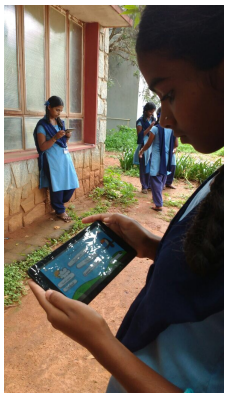
February 2021 Newsletter

CLT e-Patashale Brings Best Teaching to Every Classroom by Leveraging Technology

COVID threw many challenges and children were negatively impacted around the world. Everyone realized that we needed multi-pronged approaches to build resilience at a systemic level. Digital interventions came to the surface, but the children in under-served communities were left behind because of a lack of connectivity, infrastructure, digital resources and teacher training. E- learning has received a lot of attention post COVID. CLT, a non-profit based in Bangalore, India began working on these issues 15 years ago to provide a well-researched, effective and affordable model to deliver quality instruction in challenging times and in challenging areas.

IDENTIFYING THE NEED: CLT has partnered with government schools in India for 22 years to improve access to learning - especially for students in rural schools. One challenge that we recognized when we began - and persists to this day - is a severe shortage of teachers. Rural schools have the additional challenge of recruiting teachers with subject- matter expertise in Science, Mathematics and English. Headmasters were repeatedly asking us to give them additional teachers etc. This need for additional teachers was the trigger for CLT to explore into e-learning and technology-enabled teaching. More than 100 Master Teachers, subject matter experts, textbook committee members worked together for four years to create innovative content to support remote teachers. They created a framework for pedagogy, built best practices of teaching into every module and designed technology to keep it simple and light for rural schools.



While the internet and computers have changed how information is shared across the globe, only 16% of rural residents in India have access to the internet. Many do not even have electricity for hours per day. The bulk of existing online material available is not translated into regional languages. Technology interventions in India face additional challenge beyond lacking connectivity: the decision of many States to adopt regional language for instruction. CLT has countered this challenge by making available all the teaching and learning resources in regional languages and mobile technology. CLT e -Patashale was conceptualized to address the challenges children face in underserved communities to complete school education with good learning outcomes: no access to quality schools, well-trained teachers, and quality learning resources. To solve a problem at scale, CLT created a Hub-Spoke model that offers innovative STEM pedagogy for 5th-10th grades, offered in regional languages, and using a low-cost technology delivery model for remote areas with no connectivity.

INNOVATION LEADS TO SCALE CLT's focus is to address the lack of access to basic education needs. Our work examines the 'access' to education in the context of under-served communities. For example, having content/resources on internet is not usable for someone when they cannot afford the technology, training and it is not available in regional language.



Our strategy has been to build an entire ecosystem to *develop relevant resources for the practitioners in their regional languages and develop low-cost mobile technology delivery models with data analytics.* We have implemented *CLT e-Patashale* program in 4,000 village schools in multiple States and have also given access to content on DIKSHA – Central Government portal for open-source content, Pratham Foundation's digital platform for schools with Hindi as medium of instruction, and our mobile APPs on Google Play store. About 2.5 million learners are impacted the way they learn Science and Mathematics. We have learnt that we can influence the local practitioners to be motivated and adopt effective methodologies while using innovative resources.

Our collaborations with Government, Corporate and Foundations are key drivers for our scale and reach. We want to build a community of learners, where we grow to 10 million students in the next 5 years, that can access the best pedagogy in their own regional languages with affordable technology. Research shows that the most cost-effective way to scale and gain social return on investment is through digital learning.

CLT's work is gaining momentum and recognition as a scalable, replicable model. CLT has also won the Social Innovations Award- 50 most impactful social innovators in the global listing by World Congress CSR; Digital India Award, Times Group; CNBC on their Change Makers series, 2020 - https://cnbc.webflow.io/ The second Millennium Alliance Award in 2020 (FICCI and USAID) is a testimonial to CLT's scale on its digital STEM content suite, developed in-house in regional languages and delivered to remote rural schools through multiple technology delivery models– both online and offline.

COLLABORATION WITH ROTARY Rotarians through many local clubs have supported this initiative by adopting the model and supporting CLT. Our recent collaboration with Rotary Junction, Bangalore and Menda Foundation will facilitate 1,000 more e-learning schools across the state of Karnataka! The model has become more efficient, cost effective and robust for village schools.

Bhagya Rangachar
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Engagement Makes the Difference in Supporting Strong Learners

Literacy projects do not have to be complex and extensive. They need only to focus on the needs of the learners and planned out to make a difference. Consider this project from District 9141 in Port Harcourt, Nigeria.



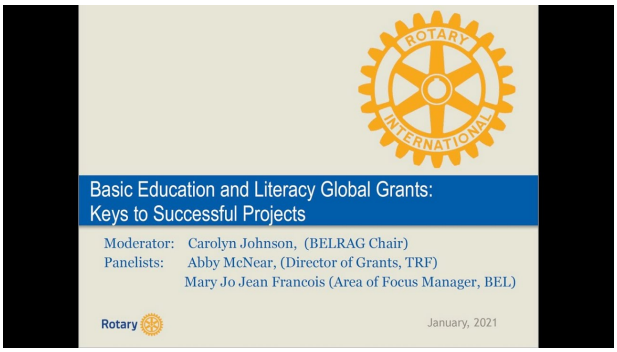
The **Rotaract Club of Harcourt** wanted to reach out to students during the pandemic to help them to continue to develop their literacy skills when schools were closed for health safety reasons. They were obviously unable to meet with the students at their school buildings not could they afford to buy the electronic media that would allow them to connect virtually with students. Instead, they contacted a local orphanage and made arrangements to visit weekly where they developed an education and literacy project for the children. It was designed to bridge the gap created by the lack of technology which was denied them by affordability concerns.

The Rotary Club of Harcourt provided Rotary branded workbooks to all the children as a collaborative outreach to the Rotaractors.

Participants were amazed at the impact they had on the children and found it very worthwhile for them to learn about the complex experiences of the children. Their action made a difference in the lives of the children living in the orphanage but also in their own lives in ways that either group may ever realize.

Joan Littleford
RC Whitby, Ontario, Canada

Keys to Successful BEL Global Grants



Rotarians from around the world participated in the January webinar, Keys to Global Grants. Thank you to Abby McNear (Director of Grants, TRF) and Mary Jo Jean Francois, BEL Area of Focus Manager who shared tips for planning a project that will have positive impact to improve literacy in communities where Rotarians are engaged. Key points covered included the important difference between completing a 'community assessment' vs a 'needs assessment' (community assessments identify strengths *and* needs, seeking to identify solutions whereby community members will be able to take ownership of the intervention), formats best suited to BEL community assessments, considerations for sustainable program design, and challenges that Rotarians often face in developing good grant projects (including teacher training and use of technology). A recording of this webinar is posted on the BELRAG website, along with the presenters' slides.

New Rotary Club to Focus on Education

Do you know someone who is interested in education, but has not yet joined Rotary? Consider recommending them to the provisional Rotary Education & Children's Issues Club. Rotarians, educators and anyone with an interest in quality education and programs that support children are welcome. We promise opportunity to network, meet other great people involved in meaningful projects, and use education projects and advocacy to make a positive difference in our own community or far away corners of the world.

The club's first project is to create recommendations of children's books and stories that illustrate one component of Rotary's Four Way Test. We are seeking stories from different cultures and parts of the world. Stories may be written in any language. If you have a story to share, write a short recommendation that may be used to explain why this is an exemplary story to share with children to teach truthfulness, fairness, friendship, and community.

Please share this information with friends and colleagues who may be interested in Rotary or in just hearing this thoughtful and inspiring program! The club meets (program) on the 2nd and 4th Tuesday of each month at 19:00 (Eastern, GMT-5) We love to welcome visiting Rotarians, too!

https://us02web.zoom.us/j/86489544511
Meeting ID: 864 8954 4511
Passcode: 267302

How is your club involved in supporting literacy and education projects? Share your stories through the BELRAG newsletter. Articles should be 500 words and include a photo or two. Send to: Carolyn Johnson at cfj2@mac.com

Looking for information or resources about Rotary BEL projects? Be sure to check our website. Here you can find links to webinars, information about BEL projects, examples of exemplary projects of Rotary clubs around the world. As a member of BELRAG, you can also request expert advice or support for grant projects that your club is considering. Be sure to keep your membership current by renewing it though the website.

www.BELRAG.org

Rotary | BASIC EDUCATION & LITERACY Rotary Action Group

Rotary | GLOBAL PARTNERSHIP for EDUCATION

Together, we empower

The clock is ticking on the children in marginalized communities to catch up on education with the rest of the world. The Global Partnership for Education (an arm of the World Bank) and Rotary International have formed a strategic alliance for lasting change in and through education.

The Long Game:

Working with the Global Partnership for Education and ministries, Rotary clubs and districts can expand their impact by better understanding national education sector plans, how to engage with the national and local government around those plans and how to advocate for equitable education within their own countries. Initially, activities will begin in Kenya through Rotary Kenya in partnership with Ministry of Education Kenya, with the intention to expand to 3-5 countries during the duration of the **3-year agreement**, effective immediately, through **31st December 2022.**

Getting Started Now

Making an impact today for a stronger community!
Take action and help improve the quality of education for children in Kenya's remote regions and those from disadvantaged backgrounds.



We seek your District participation in this noble cause by making contributions through your District Designated Funds (DDF). It is envisaged that the 6 Districts contributing **$10,000** each will kickstart the model project in Turkana, Kenya, that is budgeted at **$140,000**. Through a strategic partnership which involves both direct support to schools and engaging Ministries of Education at a national level, Rotary and GPE will bring together their respective work in a way that enhances and adds unique value to the field of basic education and literacy.



Seeking Academic Solace

The COVID-19 Pandemic exacerbated the lack of quality education among children in marginalized communities. Schools in these communities lacked facilities and resources to sustain education for the children. For many families, they relied on school to feed and care of their children, some forming safe havens to protect them from domestic and societal challenges.

To get started, contact:

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Phone number: +254 722776597

D 9212 Seeks Support for First Rotary/GPE Global Grant Project

On behalf of the RI-GPE District 9212 team I am pleased to introduce Rotary's partnership with the Global Partnership for Education that was executed by John Hewko General Secretary, and Alice Albright , CEO GPE. In phase 1, we will implement a 3-year project and thereafter rollout to other parts of the world in cycles. We seek your District's participation in the model stages of the programme How to participate? We are seeing generous donations of DDF to support this project. Ideally, we seek six districts to each contribute USD 10,000 in DDF to the project.

This strategic alliance between Rotary and the Global Partnership for Education seeks implement this project to realize lasting change in and through education. On 10 April, 2020 John Hewko, RI General Secretary, and Alice Albright , CEO GPE shared the following: *"Rotary brings together people, from every continent, culture and occupation, to take on some of our world's most pressing challenges. More than one million volunteer members work every day to empower youth, advance communities, enhance health and promote peace. In a like manner, the Global Partnership for Education (GPE) is exclusively dedicated to giving children in the poorest countries, especially girls, the education they need to unlock their full potential. GPE mobilizes global and national efforts to contribute to the achievement of equitable, quality education and learning for all, GPE includes and supports close to 70 developing countries to help them develop and implement quality education sector plans and build strong education systems. Rotary International and GPE are working together to ensure that children everywhere have equal access to quality education."*

This strategic alliance will launch its efforts in the Turkana County of Kenya. Turkana was selected based on its rural location, lack of resources, and need for greater engagement by all key participants in the education system.
It is my plea to you and your District to support this RI initiative by designating a contribution of DDF to the Global Grant application we are submitting to implement this programme.

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District International Service Chair D9212
RC Muthaiga, Nairobi Kenya

Boquete (Panama) Rotarians Launch Equal Opportunity Learning

Adriel is a typical teenager who enjoys life and is a big help to his parents, working in their family business. His parents own a local coffee shop in Boquete, Panama. Adriel did have one big problem though, he suffered from math anxiety. In eighth grade, he failed math and was required to go to school during the break to repeat math and pass his exams in order to move on to the next grade. Luckily, he met a special lady, Ginny Woolley. Ginny frequented the coffee shop and befriended young Adriel, Once she learned of his math anxiety, she offered to tutor him . As a retired teacher and math tutor, and accomplished education developer in the Middle East with USAID, Ginny was sure she could help.



Adriel has changed from a 'math hater' to a 'math -lover' He thinks that all kids should learn math with Kahn Academy!

At the same time, Ginny had begun volunteering with Bouquet Rotary's Equal Opportunity for Learning program (EOL), which promotes free online learning through Khan Academy. As she discovered Khan Academy's wonderful math curriculum, she decided to borrow one of EOL's computer tablets for Adriel. She planned lessons through Kahn for Adriel and as he started working online, Ginny could follow his progress. she could track the hours he worked at his lessons, note areas where he struggled, and see the results of his math quizzes. These diagnostic tools within the Kahn Academy curriculum were attributes that EOL felt could make a difference in a student's learning experience as well as assisting teachers in monitoring student progress.

After several weeks of concentrated study on line (over 700 minutes!), Adriel had transformed from a math hater to a math enthusiast!. He said, "I think every student should study on line with Kahn Academy. It's better than Ginny. With Kahn Academy, I could learn as slowly as I needed an repeat lessons without feeling shame. I am now more confident and relaxed with taking math tests. In my final exam, I got 50 out of 50- - a perfect score!"



10" Android-based Tablet with 256 GB and SIM slot

The day Bouquet Rotarians interviewed Adriel for this article, they enjoyed coffee and avocado arepas from his parent's shop. The cozy atmosphere was conducive to lively conversation with Adriel and his friend, Rodrigo. It was truly heartwarming to witness the respect and friendship that had blossomed between a retired teacher and a young student - as a result of Boquete Rotary's outreach to the community.

RC Boquete's EOL pilot project promoting online learning with Kahn Academy was initially designed to be in one primary school to help improve students' math scores. The project focused on third grade math students bu registering them for six months of lessons. Since schools closed for the pandemic, Rotary Boquete approved an alternative plan to use the EOL tablets. The Rotarians created a Tablet Lending Program, that would work like checking a book out of a library and focusing on struggling primary school math students. Teachers could track student progress, learning time, and analyze progress. Many students are using different learning models during the pandemic, but these options are problematic for rural areas populated by farmers and indigenous peoples, due to lack of connectivity. To resolve this problem, the EOL Tablet Lending program added sim cards with the lesson data to each tablet. This allowed students in remote areas to access the information. An added perk for students in the EOL math program is that siblings can share the tablets to do their own homework.

EOL has formalized the structure of the Tablet Lending Program. Rotarians are working with the school lunch project manager who connects with teachers in the local school system to identify struggling math students so they can be invited into the program. Through this Tablet Lending Program, Rotario de Boquete hopes to learn more about needs of students and teachers, then determine if this on-line learning could be viable to support students once classes resume.

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RC Boquete, Panama

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