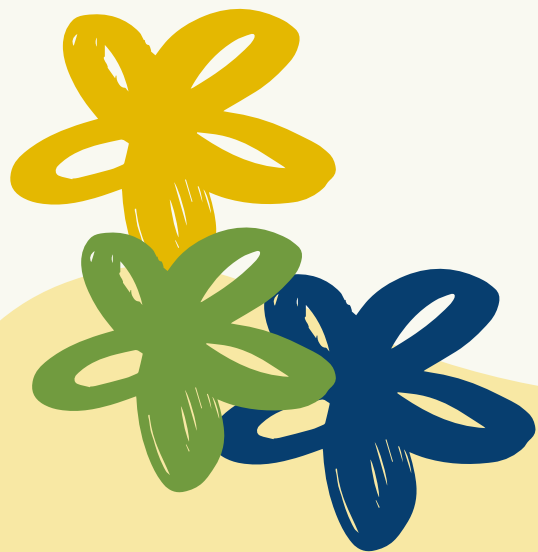


# Annual Report

2021-22



**C E Q U E**  
CENTRE FOR EQUITY AND  
QUALITY IN UNIVERSAL  
EDUCATION



hePlus



# Our Mission

To enable teachers to transform their classrooms so that every child receives quality learning



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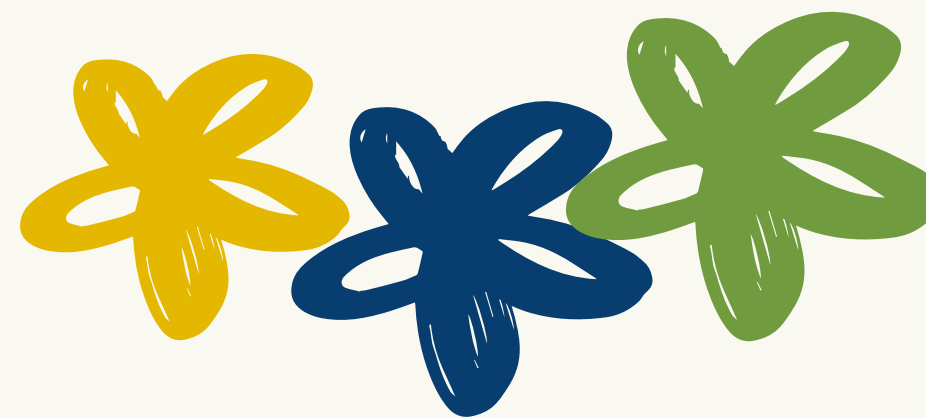
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# Founder's Message



The capacity to adapt, re-invent and innovate is essential for progress. More than ever this year, this capacity was needed from the team of CEQUE to the teachers enrolled in its programs, district leaders and ultimately, the beneficiaries, the children themselves. Each person pushed their limits to re-imagine what education can look like in the post-pandemic era and address not only loss of literacy but also the emotional fallout such as lack of confidence.

Alarm bells began ringing up and down the country since the pandemic struck. Though schools had no choice but to shut down, educators could already predict some of the enormous challenges that would come from a lockdown, However, the effects are far worse and the compounding effects of the lockdown on foundational literacy are still being calculated. The fault lines in education were to become even deeper and more exposed in the tectonic shifts caused by the pandemic.

With school closures, a complete academic year, spanning 180 days, was lost. For many children in the communities that we work with, the alternatives of mobile learning or WhatsApp classes were inadequate and ill-suited.

Many students dropped out of the learning fold. When schools re-opened, teachers faced the onerous task of covering the learning losses and bringing students back to grade-level competency.

The post-pandemic era requires an innovative approach and CEQUE has been on the ground, helping to give teachers the tools and methodologies and most of all, the confidence to innovate and address the challenges of education in the post-pandemic era. We adapted our existing work and provided solutions for challenges presented to the organization. This inspired teachers under the Teacher Innovator Program to find solutions to problems arising from learning loss while continuing to push themselves to use new tools, methodologies and managing the student's home environment for addressing student's learning loss. From using workbooks to checking on students' progress in their homes, teachers did it all.

CEQUE's work has been recognized by many stakeholders and thus, it has been the recipient of support from Foundations like the EdelGive Foundation and Dasra.

We bring you stories from the ground and hope they inspire you, despite the disheartening scenario. Ultimately, it is a tribute to the heart and minds of our students and their will to break boundaries.

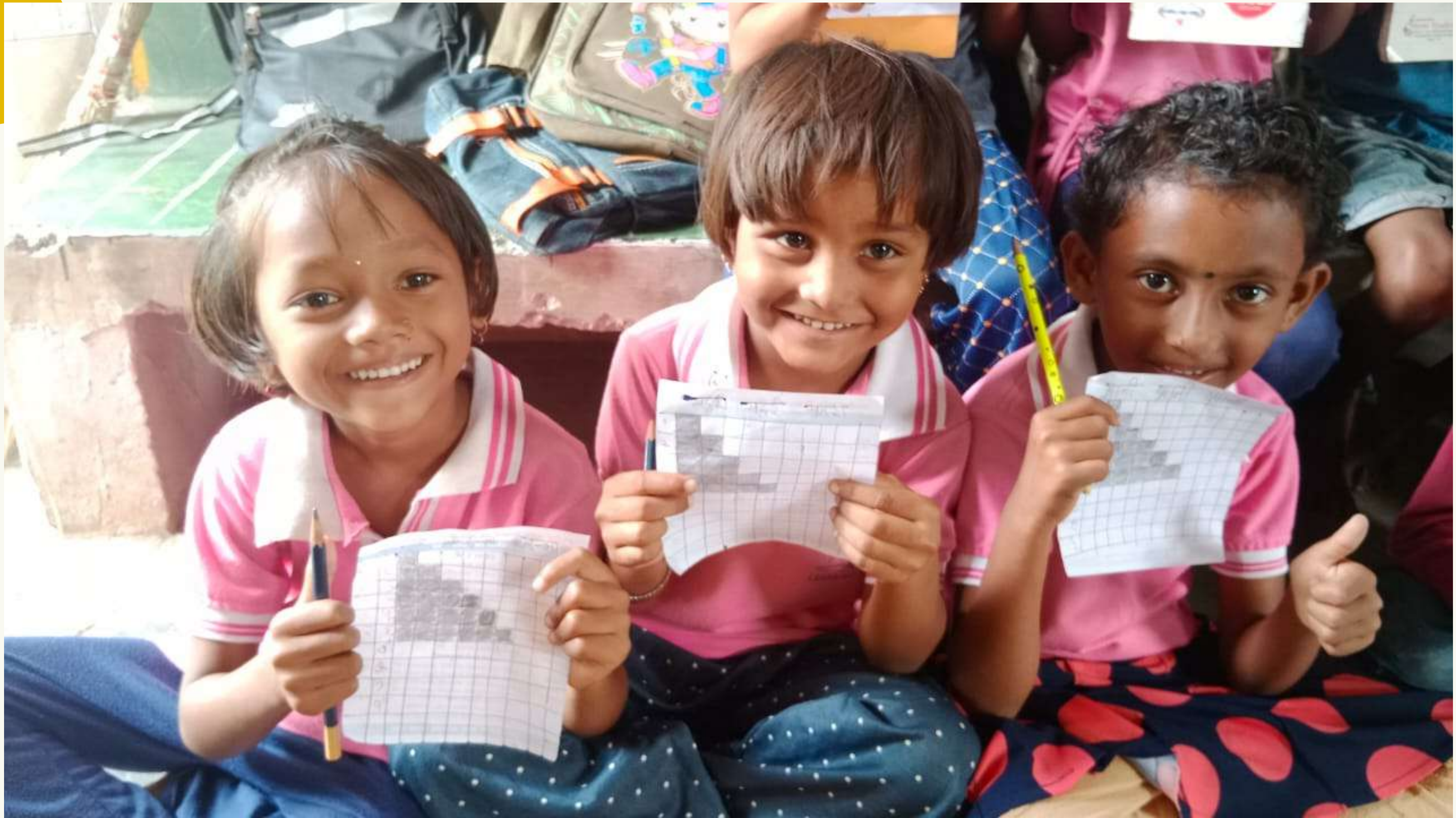


# Learning to Thrive

Despite pandemic induced challenges, through the year we continued to stay focused on our mission to ensure that every child learns. We supported teachers to reach the last child, ensuring that they come back to school and make up for the learning losses.








# The Teacher Innovator Program (TIP)



Teacher Innovator Program skills teachers in innovative strategies to improve student learning outcomes. Through the year, we worked with 1,500 teachers in Gadchiroli, Chandrapur, Thane, Palghar and Nashik districts in Maharashtra, helping them identify and bridge gaps in student learning.



The pandemic had exacerbated the learning losses and school openings and closures remained erratic across districts. Despite these challenges, we were able hold planned workshops and coaching sessions with teachers, both offline and online, listen closely to the problems in the classroom and work one-on-one to come up with solutions.





# It takes a team to help a child learn!

Twelve-year-old Akshay was enrolled in Pilanepada Zila Parishad school located in the coastal district of Dahanu, around 110 kms from Mumbai.

Once schools reopened, Akshay's teacher, Komal Shere sir faced the task of ensuring that children returned to school and made up for their learning loss. Akshay's parents would take him along to work at a local brick factory. Shere sir coaxed Akshay's grandmother to let him stay back with her so that Akshay could come to school.

That done, Shere sir and CEQUE coach Samir Warankar worked together to determine his learning levels. Akshay struggled with the addition of two-digit numbers, well below what was expected at his grade level. Using CEQUE's teaching methodologies, Shere sir taught Akshay how to add. CEQUE's community worker, Dipika Pawar helped Akshay practice after school.

Akshay learnt addition and subtraction using the number bond, number line and square grid techniques everyday in school and after school for three months. Today, Akshay can add two and three-digit numbers with ease using the strategies he learned.







# Scaling TIP

In December 2021, CEQUE collaborated with the District Institute of Education and Training (DIET), and Zilla Parishad Thane to scale up the Teacher Innovator Program across Ambarnath, Kalyan, Shahpur, Bhiwandi and Murbad blocks in Thane.

Launched as Mission Umang - 100 Days, CEQUE trained the state resource group to work with 2,606 teachers across 1,328 schools to build foundational literacy and numeracy of 38,514 students from grades 1 to 3.



**Training trainers under Mission Umang, December 2021**

# TIP Impact

- 1,503 teachers upskilled
- 22,297 students reached

Across 5 districts of Thane, Nashik, Palghar, Chandrapur and Gadchiroli

“Students will no longer be left behind due to the use of these strategies,”

Sandhya Modak, teacher, Zilla Parishad Primary School, Lonara Parakhi, Chandrapur

25%

student's ability to subtract improved from 4% to 29%

26%

student's ability to recognize 2-digit numbers improved from 14% to 40%

21%

student's ability to recognize words improved from 14% to 35%

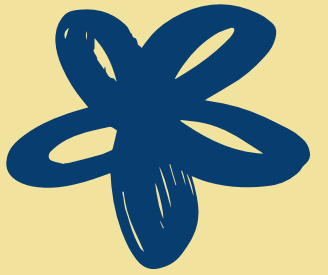
17%

average improvement in teacher learning





# Kendra Pramukh Academic Leadership Program (KPALP)



Run in collaboration with Government of Maharashtra and Unicef. KPALP skills cluster resources coordinators (CRCs) to provide better onsite academic support to teachers. Since 2016, the program has coached over 2,500 CRCs and 200+ state resource group members across 34 districts in Maharashtra.

CRCs play a pivotal role in ensuring the road to learning recovery for children. This year, we continued to work with cluster resource coordinators and helped them develop plans to ensure the overall development of the cluster.



**Meeting with CRCs to help build cluster development plans**



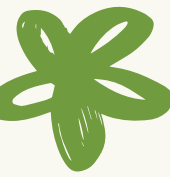
# No child left behind

Entrusted with the management of two clusters covering 35 schools, 181 teachers and 5,364 students, Kendra Pramukh Ms Swati Pagdhare wanted to ensure that all children came back to school once they reopened after COVID-19. But, an enormous challenge was tracking the students since parents, most of whom were migrant workers who had lost their livelihoods had returned to their villages during the lockdown.

Undaunted, Ms Pagdhare collected data and found that 81% parents had smartphones and 16% had basic phones. Though encouraging on paper, the on-ground reality was that most parents could not afford to buy internet plans. Further, only one parent, typically the family breadwinner, would have a phone, but children did not have any access to it.

Despite 63% of parents having a smart television, only 44% students would watch any educational program broadcast on it. Ms Pagdhare drew up a plan using techniques she had learnt under KPALP. From organizing Zoom trainings for teachers, to creating training manuals for them and talking to parents, she used a multi-pronged approach.

By January 2022, she reports proudly that 95 % of students were receiving education, 73% students were attending class regularly, 8% students were receiving online schooling and 14% students were learning through home visits conducted by teachers.





# KPALP Impact

3 modules for Continuous Professional Development of CRCs along with a standardised cluster development planning template was created. State Resource Group members were trained to take over the subsequent implementation of the modules over the years to come.

Professional  
Learning  
Community  
Module

Refresher  
Module

Induction  
Module

The program entered its consolidation phase and was integrated into the government's longer term plans for continuous professional development of cluster resource coordinators (Kendra Pramukhs)/

# Teacher Pages

Teacher pages is our open-source bank of lesson ideas in practice. Here, sample lessons and best or innovative practices are recorded in action within the classrooms and are housed on our YouTube channel.

This year, we saw an increase of 745+ subscribers with a 14% increase in video viewing hours



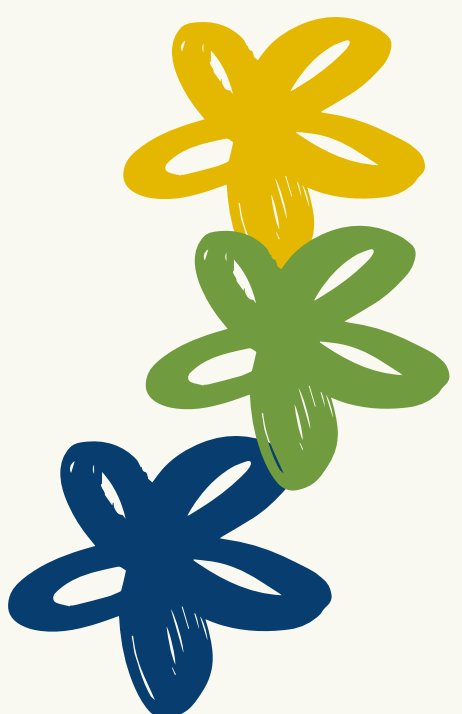
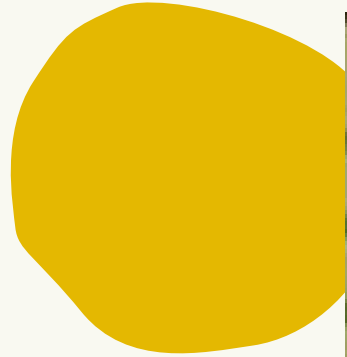
Video lessons in the TeacherPages app saw a 14% increase in viewing hours



# Innovate

Challenging times require out-of-the-box thinking. At CEQUE we recognized that. Our ground-up solutions meant we adapted our program to include the support of community workers for teachers who were struggling to reach the last child and provided a curriculum that would equip teachers to go back to teaching foundational skills to children.







# Reaching the last child

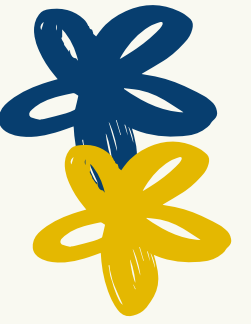
16 community workers (Shalamitras) worked with more than 1,500 students from 25 of the remotest schools in the districts of Palghar and Nashik. They sang songs, played games, told stories, helped solve exercises from workbooks given to students as part of the TIP. This support helped teacher cover the learning losses.

“CEQUE’s shalamitra has been a huge support to me. They have helped students catch up with lessons, especially since coming back to school after the lockdown. My students are now coming to school voluntarily and are enjoying the lessons”

Sainath Anmode, teacher, Harichi Wadi ZP School, Nashik



Community worker Yuvraj Chitekar playing word games in Nashik district

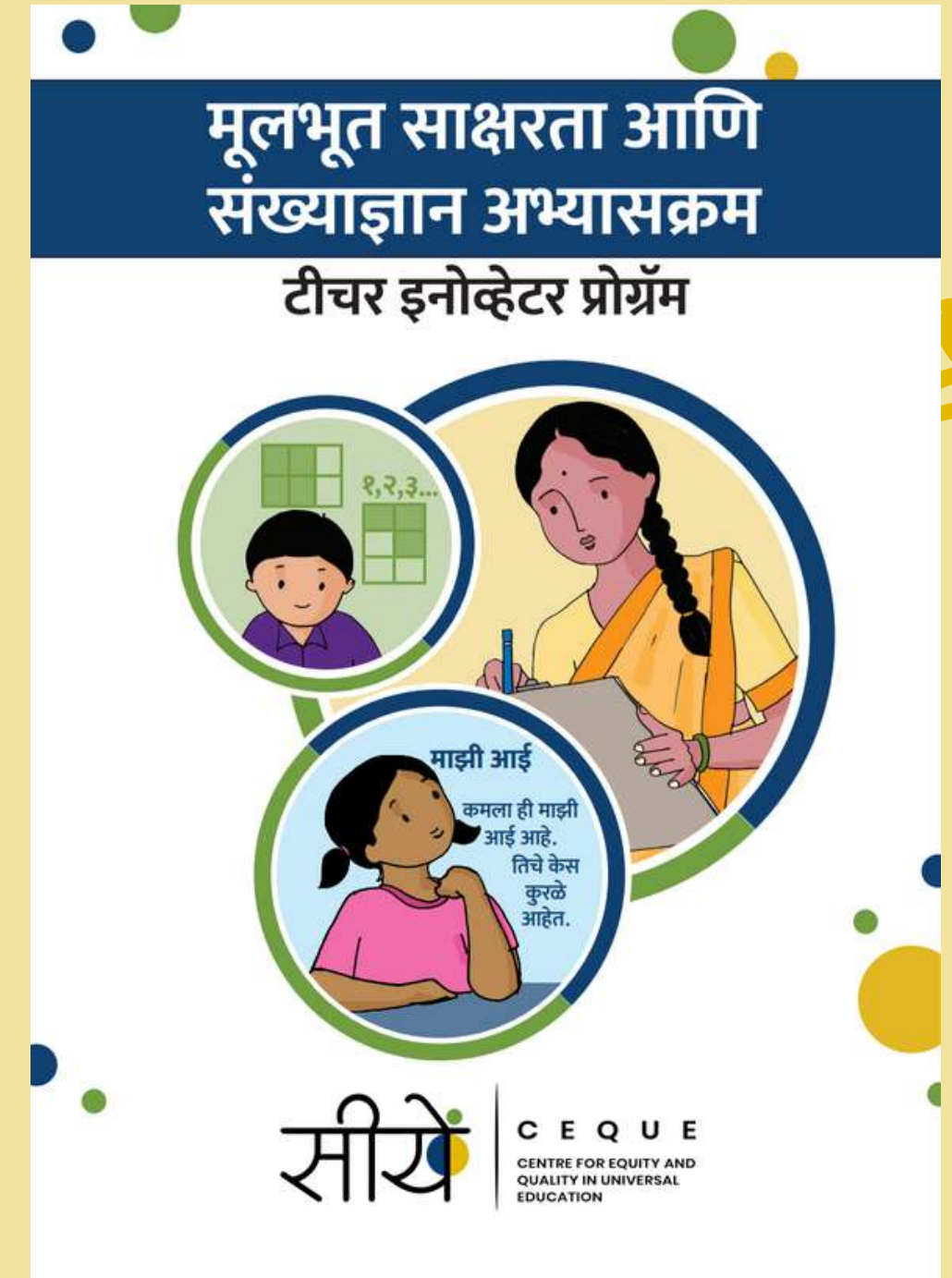


# Foundational Literacy and Numeracy (FLN) curriculum

Upon school reopening most children struggled with the basic number and letter recognition and operations of addition and subtraction.

The FLN curriculum developed as part of the TIP begins by giving activities for reading readiness followed by using childrens' own vocabulary to develop letter, word and sentence making skills.

It focuses on visualization skills to develop number sense and number operations.







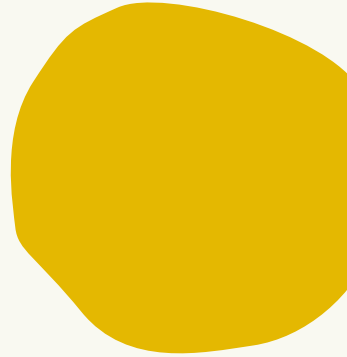
# Showcase

In a year when we were taking tentative steps out of the pandemic, it was important to recognize the efforts of students and teachers alike.

As part of the TIP, we regularly showcase the work done by the students at the end of the academic year. This year it was special as it served as a beacon of hope, reminding us that despite challenges, learning did happen.

Teachers through the pandemic went beyond the call of duty to help children learn. What better way was there to honor such teachers, than through our learning exhibitions!







# TIP Learning Exhibitions

Self-confidence is key in every child's learning journey, to talk about what they have learnt in school in front of parents, teachers and their peers.

Through our TIP India Learning Week exhibitions, we help children showcase what they have learnt. These exhibitions showcase student work and serve as an important event bringing parents, teachers, government officials and the community together, bringing the learning of children at the centre of the life in the village.

A total number of 234 exhibitions were organized across all districts covering 574 schools, with 5,865 students exhibiting their learning. Students in the age group 5 to 10 years displayed their skills in reading, writing, science, and mathematics. Parents and village elders were invited to these exhibitions and the children confidently explained strategies like Number Bond, First-Then-Next-Last, Summarizing etc.



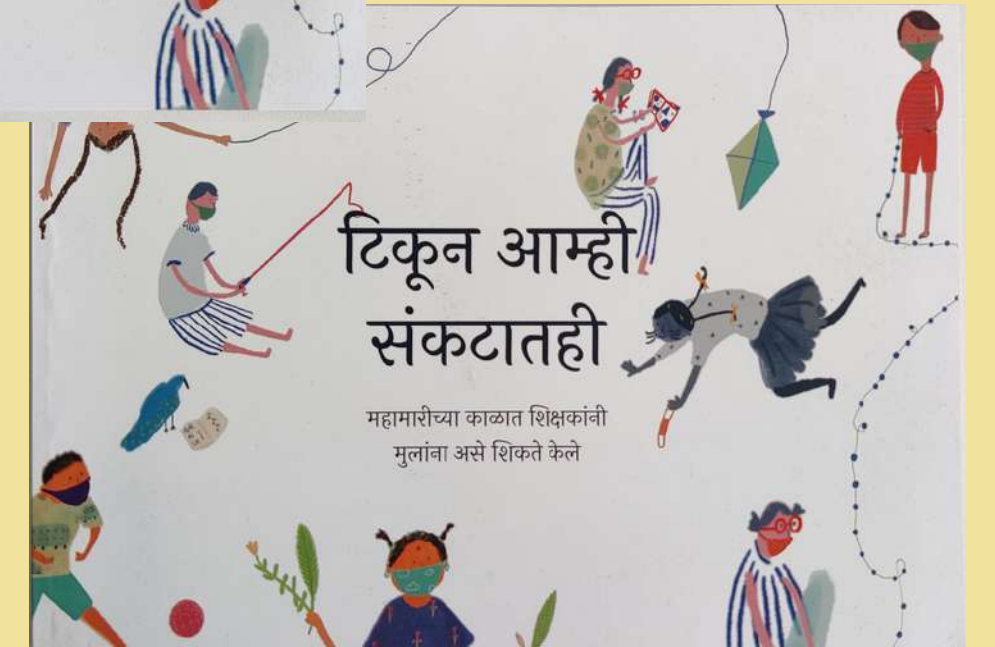
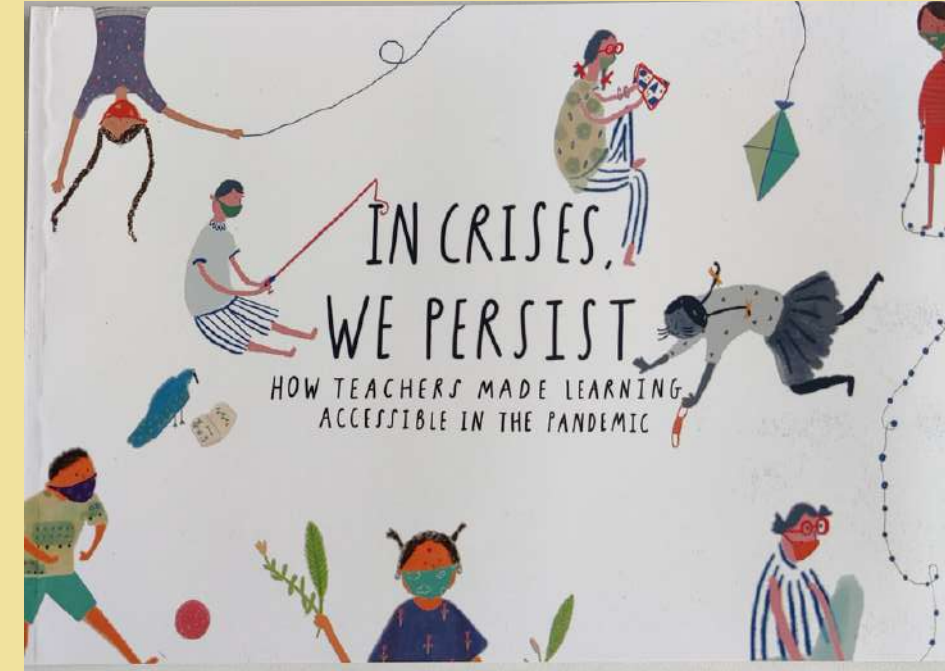
**The Learning Exhibitions saw participation from 5,865 students across all districts**



# 'In Crisis We Persist'

The book is a testimony to the perseverance, of teachers, of their innovative thinking and of going beyond the call of duty to help children learn.

From painting walls of houses with alphabet and number charts to make-shift classrooms in open spaces outside homes to mobile libraries, the book pays a tribute to such teachers, reminding us that they too were no less COVID-19 warriors!





# Recognition

Our work is being recognized and we are receiving support and acknowledgement from our contemporaries and aid-giving organizations.

CEQUE has been selected for grants by prestigious organizations, which will help us to scale our work further.

I'm one of  
**GROW's**



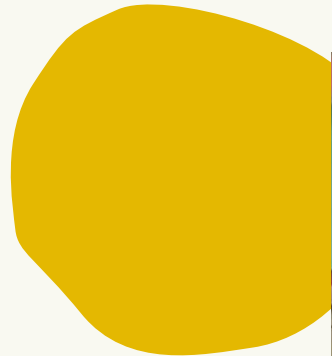
Visit [www.edelgive-growfund.org](http://www.edelgive-growfund.org)  
to know more.



dasra











## EdelGive Foundation

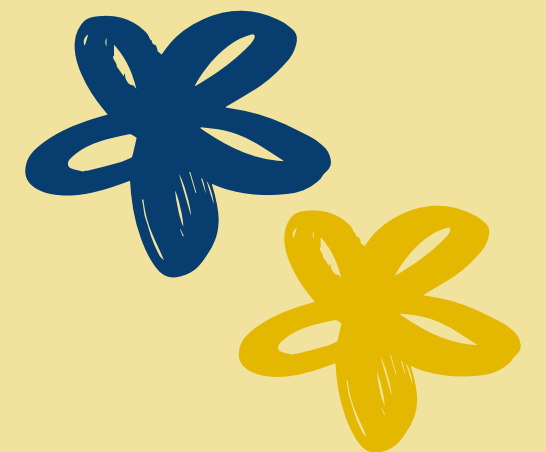
We are immensely proud to share that CEQUE was selected as one of #GROW's100 – a collection of stellar grassroots organizations from across India!

The GROW Fund is a first-of-its-kind initiative by EdelGive Foundation, aiming towards building a resilient civil society and strengthening 100 grassroots organizations from across India over a period of 24 months. We are glad to be one of them!

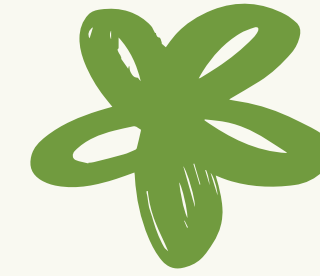
## Dasra

Dasra's #BacktheFrontline campaign Dasra supported and channeled resources to 152 NGOs across 31 States & Union Territories in India, helping them accelerate their Covid-19 relief efforts which were focused on awareness, immediate care, medical support, training and capacity building of frontline workers, mental health support, financial assistance, skilling, and livelihoods.

We are very proud to have been chosen as one of the NGOs to be supported by Dasra.



# Our Team



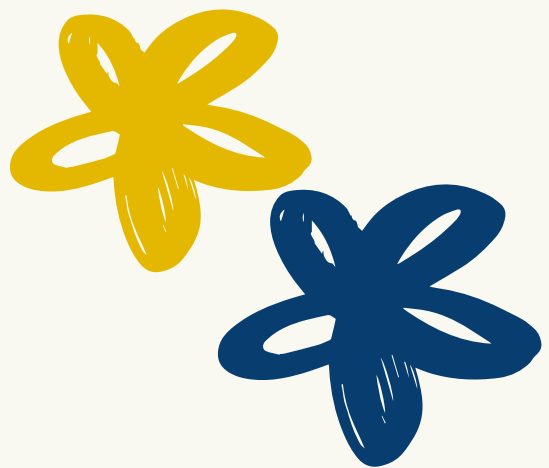
Anju Saigal  
Founder Director



Mitesh Thakkar  
Director



Pushkaraj Gumaste  
Board Member

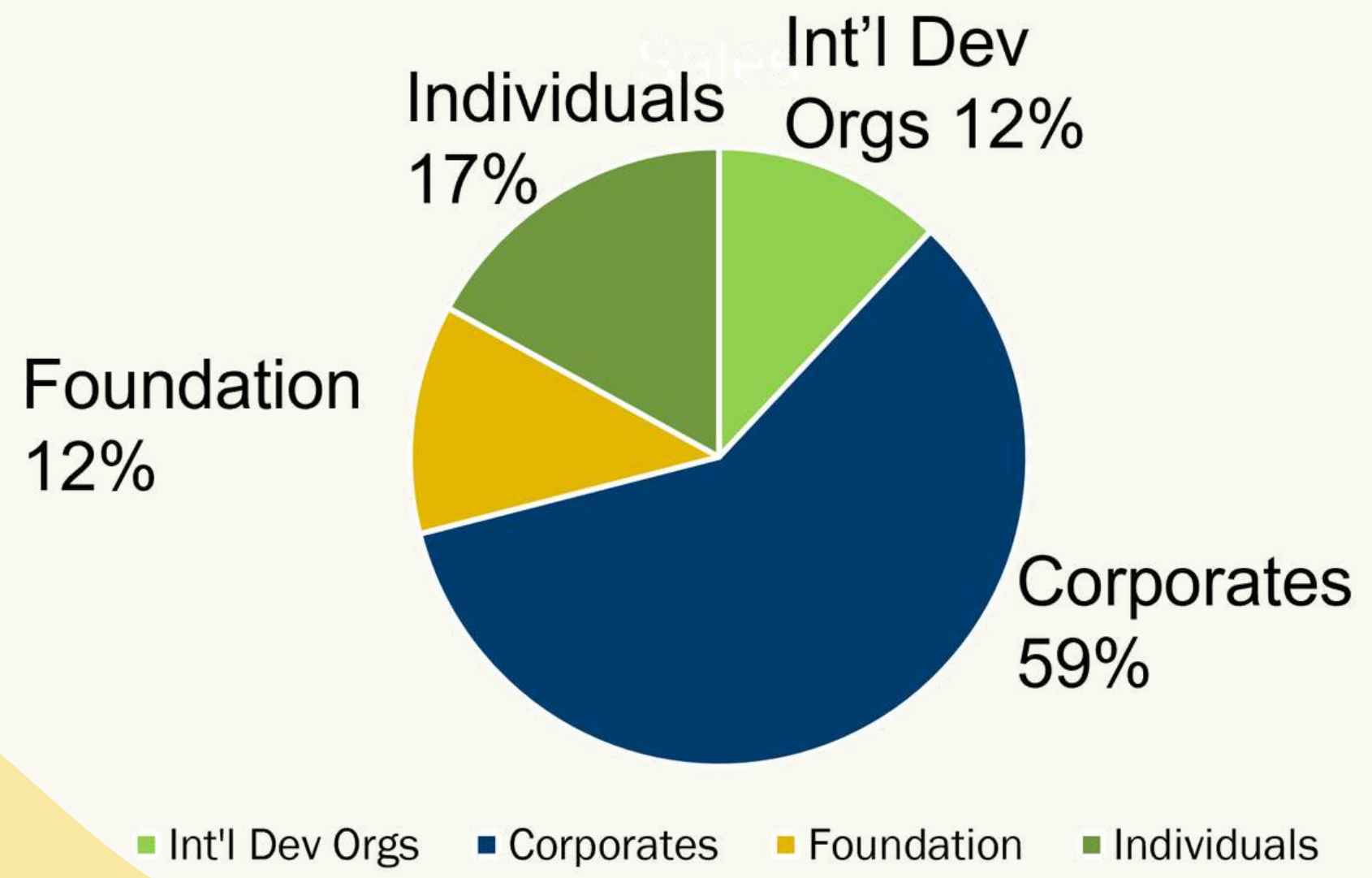




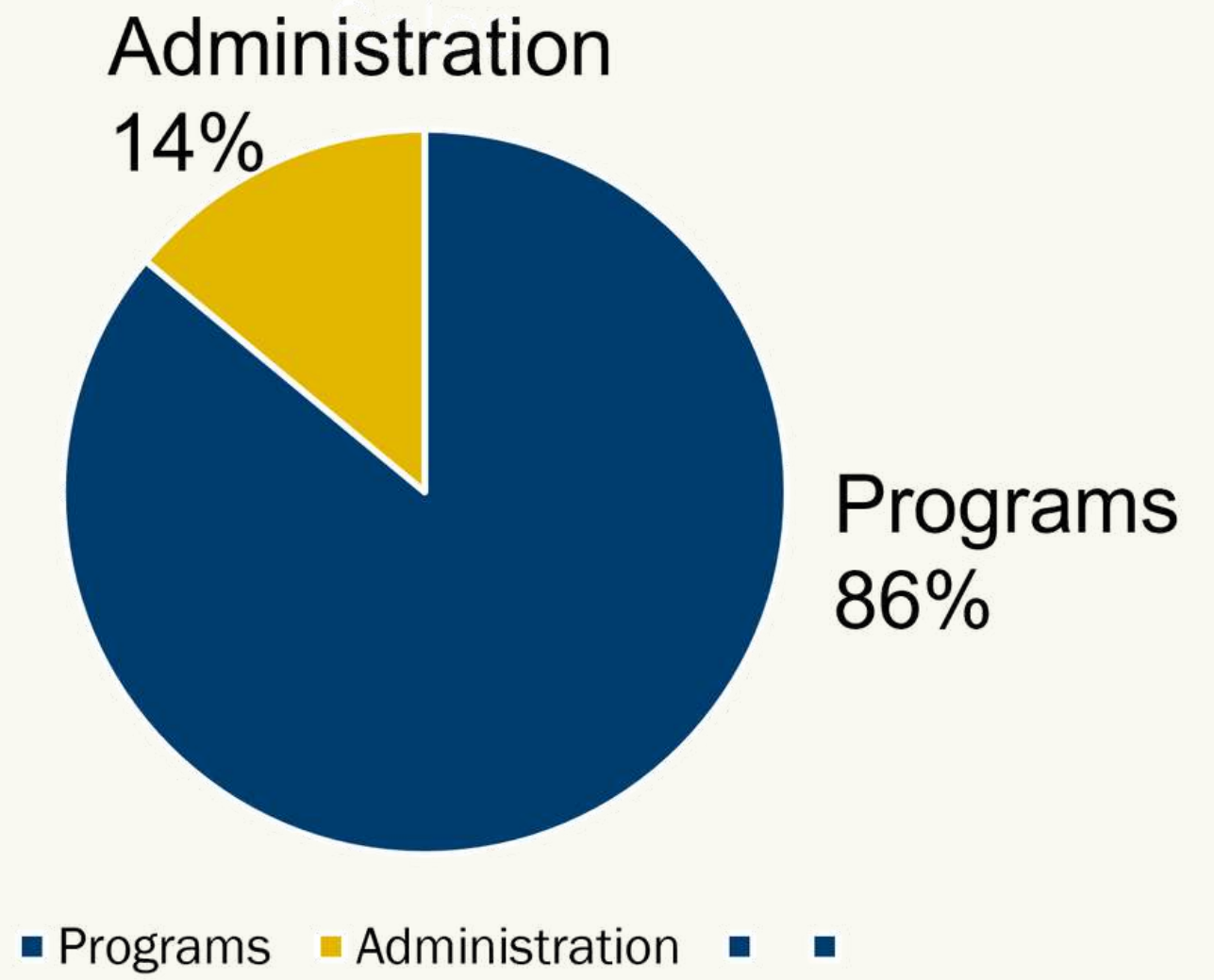
# Financial Summary



Where the money came from

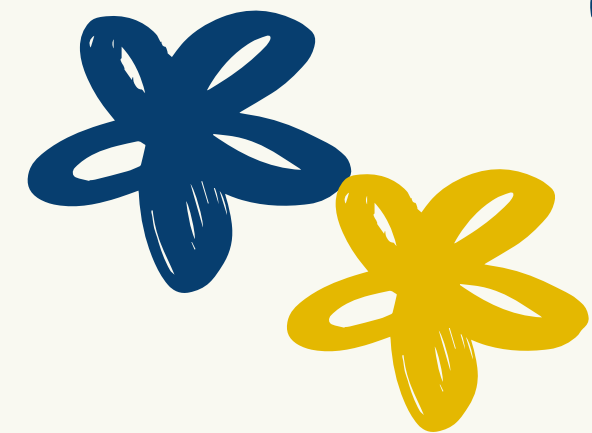


How the money was spent



# We are grateful to

- Bank of America
- HT Parekh Foundation
- Building A Better Tomorrow Foundation
- Sai Fertilizers Pvt Ltd
- UNICEF
- Action Aid
- Tuhin Parikh
- Deepa Deosthalee
- Rajneesh Agarwal
- Viraj Ghate





# Thank you!



From our CEQUE Family!

