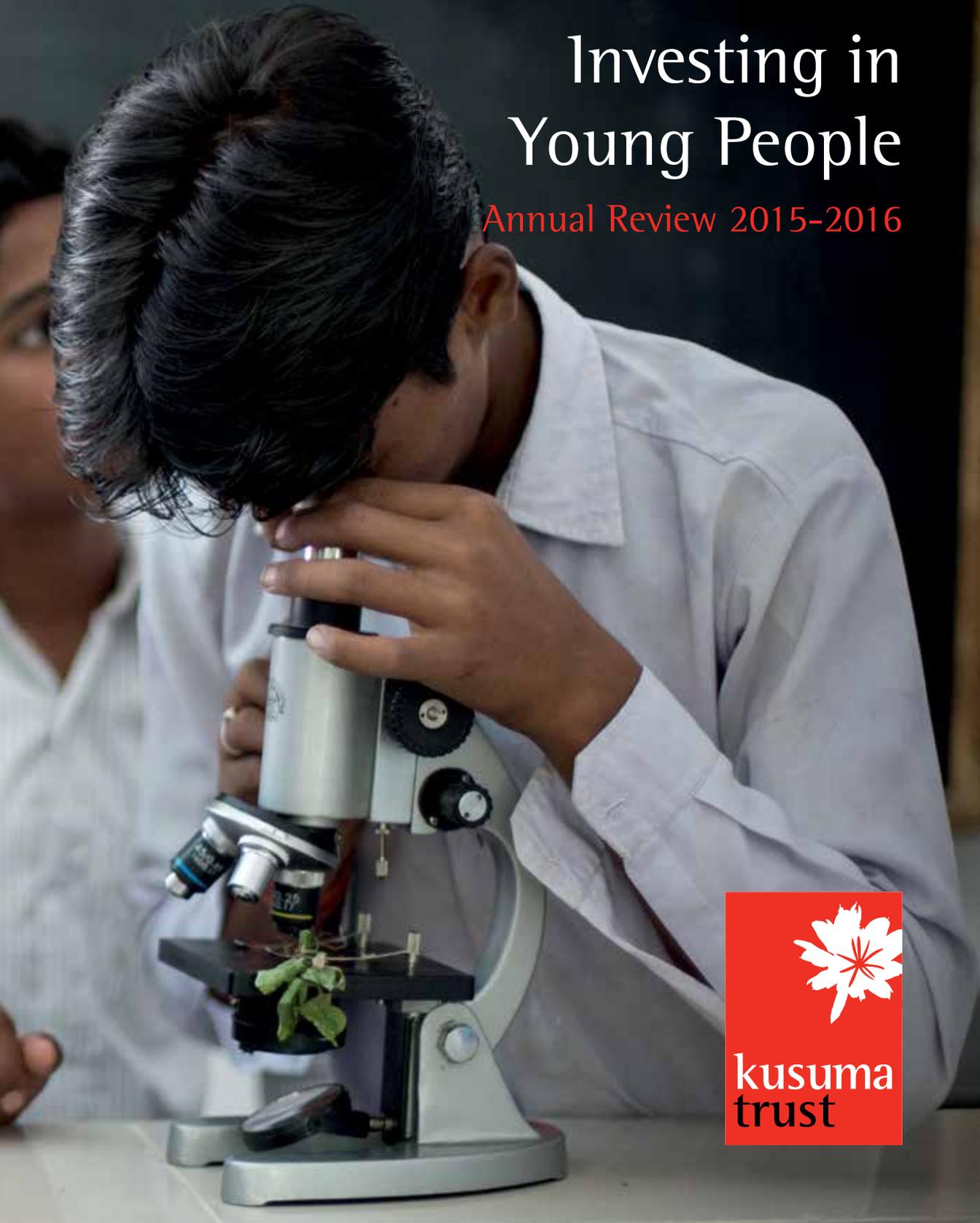


Investing in Young People

Annual Review 2015-2016



kusuma
trust

Our School

Vision

The Kusuma Trust UK believes that every child and young person has the potential to transform and improve their life and should have opportunities to grow and develop as active and productive citizens in their communities.

Mission

Our mission is to facilitate and increase access to quality education and other life opportunities for young people, with a focus on the disadvantaged. The Trust enables young people to realise their potential and prosper.

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Investing in young people

The Kusuma Trust UK works in India, the UK and Gibraltar to transform the lives of young people through education.

With a population of more than 1 billion in India, access to education and the quality of education remains a problem for many young people. Our goal is to raise education standards and develop models that can be scaled up. In collaboration with the Kusuma Foundation, we partner with government schools in Odisha and Uttar Pradesh to ensure that young people receive high quality secondary education and proceed to higher education and gainful employment. Our approach focuses on school governance and leadership, community engagement, professional development of teachers, support for students and development of educational resources and facilities.

We believe in the importance of social mobility through education. Our goal in the UK is to support young people from disadvantaged backgrounds into higher education and employment in areas of deprivation including coalfield, mining and industrial communities in decline.

We established a partnership with the Kusuma Trust Gibraltar in 2016 to invest in education and community projects to enhance life in Gibraltar and enable local charities to work more effectively.

In 2015-2016, we enhanced our strategic focus in India and the UK. The Trust awarded eight grants worth £1.46m. Our grants benefited 1,323 schools, 828 teachers, 108,579 students, 617 fellowship recipients and 19,725 school management and development committee members.

Our grants continue to be grounded in and informed by

research and evaluation. During the year, we commissioned evaluations of the Kusuma Excellence Fellowship and the Udbhav teacher professional development programme. A two-year study that tracked children's access to secondary education was also completed.

In 2016-2017, our work in India will expand to support 1,666 schools in partnership with government in Uttar Pradesh and Odisha. We will continue to track the progress of our grants in the UK and define strategic priorities or funding in Gibraltar taking account of any emerging implications of Brexit.

We thank our Trustees, partners and staff for their continued support and dedication and look forward to another productive year, investing in young people and their futures.

Anurag Dikshit, *Chairman*
Dr Balwant Singh, *Chief Executive*

Where we work



In India, our funding supports schools in Odisha and Uttar Pradesh to ensure that young people receive high quality secondary education and proceed to higher education and gainful employment.

In the UK, we support young people from disadvantaged backgrounds into higher education and employment in areas of deprivation including former coalfield communities.

In Gibraltar, we invest in education and community projects to enhance people's lives and enable local charities to work more effectively.

India

Our goal is to improve education outcomes for young people. We achieve this by adopting a whole school approach, which includes **school governance** and leadership, **community engagement**, **teacher professional development**, tuition and mentoring for students and the development of educational resources. We intensively support 50 schools in the districts of Sambalpur in Odisha and Hardoi in Uttar Pradesh in India. We support another 224 government schools in these districts and we are working in partnership with State governments to expand our support to more schools.

In 2015-2016, our work with Head teachers prepared them to lead and manage their schools effectively. We provided professional development opportunities for 828 teachers in Science, English and Mathematics, including training, school visits

by experienced teacher-mentors and peer learning to share good practice and innovative teaching methods. We supported School Management and Development Committees (SMDCs) and developed a good governance manual on school planning and management, parental engagement and mobilising resources for schools. The Kusuma Foundation is partnering with the State Government of Uttar Pradesh to strengthen school governance by training 19,275 SMDC members in 1,285 secondary schools in all 75 districts of the State.

Our **Secondary School Readiness Programme** delivered accelerated learning to 5,466 students in Classes 9 and 10 to address their learning gaps in Mathematics, English, Science, Hindi, Odia and Social Sciences. The **Kusuma Excellence Fellowship** was awarded to 200 new students who join 417 existing Fellows in Sambalpur and Hardoi, to

complete secondary school and pursue higher education.

Kusuma Resource Centres in Hardoi and Sambalpur offered a wide range of educational resources for students, teachers and community members. Students participated in English language, computing and creative writing courses, book and movie clubs, competitions and career guidance sessions. For teachers and Head teachers, the resource centres offered training and peer learning activities. For the community, they provide a safe place for children to learn outside school.

We funded the construction of a **mid-day meal kitchen and a feeding programme** for up to 100,000 students each school day in Odisha. The kitchen provides meals in 190 schools to boost attendance and improve nutrition among children, especially in poor areas.

In the UK, we developed a new strategy for 2015-2018 to support bright young people to boost their aspirations and increase access to higher education and employment.

Kusuma Sutton Scholars supports 600 State school students pre-GCSE (age 11-16) in former coalfield communities to ensure that there is a bigger pool of talented low and middle-income students from which leading universities can recruit. The programme supports students through a series of school visits, project days, campus visits and academic guidance provided by university community learning hubs. Students receive advice on their GCSE and further education options.

The **Pathways to STEM programme** supports 300 academically able low and middle-income State school students to access the most selective Science, Technology, Engineering and Mathematics (STEM) university courses. Our funding for the programme provides students with the foundation for a STEM career. The programme includes a range of sessions for students, parents

and teachers, including tailored education and careers advice, academic classes in STEM subjects, sessions to develop non-academic skills, a residential summer school and a work experience placement.

We understand the importance of helping young people into employment and building their skills and confidence. We fund the **Young Upstarts programme** to help disadvantaged young people from the Yorkshire coalfields who have a business idea or ambition to work for themselves. The programme encourages them to turn their ideas into a working business. Young Upstarts receive training on how to develop a business plan, business mentoring and on-going practical support to start their business and begin the first stages of trading. The programme supported 94 young people with training and accreditation and 24 new businesses were established in the former Yorkshire coalfields.

We also supported selected community projects in London and awarded small grants to grass roots organisations in England.

Gibraltar



In 2016, we began to develop our work in Gibraltar in partnership with the Kusuma Trust Gibraltar. We support programmes that enhance life for young people and enable local charities to work more effectively. Our focus is on three key areas: Excellence Awards and Professional Development, Education Development and Community projects.

We offer **Excellence Awards** to talented young people to enable them to study at top universities. The yearly scheme provides an incentive for selected students to pursue higher education and study their chosen subject. A **professional development programme** enables those working in areas of public benefit to develop their expertise and learn new skills relevant to their work. We provide funding to enable them

to participate in courses where there is no government assistance or contribution available from their employer.

Our **Education Development** programmes aim to ensure that students in Gibraltar are given the best opportunity to develop their knowledge of Mathematics, Science and Computer Coding. We work in partnership with Oxford and Cambridge Universities to highlight paths to higher education and give advice on how to prepare for job interviews.

We aim to make a positive contribution to the local **community** through events and local projects. We value the difference charities make to the community and offer our support to selected charities through community grants and the opportunity to participate in specialist training.

Making an impact

A group of students in a laboratory setting, focused on a task involving a microscope. The students are wearing white lab coats and are looking intently at the equipment. The background is slightly blurred, emphasizing the students and their work.

“The Kusuma Fellowship programme has supported me throughout my education to fulfil my dreams. I would not have reached here without the Fellowship. I now have a golden opportunity of becoming an engineer.”

Kusuma Excellence Fellow pursues his ambition

Dhanmali was determined to pursue higher education but financial constraints made it difficult for him to enrol into college for Class 12 examinations. He was informed

by one of his teachers about the Kusuma Excellence Fellowship in Sambalpur and he decided to apply. Dhanmali was selected and has never looked back. He obtained 81% in the examinations at Gangadhar Meher College, Sambalpur and passed the Odisha Joint Engineering

Entrance examination in 2014. His strong performance in the examination led him to be selected for the Government Engineering College, Burla and he receives an annual bursary of INR 25,000 (£250) from the Government to complete his engineering qualification.



“Mathematics classes now explain topics in a way that uses real life examples that connect with everyday.”

Salman, Class 10 student at Government Inter-College Tadiyawan in Hardoi, Uttar Pradesh

Bringing Mathematics to life

Mathematics teacher, Rebati Dalbehera, from Pabitra Mohan High School in Sambalpur, participated in our Udbhav teacher training to learn how to

manage large class sizes and make sessions more interactive. Rebati was determined to engage his students. He uses his new skills and techniques for managing large classes, including use of group work, student presentations and real examples to bring

mathematics to life. He has seen improvements in his students' self-confidence and participation. Rebati now shares his experience and skills with other teachers and hopes that the school will become a model of good practice in the district.



“It’s great to see the change in young people such as Aimee and the energy and enthusiasm for their business ideas. Young Upstarts is all about turning people’s dreams into day jobs.” Andy Clow, CEO, The Youth Association

Turning dream into day job

Aimee, from Barnsley, was working two jobs to make ends meet, whilst also volunteering

at a local community centre. Since participating in the Young Upstarts programme, Aimee has developed her skills to become self-employed and now offers a

professional design service to community groups and plans and manages children’s birthday parties, offering face painting and mocktail making.



“The Kusuma Sutton Scholars events this year were a huge success. I’ve seen the impact that the programme has on pupils and I look forward to increasing our reach to new schools.” *Abi Rowse, University of Nottingham*

Engaging young people in Science

At the Universities of York and Nottingham, secondary students participated in a ‘Science trail’ of

five different STEM activities. The trails engaged pupils in sessions ranging from making packaging from potatoes and walking in virtual reality, to discovering DNA and launching rockets.

Students had the opportunity to participate in an exhibition on the ‘plastics inside us’, create objects with 3-D printing and understand the science of the MRI scanner.

Research



Research and evaluation underpin our strategic priorities and programmes. In India, our research focuses on three key strands: the role of fellowships in enabling students from low income families to enter higher education and employment; the impact of teacher professional development on teaching practice and student attainment; and factors that influence children's transition from primary to secondary education.

Kusuma funded the London School of Economics to undertake a longitudinal evaluation of the **Kusuma Excellence Fellowship**

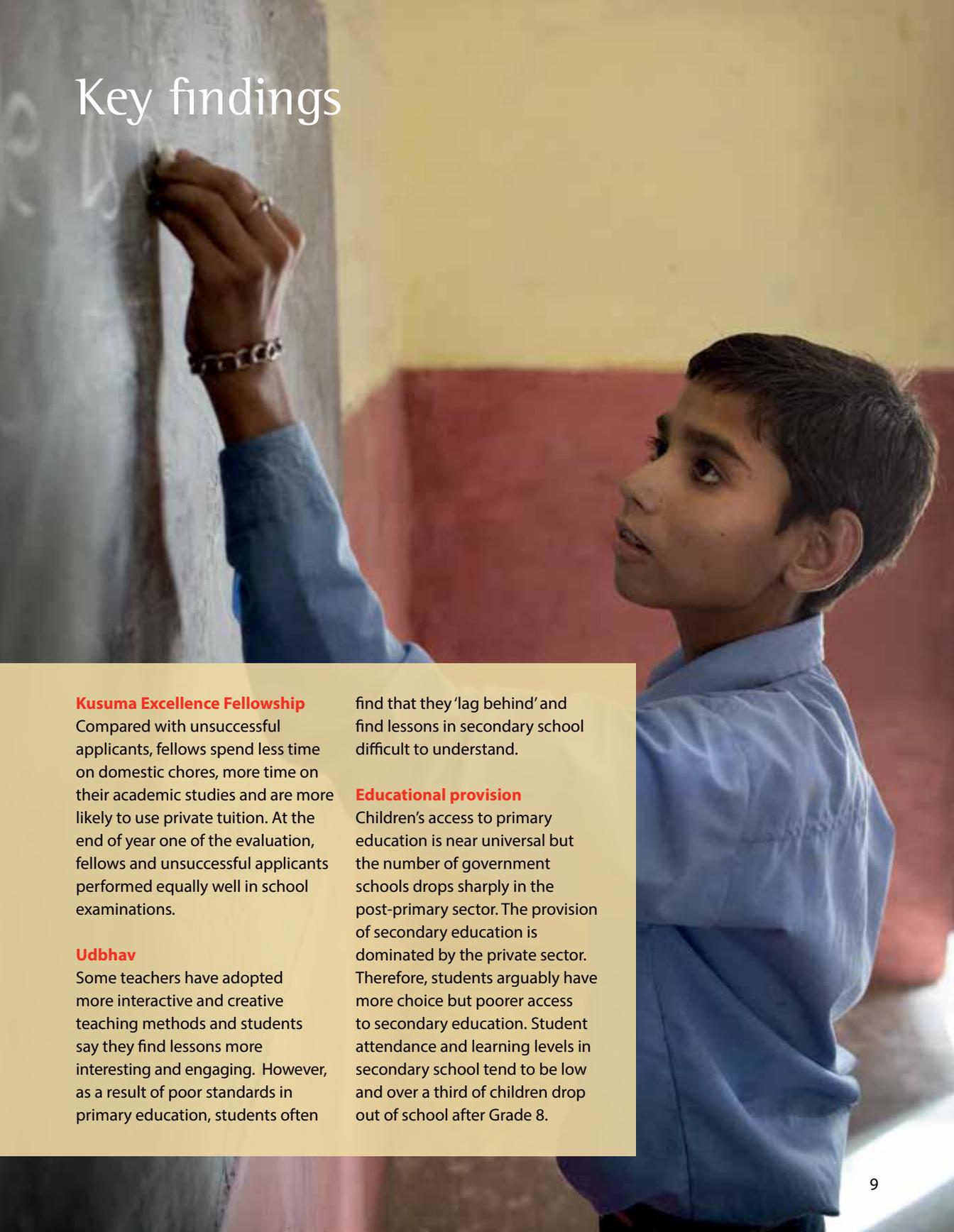
programme with a focus on academic performance, attitudes to education and jobs on entry to the labour market. A sample of fellows and unsuccessful applicants were recruited to the study and baseline data was collected. Participants will be interviewed annually over the next five years to track their progress through the education system and assess the role of the fellowship in shaping education and career choices.

Following the completion of a baseline assessment in 2014-2015, Kusuma funded an independent impact

assessment of the **Udbhav teacher professional development** programme on teaching practice and student examination results in Grades 9 and 10. Findings will inform our efforts to influence policy on teacher training.

Pratham Education Foundation/ASER completed a two-year study that mapped all **educational provision** (primary, secondary, higher and vocational) in four representative blocks of Hardoi in Uttar Pradesh and Sambalpur in Odisha. It also tracked a sample of students in transition between primary and secondary education, and identified reasons for drop out.

Key findings

A young boy in a blue school uniform is writing on a chalkboard. He is looking intently at the board. The background is a plain wall with a red horizontal stripe.

Kusuma Excellence Fellowship

Compared with unsuccessful applicants, fellows spend less time on domestic chores, more time on their academic studies and are more likely to use private tuition. At the end of year one of the evaluation, fellows and unsuccessful applicants performed equally well in school examinations.

Udbhav

Some teachers have adopted more interactive and creative teaching methods and students say they find lessons more interesting and engaging. However, as a result of poor standards in primary education, students often

find that they 'lag behind' and find lessons in secondary school difficult to understand.

Educational provision

Children's access to primary education is near universal but the number of government schools drops sharply in the post-primary sector. The provision of secondary education is dominated by the private sector. Therefore, students arguably have more choice but poorer access to secondary education. Student attendance and learning levels in secondary school tend to be low and over a third of children drop out of school after Grade 8.



“Kusuma’s partnership with the State Government strengthens the quality of secondary education in Uttar Pradesh. Their support to improve the capacity of School Management and Development Committees, for the professional development of teachers and for student learning is making a positive contribution to our schools. Our collaboration will test promising interventions at scale and build state level capacities.”

Mr. V.K. Pandey, Joint Director, Uttar Pradesh Madhyamik Shiksha Abhiyan

“We are pleased to be working with the Kusuma Trust UK on our science, technology, engineering and maths projects, and are very grateful for their financial support which will allow us to bring our life changing programmes to more disadvantaged children and young people. We’re particularly pleased to be piloting the extension of our Pathways model to pre-GCSE years, which will enable us to benefit younger people.”

Sir Peter Lampl, Chairman, The Sutton Trust



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