

# The Enrich Pre-Primary Education Program [EPPE] Year End Report : 2022-23



# Theory of Change

Stakholder	Input	Output	Outcome	Goal
Equip Schools	: Early Childhood Education kit : Classroom refurbished	: Children get access to age-appropriate, play-based curriculum	: Access to age-appropriate, play way learning	Children are School Ready
	: Student Curriculum for every classroom		: Classrooms become student-friendly	
			: Improved interaction between teacher-child	
Empower Teachers	: 30 hours Pre Service & 20 hours Inservice training	: Teachers are trained to implement play-based learning : 100% of curriculum completed	: Teachers follow Developmentally Appropriate Practices	
	: 9 One on one coaching sessions		: Improved knowledge of ECE	
	: 9 Classroom visits and observations		: Increased motivation and commitment to the role	
	: Necessary Lesson Plan, Manuals etc			
Enable Parents	: 6 In school Workshops	: Parents engage in home learning activities	: Increased positive interactions between parent and their children	
	: 36 At-home worksheets		: Increased knowledge on ECE in parents	
	: At home Digital support through CLAP		: Improved relationship between parent and school	



# About the Enrich Pre-primary Education [EPPE] Program

Key Education Foundation in partnership with the Samagra Siksha Abhiyaan, Govt. of Karnataka is on a journey to improve the quality of Early Childhood Education available to children across the government schools of Karnataka. We initiated this work in 2018 as a part of the state steering committee. Since then, we have set up a direct implementation model at a block level that serves as an aspirational model of excellence in ECE. From these classrooms, we have been able to successfully glean best practices for classrooms, teachers and parents and scale them across the state .

In the past year we:

1. Successfully delivered the EPPE program in 20 Govt Schools with 32 Classrooms to impact 757 number of students between the ages of 3-6.
2. Extended the best practices from this block via the national training platform – Diksha to 1500+ pre-primary teachers across the state of Karnataka
3. Extended the digital parent engagement program - CLAP to impact 20,000+ children across the state
4. Continued to foster innovation in ECE in the EPPE model schools directly and via partner organisations



# Goal 1: Refurbish classrooms

Goal	Status
Refurbish 12 additional Classrooms and ensure 32 functional EPPE Classrooms for the academic year	10 Classrooms Refurbished 2 delayed and pushed to next year <i>[Due to delays in classroom handover from schools]</i>
Conduct an end-of-year infrastructure audit to ensure conducive learning environment is maintained	Infrastructure audit complete in all schools <a href="#">Click here</a> for a summary of the audit



*Picture of a classroom where infrastructure work is completed*




## Next Steps:

- Complete refurbishment of 2 classrooms
- Procure furniture and storage for 12 Classrooms
- Replace/Repair classroom essentials as per audit requirements
- Continue end-of-year audit to ensure maintenance



# Goal 2: Student Enrollments

The enrollment drive was initiated in the summer of 2022 with a goal to reach 900 students across EPPE Classrooms. The implementation was planned in 3 phases as shown below.

PHASE 1 April - May	PHASE 2 May - June	PHASE 3 July - September
Schools display EPPE banners, announce admissions locally in each community	Home visits by teachers & helpers conducted for 4-5 days in every community to identify and enrol children. Posters put up in public places.	Schools with less than 50% admission targets identified and targeted plans made to engage local SDMC for support <i>*School Development &amp; Management Committee</i>
	 	

Final Enrollments closed at 757 Students [84% of Target met]

**Learnings:** We found some communities to be very densely populated where we had a surplus of students and some with very few children in the 3-6 age group. We also realised that we had about 8% enrolled children who dropped out after 1 month of opening to attend private schools as parents' affordability increased post-covid



# Goal 3: Teacher Professional Development (TPD) : Model

The TPD model of the program comprises of teacher training and regular teacher coaching sessions

1. **Teacher training** comprises of the pre-service teacher training and the in-service teacher training sessions. Pre-service trainings are conducted in the beginning of an academic year to ensure teachers have the knowledge and skills to begin teaching in a pre-primary classroom. While the in-service training trainings are need based training sessions.
2. **Teacher coaching sessions** are one-on-one classroom observations and debriefing sessions that aims to train the teachers on the job and to provide customised feedback based on the requirements of individual teacher and classrooms.



# Goal 3: Teacher Professional Development: Output

## Target

Pre-Service Training	Target - 30 hours	One week long, large group summer training
In-service Training	Target - 20 hours	Online for need based topics and large group [2 days/year]
Coaching Sessions	Target - 11 visits	One day long school visit and post visit meeting by KEF staff

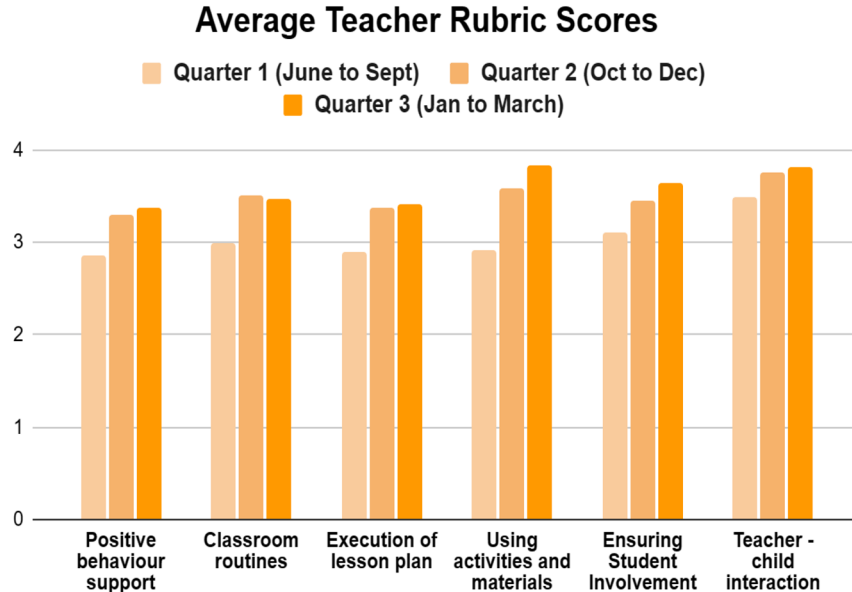
## Actuals

	Mode	Duration	Attendance %
Pre-Service Training	In-person	30 hours	82.56 <i>4 teachers hired later</i>
In-service Training	In-person	10 hours	92
	Online	10 hours	90
Coaching Sessions	one-on -one in-person	9 sessions per teacher	



# Goal 3: Outcome\_Classroom Observation Score

During each classroom observation, teachers were evaluated and marked on a 4 point [rubric](#) that covers 6 essential skills. Teachers show an average improvement of 0.5 points over the course of 1 year.



## Insights

Highest shift was seen in the strands using activities and materials and ensuring student involvement. This indicates that teachers have made sure their students are learning through play

Teacher scores in strands of positive behaviour support and teacher-child interactions indicates that their nature towards children is age-appropriate

The high score on classroom routines indicates that teachers are following a daily timetable for the class and using routines whenever necessary





# Learnings from Classroom Observation

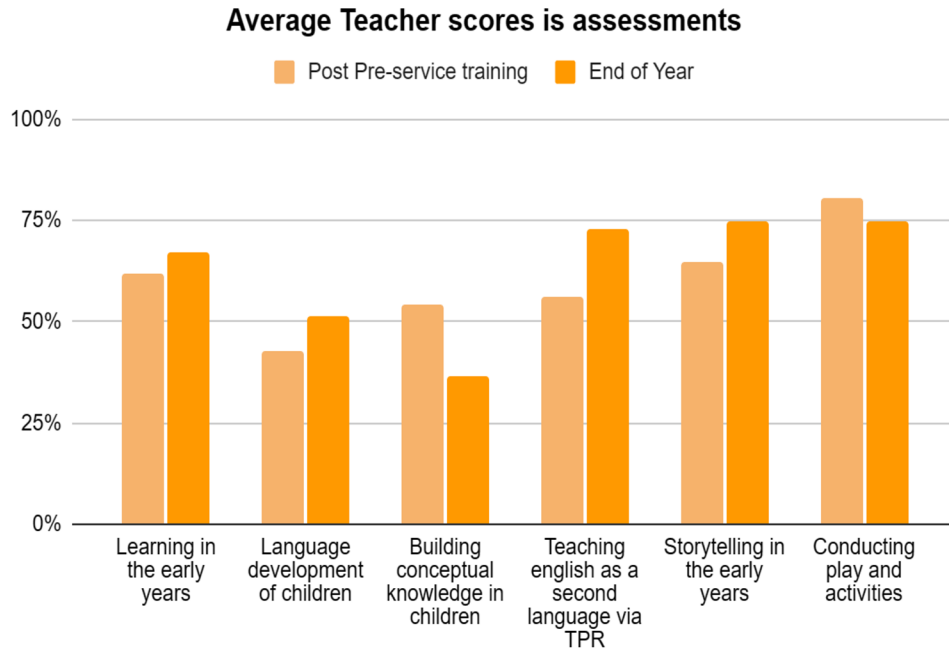
**Most of the teachers in the program are at an average score above 3 in all skills.** This would fall in the category of 'good classroom practices'. As we reflect on this, here are some trends we observe:

- The classrooms are well-resourced - Teachers always have access to stationery, worksheets, handbooks, TLMs required to teach and do not have to struggle to access/procure them
- Teachers are well-respected and motivated regularly to implement and share their classroom practices [Through coaching, WhatsApp groups and more]
- Teachers do not have any other duties to attend to during class hours
- The hiring Criteria prioritized teachers who were passionate about working with young children and we see that translating into loving teacher-student relationships and positive behaviour management
- The Curriculum encourages student participation regularly and has reminders for this in the activity steps
- Teachers have a dedicated planning time - This helps them ensure that they are prepared to execute the lessons plans at optimal quality



# Goal 3: Outcome\_Improvement in Teacher Knowledge

In order to check the growth in the knowledge of the teachers as a result of training, we assessed them after the pre-service training and at the end of the year. The results of the assessments are below



## Insights

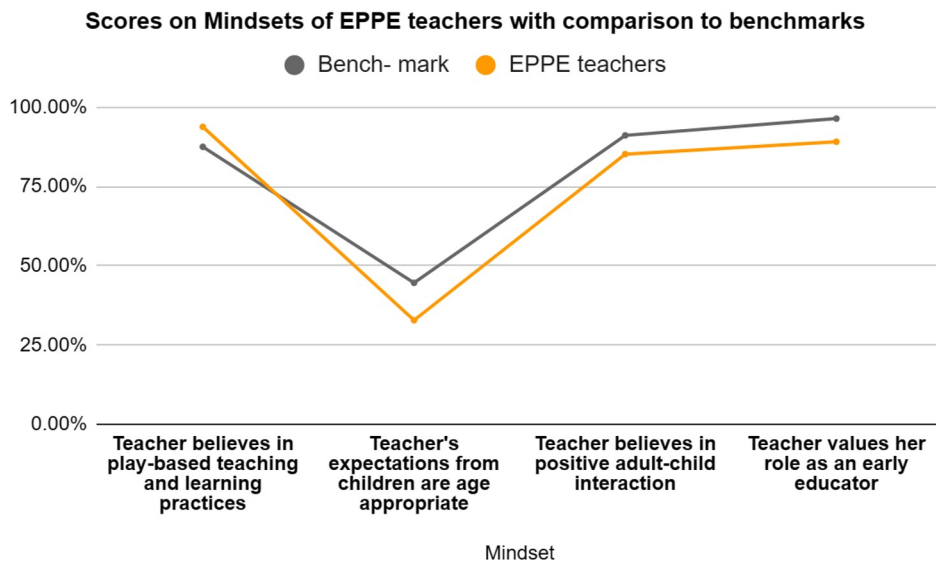
Teachers have shown significant shifts in knowledge under Total Physical Response and storytelling

Under Conceptual learning, Teachers struggled with questions that required them to name TLMs and analyse TLMs to map them to pre-math skills. The struggle seems to be with the vocabulary.



## Goal 3: Outcome\_Teacher Mindset Scores

This year, we attempted to measure 4 essential mindsets of an early educator using an in-house tool. The preliminary findings are as follows:



*\*Please note - The mindset assessment is a pilot tool and will undergo improvements and changes to set benchmarks for quality as well as compare the impact of mindset on teachers' knowledge and skills*

### Insights

Teacher mindset towards children learning through play is very high. This could be attributed to them having executed play-based activities in class and having seen evidence of children learning.

Teachers' scores on other mindsets are slightly lower than the benchmark. Mindset 2 is the lowest score as seen across early educators in other institutions

Teachers in EPPE program have scored and shown very close results to that of the teachers who have set the benchmark.

## Goal 4: Curriculum Completion

All Classrooms in the EPPE program follow the state assigned, play based curriculum - Chilli Pilli Plus. In addition to this, the state also prescribes a Kannada Emergent literacy program for the older children in the program to make it easier for them to transition to grade 1. The EPPE program also implements improvements to improve the learning experience based on gaps we identify. We study their usage and impact so we can then extend these improvements statewide.

State Assigned	End of Year Status
9 months of 'Chilli Pilli Plus'	100% Completed
Emergent Literacy for 5-6 year olds	100% Completed
Additional Improvement by KEF	
Curriculum aligned - Worksheets per child [100+ Worksheets per year]	100% Completed
Spoken English Modules	100% Completed
Curriculum Assessments - 3 times a year followed by Parent Meetings	100% Completed



## Goal 4: Snapshots



***UKG children of GHPS Thirumagondanahalli planting sapling during the theme things around us***



***LKG and UKG children visited puncture shops as outlined in the curriculum during the theme transportation***



***Colours day celebration during the concept colours in GHPBS Sarjapura***

[Click here](#) to watch an activity where children match animals and their feet



# Goal 5: Parent Engagement: Model and Output

The goals of parent engagement of the EPPE program is as follows

- Improve parent knowledge, skills and mindsets
- Improve parent child interaction
- Improve parent school relationship

Towards achieving these goals Parent engagement of the program consists of parent sessions, parent teachers' meeting and The CLAP program

	No of meetings conducted in each school	Average attendance in percentage
Parent sessions	6	62.95
Parent teacher meetings	3	68.88



# Parent engagement: Output\_Engagement on CLAP

Children Learning Assisted by Parents (CLAP) is a whatsapp chatbot program aimed to ensure parents are supported in engaging in their child's learning and have a positive interaction with them. Weekly worksheets are sent for the parent and the child to engage at home.

**Enrollments : 757**

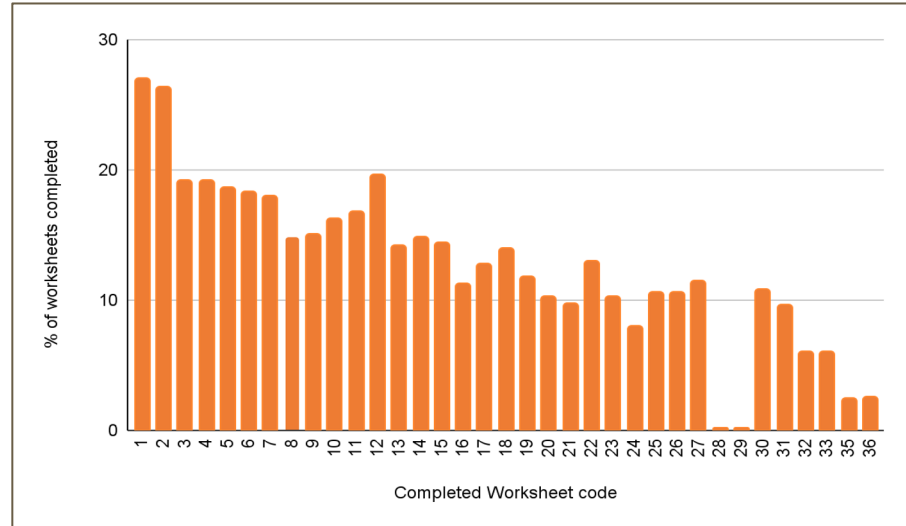
**CLAP Reach : 585**

**CLAP Enrolment rate : 77.3%**

## Engagement :

**On-ground worksheet data - 80.4%**

**On WhatsApp chatbot - 12.68%**



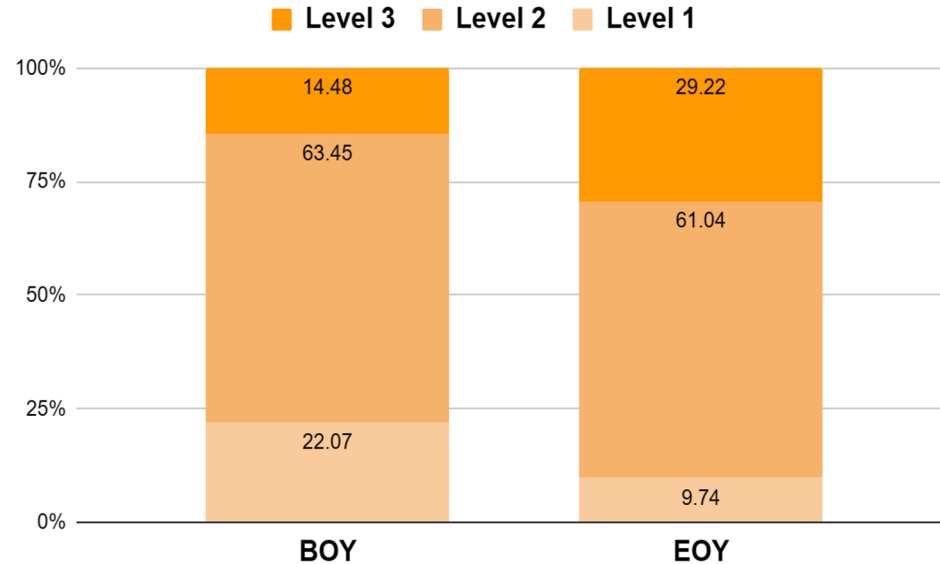
***Parents who consistently engaged on the chatbot over 36 weeks***



# Goal 5: Parent Engagement: Outcome\_Awareness of ECE

154 Parents were assessed one on one in the beginning of year (BOY) and end of the year (EOY) to evaluate any improvement in the Parent engagement goals. Below are the findings:

Percentage of parents under each level - Knowledge, Skills and Mindsets



## Insights

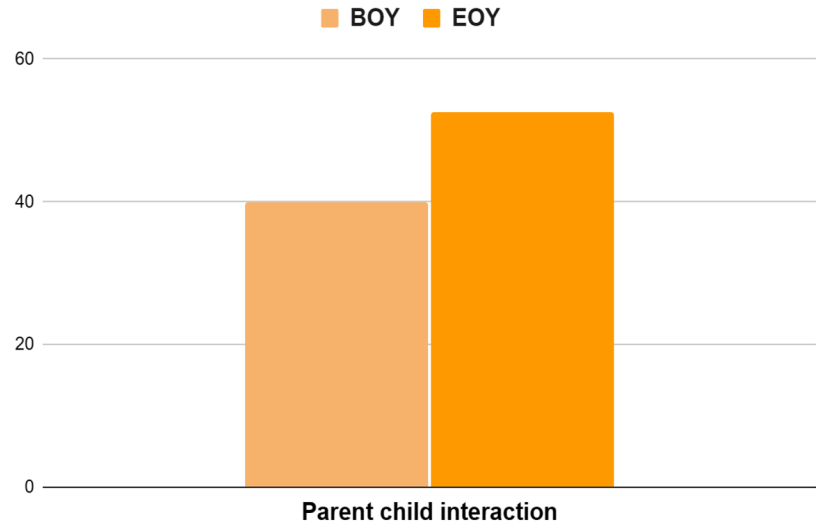
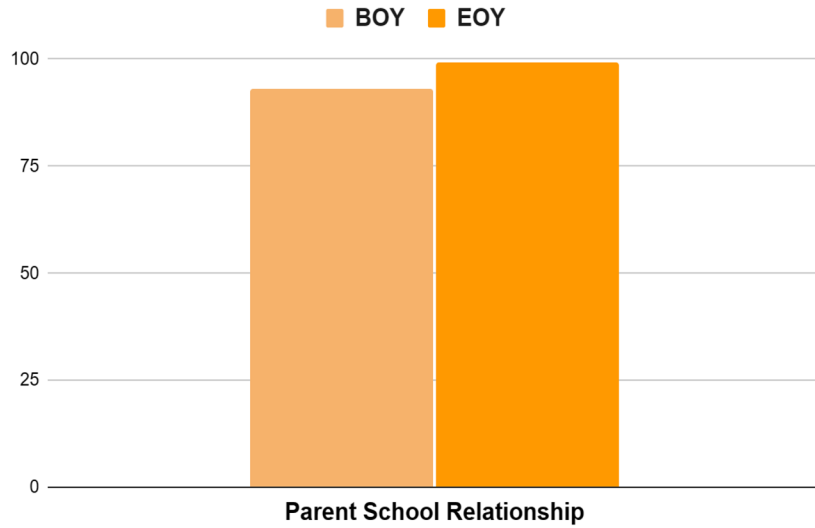
- 30 % of parents are invested and achieve a Level 3 Awareness by end of the year . This is in line with our expected program outcomes.
- There is a reduction of parents at Level 1 by 12 %

**Level 1** - Parents expectations are rote-based and not age appropriate  
**Level 2** - Parents begin to balance rote-based and play based demands  
**Level 3** - Parents are highly aware and invested in age appropriate learning





## Goal 5: Parent Engagement: Outcome\_ School Relationship & Parent-Child Relationship



### Insights

- School and teachers ensured to maintain a good relationship with parents from the start and continued the same till the EOY
- Parents who spent quality time in child's holistic development and believe in their own ability to support their child through activity and play increased by 11% in the EOY
- Teaching english language remains the biggest demand in parents



## Parent Engagement: Snapshots

6 parent sessions were conducted in each school during the academic year with the aim of making parents more aware of the holistic development of their child. The session included topics such as areas of development, child safety, health and nutrition to mention a few.



*Pictures of Parents sessions held in schools*



## Parent Engagement: Snapshots



***Curriculum, Teaching Learning Materials and student work displayed in the Parents' Teacher Meeting (PTM) . More than 50% of the HMs also participated in PTMs to encourage parents' involvement in school activities and towards encouraging them to continue enrolling their children in the govt. School***



## Parent Engagement: Snapshots

Three parent teacher meetings were planned and conducted in the year. The parents and teachers discussed the strengths and areas of improvement of their child one on one in these meetings.



*One on one conversation on student progress at GHPBS Sarjapura*

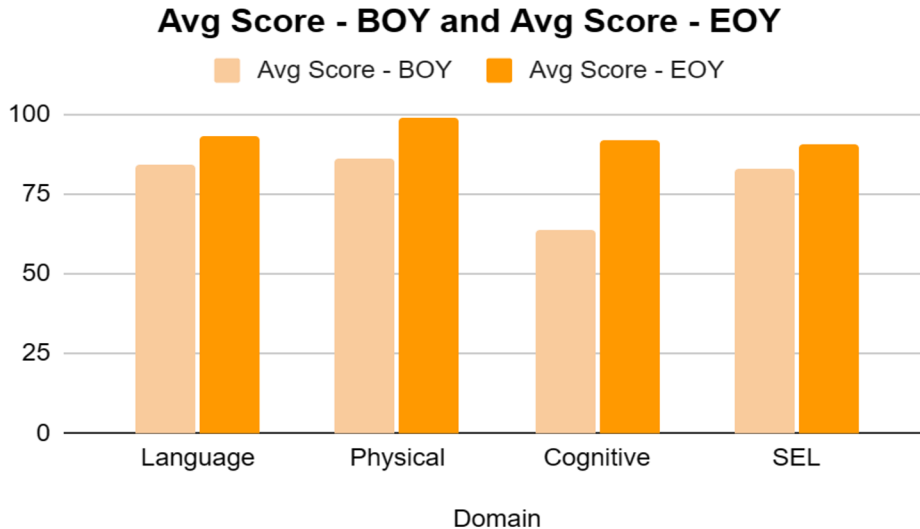


*Teacher explaining the components of progress report to parents in GHPS Heelalige*



# Impact : Student School Readiness Score\_LKG [Ages 4-5]

60 LKG students and 67 UKG students were assessed at the Beginning of the year (BOY) and End of the year (EOY). Below are the results of the assessment.

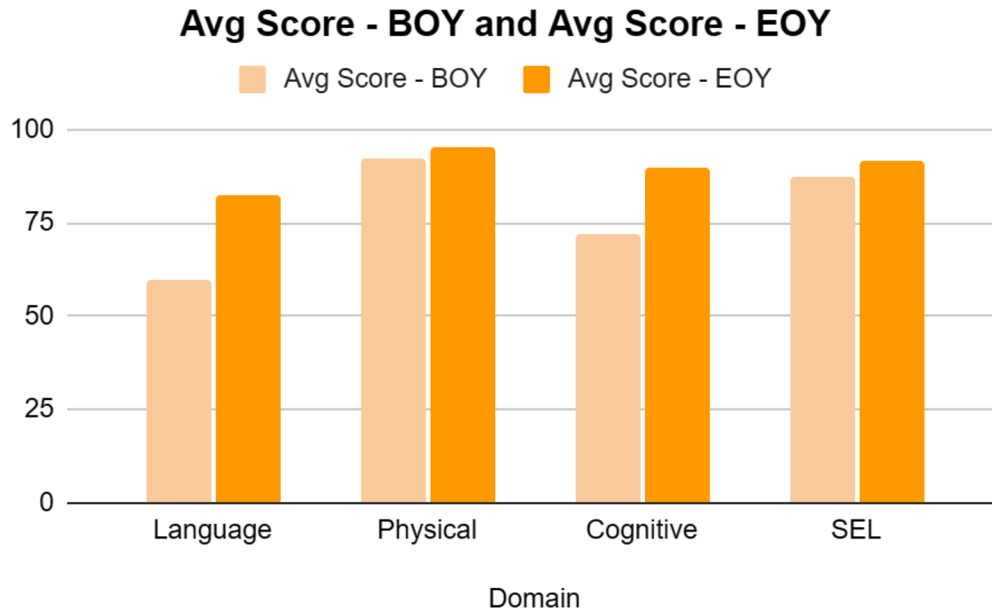


## Insights

Children have achieved more than 90% of learning objectives across all domains and are well on track in terms of age appropriate development. This sets them up with a strong foundation to enter UKG in the following year



# Impact : Student School Readiness Score\_UKG [Ages 5-6]



## Insights

A big jump in cognitive and language scores indicates that the curriculum is catering well to these domains. We set a threshold of an average score above 70% in all domains to deem a child school ready.

**All UKG children are deemed school ready to enter grade 1.**



## Goal 6: Pilots and Innovations

The EPPE Schools are an ideal space to try new and innovative teaching and learning practices. The teachers are well aware of the program's purpose as a laboratory for innovation and are equipped with the agency to be vocal about feedback and balance their responsibilities in ensuring effective learning for every child in their classroom while also experimenting with new and improved ways of teaching.

Here are some pilots we tried with partners in the year 2022-23

Partner Organisation	About the Pilot
Pratham Books	An intensive 3-month pilot in select EPPE classrooms to arrive at a guided reading & storytelling approach for children to be exposed to books & print media. We are awaiting the post pilot results.
EkStep Foundation	A study to explore student vocabulary in the semi-urban context. The team conducted language focussed activities and mapped common words used by students to support contextual content development in future
Promise Foundation	A research team interviewed the teachers to better understand the challenges in facilitating oral language development in children

