



Early Childhood Education Program Impact 2017-18

Early Childhood Education (ECE) is an integral part of child development. Unless the foundation is strong no amount of intervention at higher classes to improve learning outcome would yield any result. LTPCT changed its strategy to focus on ECE programme with targeted intervention in 54 hamlets. Constant programme monitoring, engagement with mothers and Government Teachers and infrastructure development has gained significant results in improving learning outcome of children.

PROGRAM OVERVIEW

Project Vidya, a collaborative initiative by L&T Public Charitable Trust and Pratham Education Foundation was initiated in 2013 to address the educational gaps in Talasari, a block 136 kms from Mumbai city. Interventions in a tribal belt such as Talasari present challenges unique to the geography and population in terms of access and connectivity, language and engagement. This region is home to people hailing from Warli, Dhodi, Kokna and Dubla ethnicities, who are majorly engaged in daily wage jobs in the nearby factories.

Now in its 5th year, Project Vidya has been instrumental in bringing in holistic transformation in the educational landscape of Talasari. Specifically in the pre-school space, the intervention has brought about notable systemic changes. From no activities to conducting innovative development appropriate activities, there has been a massive transformation in the overall functioning of the Anganwadis. Embedding inclusivity in the education system,

Project Vidya team has reached out all the households in the region, orienting and constantly encouraging them to send their child to the Anganwadi. Major improvement in infrastructure with support from the engineering team of L&T Public Charitable Trust has led to the development of 'model Anganwadi centres' in the region, serving as an inspiration to other Anganwadis in the region. These centres have been designed imbibing the crucial factors for curating a conducive learning culture within and out-side the Anganwadis. The Child Development Programme Officer and Supervisors have won accolades for implementing practises in tandem to the state guidelines for the ECE space. Mothers who were earlier clueless on how to add value to their child's education in the early years, are now empowered and are conducting activities every day with their children.

PROGRAM DETAILS

Direct/Model Anganwadis	Government Partnership / Support Anganwadis	Mother Engagement	Infrastructure Development
<ul style="list-style-type: none"> A year-long pre-school program for 3-5 year's old children. A dedicated teacher works with a group of 25-30 children daily for 3 hours. 	<ul style="list-style-type: none"> Training and handholding of Government teams (Anganwadi Supervisors, Workers and Preschool teachers) to conduct ECE activities with children. Constant Engagement with Government agency to build ownership of the programme 	<ul style="list-style-type: none"> Pratham Cluster Resource Leaders (CRLs) reach out to the mothers and form groups in all the hamlets. Mothers are oriented with simple activities which they can do with their child at home. 	<ul style="list-style-type: none"> Created child centric Anganwadis through innovative designs and usage of existing infrastructure. LTPCT conducted infrastructure assessment available in the villages for early child education and developed a plan using internal resources i.e. architecture and Civil engineer team within organisation.

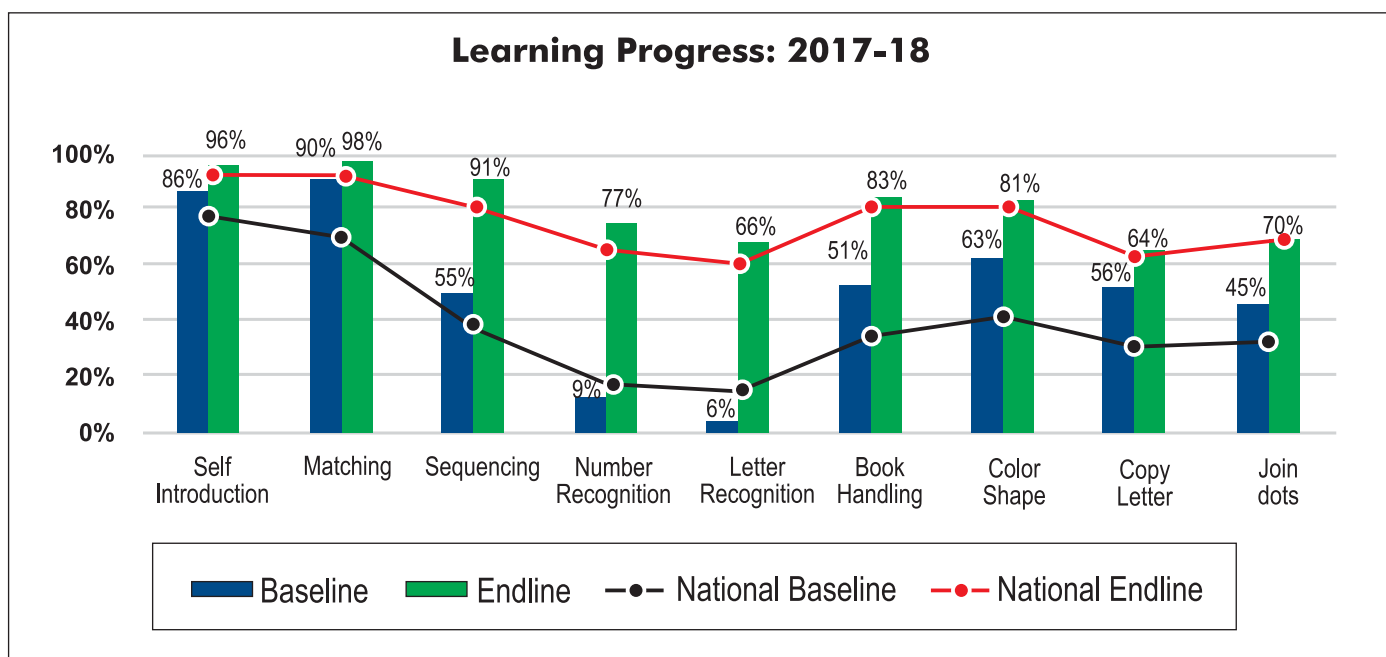


PROGRAM IMPACT

1.1 Learning Progress

The following graph depicts the learning outcomes in 2017-18 of the 25 Model Anganwadis and the trend line of the National endline results from Pratham's ECE interventions across India. Children in these Model centres were taught by specially appointed teachers using Pratham's

teaching-learning methodologies and material. These centres were closely monitored and supported by Pratham's cluster resource leaders over the course of the intervention.



- 96% of the children are able to introduce themselves comfortably. This is noteworthy as these children were fearful and hesitant when Project Vidya was just started.
- 98% of the children are able to do matching and 91% of them are able to do sequencing, reflecting a remarkable progress in their cognitive skills.
- Clearly, the progress in number recognition and letter recognition is 68 percentage points and 60 percentage points respectively from baseline. The improvement in these two competencies has indeed been more than the National endline results.
- The progress in fine motor skills has been substantial. More than 80% of the children are able to handle books and engage in the colouring activity
- Given that Talasari is a backward tribal region, such progress is indeed laudable and reflects that the efforts put so far have fructified.



1.2 Strategy & Program Elements of 2017-18

Based on the previous year's results and experience and given the social fabric of the region, the ECE central content team introduced the following elements in this year's program.

- Intensive Mother Engagement Strategy:** In 2017-18, the cluster resource leaders (CRLs) received consistent inputs from the central content team on the approach of engaging mothers, building mother groups and sustaining the interest of mothers over time. This enabled the creation of mother groups in every pada. The CRLs visited these groups every day alternatively to interact with the groups, exchange thoughts and give additional inputs on how they can contribute in making their children school ready. This 'reaching out' strategy has immensely made a difference in creating a learning environment at home and hence in the overall results.
- Introduction of Number & Letter Recognition Games:** Unlike last year, in 2017-18, specific games for teaching number and letters were introduced from the beginning of the year rather than after 6 months of the intervention. The team's intent was to observe how well the children engage, grasp and learn from such games. As evident from the results, these games have tremendously contributed to the learning outcomes of children. Exposure to such activities from the beginning of the intervention has led to such a massive growth of 68 and 66 pp from baseline.
- Context Specific Teaching-Learning Material:** The team developed context specific teaching-learning material using indigenous resources. Considering the variety in the dialects (languages spoken) in Talasari block, the team worked out a strategy to deal with local dialects and curate local stories and songs for the activities. Children found it extremely effortless to engage with songs and stories in their own dialect. This increased engagement and their ability to grasp whatever was being taught in the Anganwadis.
- Teaching Learning Material Creation Workshop** - The CRLs conducted workshops with all the mothers at the local level at their respective padas. Reading cards and play materials made of clay and indigenous leaves and flowers were curated harnessing the creative skills of the mother groups. These small materials are something which children can touch, feel and engage more closely rather than just looking at a chart/painted wall etc. This again attracted children towards the activities conducted with these materials, effectively leading them ahead on their learning path. These were also used by



mothers at home to teach their children with simple activities.

- **Consistent Community Engagement:** A typical day of a CRL starts with a visit to the Anganwadi, followed by engaging with the mother group and then making home visits to connect with the community members. Such rigorous mobilization efforts have been fruitful in spreading awareness about parent's involvement and active role in their child's learning curve and has empowered numerous mothers to become proactive in teaching their children.
- **Team's Capacity:** Fortunately, there has not been major attrition in the team and 90% of the members have stayed with the program from the beginning. The team's capacity has increased over the year. Their understanding, knowledge and abilities have improved over time with periodic training and mentoring from the central content team. This has also been one of the factors for the notable performance this year.
- **Renovation of Anganwadis:** With support from the civil team of L&T Public Charitable Trust, infrastructure development has been done in 5 Anganwadis. Adequate play material

and learning material along with uniforms, bags and stationary kits were distributed to the children. The vibrant environment inside and outside the Anganwadis along with the additional support materials have provided a positive incentive to parents and children to come and learn in their centers.

- **Consistent Support & Capacity Building from Central Team of Pratham Institute:** This year, members of the central content teams have been providing continuous support to the field team in terms of guidance and mentoring. This has added to their capacity positively.
- **Focused approach and constant engagement with implementing partner:** LTPCT decided to focus on selected 54 hamlets in 3 Gram Panchayats and limited number of AWCs to ensure effective usage of resources to bring results. LTPCT team was engaged in planning, policy advocacy and constant monitoring to improve quality of the program on ground.

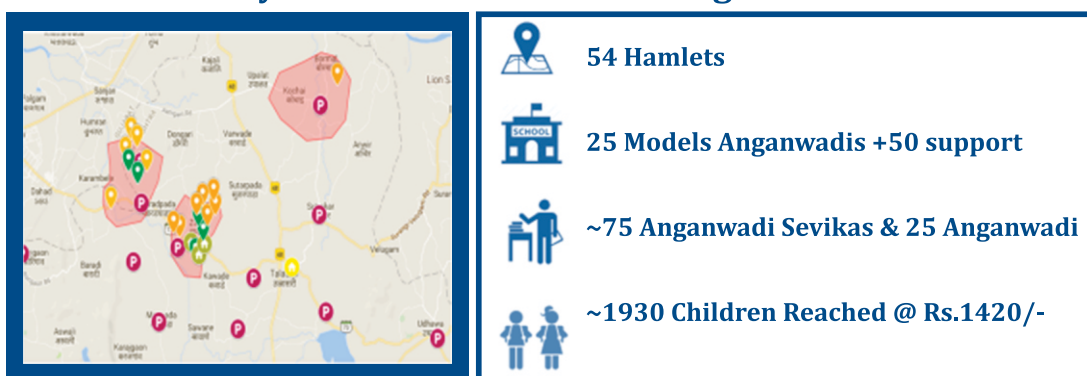
Program Cost : | Per students cost in 2017-18 : Rs. 1421/-



- **Teaching Learning Material:** 100% Anganwadis have access to teaching and learning materials
- **Educational Engagement:** 80% increase in educational engagement across all AWCs
- **Increased Attendance:** 50% increase in attendance was seen in last year
- **Age-wise Learning:** 50% AWW facilitates teaching in age specific groups
- **Training of Resource Persons :** 100 AWWs and Helpers and community members are trained to get engaged in teaching activities
- **Learning Engagement:** 80% teachers brings positive role in creating a conducive and joyful learning environment

Focussed approach with deep engagement of LTPCT in M&E

Early Childhood Education Program Reach



CONTACT:

Supriya Kamble

Program Co-ordinator

Larsen & Toubro Public Charitable Trust

Tel No. 9821911080

Mail Id supriya.kamble@larsentoubro.com