



Harnessing Knowledge and Opportunity for Lasting Change

Quarterly Report Q1 (Apr - June, 2025)

Submitted by
One Billions Lives Foundation



Program Elevate: Q1 2025 Executive Summary

Key Highlights

Program ELEVATE made significant strides in Q1 2025 (April–June) toward enhancing English language learning outcomes. Key achievements include:

- **Community Teacher Capacity Building:** 83 teachers completed 100 hours of professional development.
- **Curriculum Focus:** Training covered key educational frameworks: English Language Teaching, NEP, NIPUN Bharath, and NCF.
- **On-Ground Readiness:** In June, 86 teachers were trained in reading comprehension and baseline assessment methodologies.
- **Classroom Implementation:** Teaching commenced in 105 partner schools, impacting 7,200 students.

Students received 4–5 weekly English sessions focusing on enrolment enhancement, bridge learning to address learning gaps, and accelerated phonics instruction.

Operational Excellence

Operational efficiency was a priority, resulting in:

- Timely teacher-school allocation.
- Successful recruitment initiatives for AY25 – 26.
- Full deployment of the student database.
- Development of differentiated English proficiency tracks to cater to diverse learner needs.

In summary, Q1 2025 demonstrates Program ELEVATE's commitment to teacher empowerment, effective classroom delivery, and streamlined operations, setting a strong foundation for continued success.

Elevate: Bridging Gaps, Building Futures

A flagship program of One Billion Lives Foundation (OBLF)

The Need and Our Response

At One Billion Lives Foundation (OBLF), we believe education can transform lives. Our flagship program, Elevate, addresses the persistent learning gaps in rural and peri-urban government schools by providing robust English literacy through an activity-based, interactive methodology.

By combining child-centred learning with digital tools, and assessment-driven grouping, Elevate ensures that children learn at their own pace and build strong skills in reading, writing, listening, and speaking. The program also empowers local women by training and employing them as educators, creating a dual impact of better student outcomes and women's economic independence.

To date, Elevate has reached over **7200 children** across **100+ schools**, with students demonstrating significant improvements in literacy and communication skills. Scalable and aligned with state education systems, Elevate is creating environments where every child has the opportunity to thrive and unlock brighter futures.



Key Highlights



- ✓ **Teacher Capacity Building:** Completion of 100-hour summer training for 83 teachers.
- ✓ **Program Rollout:** Reaching 7200 students, in 106 schools with 4–5 English sessions per week.
- ✓ **Operational Strengthening:** Student database developed, govt. permissions secured, teacher hiring for AY 25–26 underway.
- ✓ **Rollout of Month Zero Operations:** Successful deployment of Month Zero operations across 105 schools in June, setting the foundation for streamlined operations and growth.

Description of Activities Conducted – Quarter 1 (April–June 2025)

1. Teacher Training and Capacity Building

- Summer Training Program: Conducted 100 hours of training for 83 para-teachers, focusing on:
 - ELT Strategies for improved student fluency.
 - National Education Policy (NEP) & NIPUN Bharath Frameworks to align with government priorities.
 - Organizational Culture & Stakeholder Management to promote collaboration and accountability.
- Weekly Ongoing Trainings: 86 para-teachers participated in 15 hours of targeted training on:
 - Reading comprehension strategies.
 - Pedagogy for baseline assessment implementation.

2. Classroom Implementation (Month Zero Rollout)

- Rolled out in 105 schools, benefiting 7,200 students.
- Classes conducted 4–5 times/week with a focus on:
 - Student Enrolment & Induction for smooth program entry.
 - Bridge Program to address learning gaps.
 - Accelerated Phonics for foundational reading skills.

3. Program Design and Operational Readiness

- Developed Summer Training Curriculum and secured government approvals for AY25–26.
- Finalised para-teacher allocation and continued recruitment to meet staffing needs.
- Implemented Curriculum Differentiation for beginner and advanced learners.
- Stabilized school timetables and conducted Round 1 observations for feedback on teaching practices.

4. Technology and Data Systems

- Developed a digital student database for enrolment, attendance, and assessments.
- Conducted regular platform maintenance to ensure data accuracy.

5. Monitoring and Evaluation

- Completed baseline assessments across 105 schools to benchmark student progress.
- Conducted classroom observation cycles for quality assurance of lesson delivery and engagement.

Outcomes & Impact

Quarter 1 established a solid foundation for the program, setting the stage for a transformative year-long journey. Baseline assessments conducted across **105 schools** provided invaluable insights into student learning levels, ensuring targeted interventions moving forward.

Teachers underwent rigorous training, significantly enhancing their pedagogical expertise and deepening their understanding of foundational literacy and classroom management. This professional growth equips them to drive more effective and engaging lessons, creating a lasting impact on student learning outcomes.

With **7,200 students** enrolled, the program ensured consistent exposure to high-quality English instruction, offering 4–5 sessions weekly. Early feedback from teachers and school heads highlights a notable surge in classroom engagement and a marked increase in student enthusiasm for learning English, indicating the program's early success in fostering a positive learning environment.

As we move forward, the groundwork laid in Quarter 1 promises a year of continued growth, with measurable improvements in student proficiency and overall educational quality.

Nurturing Growth: Sudharani's Journey of Confidence, Care, and Change

Sudharani - a mother of two, a supportive partner and daughter, a homemaker of 15 years, took a leap of faith and decided to add to her existing portfolio of identities- the identity of an English teacher. She was very curious to think about herself for the first time in her life and joined OBLF. Within a year of being at OBLF, Sudharani has emerged to be a confident person, who now equally cares for herself along with everyone else around her.

Being a first time teacher, Sudha has used every learning opportunity to become the best for her students. She engages in training meaningfully, holding the lens of her classroom and student-centric approach in every conversation. She has collaborated with the government teacher in her school to understand the Nali Kali methodology, which is an activity based, multi-grade, multi- level curriculum taught in Grades 1, 2 and 3 in government schools of Karnataka. She is an amazing thought-partner for all her colleagues. Sudha and four other teachers have formed a community of practice to share brightspots, ideas and solve challenges emerging in a Nali Kali classroom.

She believes in building lasting relationships with her students and ensures the classroom is a safe space for them. Students do not fear approaching her. They have a growth mindset and their English language skills have improved drastically.

Sudha has actively participated in Sexual and Reproductive Health Rights training. She believes change begins at home and embodies the same. She engages in conversations about menstruation with both her son and her daughter, shares equal responsibilities with them, calls out regressive practices followed in her household.

She is now able to prioritise self-care and values periods of rest. She has enrolled herself in Zumba in the effort to lead a stress free, healthy life. She has now gained confidence to claim spaces for discussion regarding matters of property distribution which she had no access to earlier.

She also took up the opportunity to become a Librarian at the OBLF community library in order to gain new skills and improve her English language proficiency. Her goal is to start loving books and the skill of reading to think critically and creatively. She believes in the importance of learning and growth and is set out to become a teacher trainer one day.

A Young Voice of Change: Anwar's Story



Anwar Singh studies in Grade 3 at Sompura Government School. Anwar always shares with his teacher that he really loves English and wants to learn to speak fluently. He is a curious child and prefers to learn when there's equal amount of fun and play included in the lessons.

A library was set up through a corporate volunteer engagement program at Sompura school and the teacher decided to help Anwar prepare for a vote of thanks speech at the inauguration event. Anwar learnt his speech in less than an hour and delivered it with full confidence (Video Link: <https://drive.google.com/file/d/1TcHifvNxu-jAR57Xy48NAtWLYLvmJnCc/view?usp=sharing>) He enjoyed it so much that he decided to give another short speech about the importance of play based learning at a village panchayat meeting. (Video: <https://drive.google.com/file/d/1RefzezalxDy79dqj9HQ54ldlxifHwa7D/view>).