that the first workshop had the highest attendance which covered the importance of play at home. We have also seen that Learning through play was also the first helping hand video, with the highest view rate [30%]. A combination of this has resulted in the percentage of parents engaging in play based activities at home.
- We see that 48% of parents engage in negative strategies to manage their child's behaviour. This has always been an issue with parents and hence videos like "Managing Emotions" were added on CLAP for parents to watch. But the viewing rate for the video was however only 12% which shows us that parents have not engaged in the content. We need to discuss strategies on improving the engagement rate on the bot. Teachers need to have consistent conversations with parents explaining the right behaviours as this may bring a shift in the parents mindset.



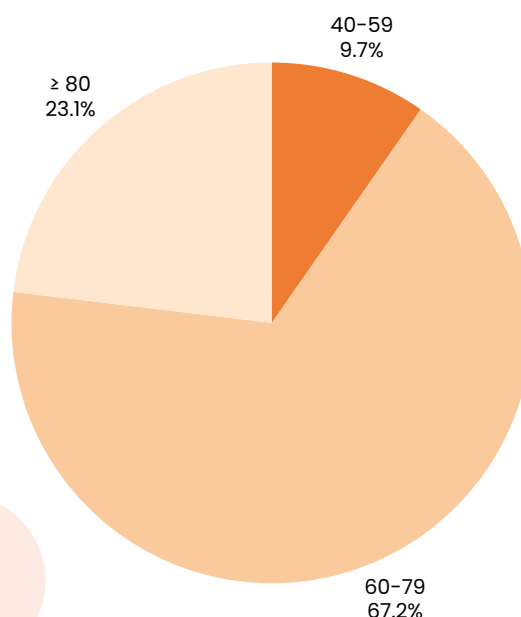
Outcomes FOR STUDENTS

- **Tool Used:** We utilised a standardised and comprehensive tool called the **Early Learner Assessment (ELA), developed by Azim Premji University (APU)**. Our team received training from APU on how to use the tool, and APU assisted us with the data analysis. We employed the English version of the tool without any modifications.
- **Methodology:** Student outcomes were measured at the end of the year in the form of one-on-one assessments using the Early Learners Assessment tool developed by Azim Premji University. Assessors were trained on conducting the assessment and effectively supervised to ensure integrity of responses were maintained.

Sample size:

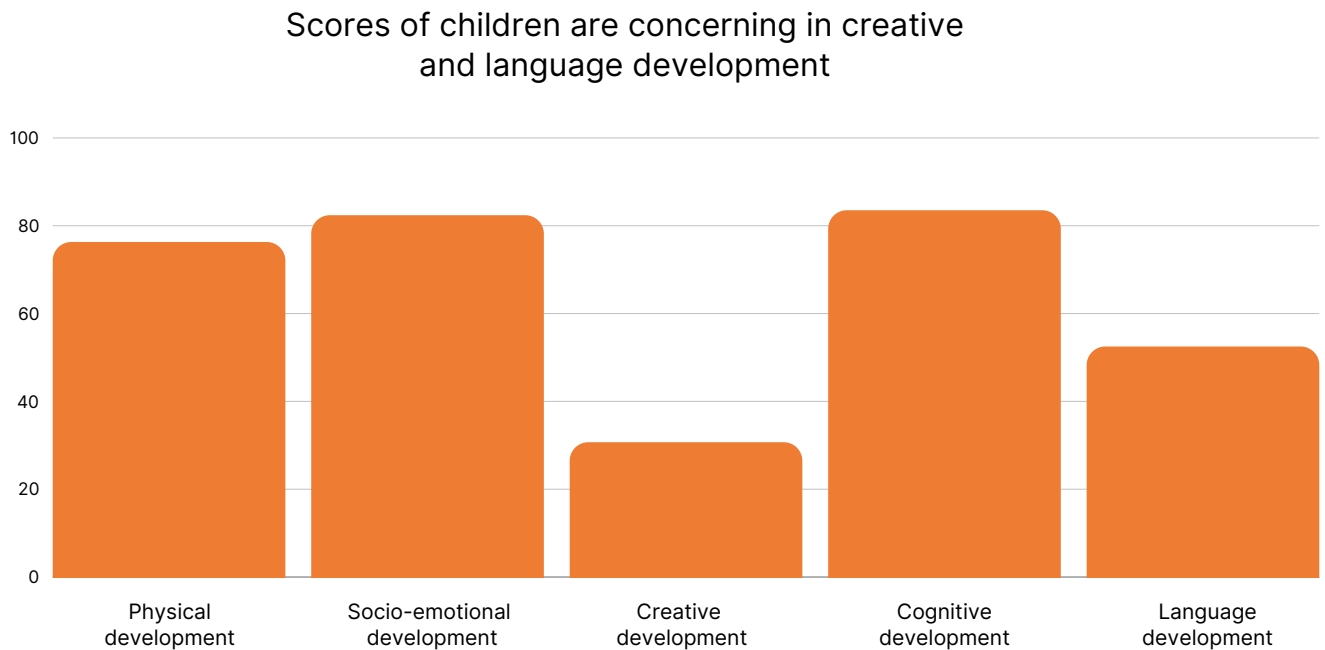
- A 10% sample set of UKG students (133 students) from our partner schools were selected for this assessment.
 - These kids had been part of the program for at least 2 years.
 - To ensure diversity in the sample set we selected these students from 11 schools.
 - The sample set consisted of 50% boys and girls.
- **Student Outcome:** We had 23% of students that achieved more than 80% in the student assessment and 67.2% achieved a score between 60-80%. This shows that majority children are on the path of achieving age appropriate developmental outcomes.

Percentage of children who are on the path of achieving age appropriate developmental outcomes.





Percentage of children who are on the path of achieving age appropriate developmental outcomes.



Learnings and Next Step:

- 90% of our children are achieving an average score of 60% or more across domains confirming that they have essential school readiness skills to enter grade. This is attributed to engaging in a play-based curriculum and 100% of schools completed all activities.
- Children are not as proficient in language development. Their biggest area of struggle was related to Book Appreciation and handling, with 50% of children unable to explore a book on their own. This is because teachers did not give opportunities for children to engage with story books on their own. We have observed that children in APS generally wait for instructions from an authoritative figure and lack the curiosity to explore materials spaces around them.
- Another area of struggle was phonetic awareness, wherein children were not able to identify words that begin with a particular sound. Towards this, we will need to observe and coach. The teachers consistently conduct activities on starting and ending the sound of a word.
- A large percentage of children are lagging behind on creative development. To assess creativity, the tool had only 1 question to measure creative development. If the creative development questions were to be excluded from the analysis, the performance of children in creative development increases to > 70%. Based on this we are defining our priorities for creative development in 2 ways : (1) Identify more effective and in depth methods to qualitatively measure creative development in young children (2) Prioritise including activities and training for teachers in building these skill sets in children.
- We believe that we can track student outcomes at a more granular level via in-class observations by the teachers for each curriculum objective through the course of the year. This data will better inform us on course correction in our curriculum to push our classrooms to achieve excellence even beyond the current impact. We will be adopting in-house methods of assessment and observation in the year 2024-25 towards this.



Above and Beyond



1

JPAL Math Games Pilot

J-PAL South Asia (J-PAL SA) has been actively working since 2013 on the Every Child Counts program, which employs a game-based math curriculum designed to strengthen foundational mathematics skills in early education. The Every Child Counts curriculum consists of four math games aimed at enhancing numeracy skills: Number Comparison, Find Shape, Find and Move, and Reading Maps. These games, grounded in cognitive science research, have been shown through rigorous evaluations conducted by J-PAL South Asia affiliated professors (including 2019 Nobel Memorial Prize in Economic Sciences winner Prof. Esther Duflo) to significantly improve both symbolic and non-symbolic math skills.



This year, Key Education Foundation in collaboration with J-PAL South Asia piloted the Every Child Counts math games in 10 government classrooms across Karnataka. Following a central training held in Delhi, two KEF team members conducted an in-house training for our staff. Over a three-month pilot, KEF and J-PAL teams jointly monitored implementation to gather insights for scale.

The pilot revealed several positive outcomes:

- Teachers successfully introduced game-play, clearly communicating the properties of each game.
- Children were highly engaged, especially during group activities, which encouraged hands-on application of numeracy concepts.
- Teachers reported that the games aligned well with the existing curriculum and appreciated their impact on classroom engagement.

Teachers also shared valuable recommendations:

- A longer implementation window, beginning at the start of the academic year, would increase impact.
- Pre-training through familiar curriculum activities like Madku and Chamki (Counting Upward) could ease the transition into the games.

These insights are shaping the future integration of Every Child Counts into Karnataka's pre-primary education. By aligning the games with tools like the TLM Kit and Jadui Pitara, the curriculum can be embedded seamlessly into classroom routines.

Based on the success of the pilot, we are now scaling the program to 104 government schools across six districts in Karnataka.



2

Introducing Body Safety in the Early Years Curriculum

Teaching children the appropriate language around body literacy and helping them understand boundaries from an early age is essential for their self-protection. In partnership with Circles of Safety Education Pvt. Ltd (CoS) Key Education Foundation conducted a pilot program involving six teachers from three schools. These teachers were trained on the Safer Smarter Kids (SSM) curriculum, which was implemented over a four-week period.

The SSM curriculum, designed specifically for Early Childhood Education (ECE) for the pilot, addresses not only body safety but also topics like healthy relationships, gender stereotypes, and the importance of respecting personal boundaries, body safety rules, and emotional well-being. The pilot aimed to assess the effectiveness of the curriculum in KEF's affordable private schools, with a detailed study conducted in collaboration with CoS to evaluate its impact and outcomes. Below are the objectives defined for the pilot:

- **To evaluate the effectiveness of the body safety curriculum.**
- **Check the mindset of school leaders and teachers regarding the adoption of the curriculum and gather feedback.**
- **To evaluate the ease of use of these plans within the APS classrooms.**
- **To assess the potential for integrating essential life skills, specifically body safety and body literacy, into KEF's curriculum resources.**

To assess if children have achieved knowledge and emotional vocabulary on body literacy By the end of the pilot, teachers reported feeling more confident in addressing students' questions. One teacher observed a positive shift in a child who had previously been reluctant to share. The child began openly discussing topics such as safe and unsafe touch, as well as private parts, following class discussions about trusted adults.

[Click here to read the detailed report](#)

[Click here to watch a testimonial from a teacher to learn more about the outcome of the pilot](#)

● **Way forward:** Building on the success of the pilot program, we recognize the importance of extending this conversation beyond the initial four weeks. As a way forward, we are now developing a comprehensive, end-to-end body safety curriculum in-house, with the support of field experts, to ensure sustained impact and effectiveness.



3

Partnership with Helga Todd Teacher Foundation

Members from Helga Todd Teacher Foundation visited Bangalore in the month of January. They visited Affordable Private Schools to observe the routine and classroom practices along with KEF team members. They observed the PMs conducting debriefs with teachers and had discussions with the team around how we can improve our coaching practices. They also interacted with the KEF team to understand the context and scope of KEFs work, and shared insights on what is working well and what can be worked on in our work with the schools.

Few of the team members have been engaging with courses on Teach 2030, a platform for teachers to upskill their classroom practices and digital skills.. This is in collaboration with The Commonwealth Education Trust. We are excited to continue our partnership with their Early Years experts towards continued capacity building for our team. We will welcome 2 teachers from London, UK into our affordable private schools this year to co-create solutions that address our priority challenges emerging from this impact study.

4

Inducted into state taskforce

Swetha from Key Education Foundation has recently been inducted into the Task Force for Early Childhood Education (ECE), established by the Karnataka Education Policy Commission. Over the next three months, we will be advocating for and providing recommendations based on our experiences working with teachers, parents and children.



Way Forward 2024-25



Karnataka

● Model Schools:

- Increase enrollment to 700 children.
- Integrate the learnings from the External Evaluation into the program design
- Pilot J-PAL Math Games in all schools.

● Scale Work:

- Ensure CLAP project is approved and run for a second year across all 300 schools.
- Ensure that the government budget is approved for the CLAP project.
- Utilise the government funds for Teacher training for pre-primary teachers in a more structured way with year-long in-person and digital teacher training along with coaching support.





Madhya Pradesh

● Model Anganwadis in Chhatarpur:

- Ensure more support to the 50 Anganwadis with a focus on the availability of resources, classroom practices and parent engagement.

● Scale work in Chhatarpur:

- Scale parent Engagement solution (Project CLAP) to 500 Anganwadis
- Build a steering committee of various district officials to solve for the governance challenge of Early Childhood Education across all Anganwadis in the district
- Ensure the Bachpan Manao festival is celebrated again

● Affordable Private Schools:

- Reduce the number of schools to 20 with more focus on rigor and operations
- Build the capacity of a School Coordinator to take responsibility of the Program management of Early Childhood Education





MEET THE TEAM

LEADERSHIP TEAM



Mangal Pandey,
Co-Founder and CEO

11 years of diverse experience, an MBA from MDR Pune, and a background in renowned organizations like Barclays, Teach for India, Akanksha Foundation, and Nudge Foundation. Recipient of Wipro, UnLtd India and South Park Commons fellowship.

Swetha Guhan,
Co-Founder and Chief Product Officer

With 11 years of experience and a master's from TISS, this educator has worked with Teach for India, Agastya International, and Experifun. She is on the Early Childhood Steering Team at Samagra Shiksha Karnataka and a fellow of Wipro, Gratitude Network, InnovatED, Vital Voices, and South Park Commons.



Guhan Subramaniam,
Co-Founder and Chief Finance and Compliance Officer

With 40 years of experience and a PGDM from Symbiosis, this active board member boasts an impressive resume, having worked for IL&FS Private Equity, Wipro, Xerox, and HCL in the Indian Stock Exchange.



ADVISORY TEAM



Ravi Sreedharan,
Founder of Indian
School of Development
Management

Shaveta Sharma,
CEO at Central
Square
Foundation



Harish Devarajan,
Former CHRO at
Hindustan Unilever
Ltd

Suraj Moraje,
Former CEO of
Quess Corp





Summary of Audited Financial Data

Here is a summary of our audited financial data:

Total Income	₹2,69,50,616
Total Expenditure	₹3,46,37,777

[Click here to view our Audited Financial Report for 2023-24](#)

Keyed Foundation has valid approvals for exemptions u/s 12AA and 80G from the Commissioner of Income tax (Exemptions), Bangalore. We are also registered with CSR 1, the NITI AAYOG Portal DARPAN.

Funders and Supporters



- Vipin Kumar
- Ramesh Mangaleswaran
- Anirudh MJ
- Padma Parthasarathy
- Nimesh Sumati
- Anu Aga (RDA Holdings)
- Singhal Iyer Family Foundation
- Gurbaxani Foundation
- MPP Technologies

CONNECT WITH US



Email/

connect@keyeducationfoundation.org

Address/

295, Rainbow Drive, Sarjapur
Road, Kaikondrahalli,
Bengaluru, Karnataka-
560035

