

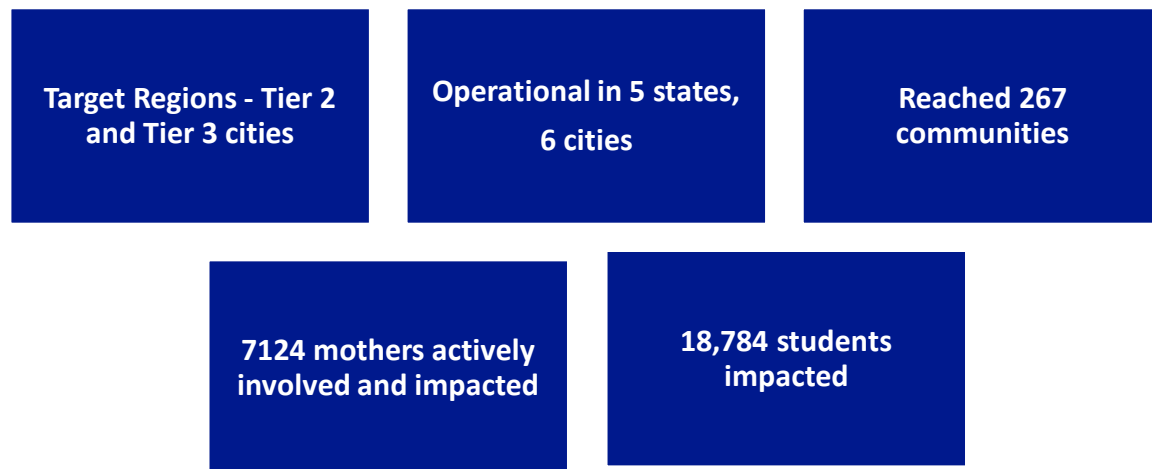
Executive Summary

The Humara Gaon programme, an initiative by Kotak Securities in collaboration with Pratham Education Foundation (PEF), aimed to mobilise the stakeholders in the three immediate spheres of a child's environment, each with the same objective – address the learning gaps in the Foundational Literacy and Numeracy of all children. The Programme involved mothers, teachers and community members through three interventions:

1. **School Readiness Programme:** sharing interactive and engaging activities with mothers so that they can contribute to the improvements and address the challenges in the child's learning levels.
2. **Community Clubs:** empowering community members and enabling a learning space for kids in the community. This intervention promoted peer learning and assisted in building a network in the community among **the** students and community members.
3. **Math and Language Learning Camp:** a direct intervention that addressed the learning challenges and the specific learning needs and gaps for students at an individual level.

These camps were conducted during school hours and involved teachers.

All three came together to collectively impact the core beneficiary: the child. Each activity aimed at improving the child's learning levels.



Delivered in three parts:

- **School Readiness Programme:** At home with the mothers, through activities shared on WhatsApp conducted with the students.
- **Community Clubs:** A community volunteer led sessions using shared Lesson Plans to create a learning space and enable peer learning network.
- **Math and Language Learning Camps:** In the classroom with the help of a trained Resource Person to address learning gaps in Foundational Literacy and Numeracy (FLN).

This impact assessment is based on the IRECS Framework. The major findings are listed below under each pillar of the framework.

Inclusiveness

- The Humara gaon program successfully engaged participants from diverse demographics, with higher gender representation from females (61% females, 39% males) and a significant focus on economically disadvantaged groups.
- A large portion of respondents (25%) came from households earning ₹,50,001–₹1,00,000 (52%) annually highlighting the program's reach within mid-income segments and its inclusivity across different financial backgrounds. A vast majority of the respondents belonged to OBC (47%) followed by SC/ ST (26%) signifying the Programme's reach for the disadvantaged groups.

Relevance

- The program aligned well with participants' needs, with over 84% mothers responding and saying an external intervention was needed.
- The children shared their struggles in learning in Foundational Literacy and Numeracy, with over 50% highlighting struggles beyond Level 2 and Level 3 in both areas.
- The community members shared and highlighted the needs of community mobilisation and involvement for collective and sustainable response on children's learning levels and achievements.

Expectation

- The programme successfully met participants' expectations in multiple areas. 30% of respondent mothers reported that the training positively impacted their child's learning levels.
- Over 34% stated that the programme helped them in more than their child's learning and also improved relationship with them.
- The Clubs rated for an average over 4.75 in all parameters on content and quality of instruction.
- The whole Programme is substantiated by the results on the Learning Outcome tests testing

Convergence

- The program aligned well with national priorities and global frameworks, reinforcing its relevance. It supported the core objectives behind the formation of the NIPUN (National Initiative for Proficiency in Reading with Understanding and Numeracy) Bharat mission aiming to tackle the issue of Foundational Literacy and Numeracy levels, as reported by ASER (Annual Status of Education Report).
- The programme was also set out with the objective to mobilise the major stakeholders in the child's life - the immediate environment (family), the community and the school. The insights reveal the stakeholders coming together and collectively creating an impact in the child's holistic Development.

Service Delivery

- The training quality was highly rated, with over 90% mothers responding that the activities they conducted with the students were engaging and well planned to be conducted. They also shared the network of support being essential for them to clear doubts was always available.
- Children rated the activities highly with an average of 4.8.
- The stakeholders, including teachers found the Math and Language learning Camps to be an essential part of the students catching up and addressing their learning gaps.