



ANNUAL REPORT

2020-2021



KEY EDUCATION
FOUNDATION

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A note to the reader

Swetha Guhan, Co-founder, Key Education Foundation

Dear Reader,

I hope this letter finds you safe and healthy. I am glad to share with you our journey over the past year in this report.

March 2020 brought with it a whole new vocabulary. Pandemic, lockdown, vaccination, masks and social distance were words we heard most around us. The smallest of our stakeholders who were 5 years old, had to learn rhymes on washing hands, hear scary stories about not stepping out while their parents and teachers scrambled to manage their own lives while at the same time keeping children safe amidst this collective adversity.

Today, I want to share with you the values we held close as a team to grow and learn together in a year filled with uncertainty.

Listening

“There is a voice that doesn’t use words. Listen” - Rumi

Our beneficiaries became stakeholders as they provided regular inputs and shared their experiences with such honesty that it helped us co-create a solution that worked best for them. I believe that this shared understanding of the context that has emerged is invaluable in defining our future work.

Empathy

As professional and personal lives merged, we connected more deeply as a team and became more empathetic towards each other.

We learnt the importance of taking a pause and reflecting on our mission and goals when we were faced with the ethical dilemma of whether to continue to drive early learning at home during a time when loss of livelihoods became the primary problem in our communities.

Empowerment

We challenged our own need to have control on a program. We began to operate with a high level of trust that ‘enabling our stakeholders and supporting them in the journey is all they need to act in the best interest of their children’.

Resilience

We witnessed the beauty of children learning in their homes. We watched young children navigate the lockdown with aplomb and learnt that little children are far more resilient than we may have believed!

We begin 2021 with hope, like we always do. Not in hope that things return to normal but that we all emerge as a community with a deeper sense of understanding of the wonders that childhood brings. And in this understanding, re-imagine early experiences for our children- rooted in love, safety and play.

With this, I welcome you to join us in this journey. I hope this report allows you to reflect deeply on the challenges in Early Childhood Education and better understand our work towards ensuring quality ECE for every child.

Love,

Swella

Our Vision

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

In **4** years we have reached



100+
Schools



8000+
Students



500+
Teachers



8000+
Families



ECE: National Spotlight - 2020-21

The past year has been eventful for the early years ecosystem in India with exceptional policy reforms as well as community involvement in early education as a result of the pandemic

ECE in India



**98
Million**

children between 3-6 years (7% of the total population)



91%

of 4-year-olds are enrolled in some form of pre-primary education



**32
Million**

children between 3-6 years are enrolled in Integrated Child Development Services (ICDS)

Key Reforms in ECE



Calls out the importance of compulsory, universal ECE for every child in India under the RTE, Act
Reimagines learning as a continuum for children between ages 3-8 as a part of early childhood education



Acknowledges the need to train early educators by leveraging technology
Calls for National Professional Standards for teachers by 2022



Calls for ECE programs to include parents as key partners in early education

National priorities for ECE



NCERT to define pedagogical framework for the early years

Centre and state to define roadmap to achieve the NEP goals for universal ECE by 2030



National Platforms to be leveraged by states for professional development of Anganwadi workers and pre-primary teachers to upskill



States to launch community and parent engagement programs

Impact of COVID-19



Anganwadis and pre-schools remain closed from March 2020 - till today



Parents take on the role of primary caregiver and educator



Children drop out of ECE programs - 6.8% increase in children not enrolled in state programs for ECE



62% of families with children who were not enrolled had access to smartphones

Read our white paper for a critical overview of the NEP on ECE -

'National Education Policy and Early Childhood Education : Connecting Intent to Implementation'



Our Expertise

We **equip schools** with age appropriate, contextual, play-based curriculum and teaching learning materials to deliver quality pre-primary education



We **empower teachers** through a capacity building and coaching program so they have the knowledge, skills and mindsets to transform their classroom using Developmentally Appropriate Practices



We **enable parents** with the knowledge and resources to be equal partners in their child's educational journey and support schools in ensuring holistic development of every child

Our theory of change leverages the collective action of these three stakeholders to ensure developmentally appropriate practices in school and at home



CURRICULUM

WHY

A universal set of quality standards for early learning is yet to emerge in India. Due to this lack of regulation, schools are often found engaging in rote-based, stressful teaching and learning practices. As a result of this, young children enter formal schooling unprepared and further drop in their performance.

We know that engaging in a quality pre-primary program and curriculum can exponentially increase a child's academic outcomes [*Children who attend preschool, average a 54 point increase in PISA reading scores than those who don't - OECD, 2012*] and life outcomes in the long term. As recommended by the IECEI study, - The early years curriculum in India must be contextual, easy to use and play-based to ensure that children can effectively transition from *home to pre-school to school* as a continuum of learning.

GOALS

The KEF curriculum supports schools and teachers in creating child-centric, play-based learning environments that are relevant to their context. The curriculum is designed to:

1. Enable children to become effective communicators and foster both receptive and expressive language
2. Develop sensory, perceptual and conceptual understanding to promote cognitive development in every child
3. Lay the foundation for personal, social, emotional wellbeing and physical-motor development
4. Support smooth transitions from home to school and from preschool to primary school

HOW

At KEF we partner with schools to provide an end to end curriculum for the early years which focuses on all 5 areas of development. The curriculum is guided by the NCF and NCERT goals for ECE in India.

Our curriculum resources include:

1. **Teaching Learning Materials**- Physical materials that can be used for guided and independent play activities
2. **Early Reading Materials**- Classroom library curated in partnership with Pratham Books
3. **Student Kit**- 6 books per child with practice worksheets and assessments that are fun and aid learning
4. **Lesson Plans**- A comprehensive list of stepwise activities to guide teachers. Every activity is also mapped to a video via a QR code in the lesson plan

OUTCOME/ OUTPUT

1. **Ensures student outcomes**- 100% of students engaging in the KEF curriculum are school ready before they enter grade 1*
2. **Improves continuously!**- The KEF curriculum has gone through 3 years of rigorous testing, feedback cycles and revision with experts
3. **Teachers love it!**- "*The curriculum is well structured and the lesson plans are helping teachers cover syllabus effectively and on-time*"- Mahesh Kumar M, Principal and Owner, Mount Everest School

*2019-20 impact data



PARENT ENGAGEMENT

WHY

Parenting is universally acknowledged as a difficult and demanding task. While this is true for all sections of the society, it puts added pressure on parents from disadvantaged communities due to lack of access to resources and awareness on important aspects of child development and early childhood education. As a result, parents from these communities remain unaware of what constitutes good ECE *[As per a study, 98% of parents demand daily homework for preschoolers]*, and are therefore unable to support their child's learning and development at home.

GOALS

We partner with parents and introduce them to child development principles and play-based learning to create a sustainable shift towards holistic development of every child, so that we can reach our goals of ensuring that all children have a safe, happy and healthy home atmosphere and are developmentally ready for school.

The aim of our Parent Engagement effort is threefold -

1. To build awareness in parents on holistic development of the child
2. To improve the quality of the interactions between parents and their children
3. To improve the quality of interactions between parents and school

HOW

We do this through:

1. **Workshops**- Spaces for parents to interact, ask questions and learn about key themes like child development, early learning, behavior management etc.
2. **Play & Learn Worksheets**- A set of 36 bilingual worksheets that schools can send home each week that encourage parents to engage in constructive activities that they do with children. When parents do this consistently, they witness learning through play and begin to appreciate and support the same practices at school
3. **AV resources**- Relevant and contextual videos hosted on YouTube in multiple languages that are shared with parents via WhatsApp to support them with knowledge, skills and mindset related to child development and parenting practices. Click [here](#) to view our AV resources for parents
4. **School and teacher coaching**- A handbook of strategies for schools and teachers to effectively engage with parents during the academic year

OUTCOME/ OUTPUT

1. **Parents do show up**- Average attendance increased from 30% to 60% in Parent Engagement workshop sessions
2. **Parents are accountable**- 80% rate of return in Play and Learn Worksheets for 6000+ students across 3 grades - Pre-KG, LKG, and UKG
3. **Parents can learn too!**- 30% of parents show a positive shift in their understanding of indicators of quality in ECE and attitudes towards important themes in child development including play
4. **Schools can involve parents!**- *"The school is so responsive to our needs. Before we can ask for anything, they already know what the challenge will be and address it. I really appreciate the support."* - Parent, Immadihalli Govt School



TEACHER PROFESSIONAL DEVELOPMENT

WHY

There is a general consensus, supported by research, that well educated, well-trained professionals are the key factor in providing high-quality ECE with the most favourable cognitive and social outcomes for children (OECD, 2006). In the current ecosystem though, there are no standards defined on the education and training one must go through to qualify as an early educator. Most teachers serving the pre-primary classrooms lack the knowledge, skills and mindsets required to be an effective early educator.

At KEF we believe that teachers are in a pivotal position to drive development of children in the early years. The needs of a child in the early years and the essential skills necessary to address these needs are unique. Early educators require a custom program that is tailored to support them in their journey towards ensuring that children get quality ECE.

This is reiterated by the NEP 2020, which calls out the importance of the early years as crucial to development of foundational skills and social and emotional well-being of every child. It recommends that early educators be trained based on NCERT standards through online and offline modes, leveraging technology to ensure continuous and comprehensive capacity building.

After working with 500+ teachers over the past 4 years, we have learnt that teachers require various forms of support to be able to grow as an early educator.

We aim to:

1. Build a structured training program which enables the growth of knowledge, skills and mindset of early educators
2. Provide access to quality training content to early educators through online modules
3. Develop a coaching program that supports early educators in their classroom practices and overall professional development
4. Create a repository of Audio-Visual content for early educators that is easy to access, relevant and contextual

We do this through:

1. **Teacher training program-** A robust teacher training program that includes domains centered around child development and role of teachers in ensuring school readiness of children. The training is also made available to teachers in the form of online certificate courses that make use of relevant videos and readings
2. **Coaching program-** A year long coaching program for teachers where they receive monthly classroom observations and coaching sessions to improve their classroom practices
3. **Developing open source resources-**
 - AV resources: 300+ videos of classroom activities and demonstrations that are rich in context and easy to translate into classroom execution
 - Manuals and reference materials: Daily lesson plans to help teachers prepare for class, along with manuals on using play materials effectively in classrooms

HOW

OUTCOME/ OUTPUT

1. **Continuous learning-** We have trained 500+ teachers and observed an average attendance of 90% across all trainings conducted over the past 4 years
2. **Accessing videos for self development-** 17,782 QR codes from the lesson planning books were scanned by teachers over one academic year to access Audio-Visual resources to improve classroom execution
3. **Bringing play to the classroom-** 82% of teachers have begun following developmentally appropriate practices in their classrooms regularly



Our Projects

1. HOME LEARNING PROGRAM

The 'School Readiness Program' is our flagship program which takes a three-pronged approach to ensure collective action in Early Childhood Education by empowering the three main stakeholders involved- namely the parent, the teacher and the child.

Due to COVID, on March 7th, 2020, over 5000 children in our partner schools went home and haven't been able to return. Across India, studies show that enrollment rates have seen the biggest dip in the age group of 5-8 year olds than any other age bracket due to COVID-19. The space of ECE is already clouded with hesitancy, apprehension and misinformation. The changed nature of education in 2020 increased the hurdles to be crossed to access and deliver quality education for children in the early years. At KEF, the limitations and challenges posed by the pandemic and subsequent lockdowns made it difficult to reach children in need of ECE through the SRP.

As a solution, the Home Learning Program was developed to ensure children had access to education at home and are on the path of learning and development during the pandemic. The HLP is a comprehensive, no-cost program that uses technology as an enabler to reimagine the delivery of our program for each stakeholder. The resources developed for the HLP are easy to use, flexible and contextually relevant to learning in a home environment for young children.

Read more about the HLP and its impact in the upcoming sections.

2. NGO PARTNERSHIPS

Over the last 4 years, KEF has worked to improve the quality of early childhood education delivered in affordable private schools (APS) by developing a well researched curriculum, building the capacity of early educators and engaging parents in the learning of their child. Along with our work with APS, we also work with the Education Department of Karnataka to improve the quality of ECE by ensuring the mandates of NEP are put into practice.

The newly introduced NEP 2020 envisions for quality and universalisation of ECE to all children by 2030. At the same time, the Sustainable Development Goal 4.2 defined by the UN also calls for the need for making quality early childhood development, care and pre-primary education accessible to all children. This global and national focus on ECE has led to many more government as well as non-government organisations working towards this cause.

At KEF, we believe we have a larger role to play. The universalisation of ECE is possible only when like-minded organisations come together and act collectively. Therefore one of the pathways of increasing impact at KEF is to partner with various not-for-profits and government bodies to collectively impact children. This project was started in 2020 as a pilot where we partnered with 3 like-minded organisations by sharing our expertise and resources.

Read more about the partnerships and the impact in the upcoming sections.



1. Home Learning Program

N	W	E	S	A
P	O	I	U	Y
L	K	J	F	G
Z	X	R	S	H
C	V	B	M	Q

Alphabet Bingo:-



What did the Home Learning Program look like for our stakeholders?

Priority: Help parents transition into the role of a primary educator

FOR PARENTS

- The standard curriculum was condensed into easy-to-understand multilingual weekly worksheets that were easily available to parents on their phone via WhatsApp
- A series of 'How-to-use' videos were also sent to help parents use these worksheets and conduct activities at home for their children
- Created a database of 'Helping Hands' videos in English, Hindi and Kannada that provide parents with a repository of information on their child's holistic development and wellbeing
- Conducted frequent online workshops on various topics (making TLM's at home, internet safety for children etc.) which helped parents to become a better primary educator

Priority: To ensure teachers continue to learn and adapt to the new learning environment required due to COVID-19

FOR TEACHERS

- Created an online Teacher Professional Development course in the form of Self Training Modules in April 2020 on topics ranging from effectively using WhatsApp to stronger communication with parents. This allowed teachers to upskill themselves at home, using their personal device
- Throughout their online learning journey, teachers were supported by a KEF assigned buddy called the Program Manager who coached them periodically to help them navigate the challenges of online learning
- Frequent online webinars and workshops were also conducted to help teachers transition to an online mode of teaching

Priority: Provide customised support to partner schools and ensure continued learning for children enrolled in the school

FOR SCHOOL LEADERS

- Regular updates and discussions between Program Managers and School Leaders on the functioning of the program and ways to improve it
- Built a virtual community for School Leaders to ideate and share best practices
- Conducted sessions by external experts to provide support to School Leaders and ensure continuity of learning during the pandemic

REACH



1524
Students



1524
Parents



208
Teachers



47
Schools



143
School Leaders



Project Outcomes- Home Learning Program

This year was unique as parents adopted the role of educators and teachers the role of facilitators and it was necessary that they worked together to they worked to mitigate learning loss for their children. We had to swiftly adapt our tools to accommodate these shifts.

Here is what we measured:



PARENTS

Level of engagement with home learning

Parents' perception of own readiness to support their child

Parents' perception of their child's skills



TEACHERS

Improvement in knowledge and skills post training

Engagement with training and coaching



CHILDREN

Improvement in learning outcomes by the end of UKG

In the next section, we will present to you our learnings and next steps for each stakeholder



PARENT ENGAGEMENT

The Home Learning Program by KEF shifted the traditional equilibrium by putting the parent at the centre of their child's education

WE FOUND

Engagement Data:

1. In 64.4% households, the primary responsibility of teaching is on the mother
2. In 68.6% households, the primary mode of teaching was the Home Learning Program followed by school books and the HLP
3. Less than 25% of parents who completed weekly activities regularly at home were able to attend the webinars hosted by KEF on Zoom/YouTube

Parent perception of own ability:

1. 72% of parents felt that they could support their child's education without additional support

Parent perception of child's learning/skills:

1. 52.4% of parents felt their child was ready for the next grade

WE LEARNT

Parents value flexibility:

Parents struggle to consistently make time for set classes/ webinars etc. Therefore, they preferred our content that is multilingual and flexible in terms of when and how they can engage

Parents want teacher support:

Even when parents received weekly content and instructions for activities, they felt the need for regular teacher interaction through weekly calls etc. They believed that this will motivate them and their children to engage regularly and clear doubts

Parents' enrollment in home learning programs via schools is poor:

As per our findings, the home learning content by KEF was the only accessible resource for most parents to continue ECE for their children. However, at the ecosystem level, schools are seeing a 70-80% drop in their pre-primary admissions. At an ecosystem level, we believe a community intervention may be essential to reach more parents and children

NEXT STEPS FROM KEF

Improve content:

Simplify content; Include elements to ensure engagement from both parents; continue multilingual, weekly communication

Integrate technology and outreach efforts to improve access:

Integrate technology platforms [WhatsApp API] to disseminate the weekly activities at a community level; ensure adoption by more parents via consistent outreach efforts

Focus on parent-teacher relationships:

For the in-school program, place further emphasis on guiding teachers with strategies to connect with and support parents

Allow flexibility in attending webinars:

Condense all essential knowledge into short videos as part of the weekly content and conduct webinars as a fun, shared space for parents and children on a need basis

**Based on responses from a sample set of parents who participated in the home learning program*



STUDENT PERFORMANCE

At KEF we have always used student data as the north star in measuring effectiveness and improving the impact of our program. This year it was challenging to assess young children as it was impossible to meet them and conduct one on one assessments. We were unable to conduct a baseline assessment for our students due to school closures.

We conducted a pilot of a child-friendly, online assessment and used the learnings to build a robust online end-of-year assessment.

Our student assessment this year had two main objectives:

- **Measure impact of home learning on students:** We tested a sample set of students in our program [test group] at the end of the year and a comparable set of students who did not engage in our program [control group] to check for difference in outcomes.
- **Compare learning at home with learning in school:** We compared our test group scores from 2020-21 with those of our students in 2019-20 [a regular school year] for observable differences in outcomes.

WE FOUND

Students in the KEF program outperform students in the control group in all areas of development. More significantly in the areas of cognitive and physical development.

Comparison of data from the regular year to the COVID year showed us that learning loss has not been significant except for a slight drop in cognitive and language development scores which can even be attributed to a shorter academic year and other stress factors.

WE LEARNT

Parent and student data tells us that children can continue to learn and grow in a home environment if provided with structured learning material and assistance.

Given the minimal learning loss, we are keen to explore the impact of quality home environments and parent-child interaction on ECE. The one-on-one attention provided during learning at home is definitely a huge factor in accelerating the performance of children.

It is also interesting to note that in a regular year, girls in KEF's program perform significantly better than boys. However, data from the assessments conducted this year show a reverse trend in which boys have performed better than girls. While we cannot make any assumptions on the nature of this trend, it does raise the question of attention given to a girls education in the home environment in comparison with that of boys.

NEXT STEPS FROM KEF

Continue the home learning program:

Given the encouraging results, drive home learning as a response to COVID to reach many more children and ensure access to ECE from home

Targetted improvement in cognitive activities:

Simplify and improve the quality of the cognitive development activities in the home learning program

Actively address gender divide, if any at home:

Ensure that parent and teacher communication actively highlights the need to give equal attention to learning and care for children of both genders

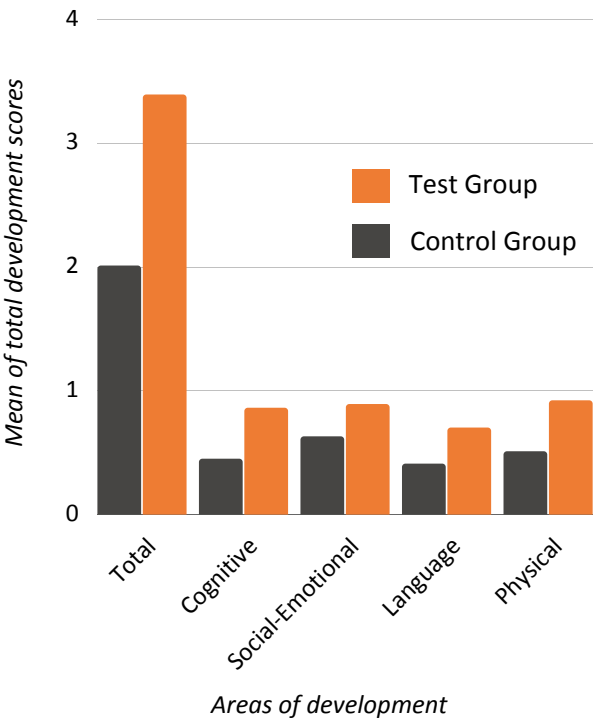
Strengthen assessment structures:

Improve assessment tools and processes with an aim to make it easier to conduct and improve data integrity

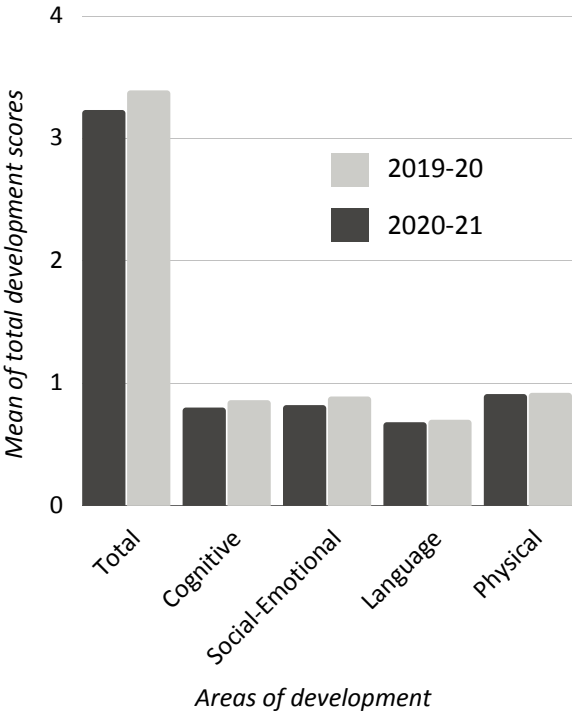
**Student performance data is represented graphically in the following page*



STUDENT PERFORMANCE



Graph 1: KEF student performance in comparison with performance of control group students



Graph 2: KEF student performance in the academic year 2019-20 in comparison with performance in the academic year 2020-21



TEACHER PERFORMANCE

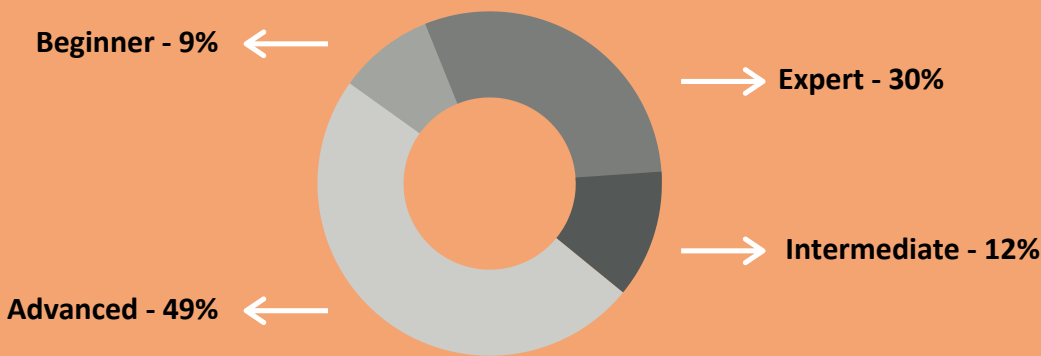
Teachers are central to a transformative early learning experience. However, this year, we had to work together with our teachers to redefine their role as facilitators of home learning and ensure that professional development was not just relevant to their immediate needs but also served to motivate them in their everyday work.

One of our biggest wins was successfully launching an online teacher training platform with a certificate course for early educators and certifying 200+ teachers. Through this platform we were also able to create and deliver courses that were relevant to teachers in the COVID context.

TRAINING SUMMARY

3	208	5578
COURSES	TEACHERS	HOURS OF TRAINING DELIVERED

SUMMARY OF TEACHER PERFORMANCE IN THE CERTIFICATE COURSE



Percentage of teachers at different levels

Teachers were supported through the year via regular check in calls to brainstorm on immediate challenges as they adapted to new methods of facilitating home learning for their children.

TEACHER PERFORMANCE

WE LEARNT

Teachers are interested in professional development:

As the wave 1 hit and schools closed, teachers showed great motivation to learn by spending 30+ hours taking up modules on child development and best practices. They engaged actively and held themselves accountable to meeting the targets and completing the course

Online training works best with coaching:

Assigning learning buddies from KEF made teachers feel more supported. They motivated them to complete modules and engage in daily discussions with other teachers. Average rating from teachers for the training was 9/10. Click [here](#) to view teacher feedback

Audio-Visuals are powerful training tools:

We developed 86 training videos for our certificate course which have an average view duration of 90%. This means teachers were engaged and watched almost every video to the end. 22% of the videos have even been watched more than once by the same users

Job loss is at an all time high for early educators:

As schools struggle with enrollments, pre-primary teachers are the first to be affected as they are temporarily discharged from their duties. We saw a dip in teacher numbers from 208 to 72 through 2020-21

Schools and teachers are keen to conduct virtual classes:

Schools are keen to engage children virtually through online classes and teachers are motivated to improve their ICT skills and engage their children regularly. KEF received numerous requests to provide guidelines for the same

NEXT STEPS FROM KEF

Improve technology for reach:

Improve our training content and adapt it to national technology platforms like DIKSHA in order to reach more early educators

Exercise the impact of Audio-Visuals for training:

Integrate AV as a key component in every training module as a part of our design process. Advocate for the use of AV in developing professional development for the state

Launch additional courses on home learning:

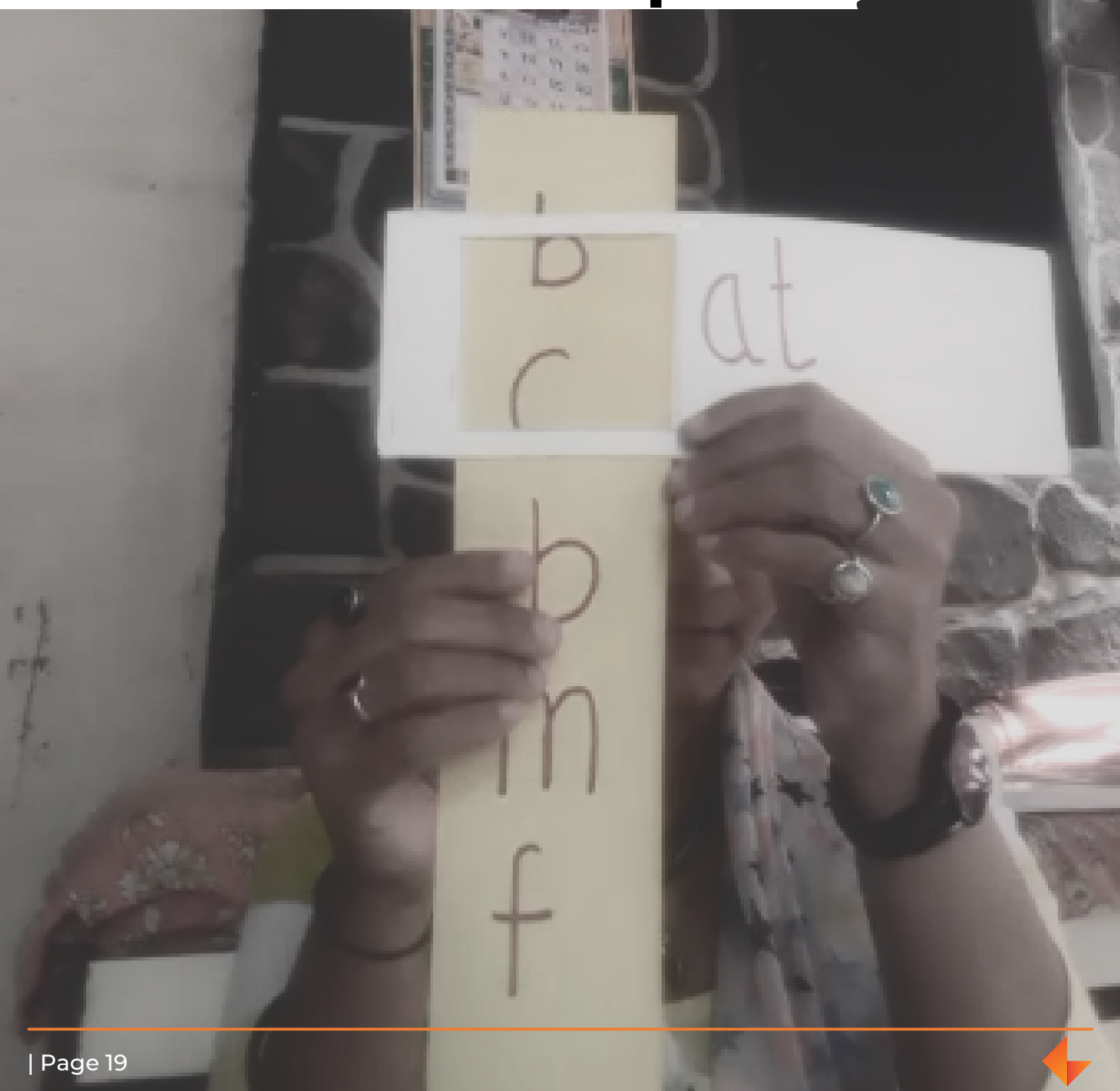
Launch a 10 hour course on facilitating home learning and a handbook on effectively facilitating online classes for pre-school. Click [here](#) to download the handbook

Reimagine coaching and support:

Pilot our 6-step process coaching tool to measure, communicate and support teachers in their process towards facilitating home learning



2. NGO Partnerships





Gurushala

Gurushala is an initiative of Indus Towers Ltd. and Vodafone Idea Foundation and is implemented by Pratham Education Foundation.

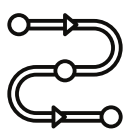


WHY

Over the past year, we have created online modules that cover the domains necessary to be an early educator. In our mission to make quality teacher training accessible to more early educators, we believe in sharing our content with existing open source teacher training platforms.

Gurushala reached out to KEF to put up its first ECE course on the platform for early educators. The aim of this partnership is to:

1. Study the impact of our teacher training content when delivered through external platforms or partners
2. Increase the reach of our teacher training content to other demography



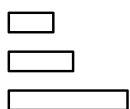
HOW

KEF training content was customised for the Gurushala platform. It was made open access to any early educator accessing Gurushala for Teacher Professional Development. We adapted 3 modules as a part of the ECE course:

- Language Development
- Early Math
- Social and Emotional Learning

As a part of the module development process, KEF provided Audio-Visual resources, glossaries with definitions, assessments and summary readings. Certain elements of the module were co-owned by both parties. The project took 4 months to complete.

Click [here](#) to visit the course on Gurushala platform - [Early Childhood Education](#)



IMPACT

In the span of 7 months, the course saw 1200+ sign ups from across the country and an average completion rate of 50%. Of the 3 modules, Social Emotional Learning received the highest completion rate of 56% which indicates that this module is of high interest to educators.



NEXT STEPS

We will continue to upload more modules on the Gurushala platform and track data to improve the content. Owing to the success in reaching educators through this platform, we are also exploring other open source platforms like DIKSHA to share our resources.





JSW Foundation

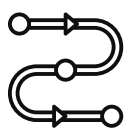
JSW Foundation is the social development arm of the JSW Group, one of India's leading business houses. Governed by Jindal Education Trust, they have established 8 operational CBSE-affiliated Jindal Vidya Mandir Schools with an aim to provide quality and holistic education to children.



WHY

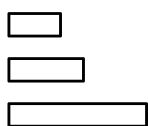
In their mission to provide quality education in the Jindal Vidya Mandir Schools, JSW Foundation partnered with KEF to provide a quality teacher capacity building program that would also be relevant during the time of lockdown and school closures. A total of 70 teachers participated in this program.

For KEF, the intention of this engagement was also to study the effectiveness and relevance of our teacher training program when delivered to teachers from a different demography.



HOW

We leveraged our existing online training platform and integrated customised webinars to create a training model that was relevant and asynchronous. Teachers engaged with 14 online modules, 4 webinars and submitted 14 assignments over a duration of 10 weeks. During this period, teachers also received continuous support from learning managers.



IMPACT

After 45 hours of training, 68 pre-primary teachers were trained and certified by KEF. The teachers took up 4 assessments and were given a Level based on their performance. Of the 68, 36 teachers completed the training on Expert Level, 29 on Advanced Level and 3 on Intermediate Level. No teacher performance was on the Beginner Level. Watch [this](#) video to see the journey of the training as well as feedback from the teachers.



NEXT STEPS

The need for relevant professional development of early educators in the ecosystem is high. This project helped us understand the effectiveness of the KEF training program when delivered to an external partner. It has also given us the confidence that our training can be customised and contextualised to a given demography.

We will continue to learn and build our expertise to achieve our goal of launching high quality capacity building and certification for all early educators in India.





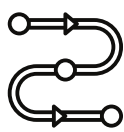
Inventure Academy - Let's Play

The Let's Play project originated as a Community Outreach initiative of Inventure Academy. The aim of the project was to provide simple teaching and learning material to pre-primary children from the low income communities around the school. These children did not have access to any learning opportunity due to the schools being shut as an aftermath of the COVID-19 pandemic.



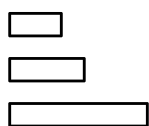
WHY

The aim of the Let's Play project is to bring play to 3-6 year old children inside their home. As an organisation working in ECE, we have the experience of putting together age appropriate, contextual TLMs which encourage children to learn at home and parents to participate in their child's learning. On the basis of this expertise, KEF was identified as the primary content creation and outreach partner for this project.



HOW

We developed a document called the Let's Play Manual, which guided the 4th and 5th grade students of Inventure Academy in creating a Kit which consisted of developmentally appropriate TLMs for 3-6 year olds. The kit also included a set of KEF's Play and Learn Worksheets that enable parent and child to engage in learning together at home.



IMPACT

The manual helped these students to create a total of 250 kits. KEF ensured that these kits were delivered to the families with young children. Read the complete Impact Report on the Let's Play project for more details.

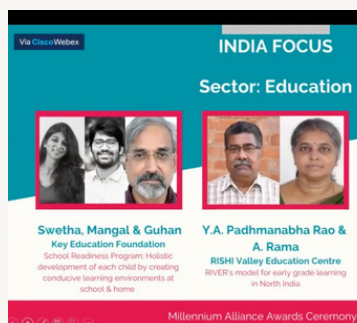


NEXT STEPS

After piloting it with 250 children, we have created a refined version of the Manual which is available to any organisation or individual who wish to enable learning through play for children at home.



Highlights of the year gone by



MILLENNIUM ALLIANCE AWARD

KEF won the “Millennium Alliance Award Round 6” award under Education for our work in Early Childhood Education. Millennium Alliance is a joint consortium of USAID India, Department of Science and Technology, Government of India, DFID - UK Department for International Development & Marico Innovation Foundation.



CAPACITY BUILDING ON ECE FOR THE STATE

KEF worked to train teachers and master trainers as a part of a network of NGOs and universities for the state of Karnataka. We trained 107 master resource persons, cluster resource persons and DIET staff from 31 districts in Karnataka.



BLUEPRINT

KEF Communications team was a part of a 6-week course conducted by Mr. Subu and Mr. Rakshit on designing the Communication Strategy for the organisation.



‘WHATIF?’ CAMPAIGN

KEF hosted a 1 month long reflective exercise with our teachers to ask 'What if?' questions and bring out teacher voices in reimagining what ECE can look like for our children as we emerge from the pandemic. Read about our learnings [here](#).



CHILDREN'S DAY

KEF hosted a full day virtual event to celebrate our young learners by bringing them a fun day filled with activities, stories, Zumba, prizes and more. We had over 1400 children and families who joined in the celebrations.





DISCUSSIONS ON THE NATIONAL EDUCATION POLICY

KEF hosted sessions on the NEP with an Early Childhood Education focus in different spaces with School Leaders, Educators from Teach for All, InspirED etc. to build awareness on the importance of the early years and key actions to be taken to achieve the goals set by the NEP.

BOOK CLUB

In our internal effort to stay connected and continue to learn together, we began a book club at KEF and read books by John Holt and Kamala Mukunda. A big highlight was hosting Kamala Mukunda herself who kindly shared many of her experiences with us.



PARTNERSHIP WITH WU, VIENNA

A team of students from Vienna University of Economics and Business conducted an independent analysis of our impact data for students and parents. This served as a fantastic learning experience for our team as we received some great recommendations on strengthening our assessment and analysis.



RECOGNITION BY MOE

KEF's work towards empowering parents and the related resources we have created were mentioned in the guidelines document released by the Ministry Of Education, India as a source of contextual support for parents. Read the document on 'Guidelines for parents participation in Home-based learning during school closure and beyond' [here](#).



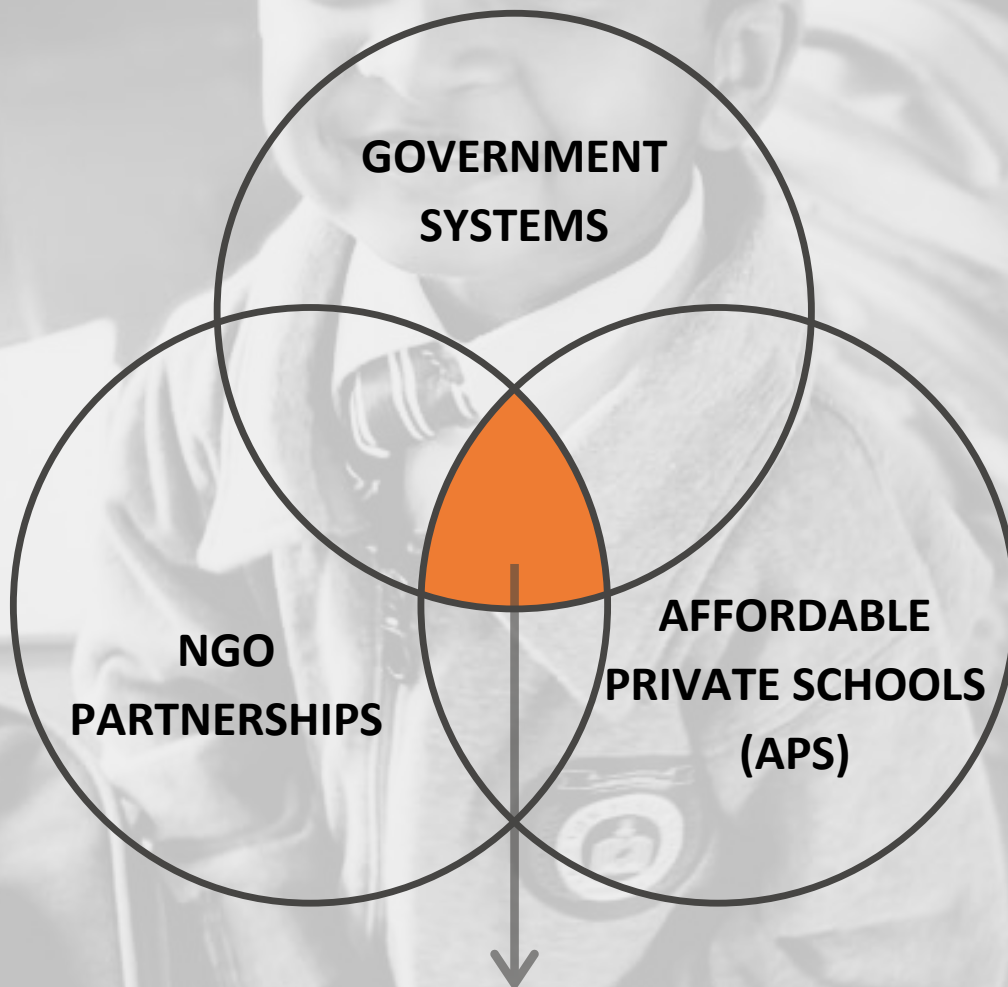
WHITEBOARD CONSULTING

We embarked on a 6 month project to improve and strengthen our organisation HR Strategy by closely working with Whiteboard Consulting and having Mr. Harish Devarajan as our consultant. The activity entailed re-looking at our organisational value, defining and strengthening our culture and redesigning our strategy on learning and development, selection and opportunities, rewards and recognition and Culture and Engagement.



Way Forward

PATHWAYS TO SCALE: Key Education Foundation will scale its impact in the following systems to achieve the national goal of **Universal access to Quality Pre-Primary Education in India by 2030**



UNIVERSAL ACCESS TO QUALITY PRE-PRIMARY EDUCATION

APS: Improve quality of Early Childhood Education in the under resourced low cost Private schools by bringing in innovation and advocating for regulations

Government Systems: Strengthen the capacity of government systems to effectively deliver quality Early Childhood Education through direct partnership

NGO Partnerships: Build capacity of other NGO's on Early Childhood Education through customised and contextual support



PROJECTS : 2021-22

HOME LEARNING PROGRAM IN GOVERNMENT AND PRIVATE SCHOOL

WHAT

Ensure Age appropriate development of children in the Pre Primary years through a Home based learning program delivered via schools by engaging Parents

POTENTIAL IMPACT



2500+
Students



40+
Teachers



2500+
Families

100 DAY FOUNDATIONAL LEARNING PROGRAM

WHAT

A multilingual, technology driven solution that offers any parent in India a structured 100 day, home based program to mitigate learning loss and help their children transition effectively to school post the pandemic

POTENTIAL IMPACT



10,000+
Students



10,000+
Families

SYSTEMIC TRANSFORMATION WITH THE GOVERNMENT OF KARNATAKA

WHAT

A 3 year MoU with the Samagra Shiksha Karnataka, towards improving the quality of Early childhood Education in Government schools with a specific focus on teacher Professional Development and Parent Engagement by leveraging DIKSHA as a platform

POTENTIAL IMPACT



40,000+
Students



8000+
Teachers



40,000+
Families



Summary of Audited Financial Data

Here is a summary of our audited financial data:

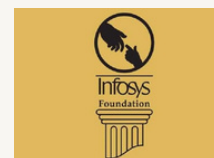
	2020-21	2019-20	2019-18
Total Income	10,205,534/-	11,305,188/-	5,500,473/-
Total Expenditure	8,782,815/-	14,521,166/-	6,352,279/-

(Amounts in Indian Rs.)

[Click here to view our Audited Financial Report for 2020-21](#)

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 the NITI AAYOG Portal DARPAN.

Empowered by



We are grateful to the following donors for their contribution

Mr. Pawan Poddar
Mr. Aniruddha Narayan Malpani
Mr. Nalin Pandey
Mr. Sridhar Cherukupalli
Mr. Anand Patti
Mr. Shanmuganathan
Ms. Neha Gandhi

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Content Partners





THANK YOU

Connect with us



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