



making a nation of readers

Annual Report 2018

An initiative of
Korou Education Foundation
Manipur

content

Executive summary

<i>Rationale</i>	1
<i>Operation</i>	1
<i>Impact</i>	1
<i>2018-19 projections and plan</i>	1

Library For All program

<i>Library Based Learning</i>	2
<i>How it is implemented</i>	3
<i>Broader Goals of the program</i>	3
<i>Program Constituency Size</i>	4
<i>Early signs of impact</i>	4
<i>Contents developed</i>	5

Team and Development

<i>Team</i>	5
<i>Course taken by core-members</i>	6
<i>Team Culture</i>	6
<i>CEO is mentored by</i>	6

Organisation

<i>Korou Education Foundation</i>	7
<i>Programmatic and organisational learnings and shifts</i>	7
<i>Plan and projections for 2018-19</i>	8
<i>Plan and projections for 2018-19</i>	9
<i>An engaging board</i>	10
<i>Partners and Supporters</i>	10

Rationale

Executive Summary

More than 1,60,000 children enrolled in Govt. school in Manipur. In context of Manipur where 73% are absorbed in private schools, children in govt. schools are from economically most backward families. They are not given the basic skills to enable them live a life with dignity when they grow up. Library for All program came to exist in mid of 2016 to intervene the learning crisis in the public schools.

Library For All (LfA) works to ensure all children are competent in listening, speaking, reading and writing (LSRW) in English language appropriate to their age and grade as per the learning indicators framed by NCERT for Indian children. We found that the crisis of lack of these skills among the children enrolled in Government schools are dominantly attributes to no opportunity provided at schools to have access to books, time and space for reading and the right quality and quantity of facilitation for the children.

Operation

Library for All program ensure all children at our treatment schools have access to the right quality and quantity of books, time and space for reading and more importantly right quantity and quality of facilitation. LfA is being operated in Ukhrul district, a tribal hilly district of Manipur. Treatment children grade are 3, 4 and 5. Through library based learning (LBL) we ensure all treatment children gain the basic skills- listening, speaking, reading. LfA works closely with the education authorities at district level to ensure the program is accountable and continued. We have stock more than 5000 books at 10 schools. More than 1984 children are having to books from the libraries. In addition we have also introduced summer reading project to provide access to books during the summer vacation and also to get parents and guardians get aware of the reading activities of their children. The program has been running at the cost of 7.7lacs in the last year with support from Wipro Foundation to the co-founders as seed fund.

Impact

The tangible impact is the attitudinal change of the schools and community towards library which is witnessed by their support in physically setting-up libraries. Some of the other early sign of impact that we have witnessed is the children's increase in the quantity of access to books and reading which was not there before at all. From the regular library based learning intervention vocabulary of the treatment grades have increased as per our witness before and after sessions. Children's classroom participation has visibly increased because of our joyful learning that help children open up and high encouragement to participate. In the later phase, parents and guardians started to involve in their children's reading activities. Schools now realised skills development is important than mere completing syllabus of the textbooks.

2018-19 projection and plan

Next year is planned based on the learning we got and the need we felt last year. Some of the highlight for the next year is to provide necessary resource to teachers for integration of library based learning with school curriculum, develop more teaching-learning contents, strengthen operation in the existing operation and provide professional development facilitation and resource for teachers. We have proposed to enter an MoU with Department of Education and Department of Arts and Culture to start new operations in Imphal areas along with setting up a children library at Manipur State Central Library respectively.

Library for All program

Library Based Learning

- What is inside the libraries of **Library for All (LfA)** program?
⇒ It is all about Library based Learning (LBL).
- How LBL is different from the conventional classroom learning?
⇒ LBL use the resources and the space of a library.
- Does LBL exist in the form of documented module ?
⇒ No, it is scattered now but a combination of all the documented and non-documented practices adapted from established concepts.

LBL is different from the classroom learning because to arrange such a rich environment is economically and logistically not pragmatic in every classroom. We practically believe that library is the only space for discovery and constructive learning - the most sought-after learning approach for 21st century learning. This learning requirement is not only urban children but for countryside rural children too.

LBL in **LfA** remain focus in delivering English language skills- Listening, Speaking, Reading and Writing (LSRW) along with an aim to make every child an independent and continuous reader and learner. English is the only language for 21st century learning. All the language competencies development sessions are designed incorporating the objective to also gain the 4C skills of 21st century learning i.e. communication, critical thinking, creativity and collaboration.

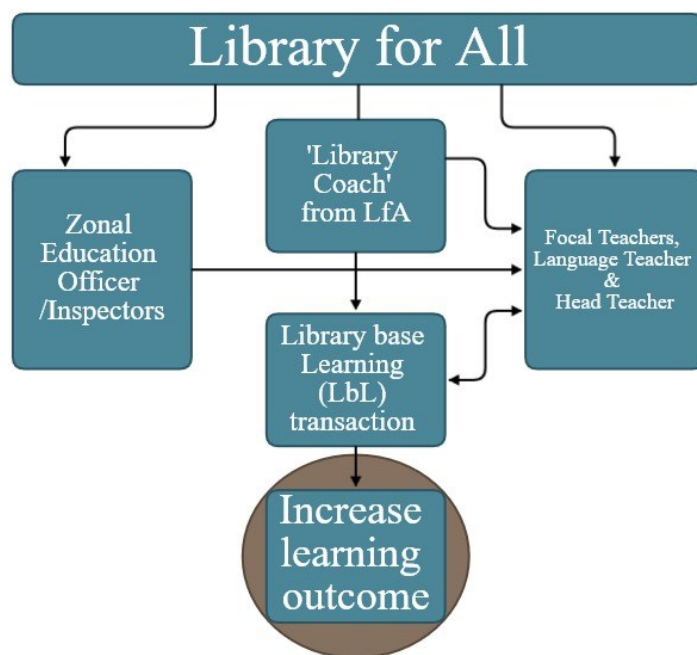
Sessions are designed such that learners gain these skills through the discourse of developing English language competencies. The concept of 4C and English Language skills is adapted from P21's Framework for 21st Century Learning. P21's framework is the concept what our children need for their future that should be nurture with the context of specific geography the children including the dialect or the first language of the children.

Most of the session are based on Bloom's Taxonomy and Gagne's instructional steps which are best suited for 21st Century Learning, 4C skill development. LBL is also heavily adapted from the Sylvia Aston's instructional approach - organic teaching, a conversation driven classroom. Her approach is of one the best suited for language classroom. We are also working on not only making LBL contents on language across curriculum but also LBL across the curriculum. In LBL, joyful learning is the core element in any session. We believe joyful learning is the learning that is constructive and continues.

Continuous monitoring and evaluation of the impact and process for both LBL and the entire LfA keep track of the quality of LBL with timely correction in the environment given the required resource. Learning assessment using multiple approach which are non-standardised and focus in each child's learning capacity make LBL meant for every unique learner.

How it is implemented ?

1. LfA closely works with Zonal Education Office (Officer), office of highest authority at zonal or district level.
2. LfA is implemented with deep support from focal teachers and Head teachers at the schools. Focal teachers are point of contact, also an education leader in the school.
3. Library Coaches from LfA deliver the library based learning contents at the Grade 3, 4 and 5. whereas the library is for all children in the school.



Broader Goals of the program

1. Every children can read, write and speak in English language appropriate to their age and grade and becomes an independent continuous reader and learner.
2. Children live in the culture and environment of reading towards becoming a citizen of empathy, informed and responsible.
3. Teachers adopt discovery approach to knowledge formation for children through library.
4. Every school maintains a library.
5. Govt. enacts the system in such a way that every school maintains a library.

Program Constituency Size

The program is currently operating in Ukhrul District, Manipur. The beneficiary stakeholders who are directly involved in the program in Ukhrul District is as given below :

- 1984 children
- 10 schools
- 10 Head Teachers
- 10 Focal Teachers
- District Program Manager, SSA Ukhrul
- Zonal Education Officer, Ukhrul
- 4 Deputy Inspector, Zonal Education Office
- 7 Assistant Inspectors, Zonal Education Office

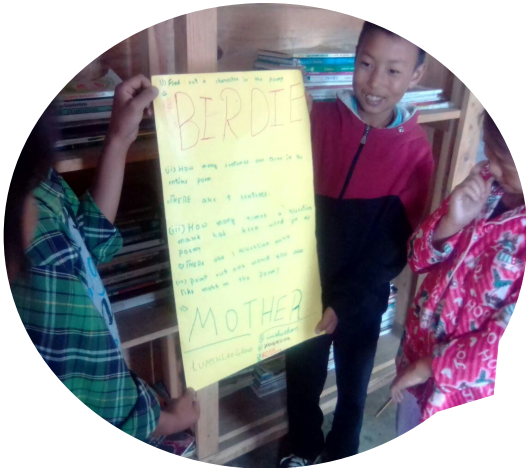
Summer reading project

What if children want to read even during their summer vacation also ? Why should we stop their interest ?

These are some of the questions that triggered us to think that summer vacation can be more joyful with storybooks either at their homes or school ! This came up in early 2017 but successfully implemented this year, 2018. Summer Reading project was launched in all 4 treatment schools of LfA in Ukhrul town.

Aim of the project is to provide the opportunity to read during summer vacation also. But it turned out something more than that. There is an involvement of parents and guardians. For those parents and guardian who shared us their mobile number are informed about library opening days during the summer vacation. This makes them involve in their children's reading.

Apart from usual issuing of books, learning-with-fun sessions are also conducted with those who turn up. This had been great learning for them. The initiative was possible only through the strong trust and cooperation from schools.



Early signs of impact



1. The first impact of the program is the physical existence of library from non-existence. School and Communities' support made this happen.
2. Children's access to story books apart from the textbooks have increased from nothing to multifold in the last one and half year.
3. As apart of library based learning, children's vocabulary has increased.
4. Children's participation in the sessions have increased.
5. Involvement of parents and guardians in children's reading has increased in the later phase.
6. From LfA's intervention teachers started to realized the importance of skills i.e. listening, speaking, reading and writing rather than just completing syllabus on time.

Contents developed



1. Session delivery and children interaction guideline for reading facilitators.
2. Read-aloud and session planning template
3. Book review template separately for primary and upper primary grades.
4. Revamped tried and tested early grade English language assessment tool.
5. Vocabulary and comprehension enhancement tool and techniques.
6. Curated list of both foreign and Indian books for young diverse readers.
7. Literacy rich library room design guideline.
8. Library program monitoring and evaluation tool.

Team and Development

Passionate, experienced and able **team**



Yasin Khan,
CEO, Co-Founder.
Leads Program design,
Organization development.



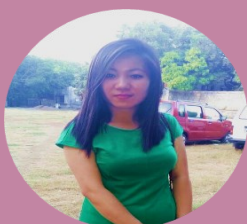
Leishiphem,
Library Coach,
LBL implementation,
BA. Social Science, Manipur



Kharingyo Shimrah,
Co-Founder.
Leads Operations and Outreach.
[MA Development, Azim Premji
Univeristy]



John Rameson
Off-site Member, Support in
Networking and Organization
Development. [State Coordina-
tor at DESS, Manipur]



Tamreiwon Shokwungnao,
Core Team member.
Leads LBL implementation.
[MSW, SNDT Women University-
Mumbai, Former State Coordina-
tor at Meljol]



Bimolata
Off-site Member, Support in
Organization Development,
[MNE consultant and Life Skill
Educator]

Courses taken by core- members

Yasin Khan

1. Managing Impact Evaluation, a certificate course by Indian School of Management Development and India Development Foundation.
2. Library Educators' Course, a certificate course by Bookworm Goa and Parag initiative of Tata Trust.
3. Designing & Facilitating Effective Learning Experiences, a certificate course by Azim Premji University.
4. Pedagogy of Early Reading and Writing, a certificate course by Azim Premji University.

Kharingyo Shimrah

1. Library Educators' Course, a certificate course by Bookworm Goa and Parag initiative of Tata Trust.

Tamreiwon Shokwungnao

1. Certificate workshop on Language, by Vikramshila.– current.

Team Culture

We have the following documented guideline and norms for making the team culturally productive.

1. Culture for a strong team
2. Team member performance management and leadership tool– applicable to organizations across sectors.

One of the tangible practice we follow on everyday basis is debrief for the day as reflection session for the end of the business. If physical presence is not available, online sharing about the day along with photos is mandatory.

Yasin Khan, CEO is mentored by

Organisation & Business Development

1. Ranjan Chakravarty, Coach at Global Action on Poverty.
2. Vivek Sharma, Director of Gandhi Fellowship, Kaivalya Education Foundation.
3. Ashish Shrivastava- Founder of Shiksharth, Coach at Global Action on Poverty.

Library and Learning

1. Sujata Naronha, Library educator trainer and practitioner, Leads BookwormGoa.
2. Usha Mukunda, Library educator trainer and practitioners, Leads an alternative school, Centre for Learning, Bangalore
3. Asst. Prof. Ibohal Singh- Information and Library Science, Manipur Central University

Regional Implementation and Networking

1. Chingshang Yambem- Manipur State Manager at Assessment Survey Evaluation Research, Pratham Education Foundation.

Organisation

Korou Education Foundation

Korou Education Foundation is a charity company incorporated as Sec. 8 Company of Companies Act 2013 on 27th of December 2017.

The co-founders are financially supported by Wipro Foundation under its Seeding Fellowship program. We have not yet received any program grant from any source. We have approached corporate houses and organization such as State Bank of India, Bharti Airtel and Child Aid Network which all didn't went through.

Programmatic and organisational learnings and shifts

1. We have found huge challenge in integrating LBL with language curriculum of the school that we have been trying through verbal motivation of the language teachers. We realised it could be influential if we provide them teaching-learning contents for English language for the school curriculum in the light of LBL.
2. Theoretically we were skeptic to explicit mention English as language of focus of our intervention though it was. After a thorough understanding of the system in the last one and half year we are now confirmed English language of focus of our intervention across Manipur, may be across North East States in the near future .
3. We have dropped or differed the idea of documenting regional ethnic based stories. This may happen in the future.
4. In the last one and half year we have seen an immergence of two types of intensity of our intervention- 1) fundamental and 2) intensive program based on the operational feasibility in hilly remote areas.
5. Strategically, we felt a strong need for operation both in schools and in community in valley or near the capital city of Manipur and need for a formal relationship with Govt. in order to continue our intervention. Therefore, we have proposed to enter to an MoU with the following departments of Govt. of Manipur :
 1. Department of Education (School) to implement Library for All program initially in 20 schools of Imphal East and Imphal West Districts.
 2. Arts and Culture Department to setup and manage children library under Library for All program by Korou Education Foundation at Manipur State Central Library. Proposal has been submitted to discuss at the annual board meeting of the State Central Library. To maintain a community library at Imphal is strategically significant element for the organisation. We realised managing children library at Manipur State Central Library is the best way from the aspect of alignment of our mission of system support for a greater sustainable change.

Plan and projections for 2018-19

	Month	Operations & Organisational	Educational
1	August 2018	<ol style="list-style-type: none"> 1. Expected to enter an MoU with Department of Education (s) and Manipur State Central Library, Department of Arts and Culture. 2. Program and Organisational monitoring by external people including board member and correction. 3. Finalise arrangement for workshop facilitators for teachers workshop. 4. Procurement of books for updating the existing book stocks in the schools. 	<ol style="list-style-type: none"> 5. Refine teachers' workshop design, review and finalise with experts and facilitators. 6. Training need ground assessment for the teachers. 7. Develop formative assessment tool for Library Coach's library transaction and learning. 8. Develop leadership, productivity and potential assessment tool for co-founders and core-members. 9. Game-storming session every month in the team for innovative idea generation.
2	Sept 2018	<ol style="list-style-type: none"> 1. District level action workshop with SSA and Zonal Education Office (proposed) 2. School library and library based learning workshop for focal teachers and head teachers for Ukhrul treatment schools 	<ol style="list-style-type: none"> 3. Ukhrul district educational governance and scenario understanding with Zonal Education Officer, District Program Manager of SSA, 4 Deputy Inspector, 7 Asst. Deputy Inspectors. 4. Review school monitoring and evaluation tool if any and develop new tool. 5. Develop new TLMs and activities and improve the old ones in documentation.
3	Oct 2018	<ol style="list-style-type: none"> 1. Endline assessment of the LbL intervention 	<ol style="list-style-type: none"> 2. Develop Library Based Learning (LBL) content for better integration with school curriculum. 3. Develop teacher's English language transaction guidelines and module based on the Library Based Learning concepts in close context with the state board English curriculum . 4. Develop Library based projects for Science, Environment, Social Sciences aligned with state board curriculum. 5. Develop teacher's professional contents in the light of LBL.

Plan and projections for 2018-19

	Month	Operational and Organisational	Educational
4	Nov 2018	1. Introduction of Library Based Projects in the schools ahead of winter vacation for treatment schools.	2. Develop Library Coach professional development content.
5	Dec 2018	1. Introduction of winter reading project in both treatment and non-treatment schools including valley schools.	
6	Jan 2019	1. Continuation of winter reading project. 2. Exposure trip for LFA team 3. Expect to get certificate of 12A and apply for 80G.	
7	Feb 2019	1. Launch extension of LfA in schools in Imphal districts as per the proposed plan in MoU proposal. 2. launch of children library at Manipur State Central Library	
8	Mar 2019	1. Training for newly joined Library Coaches 2. Baseline assessment	Revise TLMs and other contents
9	April 2019		
10	May 2019		
11	June 2019	Monitor and correct program and organisation by external people including board member .	
12	July 2019	Introduce summer reading project in non-treatment schools .	

An engaging board



Vivek Sharma,
Director, Gandhi Fellowship
Kaivalya Education
Foundation



Ashish Shrivastava,
Founder at Shiksharth,
Coach at Global Poverty
Action Lab, Head High
Held



Dr. Ibohal Singh,
Asst. Prof., Lib. & Info. Sc.
Manipur Central University



Yambem Chingshang
State Manager, Manipur
ASER, Pratham
Education Foundation

Partners & supporters



WIPRO
Bangalore
Financial and
Org. Dev.



**Pratham Education
Foundation,** New
Delhi
Books/Material



Goonj,
New Delhi
Books/ Material
GOONJ.. a voice, an effort



**Kaivalya Education
Foundation,** New
Delhi
Org. Development



**The Community
Library Project,** New
Delhi
Books/Materials



The Toybank
Books/
Material



join
the
movement

www.facebook.com/library4all01

Yasin Khan

libraryforall.in@gmail.com

7085632752