



Firki Teach To Lead

Impact Assessment Report

March **2025**

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Executive Summary

INTRODUCTION

India's education system is one of the largest globally, with 1.5 million schools, 9.5 million teachers, and over 250 million students. However, significant gaps in student learning persist, as highlighted by the ASER 2022 report, which found a decline in foundational skills—only 20.5% of Class 3 students could read at a Class 2 level. A major challenge is the shortage of trained teachers, especially in rural areas, where the pupil-teacher ratio exceeds the recommended 30:1. Limited access to quality professional development further exacerbates the issue. While India has 15,896 teacher education institutes offering 22,706 courses, their effectiveness varies, leaving many educators without essential skills. Inconsistent training opportunities contribute to poor teaching practices and hinder student performance. Addressing these gaps through accessible, high-quality training is crucial for improving education outcomes.

The Firki - Teach To Lead, implemented by Teach For India and funded by Capgemini, is a transformative initiative designed to address these challenges by being a one-stop site for all teachers' needs. It is a comprehensive online teacher education platform that offers structured Learning Paths, professional development resources, and a collaborative space for educators. By leveraging digital accessibility, Firki ensures that teachers—especially in underserved and rural areas—have access to high-quality training, pedagogical tools, and peer-learning opportunities.

The impact assessment examines Firki - Teach To Lead's effectiveness in enhancing teacher training, improving pedagogy, and fostering professional growth while identifying challenges and opportunities for scalability. It provides insights into outcomes, barriers, and recommendations to strengthen the program's impact.

ASSESSMENT OBJECTIVES

The impact assessment of the Firki - Teach To Lead project aims to evaluate its effectiveness in enhancing teacher engagement, professional growth, and educational outcomes. It focuses on assessing user engagement, the impact of learning resources, teacher empowerment, and the success of partnerships in expanding the platform's reach, ensuring sustainable improvements in teaching practices and student learning.



RESEARCH DESIGN:

The study used a convergent parallel design with a mixed-methods approach with stratified purposive sampling to evaluate teachers outcomes, project impact, and sustainability. Quantitative data was collected from surveys, while qualitative data was obtained through interviews.



SAMPLE SIZE:

The study employed a mixed-methods approach, combining both quantitative and qualitative data collection. A survey of 57 beneficiaries provided broad quantitative insights, while in-depth interviews captured detailed qualitative perspectives. The qualitative component included interviews with 4 teachers, 4 School Leaders/ school management, and 2 staff members from implementing partner organizations. Data collection for the study was conducted digitally.

FINDINGS

Demographic Insights

Firki primarily attracts early to mid-career educators, with 52% aged 25–34 and 33.3% having 6–10 years of experience. Most respondents are in-service teachers (80.7%), while 19.3% are pre-service educators. It serves diverse grade levels, including high school (17.5%), primary (15.8%), and middle school (12.3%).

User Engagement and Growth

35.1% of respondents use Firki monthly. 50.8% spend 30 minutes to 1 hour per session. 39% engage often with content, while 37.3% engage sometimes. 35.6% reported increased usage over time. Additionally, 45% find discovering new content easy, with 22% finding it very easy.

Effectiveness of Programs Firki Offers

45.6% of respondents find Firki's resources highly relevant, while 43.9% find them well-aligned. 54.4% consider them effective in improving teaching skills, and 49.1% say they often help meet student learning goals. Additionally, 57% feel Firki offers diverse teaching methods, though further customization and content diversification could enhance its impact.

Teacher Empowerment And Aspiration

Firki has significantly enhanced teaching confidence, with 56.3% of educators reporting a high impact and 38.6% noting moderate improvement. It has also contributed to professional growth, with 80.7% acknowledging its positive influence. The platform's resources have empowered teachers, increasing their confidence and refining their teaching philosophies, as 70.2% reported a shift in approach. Firki enjoys strong advocacy, with 91.2% of users willing to recommend it. These findings highlight Firki's effectiveness in fostering educator development and transforming teaching practices. Strengthening engagement and mentorship could further amplify its impact, ensuring even greater benefits for teachers and students alike.

Stakeholder Perspectives

School leaders recognize Firki's impact on teacher development, with many noting improvements in instructional quality and leadership skills. They highlighted the platform's role in fostering reflective practices, enhancing collaboration, and promoting innovative teaching methods. While they appreciated Firki's accessibility and structured approach, they emphasized the need for more customized content, in-person engagement, and ongoing mentorship to maximize its effectiveness. Leaders also observed positive shifts in classroom management and student engagement. Overall, they acknowledged Firki as a valuable professional development resource, advocating for its continued expansion to support educators in diverse school environments.

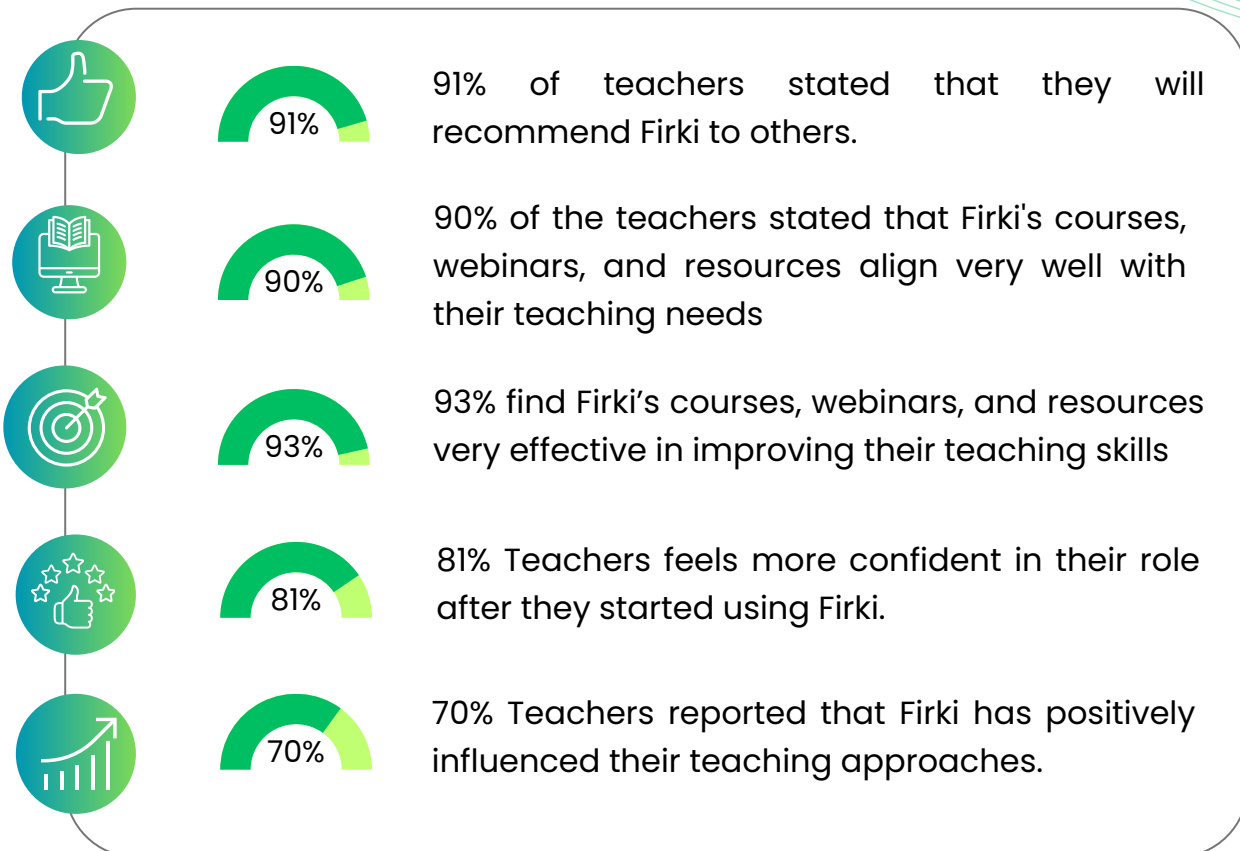
"It gave me a more channelized way of using my resources and thinking beyond myself towards the community."

-Teacher

"It helped me build a strong team and lead effectively, even without formal authority. I saw the magic of leadership unfold when I applied the learning practically in my workplace."

-School Leader

IMPACT SNAPSHOTS



MAPPING WITH SDGS



CHALLENGES IDENTIFIED

- **Time Constraints** – Teachers struggle to balance Firki's courses with their daily teaching responsibilities.
- **Digital Accessibility Issues** – Some educators, especially in rural areas, face challenges with internet access and digital adaptability.
- **Engagement Sustainability** – Some participants reported a decline in usage over time due to limited personalized follow-ups.
- **Limited In-Person Engagement** – Educators expressed a need for more face-to-face interactions and hands-on training.

RECOMMENDATION

Based on the findings of the impact study, the following recommendations are proposed to enhance the effectiveness and reach of the Firki – Teach To Lead Project



Improving Accessibility and Scheduling

To increase participation, the program should offer flexible session timings, especially on weekends. Many educators struggle to attend sessions during school hours. Providing more recorded sessions and self-paced modules can help accommodate different schedules.



Increasing In-Person Engagement and Follow-Up Support

While the online format is useful, educators highlighted the need for in-person workshops and hybrid training models. Regular coaching sessions and follow-ups with past participants would reinforce learning and provide continued mentorship.



Creating Tailored Learning Pathways

The program would be more effective with customized learning tracks for teachers, school leaders, and academic coordinators. Expanding leadership development opportunities would help educators grow in specific roles.



Enhancing Collaboration and Peer Learning

Encouraging discussion forums, peer networks, and group projects would strengthen collaboration among educators. Structured knowledge-sharing and feedback mechanisms would help create a more supportive learning environment.



Expanding Resource Availability and Offline Access

To address internet connectivity issues, the program should provide downloadable materials, printed guides, and mobile-friendly formats. This would make professional development more inclusive and accessible for all educators.

By implementing these recommendations, Firki can further enhance its impact, improve engagement, and ensure long-term sustainability, empowering educators to create more meaningful change in their schools and communities.

CONCLUSION

The Firki - Teach To Lead Project has made a significant impact on educators by enhancing leadership skills, refining teaching methodologies, and fostering a collaborative school culture. Through structured online courses, interactive webinars, and coaching support, the program has empowered teachers and school leaders to implement innovative instructional strategies and build strong professional networks.

Educators reported increased confidence in their leadership and coaching abilities, successfully applying Firki's strategies to create positive changes in their schools. The program's emphasis on self-reflection and continuous learning has enabled participants to improve mentoring practices and cultivate more inclusive and engaging classrooms. This has contributed to a strong culture of professional growth, with teachers becoming more open to feedback and committed to lifelong learning.

A key outcome of the program is its positive influence on student learning, with educators observing noticeable improvements in engagement and academic performance. Teachers have embraced Firki's resources to develop dynamic, student-centered teaching approaches, further enhancing classroom experiences.

Overall, Firki - Teach To Lead has strengthened the teaching community by equipping educators with valuable skills and knowledge. Its ability to inspire and support educators has positioned it as a vital resource in professional development, creating lasting improvements in education.

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