

## IMPACT BRIEF

### DIGITAL EQUALIZER

Bridging the educational and digital divide by bringing technology to under-resourced government schools across India, transforming teaching and learning into a collaborative, project-based experience.

### IMPACT

**2.5x**  
Increase use of technology in classroom

- DE classrooms use Technology **2.5X** Times as much as their non-DE counterparts do

**75%**  
Teachers report improvement in student engagement

- **1** in every **3** teachers report that their classes are more interesting

**75%**  
Teachers use technology in classroom

- **75** of Every **100** Schools now use technology in their schools

**25%**  
Teachers rely on chalk and talk in classroom

- Only **1** in every **4** teachers rely on chalk and talk teaching

**10 POINT**  
Average improvement in student scores

- On average, every student scored **10** marks more than their Non-DE counterparts

### THE CONTEXT

Nearly all empirical data on learning outcomes in India shows that the country's children are not learning well. In millions of classrooms across the country, teachers know their students do not know what they should.

AIF's Digital Equalizer (DE) program aims to improve children's learning outcomes through the adoption and sustained use of technology by teachers and students in the classroom. Digital Equalizer does it by:

- Enhancing the quality of education in under-resourced government schools through focused teacher training on pedagogy and technology
- Delivering content across 6 key subjects including Science, Mathematics, Social Studies, English, IT Literacy and Financial Literacy.
- Working with District Institute for Education and Training (DIETs) to train in-service teachers who understand and apply the basics of pedagogy and technology to their classrooms.

AIF partners with state governments to scale and sustain the program activities for the long term.

#### FOCUS AREAS



**KEY SUBJECTS**  
Science, Math,  
Social Studies & English



**FINANCIAL LITERACY**



**SWACCH SCHOOL INITIATIVE**  
Sanitation & Hygiene



**IT LITERACY**

### REACH



- **2,080,082** CHILDREN EMPOWERED with collaborative learning experience



- **89,208** TEACHERS TRAINED in technology focused pedagogy



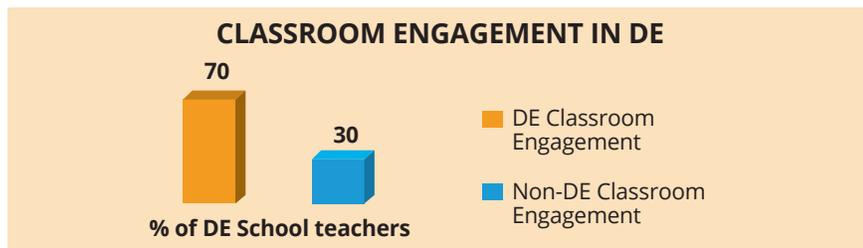
- **7,359** SCHOOLS TRANSFORMED through innovative teaching and learning practices



# THE EVIDENCE

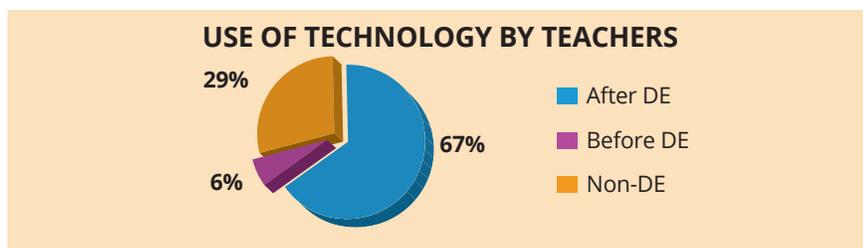
External evaluations of the DE core program<sup>1</sup> show

- ▶ Classroom engagement in DE classrooms was 40% higher when compared to classroom engagement in Non-DE classrooms.



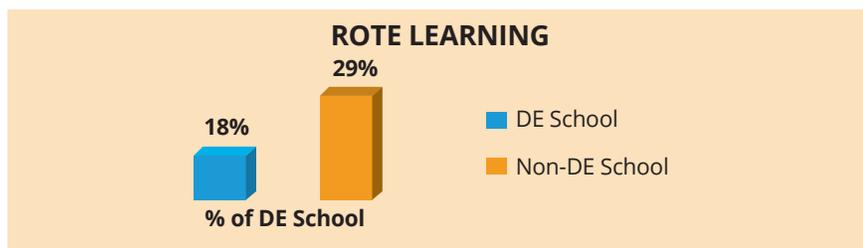
Since DE advocates techno-pedagogy, one of the most interesting outcomes of the DE intervention is around the use of technology in the classroom

- ▶ The study found that 67% of teachers in DE schools used technology almost on a daily basis as compared to only 29% in non-DE schools.



The effects of using technology in the classroom also have demonstrated a wider-variety of positive spillover effects, for example the evaluation shows that

- ▶ Rote learning and the use of blackboards only occurred at a rate of 18% in DE schools, where it was as high as 29% in non-DE schools.



An evaluation of the DE financial literacy program in 2016<sup>2</sup> showed that students developed a robust understanding of financial planning, students also demonstrated an increased awareness of banking functions and facilities and a deepened ability to differentiate between needs and wants.

# CONCLUSION

The results from DE's evaluation and assessment studies point towards positive directional improvement in DE schools when compared to non-DE schools insofar as attendance and teacher effectiveness is concerned, leading to gradual improvements in children's learning outcomes in under-resourced government schools. Classroom observations show that teacher training in DE schools have positively changed teachers' attitudes, demonstrating a warmer and less threatening treatment of children within classroom contexts. Students from DE schools also reported relatively more positive attitudes and perceptions of their schools in qualitative assessments.

### REFERENCES:

<sup>1</sup> Samhita Ventures, 2016, Gujarat | <sup>2</sup> Prabhaav Learning Pvt. Ltd.

# IMPACT STORIES

Two students Ms. Seema Barada and Ms. Sushree Prava Sahoo from Khorda (Odisha) one of the more backward districts of one of India's most impoverished states obtained Rank 1 and Rank 2 in the East Region NFLAT exam respectively.

Seema Barada: "Earlier I didn't know the concept of pocket money. My mother used to give me 5 or 10 rupees sometimes and I used to spend it all on candies and mango juice... I have also managed to save 500 rupees this year and my mother is very happy about it. I have also become good at calculations now. I have also started helping my father with his daily money diary. I help him calculate the savings. I really enjoy teaching my father and helping him."



Sushree Prava Sahoo: "I have been able to save 650 rupees from the money that my father gave me during the year. I have also bought test papers from my savings this year. I love saving money. I also encourage my friends and family to save money. I secured 2nd place in the NFLAT examination, I had worked very hard for it. I am really happy that my AIF teacher told me about the exam and guided me throughout with the preparation."



Jaskaran Singh, GHS Laut, Punjab: "The DE Financial literacy program taught us how coins and money notes that are used these days evolved from the barter system. We have learnt how to judiciously spend money"



# AIF IMPACT BRIEFS

This Impact Brief is part of a suite of Impact Briefs which provide evidence about the impact of AIF's programs, available at [www.AIF.org/news-updates/knowledge-center/](http://www.AIF.org/news-updates/knowledge-center/)