

I LOVE READING - ILR

ANNUAL PROGRESS REPORT 2016-17



Φ KATHA

ORACLE®



We thank Oracle for its generous support in helping us set up vibrant, colourful, and child-centric story rooms and in the execution of ILR activities in 30 MCD schools. Katha is proud to share the annual progress report for the period April 2016 to March 2017.

EXECUTIVE SUMMARY

Reading changes everything. It's not just the ability to read, but the power of reading. It connects us with others and helps us know ourselves better. And reading is not merely a question of going to school, but to know and learn while having lots of fun in the process. With this thought and spirit, and in response to the low reading levels of the children in the country, Katha initiated the ILR programme in Delhi's municipal government schools and the surrounding slum communities.

Aiming to improve the effectiveness of elementary education in the government school system, especially reading skills in children, ILR is based on Katha's proven education and teacher-training methods that we have developed, tested and refined over the last twenty-five years. ILR also uses Katha's beautifully illustrated, internationally acclaimed storybooks for children to engage them in reading and to help teachers tackle some of the most pressing issues in India such as poverty, inequality, and to enable sustainable change.

Under the ILR programme, Katha works with all the stakeholders – students, teachers, principals, communities/parents, and the government – to ensure a robust, sustainable intervention. With direct intervention through trained Reading Mentors, ILR facilitates whole school transformation. One of the most important features of ILR is the integrated approach of teaching, based on NCERT syllabus. In addition to this, the programme also focuses on supporting the most reading-challenged children in MCD schools and tracks their progress and results.



PROJECT/PROGRAMME

I Love Reading (ILR) is an innovative reading and school transformation programme that Katha runs in Delhi's municipal government primary schools and surrounding slum communities. It aims to improve the effectiveness of elementary education in the government school system, especially reading skills in children, with a focus on under-served children in Delhi.



ILR is based on Katha's proven education and teacher training methods that have been developed, tested and refined over the last 28 years. With the launch of free online repository www.padhopyarse.net and IT training for teachers on utilizing resources, ILR has facilitated easy access to a wealth of creative, ready-to-use Hindi language teaching-learning materials based on Katha's innovative pedagogy and other sources.



BACKGROUND

Annual Status Education Report (ASER) has reported a declining trend of reading levels and learning outcomes as the children advance to higher grades, across states in India. More than half the children in grades 5 are at least 3 grade-levels behind where they should be in terms of learning levels. The worrisome situation has been revealed in government schools where more than 65% of the total children are enrolled. Katha's Theory of Change is that if children are able to read, they will do well and stay in school longer and eventually complete their education.



ACTIVITY REPORTING

All the children from Grade 1 to Grade 5 were divided into three cohorts as per three trimesters. Children had to go through baseline and end line assessment. Direct intervention with children was done after the baseline assessment. Katha's Reading Mentors used Katha's unique Story Pedagogy that uses diverse tools including stories, activities and worksheets to bring children into the ambit of reading and the Katha Marg which has modules based on NCERT books. Three indicators of progress i.e. Performance, Attendance and Retention [PAR] were mapped for each set of children in their respective cohorts. A total of 9,022 children were successfully reached through the direct intervention in schools.



4 STeP (School Transformation and Engagement Programme) workshops were organized to train teachers through demonstration, handholding, and sessions on Story Pedagogy© and integrated approach of teaching. Teachers were also trained on how to use technology and e-resources available on www.padhopyarse.net in classrooms using laptops, tabs, smartphones and computers through e-ILR hubs. 4 PACT (Principals Alliance for Creative Teaching) meetings with Principals were also conducted. Principals shared their valuable inputs and best practices.

The Community Outreach component of the I Love Reading programme includes mobilization of mothers and thereby building a conducive environment for learning.

7040 mothers were through Ma Mandals and were encouraged to talk about the problems that they face and were supported in figuring out the solutions to their problems. water, health, sanitation, education. 253 DOYTs volunteers were trained to conduct reading activities for children within their communities.



KEY ACTIVITIES

GOAL

To build enabling/sustainable learning environment in government schools which will help improve attendance, retention and performance among children.

OUTCOME 1

Creation of vibrant, dynamic and conducive learning spaces in 30 Oracle supported MCD schools.

ACTIVITIES	OUTPUTS
<ul style="list-style-type: none"> Setting up of 30 child-centric story rooms with beautiful and colourful story characters painted on the walls to make classrooms fun learning and vibrant spaces. Training students (Master Student Librarians) to manage story rooms and issue books. 	<ul style="list-style-type: none"> Access to 30 child-centric story rooms with 242 books each. The story rooms provide a conducive environment for reading and have generated excitement for learning among children and teachers alike. 200 Master Student Librarians have been trained and they are meticulously managing story rooms — issuing books and promoting reading habits in schools.



OUTCOME 2

Improvement in attendance, retention, reading skills and attainment of grade-level reading among children identified in 1st, 2nd & 3rd cohorts.

ACTIVITIES	OUTPUTS
<ul style="list-style-type: none"> Compilation of beneficiary details. Selection of 1st, 2nd & 3rd cohort and implementation of module-based intervention. <ol style="list-style-type: none"> Conducted the pre-assessment. Conducted 10 modules across 30 schools. Conducted post-assessment after the completion of modules. 	<ul style="list-style-type: none"> 30 schools reached with 9022 direct beneficiaries. Baseline and end line assessment of all children conducted before and after the implementation of module-based intervention. <ol style="list-style-type: none"> Only 4.1% students were grade-level reader in the baseline assessment of all three cohorts. The grade-level reading after the ILR intervention increased from 27% to 31.5%. 83.7% of average attendance achieved. 99.81% retention achieved.





OUTCOME 3

Facilitation towards school transformation by enabling teachers/principals adopt innovative teaching learning practices based on Story Pedagogy

ACTIVITIES	OUTPUTS
<ul style="list-style-type: none"> • Orientation to the MCD teachers on Katha's story pedagogy. • Demonstration and handholding in using integrated curriculum and innovative classroom practices. • Registration on www.padhopyarse.net and equipping teachers with IT skills to access and ethe e-resources and contribute. • Conducted 4 STeP workshops • 4 STeP workshops conducted. • 4 PACT meetings held. • E-learning training imparted. • 22 Faculty Club meetings held. 	<ul style="list-style-type: none"> • Teachers learned and adapted Katha's Story Pedagogy. • 100 hours of face-to-face training to MCD teachers was conducted on accessing and using e-resources for effective teaching. • 75 teachers from these 30 MCD schools were registered on www.padhopyarse.net • This led to a better understanding of the programme among teachers and principals. • Two e-ILR hubs/smart classes were set up at Satyawati and H Block in Naraina schools to bring qualitative change in teaching and learning.

OUTCOME 4

Building a sustainable reading and learning environment within the community through community ownership.

ACTIVITIES	OUTPUTS
<ul style="list-style-type: none"> • Identification of communities surrounding the 30 schools. • Mobilizing mothers and women into Ma Mandals under Katha All School Mission (KASM). • Formation of issue-based societies such as water, sanitation, health, etc. for better awareness and self-help. • Identification and formation of young volunteers DOYTs (Delhi One Young Team) was done • Trainings were conducted for DOYTs to help them better organize the reading activities for young children in their communities. 	<ul style="list-style-type: none"> • 77 communities around the 30 MCD schools were reached, touching almost 10000 households. • 7040 mothers check dropping out of children from schools and ensure sustainable education for them. • 114 societies have been formed to initiate a collective effort by women to address community-based issues. • 253 DOYTs have been mobilized and trained to conduct reading activities among children in their communities. • 253 Reading Leagues have been formed by DOYTs. DOYTs were trained and equipped with reading material on how to form and conduct Reading Leagues. Weekly is done by Katha.



CHALLENGES AND DIFFICULTIES

Children enrolled in ILR-ized school come from families who have small businesses or shops. During busy hours children are forced to stay back to help their parents and skip school.

Seasonal migration has been a challenge with such communities.

MCD schools are an administrative set-up where teachers give priority to government duties and responsibilities over Katha's trainings and workshops..

Younger teachers are familiar with new technologies compared to older teachers. Hence older teachers are little less receptive to the e-training and story pedagogy.

Rigid societal norms and values sometimes make it difficult to convince girls DOYTs, and their parents, to participate in the programme.

LESSONS LEARNED



Teachers in the government schools always together to be busy with their own set of duties. Initially, their resistance level is higher and motivation is low. It requires regular follow up and rapport formation to break their rigidness and raise their motivation levels. Teachers start responding gradually and with e-ILR, they themselves initiate.

Learning assessment is done through worksheets with a set of outcome indicators after each activity. There is no mechanism of knowing what the child has learnt other than the worksheets. Efforts have been made to establish one such feasible mechanism to assess the periphery learning among children.

Schools with e-ILR hub have witnessed higher attendance and retention rate and better receptivity among teachers as well.



PROJECT VISIBILITY



1

The updates of the project are posted regularly on social media. The posters and banners acknowledging Oracle's support have been prepared and are used on public platforms for visibility.

2

Banners & Standees of 'I Love Reading', with Oracle logo prominent placed, were developed and are used during events, activities and visits. (Please see the Picture Gallery for picture references.)

3

Success stories, event updates, and visits to the ILR schools supported by Oracle are shared on Facebook regularly. The page has a total reach of 20,000 users and the posts reach approximately to 4500 users.

- a) <https://www.facebook.com/kathaindia/photos/a.80632262273.91499.65667472273/10154022119192274/?type=3&theater>
- b) <https://www.facebook.com/kathaindia/photos/pcb.10153960832802274/10153960831512274/?type=3&theater>
- c) https://www.facebook.com/pg/kathaindia/posts/?ref=page_internal



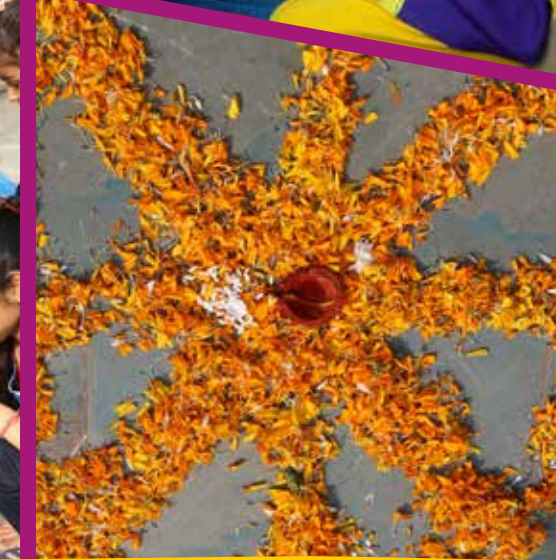
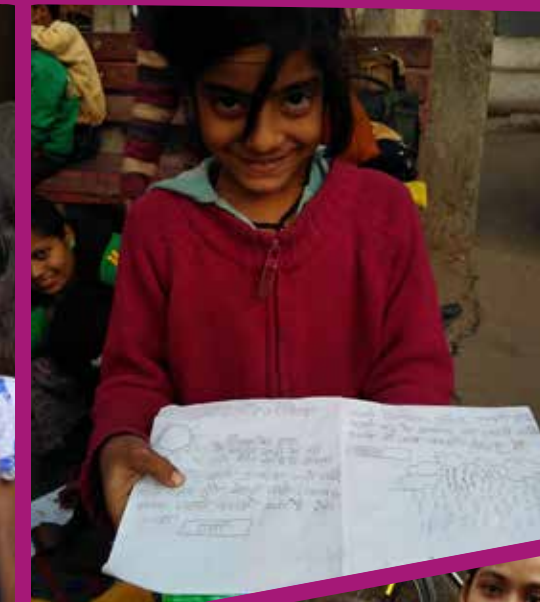
4

Katha's website has about 10,000 monthly page views and Oracle logo is placed there.

5

The Oracle Annual Progress Report will be a part of Katha's Annual Report 2016-17, which will be distributed across government departments, NGOs, corporates and individuals.



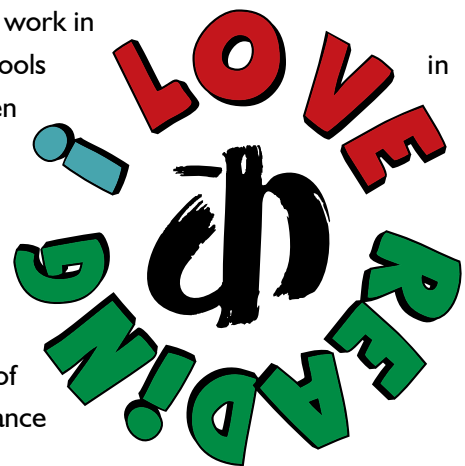


EDUCATING THE IMAGINATION!

Katha is a non-profit organisation seamlessly connecting grassroots work in education, urban poverty alleviation and literacy. Katha runs 98 schools in slum communities in Delhi and reaches out to 200,000 children through a unique Reading Programme. Katha's efforts are inspired by the vision of empowering children to become community leaders through education, transforming their lives as well as that of their communities.

Katha's Mission: To help every child realise his/her full potential through community-based quality learning. To enhance the joys of reading. To reduce injustice and poverty through education. To enhance linguistic diversity through story.

Katha leverages its mission goal on a single powerful idea: Children can help their communities get out of poverty, and bring change that is sustainable and real.



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