EVERY CHILD IN OUR COUNTRY DESERVES QUALITY EDUCATION

...and so, began our journey

ANNUAL REPORT 2014–15
Seventy-five percent of children are unable to do simple division. However, the vast majority of children in India do not receive such an education.

Fifty-three percent of children in Class 5 cannot read a Class 2 text. Seventy-five percent of children are unable to do simple division.

A high quality school education prepares every child to become a responsible and productive citizen.

Imagining the frustration of a Class 5 student:
- Who cannot comprehend a Class 2 text.
RECOGNISING THE FIERCE URGENCY OF THE SITUATION. IN 2012

we began our journey

TO MAKE A

DIFFERENCE
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Dear Friends,

Education is the key to unleashing the potential of human capital in India and driving socio-economic growth. All of India’s growth models depend on a productive demographic dividend, which require an educated population. In our effort to make a difference, we decided to focus on improving the quality of school education in the country. Creating this change today will mean that future generations will also have access to better education and better lives.

Education is a deeply held value in India and we have a rich history on which to build Central Square Foundation’s work. The first decade of the 21st century saw the landmark legislation, the 2009 Right to Free and Compulsory Education Act, which consolidated the learnings from nearly 60 years of addressing education in India. The Act gave a boost to getting children into school and today we are happy that almost all children are enrolled in primary school.

Yet, most efforts around education have focused on enrolment and not on children’s learning. It is no surprise then, that despite 97% enrolment in Class 1, only 35% complete Class 12, and that India ranked 73 out of 74 in the 2009 PISA (Programme International Student Assessment) survey, better only in quality of education to Kyrgyzstan.

Our approach to education focuses on systemic efforts to improve outcomes of the education system. We aim to accomplish this through a combination of venture philanthropy, strengthening the education ecosystem and advocating for evidence-based policies to drive change on scale.

In our venture philanthropy approach, we identify exceptional social entrepreneurs, and support them with funds and strategic and operational counsel. We focus particularly on supporting early-stage ventures, whether with new or existing organisations. We have seed-funded institutions like the 3.2.1 Foundation, the India School Leadership Institute, INDUS ACTION and the Mindspark Centres. We work with our partners on building their capacity to execute programmes, take an outcomes-oriented approach, and achieve systemic impact.

As we explored the education sector, we found that there are few common platforms that bring together stakeholders in education towards catalyzing collective action. By creating a “central square” for education reform in India, we can create a unified platform of organisations seeking to achieve quality in education, and facilitate knowledge sharing among organisations. Some of our efforts toward this objective include launching a coalition of organisations focused on public private partnerships in education, hosting a seminar of organisations working on school management committees, and regularly bringing together leaders in the education space to share ideas around topical issues.

Through our venture philanthropy and ecosystem-building work, we have learned about pressing policy changes that are needed to focus the education system on quality. Our work on advocacy includes building the base of knowledge through research, working with legislators and government officials to develop policy solutions, and providing consultative services to governments on specific initiatives. As education is a concurrent subject in India, with responsibilities divided between the central and state governments, we are engaging at both levels. Thus far, much of our effort has been on building knowledge that can help in evidence-based decision making. We launched two reports on Large-Scale Student Assessments and Public Private Partnerships in Education in association with FICCI and are currently working on reports on CSR in Education, Technology in Education and School Management Committees.

To bring focus to the vast world of school education, we defined four key levers to reform the system - Accountability and Governance, High Quality Affordable Schools, Human Capital Development, and Technology in Education. The example below highlights the importance and interconnectedness of each of these levers.

Imagine Khushi, a 10-year old, Class 5 girl who lives and attends school in Delhi. She needs to be in a system that has defined its ideals of educational achievement, measures her progress toward attaining these, and has strong governance mechanisms to build on the data about her to identify systemic responses to her needs. She should attend a school that aspires for excellence for all its students and is oriented toward achieving a high bar of education. Her teachers and school leader should be drawn from the brightest and most motivated minds, have mastery of content, be trained in the best pedagogical techniques and receive constant professional development. And in the 21st century, she and her teachers should be using technology to bring the world to her and allowing her to access the most relevant educational resources.

Each of these areas contributes vitally to the whole of the best possible education. At Central Square, we are committed to taking a comprehensive approach to making excellent education a reality for all of India’s children.

The need for change in India is urgent. Low quality education is crippling India’s growth as its emerging workforce is unable to cope with the demands of the 21st century economy. As a result, the income gap between the educated and the low-skill workforce is widening, leading to social instability.

While countries like Thailand and Mexico that did not invest in education are finding it difficult to continue their growth, a country like South Korea wisely invested in quality of education to transition into an innovation economy. If we do not act now, India will get trapped in a ‘middle-income’ stranglehold wherein at the base of the income pyramid lies cheap and accessible labour and the path to economic progress is hampered from bottom up.

We are a small team with big ambitions and dreams. We believe in an India where all children, regardless of their social and economic status, get a high quality school education that prepares them to be responsible and productive citizens. We have moved a few steps closer to our goal, but have many miles to go. I urge you to join us in this journey – this is the greatest need of our time.

Ashish Dhawan

Founder and CEO
Central Square Foundation
**Vision** All children in India, regardless of their social and economic status, will get a high quality school education that prepares them to be responsible and productive citizens.

Our aim at Central Square Foundation is to be a hub of innovation and a centre for leadership in this education reform movement.

**Mission** Our endeavour is to achieve transformational standards of excellence for the Indian school education system. We support exceptional social entrepreneurs with powerful ideas, provide a platform for the sharing of innovation, and highlight learning and knowledge that can influence public policy.
Our Model and Approach

While taking an expansive view of the Indian school education system to address systemic reform, we adopt a focused approach to our work. Based on our understanding of the landscape, we see these four key areas that can provide maximum leverage for systemic reform. These verticals are:

1. Accountability and Governance
2. High Quality Affordable Schools
3. Human Capital Development
4. Technology in Education

Our work is laid out across a three pronged approach:

1. Ventures
   Providing financial grants and technical support to organisations addressing education needs of marginalised communities

2. Ecosystem
   Promoting collaboration and knowledge-sharing among organisations to achieve common objectives

3. Advocacy
   Creating change in education policy based on evidence gathered from initiatives and research on global best practices

The attributes with which we undertake our work are:

Willingness to take risk
We support excellent entrepreneurs who place innovation at the core of their work. Some lead existing organisations and some have an idea they are passionate about. We believe that big problems require bold solutions and we are willing to take risks if the idea has game-changing potential.

Relevance to systemic change
We support programmes that are designed to address systemic issues. While the programmes may be experimental, they must have a path to scalability with an end goal of market sustainability or policy adoption.

Adopting a holistic approach
We forge deep engagements with our organisations that are not limited to financial resources. We always provide strategic guidance to our partners and when required, provide operational and leadership support to our partner organisations.

Data and impact driven
Objective measurement of our impact is critical to our work. In the complex process of systemic change, true north comprises of success indicators. Measuring these indicators, with a central focus on learning outcomes of children, is integral to organisational mission and vision.
Accountability and governance mechanisms enable communities to define their expectations of the education system and monitor progress in meeting these goals. The Indian education system has focused largely on input-based goals; however, as quality becomes the primary aim of the education system, we need to move toward outcome-oriented goals.

**OVERALL STRATEGY**

Our strategy is to strengthen accountability levers in order to hold the education system to learning outcome-oriented goals. We work with two levers:

- **Guideline levers**
  These are mechanisms that create and set the overall goals and orientation of the education system.

- **Implementation and evaluation levers**
  These are processes that use data about the education system to measure performance and identify areas that need improvement.
FOCUS AREAS

Our work addresses the following issues concerning school accountability and governance:

1. Community involvement
   We funded the incubation of Saajha under the auspices of Pratham to build School Management Committees (SMCs) in government schools in Delhi. SMCs are the basic unit of governance in schools whose members include parents, teachers and community leaders. We also hosted a national seminar on SMCs in partnership with Accountability Initiative and published a report on SMCs for dissemination of best practices of these organisations to the wider ecosystem.

2. Data transparency
   We are creating an Education Data Portal that will be a freely-accessible web portal for school education-related information from across the country. The portal will include data on government expenditure, learning outcomes and school characteristics at the centre, state and school levels. We are also working with the Ministry of Human Resource Development to create a Teacher Education Institute Rating Portal that will track the performance of these institutions.

3. Assessments
   We authored a report titled “Guidelines for Large-Scale Learner Assessments: Practices for Design, Implementation and Use of Assessments by States.” The report explains the complete process of implementing state-led large scale cognitive assessments including assessment design, administration, analysis to dissemination of results. It is a resource for state decision makers who are looking to build a culture of education planning driven by learning outcomes.

4. Inspection
   We support the ASER Centre to build the capacity of district and sub-district level education officials to generate and use key data on school outcomes to guide interventions that can improve student performance.

5. Policy implementation
   We are engaging with NGOs such as INDUS ACTION to create community awareness about policies that have the potential to impact children’s learning. INDUS ACTION’s first campaign was around the mandatory 25% enrolment of children from disadvantaged communities in unaided private schools under the Right to Education Act. Our endeavour is to highlight challenges and opportunities that require immediate attention for effective implementation and impact at scale.

6. Goal setting
   Our endeavour is to engage with the government to set more outcome-oriented goals for the school system. In order to facilitate discussions with the government, we co-authored a working paper with the FICCI committee on school education on “Enhancing the effectiveness of public spending on school education”. This paper details out how the Results Framework Document (RFD) is an important tool and makes concrete recommendations for its use at the state level to more effectively set targets and measure the holistic performance of the school system.

WAY FORWARD

A key learning from our work is the complexity of the governance system. As education is a concurrent subject, there are national and state level policies and there is wide variance in laws across states. Our work, therefore, focuses on reporting through data transparency and advocating for pilot and state-level implementation of low-stakes standardised assessments. We seek to assist and innovate the implementation of critical policies for the sake of transforming education.

The model

Pratham Delhi incubated Saajha to work with government schools to form, activate and build capacities of School Management Committees (SMCs) for improved learning outcomes.

The RTE Act mandates the constitution of SMCs—comprised of parents, teachers, school leaders and community members—in every government school. Parents are tasked to take an active role in monitoring of the school, which will improve governance practices. However, parents are often unaware of this mandate, leading to low participation of parents in these committees.

Saajha seeks to demonstrate that SMCs’ meaningful and sustained engagement can improve student attendance and parent participation in the learning process, leading to enhanced student learning outcomes.

Current status

In its first year Saajha is working to build and strengthen the capacity of SMCs in 60 government primary schools in North and East Delhi.

Goals

• Develop an urban model for capacity building of SMCs that is focused on the larger objective of improving learning outcomes.

• Develop a SMC growth rubric that can be leveraged to build training modules and monitor capacity building efforts.
India needs schools that deliver an excellent standard of education where students learn content, skills, thinking and values. These schools should be built on good teaching methods, clear leadership goals and a sound culture of effective administration and community engagement.

OVERALL STRATEGY

Our work focuses on demonstrating excellence in affordable schools, whether government or private, through innovations in curriculum, technology, tools, systems and processes. We are focused on setting new standards of excellence in affordable schooling.
FOCUS AREAS

Over the last two years, we focused on supporting private innovations that have relevance to the government school system.

1. Public private partnerships in education
   
   We led the formation of a coalition of donors and school operators to push municipal and state governments for crafting effective PPP policies that hold non-profit private partners accountable for student learning. The coalition will also be a hub for innovative practices among existing PPP partners. We were part of a group that pushed for the PPP policy that was passed by Municipal Corporation of Greater Mumbai in early 2013. We have also worked with the South Delhi Municipal Corporation to structure a PPP policy that aims to turn around failing government schools. This policy is still under consideration by the municipality. We supported PPP school operators such as the Akanksha Foundation and 3.2.1 Schools.

2. Affordable private schools
   
   The biggest demographic trend in education is children moving from government to affordable private schools. These schools generally deliver poor quality education and there are minimal efforts to improve their quality. We partnered with the Centre for Civil Society to host the first National Independent Schools Alliance Conference, which was attended by over 200 school leaders from around the country. During the day long conference, school leaders heard about a variety of best practices from experts in the field and gained practical knowledge of how to implement these in their under resourced school environments.

WAY FORWARD

Our biggest learning in working with schools is the importance of finding ways to create systemic impact from schools that are islands of excellence. It is imperative to keep costs of the school in line with local parameters, document and share processes and have a relentless focus on measuring outcomes.

In addition, there is a vast opportunity to improve the ability of schools to deliver high quality English medium instruction, which is the most sought after form of education.

In the coming year, we intend to push for strong PPP policies that will bring innovation into the government school system. We will work with affordable private schools to develop a robust ecosystem that enables the delivery of quality improvement measures based on the needs expressed by the schools. We will also explore specific strategies around secondary education, remedial education and early childhood education to understand critical interventions required in these areas.

SPOTLIGHT: 3.2.1 Schools

The model

A group of Teach For India alumni, led by Gaurav Singh, founded 3.2.1 Schools in 2012. The goal of the school’s leaders is to demonstrate that they can work with children from marginalised communities to deliver high educational outcomes within government infrastructure and per-child expenditure limits.

3.2.1 aims to achieve scale by developing high quality content and practices to be disseminated through a teacher training programme. They are launching a pilot in the 2014-15 school year to test this new initiative.

Current status

3.2.1 has adopted the PPP model for schools, and is now operating in association with the Municipal Corporation of Greater Mumbai (MCGM). Over the last 2 years, children in the school have demonstrated progress in numeracy and literacy. Significant improvements have been recorded in foundational skills such as being able to count and reading comprehension.

3.2.1 has also achieved 90% teacher-student attendance and high levels of parent engagement and staff retention.

In the first year, 3.2.1 enrolled 118 students in the kindergarten class and by 2013, the school added Class 1 and student enrolment doubled to 240. In addition to demonstrating strong learning outcomes, 3.2.1 has developed strong professional development framework for its teachers, invited close parental engagement and implemented knowledge management systems to realise long-term goals.

Goals

• Create a network of high quality public private partnership schools to set a new standard of excellence for educating children from marginalised communities
• Demonstrate that it is possible to provide excellent education at the current government expenditure per child; and equip all students to complete Class 12 and be at the 75th percentile mark in the ASSET test, which is India’s most rigorous assessment of student achievement
• Disseminate best practices of 3.2.1 to the larger education ecosystem through programmes such as teacher training
The Indian education system is limited by the quality of its teachers and school leaders. The challenge begins with the education sector not attracting the best talent and then extends across the entire cycle of professional development from recruitment to training to career progression.

OVERALL STRATEGY

Our work focuses on the development of teachers and school leaders through new training models enhancing skills and mindset. In addition, we seek to highlight best practices in recruiting, retaining and rewarding high performing teachers and administrators.
FOCUS AREAS

Our work focuses on building the capacities of both teachers and school leaders across the various stages of professional development, with an emphasis on meeting the needs of children from marginalised communities.

1. Teacher development

We are supporting Teach For India to pilot a teacher training portal for any teacher to participate in self-paced learning on improving their teaching ability. The modules include video-based instruction, additional subject resources, exercises, and a peer support network. The portal will be rolled out in 2014. In addition, we worked with the Bangalore-based IT for Change, in partnership with the Karnataka Department of State Educational Research and Training (DSERT), to develop an in-service teacher education model that empowers teachers to use technology in the classroom.

2. School leadership

In the absence of parameters apart from seniority for qualifying credentials for school leaders, there are few institutions that focus on training these individuals. As a result, principals focus most often on the administration aspect of the role rather than providing broader leadership.

We have partnered with the Akanksha Foundation, Teach For India and the US based KIPP Foundation to launch the India School Leadership Institute, an intensive training programme for school principals. In addition, we have partnered with NUEPA, the central government agency responsible for school leadership, to organise a media workshop on school leadership to raise public awareness of the importance of school leaders.

WAY FORWARD

During the course of the last two years, we have learned that there is a fundamental need to shift the mindset of teachers and school leaders to one where they believe in the possibility of all children learning. Transforming the mindset of educators towards pedagogy that believes all students can learn is a vital part of our work where we seek to invest significantly.

In Human Capital Development, we will expand our work on school leadership to include research to improve the performance of leaders and developing solutions that can be delivered on scale to meet the needs of the system. In addition, we will deepen our work on using technology for teacher training, as we believe that the teacher quality crisis needs to be addressed rapidly on a large scale, and technology can play an important role in meeting this objective.

SPOTLIGHT: India School Leadership Institute

The model

Given the critical gap in exemplary leadership training for school principals in India, we invested in creating the India School Leadership Institute (ISLI). ISLI trains high-potential school leaders (both aspiring and existing) to create excellent affordable schools that will set new standards of performance among children from disadvantaged communities.

Current status

ISLI launched its first cohort in May 2013. The highly selective programme had a 7% application-to-acceptance rate. The institute is an international partnership between CSF, KIPP Schools (USA), the Akanksha Foundation and Teach For India. It was incubated within Akanksha and its formation was supported by the US-based MacArthur Foundation and Douglas B. Marshall Jr. Family Foundation. The curriculum is based on the prestigious KIPP School Leadership Fellowship and modified to fit the context of Indian school leaders.

The year-long programme includes a combination of academic training and practical residencies. Fellows receive leadership and instructional coaching and complete long-term school development plans.

During the first year of ISLI, we recognised the importance of local contextualisation of curriculum and the need for a peer support group. Therefore, the programme launched a City Fellowship focused on affordable private school leaders in Delhi in 2014, followed by similar programmes in Mumbai, Pune and Hyderabad in 2015.

NUEPA, the central government agency responsible for school leadership through the National College on School Leadership (NCSL) has invited ISLI to a consultative body to design the curriculum for its school leadership training programmes. This initiative plans to reach across eight states by 2015 and thereafter extend itself to the entire country.

Goals

- Become an innovator in school leader training with programmes targeting affordable private schools, PPP schools, and customised programmes for state governments.
- Advocate with various governments to promote the need for school leader training.
Technology can enable individualised learning for students and scale-up high quality innovations for first generation learners in a cost-effective manner. Our work in the area of education technology aims to harness the power of information technology for individualised learning and for taking innovations to scale.

OVERALL STRATEGY

Technology in education is at a nascent stage in India. Our research indicates that while government and private school systems have invested in technology infrastructure, there is still a long way to go for successful integration of technology in school education. Our strategy is for students and teachers to have access to quality digital educational resources and the training to use these. Additionally, we want to assess the effectiveness of technology in education through research studies that evaluate impact.
FOCUS AREAS

Recognising the significance of technology in education, we conducted a landscape study of various technology solutions covering over 100 market players and various government bodies in India and abroad. From this research, we developed focus areas for our work on education technology, which includes:

1. **Learning models**
   - We explored blended learning models for their impact on student learning outcomes. These models integrate the use of technology for personalised learning with high quality face to face instruction with a teacher. The Mindspark Centres, implemented by Educational Initiatives in Delhi, provided computer-based learning in language and Maths that was integrated with small group instruction.

2. **Open Educational Resources (OER)**
   - We worked closely with the US based Khan Academy to repurpose their content for Indian needs. We partnered with Khan Academy and the National Institute of Open Schooling (NIOS) to run a pilot project on providing curriculum linked videos in Hindi language. The pilot involves translating 51 Khan Academy Maths videos mapped to the senior secondary curriculum. These videos will be made available to students online as well as on DVDs distributed directly or via accredited institutions. We also independently translated 100 Maths videos in Indian accented English, and made them available on YouTube.

3. **ICT competency of teachers**
   - We worked with the Bangalore based non profit organisation IT for Change in partnership with the Karnataka Department of State Educational Research and Training (DSERT) on an in-service teacher education model that empowers teachers to use technology in the classroom. The training model includes using open source software to develop curriculum-aligned digital resources and participation in collaborative peer networks by teachers.

WAY FORWARD

We believe that the potential of technology lies in making existing processes easier, more efficient and implementable at larger scale. As technology use becomes more ubiquitous across India, there will be greater integration into the processes of education and we need careful evaluation of its effectiveness.

Given the paucity in availability and use of Open Educational Resources, we will focus on promoting the creation and adoption of such resources for both teachers and students. We also intend to dedicate resources to evaluate the impact of the use of technology on student learning in order to bring clarity to technology interventions that work.

SPOTLIGHT: Mindspark Centres

The model

Educational Initiatives launched Mindspark Centres in 2012 to offer an out-of-school learning programme to children enrolled in government and affordable private schools. The project seeks to develop a model for bridging the learning gap in Mathematics and Language using a combination of technology based learning and teacher instruction.

Mindspark Centres are high throughput centres which run 12 hours a day offering students option to attend before or after school. Children come to centres six days a week and spend between 1 and 1.5 hours on a daily basis. They split their time going through the Mindspark programme (EI’s Maths and Language product) which offers self-paced learning environment with academic facilitators who help them with homework, examinations and remediation.

Current status

The project currently has more than 600 children enrolled in learning centres located in low-income areas in Delhi that have high concentration of double-shift government schools. Four centres are run in the communities and one centre is running inside a school both for school children and out of school children. The programme has demonstrated good learning growth in Maths (effect size of 1.58 in 21 months). The project has introduced more than thirty innovative learning and outreach related processes and systems, including option for customised activation of remedial topics, real-time dashboard for academic mentor to identify poor performing students, online tracker for monthly follow-ups with parents, etc. The project has recently secured follow-on grant funding from Tech Mahindra Foundation.

Goal

Develop a blended learning model that can provide a scalable solution to the remedial learning challenge in Indian school education system.
OVERALL STRATEGY
We realise that while individuals and organisations are addressing education issues in their own capacities, there are not enough common platforms to bring these agents of change together to assess our collective impact, discuss learnings, challenges and future roadmaps.

Recognising this gap, we have been forming networks of sharing and action and hosting forums to bring together international and domestic education reform leaders.

FOCUS AREAS
With a view to advocate for policy reforms and bring about systemic change in the Indian education system, we have focused our engagement with stakeholder groups on the following three parameters:

1. Facilitating new talent
   We recognise the huge potential of fresh ideas brought by people in the early stages of their career. We believe that we need entrepreneurs to spark innovative ventures and policymakers to create the structure for education to flourish.
   Our commitment to encouraging young talent is seen in:
   - Edupreneur Quest – CSF in partnership with Villgro Enterprises and Teach For India launched “Edupreneur Quest,” a unique, structured social enterprise business plan competition to identify and enable highly talented aspiring education entrepreneurs (edupreneurs) to translate their ideas into reality.
   - Edwise policy programme – We partnered with Teach For India to launch the EdWise programme, to provide TFI Fellows an opportunity to understand and address larger systemic issues facing the Indian school system. Through the programme, the Fellows have received mentoring and support from the CSF team and experts in the education space. They will also gain practical experience by working on a government project during their summer of 2014. The first cohort consisted of 13 TFI alumni and current fellows.

2. Building awareness
   In order to promote effective policy making, we need to improve media and public awareness around the need and potential solutions for delivering quality education at scale. To achieve this, we have used various platforms to create public dialogue.
   - Media Workshops – In association with National University of Education Planning and Administration (NUUPA), we organised media workshops on “Is Technology the Silver Bullet for School Education in India?” and “Is School Leadership the Missing Link in Quality Improvement?” The purpose of these media workshops was to sensibilise journalists about the challenges and opportunities in education with respect to technology and school leaders. Both events were well-covered in the media, with stories appearing in English and regional print and television.
   - Corporate engagement – With the Companies Act 2013 mandating Corporate Social Responsibility, we see tremendous potential to catalyse significant investment in India’s education system. Recognising this potential, we have promoted awareness of key strategic areas in school education with corporate entities to enable them to make impactful decisions about their CSR. We organised sessions in Delhi (in partnership with the Indian Institute of Corporate Affairs and Teach For India) and Mumbai (in partnership with Samhita and DFID) to sensibilise CSR leaders to education issues.
   - Hosting international reformers – We regularly host leading international experts on education for public dialogues. We have hosted events with Sarah Brown, Chair of the Global Education Business Coalition on Education, Mike Feinberg, Co-Founder of KIPP, John Danner, Founder of Rocketship Education, Wendy Kopp, Founder of Teach For America, Chester Finn, Jr., President of the Thomas Fordham Institute, and Dana Schmidt, Programme Officer of the Heising-Simons Foundation. This gave us the experience of being a part of collaborative grant making process with leading international foundations.

3. Developing strategic partnerships
   We engaged with various thought leaders in the area of education to amplify our vision and enable outreach to a wider audience.
   - Arshid Dhauran, our CEO, is chair of the national school education committee of FICCI (Federation of Indian Chambers of Commerce and Industry) which has created 5 sub-committees to work on high priority education areas in education. We engaged with FICCI to host a national conference on school education and launched two reports titled “Guidelines for Large Scale Learner Assessments” and “Public Private Partnerships in School Education: Learning and Insights for India”.
   - We are a member of the International Education Funders Group. Being part of such networks gives us access to international best practices and developments in education reform.
   - We participated in the Partnership to Strengthen Innovation and Practice in Secondary Education, a consortium led by the MacArthur Foundation. This gave us the experience of being a part of collaborative grant making process with leading international foundations.

WAY FORWARD
Through our engagement with stakeholders across the government, civil society, corporates, donors and media, we deepened our belief in bringing together reformers to share best practices and discuss challenges and solutions that drive improvement and transformation of education in India.

To accelerate the process of policy reform that galvanise stakeholders and thought leaders for advocacy, we continue to create innovative platforms to share knowledge, experience, challenges and solutions.
<table>
<thead>
<tr>
<th>Vertical</th>
<th>Organisation</th>
<th>Committed Grant Amount in INR</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>Accountability and Governance</td>
<td>Pratham Delhi</td>
<td>30,00,000 for June 2013 – June 2015</td>
<td>Mobilisation of School Management Committees focused on learning outcomes</td>
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<td>SAAJHA</td>
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<td>ASER Centre, Delhi</td>
<td>25,00,000 for June 2013 – June 2014</td>
<td>Building capacity of district and sub-district govt officials to use data on learning outcomes to guide interventions</td>
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<td>INDUS ACTION, Delhi</td>
<td>30,00,000 for August 2013 – July 2014</td>
<td>Develop model of effective implementation of 25% reservation in private schools for children from economically weaker sections</td>
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<td>Centre for Civil Society, Delhi</td>
<td>9,00,000 for June 2013 – June 2014</td>
<td>Partnership to relaunch righttoeducation.in as a one-stop shop for all info related to RTE</td>
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<td>3.2.1 Foundation, Mumbai</td>
<td>1,00,00,000 for February 2012 – May 2015</td>
<td>Initiating a high quality public private partnership school</td>
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<td>Akanksha Foundation, Mumbai</td>
<td>40,00,000 for October 2013 – May 2015</td>
<td>School leadership training and early grade reading curriculum to improve quality of the network of public private partnership schools</td>
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<td></td>
<td>India School Leadership Institute, Delhi</td>
<td>1,00,00,000 for November 2012 – July 2015</td>
<td>Training school leaders through a year long fellowship that blends academic learning with coaching and practical exposure</td>
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<td></td>
<td>Teach For India, Mumbai</td>
<td>40,00,000 for October 2013 – September 2014</td>
<td>Online teacher training portal for in-service skill development of teachers</td>
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<td></td>
<td>Educational Initiatives, Ahmedabad</td>
<td>1,00,00,000 for June 2012 – May 2014</td>
<td>Mindspark Centres for remedial learning in Maths and Hindi in Delhi</td>
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<td></td>
<td>IT for Change, Bengaluru</td>
<td>12,00,000 for July 2013 – May 2014</td>
<td>Karnataka Open Educational Resources project to engage govt school teachers in use and creation of OER</td>
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Statement of Activities

As a venture philanthropy fund and policy think tank, our resources are invested primarily in the areas of grant making and research and programme development work. We also invest a certain percentage of our time and resources in managerial and other general activities.

Given that we are still at a nascent stage of our journey, we have made a conscious decision over the last 2 years, to invest in social entrepreneurs with smaller grants. We have invested in 11 organisations, where our grant amounts have ranged from INR 10 lakh to INR 1 crore.

As we follow a venture philanthropy approach, our engagement is not restricted to merely grant making, but we build deep engagements with our partners and support them through strategic counsel, by enhancing operational excellence, and building evidence. Our teams are actively involved in research and work with our partners to find solutions and evidence to improve programme operations and management. In pursuit of our goal of systemic reform, we bring stakeholders together to align them towards desired objectives, and translate the outcomes of these projects into policy initiatives.

All our staff is involved with venture making, networking with the ecosystem and advocacy. We have made a conscious effort to maintain low expenditure for administrative purposes. Our administration costs have reduced from approx. 11% in FY 13 to approx. 8% in FY 14.

We will continue to focus on improving the metrics and evaluation of our projects in the coming year, to ensure evidence based decision making. We will also focus on enabling our partners to link their programmes with policy objectives, to achieve systemic change and reform.

<table>
<thead>
<tr>
<th>Activities</th>
<th>FY 2013 in INR</th>
<th>FY 2014 in INR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants</td>
<td>1,40,71,888</td>
<td>1,97,13,550</td>
</tr>
<tr>
<td>Research and Programme Development</td>
<td>1,09,62,535</td>
<td>2,08,91,594</td>
</tr>
<tr>
<td>Management and General</td>
<td>33,01,333</td>
<td>37,42,173</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,83,35,756</strong></td>
<td><strong>4,43,47,317</strong></td>
</tr>
</tbody>
</table>
Our Values and Guiding Principles

Our passion guides us to deliver for every child, every day.

We define the best path for our children, with strong evidence and resolution.

As we teach our children, integrity is our first investment.

We act with urgency, to discover every opportunity, for every child.

We excel because we want our children to excel.

Like our children, we learn by doing, and do more by learning.

Together, we build a better tomorrow for every child.

Our Values:
- Always Learning
- ExCELLENCE
- Collaboration
- Entrepreneurship

Our Guiding Principles:
- Integrity
- Passion
- True North
Our Team

Ashish Dhawan
Founder and Chief Executive Officer

Agad Oommen
Executive Director

Aarushi Ubhaureja
Research Associate

Anastasia Aguiar
Programme Manager

Ankit Arora
Programme Manager

Aarund Biloggi Prasad
Programme Manager

Bikramrao Doulet Singh
Associate Director

Chandraka Deb
Communications Manager

Isha Sharma
Programme Associate

Mansi Bhalia
Programme Manager

Nanita Dalmia
Associate Director

Paveen Khonghia
Programme Manager

Radhika Kapoor
Consultant

Rashmi Menon
Research Manager

Rohit Kumar
Administration Assistant

Runjit Johauer
Programme Manager

Shaheeda Sharma-Kulejia
Senior Programme Adviser

ShrUTipriya Dalmia
Associate Director

Shweta Chaudhry
Senior Programme Manager

Subhalakshmi Ganguly
Associate Director

Sudhir Mittal
Senior Adviser

Sushila Krishnan
Administration Head

Tom Haslett
Senior Adviser

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Founder and CEO, Central Square Foundation

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Entrepreneur

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Vikas Srinivasan
Partner, Luthra & Luthra

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Nad Projet
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Olive Global
Rakeh Press
Rao Sithivas
Ravana, Curlfit e Goldfarb
Shahra Syedgupta
Vatsala Mungain
Una and Vinil Bodas

Former Team Members

Arundhati Nath
Karan Kumar
Saanya Gulati
Vatsala Derwa

Interns

Arushi NR
Chetanvya Singhani
Earned Sweet
Ghospal Gulati
Krishnon S.
Meryn Fernandez
Nishit Jain
Prayagvada Dalma
Ruchita Bisquardas
Samarth Agrawal
Shweta Sachdeva
Sivanyanga Ganig
Sudarshana Chanda
Tanvi Bikhchandani
Tanij Muchota

REIMAGINE every possibility
RAISE every bar
SEIZE every opportunity with everyone
FOR EVERY CHILD every day...