

# Annual Report

2021-22



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## Annual Report Format 2021-22

### 1. Executive Summary

BELIEF is a not-for-profit organization working in the Bastis of Hadapsar, Pune, aiming at improving the quality of Early Childhood Education in the Anganwadis.

#### VISION

A society where each individual is leading a dignified life.

#### MISSION

Improve learning opportunities of 20,000 students from elementary grades by the capacity building of different stakeholders like teachers, parents and education officers by 2026-27

The Financial Year 2021-22 got started by the second wave of COVID 19 with a lot of uncertainties and restrictions. We had to cancel our project of the resource center in one of the Bastis and again we focused on our online intervention for parents and initiated a hybrid model for Anganwadi workers. This time the engagement with the system was stronger and more meaningful as we successfully entered the MoU with the ICDS department (Pune urban 2) which includes 2 clusters and a total of 54 Anganwadis. Under this program, we are also engaging with about 1400 parents through the parents as teachers program. We are receiving a nice response from the Anganwadi workers, parents and the government system too. The program is still being evolved but the maximum systems are now set (eg. Calendar of the training, feedback mechanism, parents' visits, reviews, etc). We call this year 'a year of survival' as COVID has impacted us financially too. We haven't been successful in gaining any project funding during the last financial year. All the CSRs in our network and our geography had started supporting the healthcare workers and ECE was no more their focus. Whatever work we did was built on the support of the individual donors, SUMATI trust and WIPRO Foundation. This year was also important for the capacity enhancement of the team. Our team members were gone through different courses like Library Educator Course, EdSpark and an Early childhood learning course. The learnings from these courses are important for refining our intervention.

### 2. Detailed Report for Financial Year 2021-22

Provide detailed information regarding the **operational**, **educational** and **organizational** dimensions of your work, highlighting the linkages to your overall objectives as an organization, where appropriate. Please also mention the impact of the COVID pandemic on your organization/initiative where applicable.

#### a) Operational

- i. List and briefly describe all key programs/initiatives run by your organization.

SL No.	Name of Program	Description of Program	Primary Funder
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		(Objectives, target group, operational model, # of schools/learning centers, # of children/teachers reached, # of team members involved etc.)	
1	Parents as Teachers (Gharoghari Baalvikas)	Parents as teachers program aims at enabling Parents to facilitate early childhood education activities at home and enhance the awareness on child development. Through this program we are engaging with around 1400 parents. We send them the digital content through WhatsApp and parents use the content to conduct the activities at home.	Individual Funders
2	Anganwadi teachers training program	A dedicated program for capacity building of Anganwadi teachers through training and handholding of Anganwadi teachers on the Akar curriculum. We are currently engaging with 54 Anganwadis through an MoU with ICDS department of Government.	Individual Funders
3	Development of teaching learning material	BELIEF develops several teaching learning material to address the issue of unavailability of contextual and good quality teaching learning material. This year we have developed an assessment battery for measuring the status of Foundational Literacy and Numeracy in Grade 1 to Grade 5.	Leadership for Equity

During this year, we restructured the Parents as Teachers program and aligned it to the Akar curriculum. Earlier we were sending the content to parents but the level of difficulty of these activities was more. We realised that we need to minimise the expectations from parents and remember that they are not teachers. We have also started developing activity book (handbook) for parents which they can refer to conduct ECE activities at home. This will make the program independent of access to smartphones and become inclusive.

The overall outreach of BELIEF through different programs is given below.

Outreach Summary	#	Remarks (Mention frequency/mode/nature of engagement where applicable. e.g. daily through WhatsApp; once a quarter through Zoom; weekly face-to-face interactions etc.)
<b>Community Learning Centers</b>		
Number of community learning centers	0	
Number of children directly engaged with, in community learning centers, on a <b>regular, ongoing</b> basis	0	
Number of children directly engaged with, in community learning centers, through <b>workshops/events</b>	0	
<b>Schools (Anganwadis)</b>		

Number of <b>Anganwadis</b> directly worked in	54	The capability building program of Anganwadi teachers from 54 Anganwadis.
Number of <b>Anganwadi Teachers</b> directly engaged with on a <b>regular, ongoing</b> basis	-	
Number of <b>Anganwadi Teachers</b> directly engaged through <b>workshops/training</b>	54	Capability building sessions every fortnight
Number of <b>Anganwadi Supervisors</b> directly engaged through <b>workshops/training/meetings</b>	1	1 Supervisor in charge of two Anganwadi clusters is engaged with through training and regular update/strategy meetings
Number of children directly engaged with, in <b>Anganwadis</b> on a <b>regular, ongoing</b> basis	0	Anganwadis were shut
Number of children directly engaged with, in <b>Anganwadis</b> through <b>workshops/events</b>	0	Anganwadis were shut
<b>Any other Settings, Modes or Groups</b> (e.g. community circles, online webinar, parent engagement, distribution of learning kits etc.)		
<b>Parent and children Engagement</b> (Anganwadis)		Parent as Teachers program focusses on the strengthening of parents of Anganwadi children
Number of <b>Parents</b> directly engaged with on a <b>regular, ongoing</b> basis	1400	Parents are participating in the Parents as teachers program wherein they daily receive activities in digital form which they are expected to facilitate with their children
Number of <b>Children</b> directly engaged with on a <b>regular, ongoing</b> basis	1500	Approximate number. Parents of these children receive content on whatsapp
<b>Any other Settings, Modes or Groups</b> (e.g. community circles, online webinar, parent engagement, distribution of learning kits etc.)		
Assessment of children on FLN	110	BELIEF has developed an assessment tool on FLN. We conducted a field trial of the tool with a sample of 110 children from grades 1 to 5.
Library workshop	15	One workshop: Part of Introduction to libraries course for around 8 sessions(Day). 10 Children Two workshop: Part of Library Educator course of 8 days. 5 Children
Art Workshop	5	One workshop for around 6 days as part of Art Workshop organized by Art Spark.
Starting library for a covid ward	60	Approximate Number. Started a library for a pediatric covid isolation ward. Since the external person is not allowed, we have kept the books in one room and instructed hospital staff on how to promote the use of the library by children.

Mukta and Sadhana mostly look after the operations. Mukta engages with the stakeholders like funders and government officers. Sadhana looks after the day-to-day operations on the

field and reports to Mukta. Sadhana is constantly in contact with Angawadi teachers and parents to understand how the content is being translated on the ground.

### **Children's Library at COVID Ward**

On 1 October 2021, Better Education Lifestyle and Environment Foundation (BELIEF) started a library at the Paediatric ward at Jijamata Hospital – a government hospital run by Pimpri Chinchwad Municipal Corporation. Paediatrician Dr. Kaustubh Prabhudesai, after a few months of joining the hospital, realized that children who get infected with COVID 19, spend around 8-10 days in the hospital. Most of these children do not have major complications. As per the protocol, they complete the treatment and get discharged from the hospital. Most of the time they are alone and have an ample amount of free time. Dr. Kaustubh thought of setting up a library at the paediatric ward to engage the kids meaningfully. BELIEF's team created the sets of some graded children's literature from various publications. The ward already has a dedicated space where children can explore some games, so we decided to use the same space for the library. When Sadhana took the library to the ward and showed all the books to the children, they were amazed to see the treasure! The joy of browsing, touching and reading books was evident in their eyes. All staff members could not resist and started browsing through the collection. BELIEF received valuable support from the Senior Medical Officer and Isolation ward in-charge Dr. Hodagar in this entire activity.

#### b) Educational

##### **Engagement with various stakeholders**

###### **Anganwadi teachers and Supervisors**

Later in this year, BELIEF started its Training program for Anganwadi teachers. The founders and the leadership team involved in the training of the Anganwadi teachers. Atul looks after the content, session plan of the training whereas Mukta manages the schedule and the coordination with the system. The trainings were conducted on every fortnight.

###### **Government Officers and Donors**

Mukta is in close contact with the Child Development Project Officer (CDPO) and ensure that he is updated with the status of the project. We believe that the problem of quality of Early childhood education need to be addressed at multiple levels. Many a times, officers are not aware of what's happening on the field. This lack of clarity sometimes affects the scope of the program. Thus, we try to make the CDPO aware of the program. In the last quarter of the next year, we are thinking of actively involving CDPOs in the implementation plan of the program.

###### **Primary Teachers**

Atul was invited to conduct a session on Numeracy for all the primary teachers in Satara district and DIET officers.

### Parents

BELIEF academic team is involved in the development of the curriculum for the parents. We refer to the Akar curriculum, contextualise it and design the content plan. Everyone in the team contributes to this process. Mukta and Sadhana, also records the lesson plans in their audio. They conduct the parents home visits and community visits to understand the issues in the transaction of the content.

This year, before the launch of the Parent as Teachers program, we have conducted Parent Meetings in all Anganwadis. For this we built a strategic plan. Mukta designed a communication material for the Parents meeting and trained Sadhana to conduct the meeting using that communication material. Anganwadi teachers were divided into groups of 5. Then, for any one of this 5 Anganwadis, Sadhana demonstrated how to facilitate the Parent meetings. All Anganwadi teachers observes the meeting conducted by Sadhana and prepare a collective plan to facilitate similar meetings in their Angawadis.

### Children

Mukta has conducted 2 workshops of 6 days each with selected children from the Malwadi community as a part of Edspark course offered by Art Spark. The comprehensive report on these workshops is attached as annexure 1.

Atul did the library field project of 7 days with selected children from Malwadi community. This project was a part of Library Educator Course offered by Bookworm, Goa. The report of the library field project is attached as annexure 2.

BELIEF team conducted a field trial of FLN assessment tools with children from grade 1 to grade 5 from Anand Niketan School, Nashik. This process not only helped us connect with children after a long time but also experience the impact of COVID on education.

### Understanding of the problem

This year, we have started working very closely with the system. The problem of quality education does not have a simple and universal solution. We are critically looking around and trying to understand the meaning of 'building the capacities of the system'. Looking at the complex nature of the system, we think this needs a good amount of time. We experience that our ideas of intervention are evolving. We are trying to look into the future and build the program accordingly. The assessment tool developed by BELIEF is being used in several districts in the Maharashtra. We feel that, such type of engagement is also building our credibility as an academic institution.

### Workshops attended by the team

SL No.	Name of training course and organization providing the training	Details including: purpose/objectives, who were the facilitators, # of days, location, key learnings, impact on your work.	Which team members attended?
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1	Introduction to Libraries (Part) by Bookworm	The first course was to introduce the concept of Libraries and understand the elements of a Library. (See Annexure 3 for the field project) However, the second course was a bit rigorous in nature. The course was designed to evolve a community of Library educators. LEC was designed with two contact sessions and some online sessions. In both the courses, participants were expected to conduct some field project around the concepts learned or discussed during the course. This course has helped Atul to see library beyond literacy.	Atul G
2	Library Educator Course (LEC) by Bookworm		
3	Edspark Collective by Artspark	'EdSparks Collective' is a one-of-a-kind, 12-session professional development program for those interested in exploring the full potential of the visual arts to transform student learning. Through the EdSparks Collective, ArtSparks works with educators, NGO administrators, curriculum specialists, and more—individuals committed towards their work with children, seeking to provide the children they serve with enriched learning opportunities so that they may grow and thrive. This course was conducted through online platform. There was an action learning project divided into two phases. Mukta, learned a lot of techniques to involve visual arts into the classroom interactions.	Mukta N
4	Course on Early childhood learning by Vikramshila	The course's theoretical part focuses on the importance of Early Childhood Education (ECE) in the context of the National Education Policy (NEP), how children learn, developmentally appropriate activities, planning for ECE activities, etc. The course was delivered in three stages - online, face-to-face, and onsite mentoring. The two out of these three stages are completed. We are expecting the onsite mentoring to happen in the next academic year. Rashmi, learned a lot of theoretical aspects of her day-to-day work. She could see the ECE in the context of FLN.	Rashmi M

We have been struggling in fund raising and social media presence for the organization. The content and the project design are well received by the stakeholders but many a times we face a lot of difficulty in moving ahead in project execution as the funds are not guaranteed. Thus, we need to build the capacities of our team in this area.



## c) Organizational

i. **Legal Status:**

- Name: Better Education Lifestyle and Environment Foundation
- Type: Section 8 Company
- Certification: 80G, 12A, CSR1
- FCRA: Not done

ii. **Organizational Structure and Culture:**

- **Provide the profile of the leadership team, including program management level (background, their current roles and responsibilities, how long they have been with the organization etc.) and any significant changes in the last year.**

Sno.	Name	Role	Part time/full time	Qualification	Experience	Roles and responsibilities in current project
1	Mukta Navrekar	Founder Director	Full time	M.A. (Rural Development)	8 years of work experience in development sector (includes 3 years in mass communication)	Management & leadership  Planning, visioning, liaison, content development, HR, PR
2	Atul Gaikwad	Founder, Academic Head	Full time	B.E. (IT)  M.A. (Elementary Education)	10 years of work experience in development sector (includes 3 years in IT and 7 years in quality education)	Academic planning, training, content development, on-site support, curriculum design, Admin and accounts
3	Archana Kulkarni	Academic consultant	Full time	MBA (Finance),  some courses in Early Childhood Education)	17 years of experience in quality education (includes training, content development, writing)	Academic planning, training and on-site support, curriculum design, content development

- **Does your organization have an identified second-line of management, if yes, please provide details (include name, profile, how long they have been with the organization, primary role, area of work etc.).**

We have not yet identified the second-line leadership in the organization. Since we are currently facing a lot of funding crunch, we could not recruit any new employees. For the current team, we feel they will need a good amount of time and input to be at the leadership position.

- **Describe efforts taken to develop a shared vision and positive culture in the organization.**

We are continuously organizing meetings to build a common understanding regarding the pedagogy and the culture of the organization. We regularly conduct review meetings where the leadership team reviews the work done by the implementation team and gives them feedback. As the situation is coming to normal after the pandemic, we are arranging workshops where we all can come together as a team and navigate through the bottlenecks we are facing in our work.

- **Mention any attrition and growth in the core team (i.e. how many people/at what position have left and how many new team members have joined?).**

There is no change in the core team this year.

- iii. **Capacity Enhancement:** Describe systems and structures for systematic capacity building of the team. E.g. is there a formal training needs assessment conducted? If yes, how is it done? What kind of processes does the team follow to share learnings (from regular field-work as well as other capacity building engagements)?

We designed a feedback form for Human resource management which everyone in the team filled out. The form covers almost everything about HR from work satisfaction to stress management and from expectations from the organization to the SWOT analysis of self. The next step was a one-on-one open discussion with the team member to understand their current status and how they see their future in the organization. During this discussion, it was asked what do you want to learn for your development that will also enhance your professional performance? Also, some suggestions were given to the team member about what they can / should learn. The next step of this process will be to set up the KRAs which will also include the capacity enhancement of the team member

We conduct fortnight review meetings in which each team member presents the work done during the last 15 days, the challenges they faced, how they overcame those challenges, what went right and what went wrong, what are the key learnings, and the scope of the improvement, etc. Sometimes a review meeting can not be arranged due to the time crunch. Then the team members share the above in the form of a ppt and everyone asks questions and shares feedback.

After every training, there's a separate review taken with all the team members. Also every day we have a 15 minutes wake-up call in which every team member shares what they are going to work on today. Sometimes a quick review and feedback are given during this wake-up call if it is too urgent and short.

If someone in the team attends any training/workshop/session as a part of their capacity enhancement, they present the details of the activity and share their learning through the process.

- iv. **Governance:** Please mention the governance structures, processes and practices that you have at your organization. For instance, is there an advisory/governance board (or, if the organization is new, do the founding team members have regular mentors); were Annual

Reports published in the last three years (Please provide a web-links, if yes); do you have the standard organizational policies in place (such as say for Human Resource Management). Please provide your response in terms of:

- Current Status
- Significant changes in the last year

We don't have any advisory body yet, but we are in the process of forming it soon. We are having a dialogue with some of the potential mentors having the expertise in the fields which we need. Soon we will be onboarding them as an advisory board. Other than this we have a core team of 6 people who are the founders of the organization. We organize the AGM and quarterly review meetings in which all the program team and core team members take part. A quarterly review is presented to the team followed by a speech by a guest speaker. Annual reports for FY 2019-2020 are published on the website. The report of FY 2020-21 is yet to be received by the auditor. (The audit has been done and the ITR is also been filled for the recent FY)

We do not have any HR policy but we do have developed some basic guidelines for Human Resources which all the team members follow.

Click [here](#) to go to the webpage where all the reports are available.

- v. **Financial Overview:** Please share your annual budget for last 3-years; list of funding partners and their contribution; funding strategy you have followed and how it has evolved, availability of audited financial reports.

Year	Budget	Major funders
FY 2020-21	27,57,986	Sumati Trust 1,80,000 Estate Of Late M J Kasthuri 5,00,000 Sheel Commodities Private Limited 3,50,000
FY 2019-20	19,62,106	Magarpatta township development and construction co ltd. 14,97,088  Sumati Trust 1,80,000
FY 2018-19	30,345	

Earlier there was no fundraising strategy. Before the pandemic, our intervention could get CSR funding and we did not have to worry about the expenses. After the pandemic, we could sustain ourselves through generous donations from some foundations. However, this year we are strategically looking at fundraising. We are trying to connect to as many people as possible. We are running some crowdfunding campaigns. In addition to that, we are also trying to improve our presence on social media handles. Despite all this effort, we could hardly raise some amount of money.

- vi. **Other Partnerships**, not covered in earlier sections (i.e. non-funded, such as for knowledge sharing, program implementation etc.): with other civil society organizations; engagement with government departments or officials (BEO/DEO/CRP/BRP/SIs etc.). Please also briefly explain the nature of engagement, i.e. if you've held regular meetings with them, what was it for, how was it useful etc.

Entity	Documentation	Nature of engagement
CDPO	MoU (Year Long)	Implementation Partnership, Non-funded, We collaborate with the system and conduct training for teachers, facilitate Parents as teachers program through the network of Anganwadi teachers and engage with teachers to improve classroom interaction.
Leadership for Equity	MoU (Short term)	We designed an assessment battery for measuring the status of Foundational Literacy and Numeracy in primary grades. This was a paid assignment.

vii. **Communications/Outreach**

- Website: [www.beliefforchange.org](http://www.beliefforchange.org)
- BELIEF's handles –
  - a. Twitter: (@BELIEF70480203): <https://twitter.com/BELIEF70480203?s=08>
  - b. Instagram - belief\_for\_change
  - c. Facebook - <https://www.facebook.com/Belief-Better-Education-Lifestyle-And-Environment-Foundation-106498565046958/?ti=as>
  - d. LinkedIn - <https://www.linkedin.com/company/better-education-lifestyle-and-environment-foundation>

### 3. Plans for next 1-3 years

Please provide a high-level summary of your plans for the next 1-3 years and a detailed plan for FY 2022-23; addressing the educational, organizational and operational aspects of your work.

Operational	<ul style="list-style-type: none"> <li>• Developing Model Anganwadis (Year 1)</li> <li>• Scaling up the intervention in all 54 Anganwadis (Year 2 – 3)</li> </ul>
Educational	<ul style="list-style-type: none"> <li>• Course on Monitoring and Evaluation</li> <li>• Course on Leadership and Management</li> </ul>
Legal	<ul style="list-style-type: none"> <li>• Applying for FCRA</li> <li>• Credibility alliance certification</li> <li>• Regular Audit of accounts</li> </ul>
Organizational	<ul style="list-style-type: none"> <li>• Onboarding of advisory board</li> <li>• Identifying Second line leadership</li> <li>• Fundraising and communication team</li> </ul>

### 4. Nature of Support

We are a very small organization that has expertise in curriculum and program design, and its implementation. Even if we know the importance of fundraising and social media handling, we face a lot of difficulty in bringing it to practice. It would be great if we can get some interns who can support us in this area.

## 5. Capacity Building

Our implementation team is interested in a course on Monitoring and evaluation. This input will help us streamline our MnE framework and use it in the field. Apart from that we also want to send one of our field staff to the course on Numeracy.