

ANNUAL REPORT

2024-25

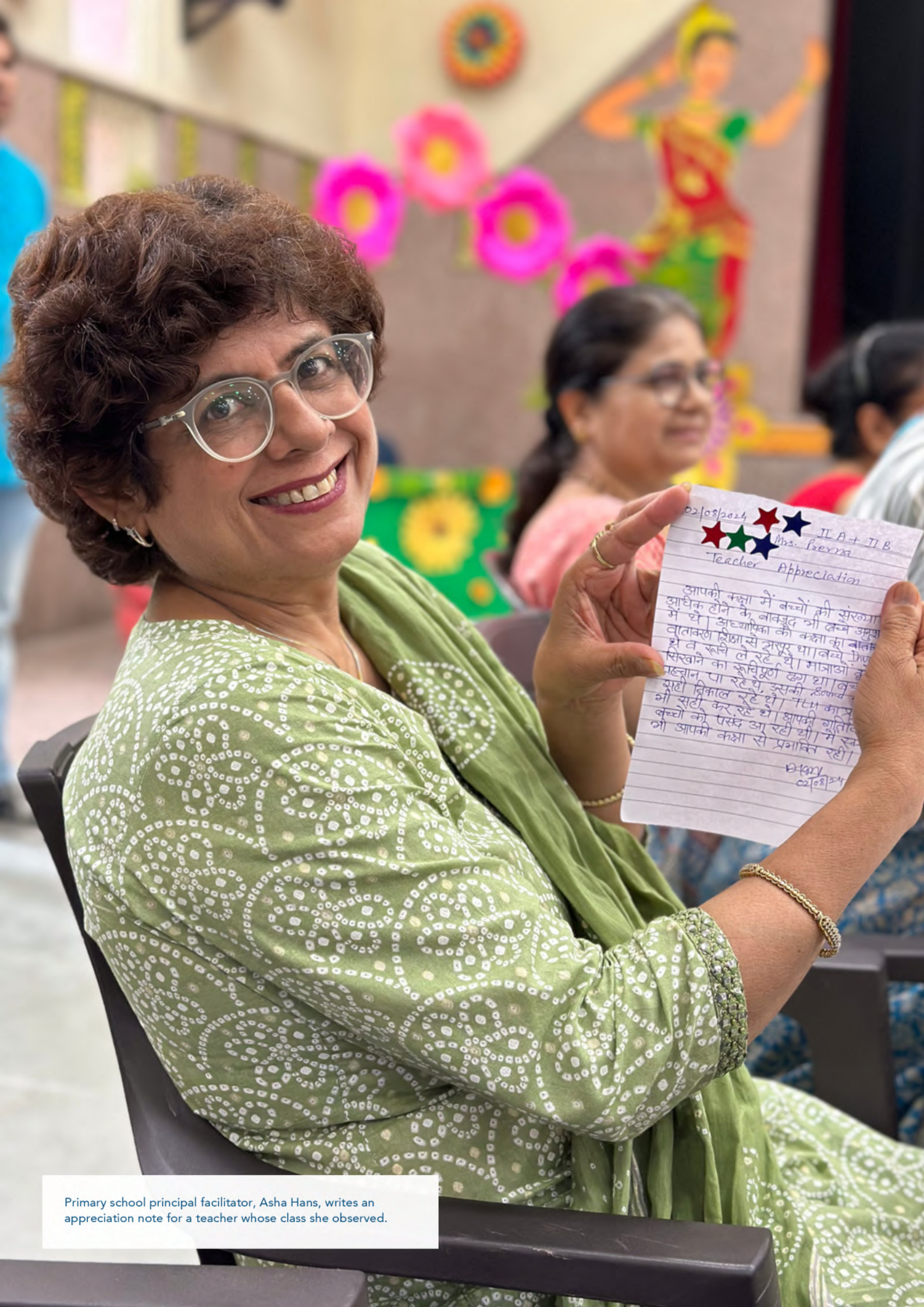
Building Resilience
Through 
Learning Communities





Preface

At the heart of our work is the belief that every learner—and every educator—thrives within a strong community. This past year, we deepened our commitment to building such communities of youth, teachers, and government school leaders, even amid change and uncertainty. From expanding our Teacher Leaders Program to strengthening partnerships in Punjab and Maharashtra, we collectively supported 245 learning communities through our programs and 123 through ecosystem partnerships. This report is not just a record of progress; it is also a celebration of the collective spirit that creates lasting change in the future of education.



02/08/2024
★ ★ ★ ★ ★
Mrs. Prema
II A + II B
Teacher Appreciation

आपकी कक्षा में बच्चों की संख्या अधिक होने के बावजूद भी बच्चे अनुशासित थे। अध्यापिका की कक्षा का वातावरण शिक्षा से त्रस्त था। बच्चे शिक्षक से रूझने लगे थे। मात्राओं के सिखाने का सविपूर्ण ढंग था। बच्चे सही विकास कर रहे थे। इसकी वजह से भी सही कर रहे थे। TLM का प्रयोग बच्चों को पसंद आ रही थी। मैं स्वयं भी आपकी कक्षा से प्रभावित रही।

Bhavya
02/08/2024

Primary school principal facilitator, Asha Hans, writes an appreciation note for a teacher whose class she observed.

Contents

Messages from our Founder and CEO	5
What Bothers Us, Our Vision and Mission	7
<i>The Creatnet Way</i> 	8
Our Impact	10
Work with Government Systems in Delhi	16
• Cluster Leadership Development Program	16
• Primary Leadership Development Program	20
Community-Led Initiatives Across India	24
• Teacher Leaders Program	24
• Young Leaders Program	28
Our Events - TWeekly & SharEd	30
Ecosystem-Building Initiatives	32
Research Collaborations	34
Annual Event and Collaborative Events	36
Our Community of Volunteer Leaders 	38
Financials	42
Our Partners	43
Our Team and Leadership	44
The Essential Creatnet Glossary	46

The more complex the network is, the more complex its pattern of interconnections, the more resilient it will be.



Fritjof Capra

From our Founder

Darshan's Message to our Readers

Across our work, two needs have come to the fore: the growth of self-awareness and community to anchor the practices that enable such awareness.

The central principles of our work—integrating the inner and outer, part and whole—coalesced into the recognition that self-awareness is key. The capacity to observe oneself in the context of interactions with others and the environment became a recurring theme.

The role of educational leaders is critical in reflecting on the purpose of education and bringing about the contextual shifts required in pedagogy, content orientation, and assessments. This role must be enacted within the field of educational organisations and in learning communities that transcend the organisational space.

The interplay of formal organisation and informal, yet organised, learning communities is the need of the time.

In a time of rapid development, use of AI and information overload, there is an observable reduction in the ability to focus, impacting how learning can happen.

Bringing shifts in the recognition and practice of learning to include silence and reflection, allowing space and spaciousness for the same, is an educational leadership imperative.

Creatnet Education's work has brought this into sharper focus through practice.

The last year saw a deepening of our research and its translation into the learning experiences we enabled. It also saw the growth of partnerships—and the leveraged role Creatnet plays in the development of educational leaders as facilitators.

The Creatnet way of developing educational leaders as facilitators in our partner organisations appears to be having a network effect in terms of reach and contextual impact.

I am grateful for the extraordinary leaders in our team, volunteer partner facilitators, and financial donors who have believed, contributed, and co-created the movement of Education Leadership, learning, and community organisation.

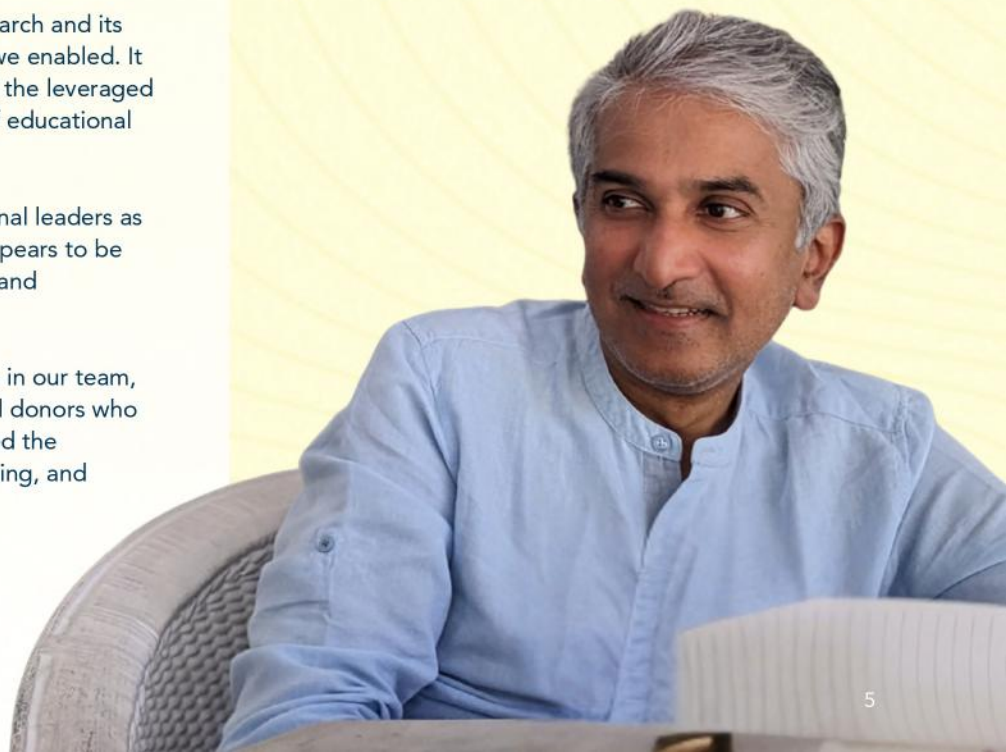
“

In a time of rapid development, use of AI and information overload, there is an observable reduction in the ability to focus, impacting how learning can happen.

Bringing shifts in the recognition and practice of learning to include silence and reflection, allowing space and spaciousness for the same, is an educational leadership imperative.

Creatnet Education's work has brought this into sharper focus through practice.

Darshan Bhat,
Founder, Creatnet Education



From our CEO

Hear from Jasmeet

At the heart of our work in education is the learner—the child. Our vision is to nurture capable, compassionate, and self-reliant adults who can shape a more just and sustainable world.

It is often said that it takes a village to raise a child. But what does it take for an educator—also a lifelong learner, navigating their own challenges—to truly unlock the potential of every child?

Our experience has shown us that it takes a community: one that provides trust and belonging, invites reflection, challenges biases, fosters accountability, and inspires hope.

This belief guided our work last year, a year marked by change and uncertainty. We deepened our investment in building and sustaining such communities for youth, teachers, and government school leaders—each one an educational leader in their own right.

Through our flagship Teacher Leaders Program and other initiatives, we expanded our reach significantly. For the first time, we also launched a retail campaign to strengthen outreach, fundraising, and community participation.

At the ecosystem level, our long-standing partnerships in Punjab and Maharashtra enabled us to influence systems beyond our immediate networks, strengthening collective capacity for educational transformation.

In total, our efforts last year supported 368 learning communities—245 through our direct programs and 123 through ecosystem partnerships—each one a step towards building resilience in education.

This progress was possible only because of the dedication of our team, the generosity of our partners and supporters, and the trust of the educators and leaders we work with. Together, we are proving that when communities of learning thrive, so does the future of education.

I invite you to read this report not just as an account of what we achieved, but as a celebration of the collective, consistent effort that makes lasting change possible.

“

But what does it take for an educator—also a lifelong learner, navigating their own challenges—to truly unlock the potential of every child? Our experience has shown us that it takes a community.

Jasmeet Walia,
CEO, Creatnet Education



What Bothers Us?



We live in a world that is **volatile and rapidly changing**—shaped by AI, climate change, global conflicts, and deteriorating well-being. **Yet, learning operates in formal and fragmented ways**, creating gaps between education and work, and between policy and enactment.



This leaves youth and educators (principals, teachers, etc.) **disoriented, disconnected, and transactional**, when what they need to live and learn with awareness, responsibility, and purpose.



Since 2014, Creatnet Education and its network of volunteer leaders have been **working to transform the future of education into one that is integral**—where learning, leadership, and organisation come together, and where self-driven learners and leaders cultivate lifelong learning in themselves and their communities.



Out of this need for connection and integration emerges our mission.

Our Mission

To transform education by enabling conscious lifelong learners & learning communities in and across organisations.



The mission is our path. The vision is the future it makes possible.

Our Vision

We envision a future of education **that is integral**; an interconnected system where learning, leadership, and organisation grow together, where facilitation-driven and self-directed learning in small groups empowers individuals and communities in every context.



The Creatnet Way

The Creatnet Way is experienced in practice.
It is a practice of learning, leadership and organizing.

Learning is a practice of reflection, action and silence. A practice that integrates in silence. Leadership is a practice of listening, asking questions and managing (attention, active engagement and feedback loops). A practice that integrates in the contextual synthesis that provides vision, purpose and hope. Organising as a practice of learning and leadership in **small groups**. A practice that integrates individuals and collectives.

Learning is experienced as an **emergence** - a growth of mind, heart and ability to take required action according to nature. Leadership that is experienced as a **presence of** responsibility, trust and influence. Organisation that is experienced as a learning **community** with distributed leadership.

The Creatnet Way integrates learning, leadership and organisation in practice. The ability to pay attention and actively engage both with the inner and the outer is the distinguishing aspect of the Creatnet Way. The inner is the world of beliefs, thoughts, feelings and ideas. The outer is the world of behaviour, objects and objectives.

It is this integration of the inner and outer that flows out as a creative expression and is experienced as a connection that constitutes the Creatnet Way.

Darshan provides the seed thoughts and ideas for the Creatnet Way, which have been contextualised to different scenarios, ranging from education to business to technology to arts and so on. It's our endeavour that these seeds will germinate many more ways of integral living that Sri Aurobindo envisaged and make the world a better place ready to take on the challenges of the future.



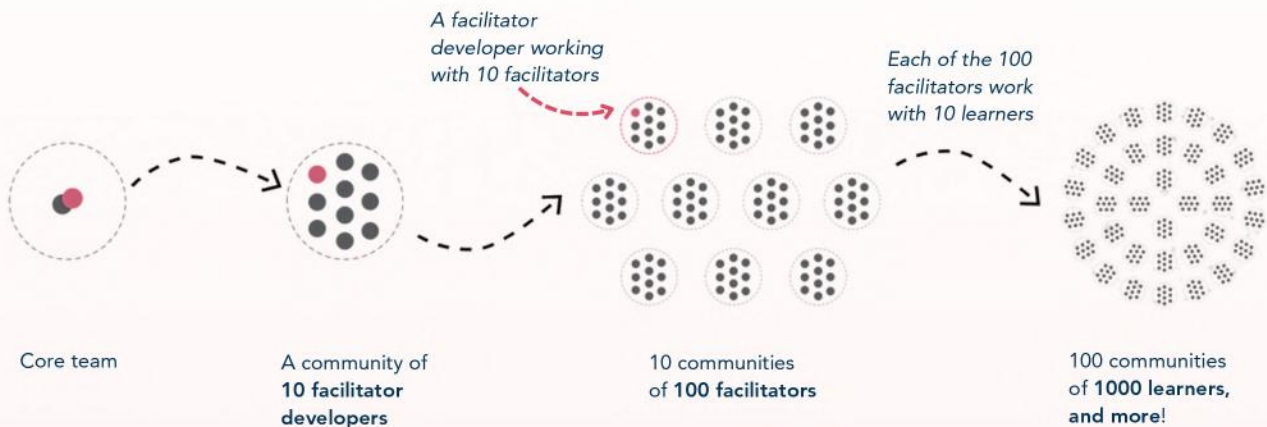
Educations Systems & Non-Profits
Organising Learning Communities

Creatnet Way: Enables a Growth in Awareness from Self to System

- Continuous group (peer) learning model
- Small groups of 10 learners meet regularly
- Each group is led by a facilitator who creates a safe space for inquiry through questions that enable learning to be constructed.
- Each facilitator is a learner, seeking their own growth and volunteering to support the learning of others.



10 to 100 to 1000: Our Organisation as a Learning Community



Volunteer Leaders Nurturing Leadership within Communities

 **18,746** volunteer hours



79%
Towards government programs

21% — 3960 hours!
Towards community-led Initiatives

contributed by



360

Volunteer Facilitators and Facilitator Developers

including retired principals in Delhi's government education systems; teachers, business professionals and leaders from across the country—and even the world!



leading

245

Learning Communities for Principals, Teachers and Youth!



That's 2 years
contributed by
360 volunteer
leaders!

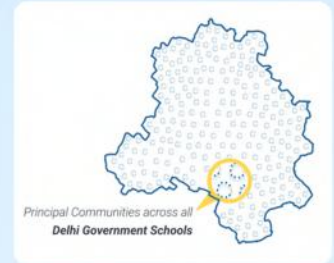


Principal facilitators, led by their facilitator developers, prepare for sessions they will facilitate for their principal communities.

Principal Communities Leading Systems Change Across Delhi!



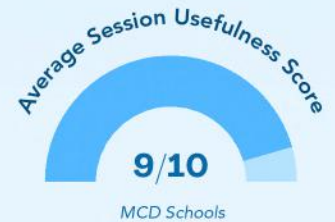
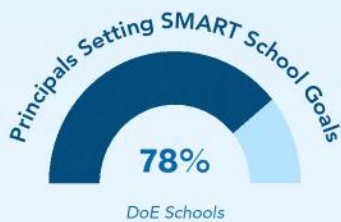
218 Principal Communities in Delhi →



led by
282

Volunteer Principal Facilitators

from the Municipal Corporation of Delhi (MCD) and the Directorate of Education (DoE), directly impacting **2621** government school principals and further impacting **69,000** government school teachers and **2.6 million** students.



A group of facilitators from Delhi's Directorate of Education Schools prepare for sessions they will lead within their communities.

Teacher Communities Blossom in 10 Cities!



20 Teacher Communities in **10** Cities



led by

37

Volunteer Teacher Facilitators

from **14 partner organisations**, further impacting **200 teachers** associated with NGOs, community learning centres and affordable private schools, improving learning outcomes for approximately **4000 students**.

Netra Deshmukh, a facilitator developer, with her group of teacher facilitators.



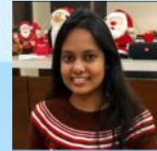
Youth Spark Profound Inner Transformations



7 Communities comprising **46** Youths in **21** Cities/Towns

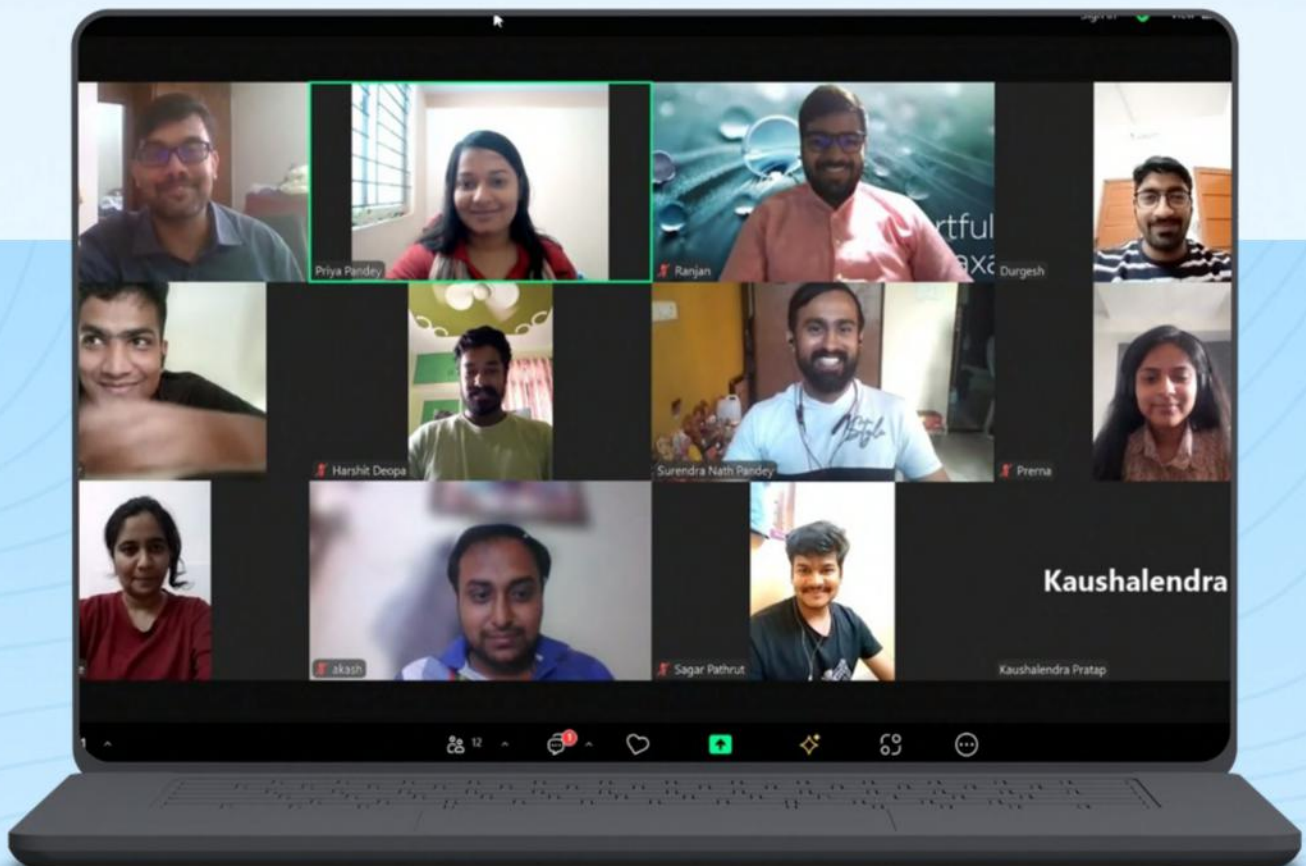


led by
13
Volunteer Facilitators
from across the world



Being a facilitator helped me make the choice to step out of my bubble, talk openly with my group, and most importantly, to become fearless in asking and holding difficult questions for both myself and the group.

Soumi Dutta
YLP Facilitator and Researcher at
University of Cologne, Germany



A peek into facilitator Kaushalendra Kumar's session with his youth group from Heartfulness, an education and mindfulness-focused non-profit.



Partnering to Build the Education Ecosystem in Punjab and Maharashtra

Community-Driven Learning and Leadership Flourishes!

We deepened capacity building for partners **Sanjhi Sikhiya** and **The Akanksha Foundation**, strengthening their impactful work with district school heads and administrators.



3 Districts in 2 States
Nagpur and Pimpri Chinchinwad in Maharashtra and Patiala in Punjab.



2 Partner NGOs
The Akanksha Foundation in Maharashtra and Sanjhi Sikhiya in Punjab.



33 School Leadership and System Functionaries from the 3 districts gathered for a residential facilitator development workshop in Madhya Pradesh, learning from each other and forging bonds between the states.



At the residential workshop in Hoshangabad, Madhya Pradesh!

- **Headmasters and HM in-charges** from Nagpur and Pimpri Chinchinwad Municipal Corporations, Maharashtra.
- **Cluster Head Teachers and Block Resource Persons** (system functionaries) from Patiala, Punjab.
- Retired principals from the Delhi Government who volunteered to lead the workshops with our team.
- Team leads from The Akanksha Foundation and Sanjhi Sikhiya.
- and the Creatnet Education team!



Conscious School Leadership in Delhi's DoE

Formally initiated in 2014 in partnership with the State Council for Educational Research and Training (SCERT), the Cluster Leadership Development Program (CLDP) enables principals of Delhi's Directorate of Education (DoE) schools to become transformational school leaders equipped to balance administrative and academic responsibilities, creating holistic environments for teachers and students.

Through the Creatnet Way, CLDP promotes distributed leadership and continuous learning, building volunteered professional learning communities for principals, and evolving Delhi's education system from within. It focuses on self, operational, instructional, and systemic leadership skills.

Case Story

Leena Meena Builds Community Trust and Strengthens Pedagogy

Principal Leena Meena leads with a focus on strong pedagogy and drives attendance by deepening parental involvement.

Leena ji credits CLDP for **strengthening her self-leadership, articulation, and reflective practice**. Once a quiet observer, she now leads a principal cluster, **speaking confidently and encouraging open dialogue**.

About the School and Principal

Leena ji's school, SKV Sector 1 Pocket 7 Dwarka, Delhi, has **2477 students** and a staff of **96 teachers**. With **9 years of experience** as a principal, she has been a **CLDP facilitator since 2023**.

Teacher and Pedagogical Development

Passionate about improving the teaching-learning process, she **observes 2-3 classrooms daily**, checking

board management, TLM use, teacher-student engagement, note-taking quality, facilitation of group work and end-of-class individual assessments. During the debrief with teachers, she begins by acknowledging their strengths before identifying areas of development.

The annual academic plan is formed in April and May. Each **faculty head sets annual goals with their teams**, shared in **monthly review meetings**. Leena ji focuses on implementing a differentiated approach for each student group.

Community and Parent Involvement

By **meeting parents daily** and involving the School Management Committee (SMC) with parents, she **increased average attendance from 30% to 80%**.

Local authorities and government representatives help **maintain school premises**. The SMC supports water tank cleaning, wall maintenance, and overall cleanliness.

Activating Student Leadership

Students manage assemblies, cleanliness drives, and mid-day meal distribution. The student advisory board supports in organising school events. **Even those who are emerging academically grow strongly as leaders**.



Leena ji engaging joyfully in a small group discussion with her fellow facilitators.

Shifts in Principals' Actions and Being

Connecting to Self & Others

69%

268/532



principals rated the **effectiveness of the silence practice** as 9 or above on 10.

57%

272/476



principals identified their **mental chatter as a barrier towards listening** along with giving advice and interrupting.

Practices to Connect with Oneself

"Regular mindfulness or meditation practices helps me tune into my thoughts and emotions without judgment. It encourages present-moment awareness and allows me to observe myself more clearly."

"Spending some quiet time away from screens allows me to avoid information overload and tune into my thoughts and feelings"

Growing as School Leaders

91%

433/476



principals reported **comfortable use of WhatsApp polls** for decision-making with their staff.

78%

820/1046



principals in DoE **crafted SMART school goals** over the year.



Practices to Consciously Communicate & Connect with Staff

"संवाद को अधिक जीवंत और प्रभावी बनाने के लिए, सबसे पहले आवश्यक है कि हम सामने वाले की बात को ध्यान से सुनें और समझें। प्रतिक्रिया देने से पहले उसकी भावना और उसके दृष्टिकोण को समझने का प्रयास करें। ऐसे शब्दों का चयन करें जो स्पष्ट हों और गलतफहमी से बचाएं। इससे हमारी बात सामने वाले तक ठीक से पहुंचने की अधिक संभावना बढ़ सकती है।"

"Regular and open communication in the form of consistent check-ins, feedback sessions, or simply making oneself more approachable and available. Building trust by actively listening to concerns and ideas, recognising contributions, and encouraging professional growth are key elements of this approach"

Principal Feedback



Session Usefulness



The Year's Highlights

- Facilitators led 3 cluster cycles, **270 sessions total**, in August, October and December with an average principal **attendance of 81%**.
- **Engaging school stakeholders:** This year, nearly 379 mentor teachers, 830 teacher development coordinators, and student leaders participated in sessions to strengthen teaching and learning. In October, academic experts joined principals in sessions, fostering data-driven reflection and planning.
- **Playful twists to routine observations:** School walks took the form of a treasure hunt at the schools that served as session venues. Principals took away ideas and learnt from the venue school.



CLDP facilitators use a football activity as a metaphor for school goal-setting: navigating obstacles, strategising, and striking; all through play.

Questions Principals Asked During the Staff Charcha

- What efforts can be made to improve the results of CWSN students to motivate their growth as well?
- How are you collaborating with the parents of those students who did not perform well in mid-term exams?
- How do you manage the learning of students of different learning levels studying in the same classroom?
- What connection do you see between the academic, students' attendance and teachers' pedagogy?



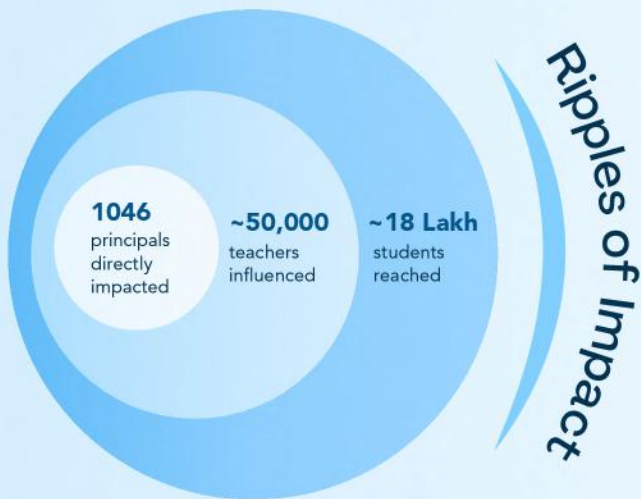
CLDP facilitator, Principal Sheetal Raj ji interacting with her students at Govt. Girls/Boys Senior Secondary School, Harkesh Nagar, South-East Delhi.



The Drop



2 Creatnet Education team members and 13 volunteer facilitator developers.



Program Indicators



13

Volunteer facilitator developers



115

Volunteer principal facilitators



270

Cluster sessions held in 3 monthly cycles



Resulting in **820 principals** crafting SMART goals for schools!



18 hrs

Unique sessions designed



1584 hrs

sessions held



9.1/10

Mean session usefulness score

Reflection & Action Looking Ahead

In the year ahead, we hope to nurture spaces where our community of education leaders can pause, reflect, and grow together. We envision **voluntary offsites, online and in-person sangha gatherings in Delhi**. Rooted in the practice of silence and self-growth, these spaces aim to deepen our bonds and inspire our approach to building learning communities.

We aspire to host fortnightly sangha spaces, online and in person, **exploring the connection between silence and awareness of the mind, body, and soul**; creating opportunities for facilitators to join, contribute, and sustain this shared journey of self-led learning and growth.



Strengthening Principal Communities Within Delhi's Government Primary Schools

In 2024-25, 154 volunteer principal facilitators led their peer communities in trust-building, active listening, setting SMART goals, reframing challenges and classroom observations.

Initiated in 2022 in collaboration with the State Council for Educational Research and Training (SCERT), the **Primary Leadership Development Program (PLDP)** empowers all government primary school principals across Delhi to lead systemic transformation from within by fostering supportive peer communities and cultivating a culture of continuous learning.

“ From the Program Lead, Nari Kamakshi



I've witnessed several mindset shifts in principals over my three years with the program. A facilitator shared how, earlier, school inspections would trigger anxiety amongst staff and students. Through her journey with the program, she learnt to remain calm, listen with an open mind, receive feedback, and support teachers with the same. These are quiet yet powerful transformations that speak to the deeper impact of our work.

Case Story

Anita Nashier Builds a Culture of Community and Shared Leadership

Anita Nashier leads with approachability, shared responsibility, and deep community ties.

She shares that PLDP transformed her leadership from an aggressive stance to a patient, composed, and empathetic approach. She now sees herself as a guide, leading with openness and respect.

Anita ji, affectionately called *Badi ma'am* by her students, beams as she carries a child at her primary school in Rohini, Delhi!



About the School and Principal

Nigam Pratibha Vidyalaya, Sec-3F&G, Rohini, Delhi, has 560 students, 13 teachers, 1 special educator, and 1 mentor teacher. Anita ji has 8 years of principal experience and has been a PLDP facilitator since 2023.

Enabling Teacher Leadership

A system of peer-classroom observations and reflective discussions amongst teachers strengthens collaboration and teaching-learning practices. Anita ji pairs acknowledgement with private, constructive feedback, maintaining trust and motivation. Teachers have full autonomy in classroom decisions. School responsibilities are delegated and rotated, building shared ownership and teachers' competence.

Building a Child-Centred Culture

Most students were eager to be at school. They fondly called Anita ji "Badi ma'am," reflecting comfort and connection. Children engaged in self-directed learning, creative class activities, games, dance, drama, and structured leadership roles in the school, making learning joyful, active, and confidence-building.

Connecting Parents with the School

Parents are greeted personally at pick-up, welcomed to share concerns directly with Anita ji and teachers, and invited into school life, building trust and a shared responsibility for children's education and well-being.

Shifts in Principals' Actions and Being

Growing in Awareness

47%

435/920



principals found that **connecting to their being** was the most effective part of the October cluster sessions.

44%

422/959



principals acknowledged the value of **non-judgmental observation** of classes and teachers for fair and effective decision-making.

Growing as School Leaders

97%

989/1016



principals created **SMART school goals** beyond school infrastructure, wherein **51.9% set goals for student development.**

70%

of overall



principals reported **comfortable use of technology** for uploads and goal-setting, and of WhatsApp polls for decision-making.

Learning from Classroom Observations

40%

406/1016



principals emphasized the **value of activity-based learning and TLM use.**

35%

300/856



principals expressed a desire to improve student **engagement** through **group work** and building **student-teacher bonds.**

Principals' Feedback on Facilitators

Calculated using principal feedback forms of all monthly sessions.

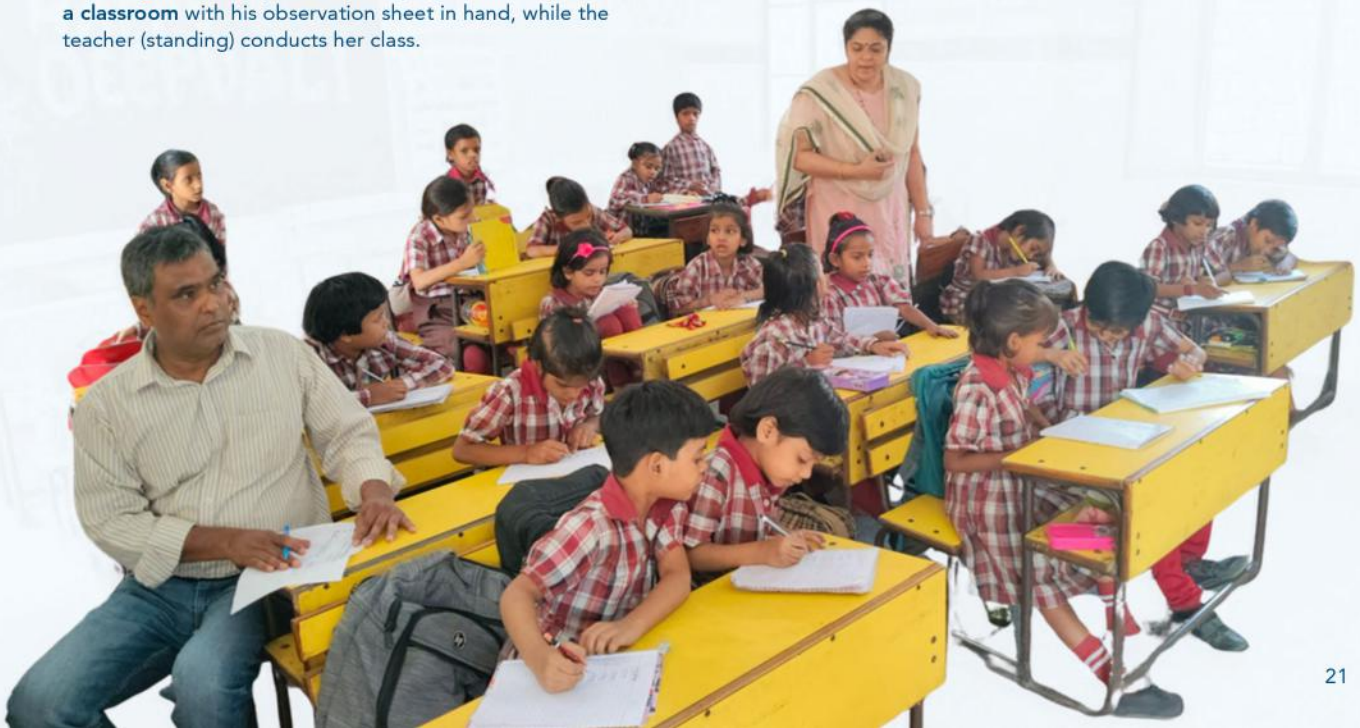


Session Usefulness

Percentage of principals rating cluster sessions ≥ 8



A principal (seated) practices non-judgmental observation in a classroom with his observation sheet in hand, while the teacher (standing) conducts her class.



From the Principals



Sarvat Parveen,
Principal, Vishal
Enclave School &
Volunteer Facilitator

The major work that has happened here is work on our own selves. We learnt about ourselves and how to listen. We also became aware that our relationships with staff and parents were lacking because we weren't listening to what they had to say.



Ravita,
In-charge, Ghumanhera
Girls School & Volunteer
Facilitator

In PLDP, 10 principals gather. In this small group, each person who faces challenges can discuss them, and often, the answers emerge from the group itself.

The Year's Highlights

- 46 new principal facilitators (54% females) were selected, creating a total of 154 volunteer principal facilitators.
- Facilitators led 387 cluster sessions across three monthly cycles in August, September and October, focusing on self, pedagogical and role-based leadership.
- Our partnership with **Simple Education Foundation (SEF)** through their team members Shruti Mushran and Saloni Senapaty led to their incredible contribution as facilitator developers supporting the development of facilitators of a zone of MCD as well as in program design.



Facilitator developers Saloni and Shruti from SEF (4th and 5th from left) share a playful moment with the principal facilitators during an activity.

Notes from the Annual Offsite



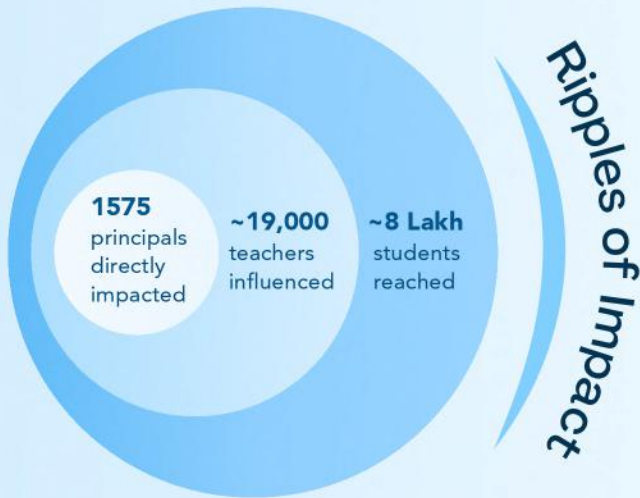
Facilitators engaging in a session with their group at the Annual Facilitator Development offsite in Shimla, December.

- 126 (81%) facilitators joined the Annual Facilitator Development Offsite in Shimla (Dec), themed "**Lead through Play**", where they embraced playfulness while practising facilitation. The key learnings were:
 - **Enabling student leadership** through assemblies, prefect roles, staff collaboration.
 - **Time and task management** through prioritisation, delegation, and Google Tasks.
 - Building trust and strengthening relationships with parents, staff and students through **empathetic listening**.
- An Innovation Mela showcased **13 principals' best practices** in academics, community engagement, sustainability, parent-staff involvement, and student well-being.

The Drop



6 Creatnet Education team members and 20 volunteer facilitator developers.



Program Indicators



20

Volunteer facilitator developers



154

Principal facilitators



387

cluster sessions held in 3 monthly cycles



Of which 46 are newly selected!



48 hrs

Of unique sessions designed



2863

Classroom observations conducted by principals



8.92/

10

Mean session usefulness score

Reflection and Action Looking Ahead

Facilitators have shown encouraging signs of growth. They are beginning to listen more intentionally, hold space for others, and take initiative within their groups. Many are starting to reflect on their role, their approach, and the experiences within their clusters. It's an early but meaningful shift.

The theme for 2025-26 will be *Exploring Play & Playfulness as Educational Leaders*. We aim to develop principals in alignment with NEP 2020 and enable a year-long development plan for all principals to set, execute and monitor their goals and growth.

Connecting all relevant stakeholders who impact the educational life-map of a child will continue to hold priority. Finally, strengthening pedagogical leadership through the Teacher Competency Framework (TCF) is a continued focus for the upcoming year.



Principals exploring program concepts through play at the offsite



The principal facilitators of Narela zone engage in a small group discussion facilitated by facilitator developer Dr. Gulab Singh

Enabling Teachers to Grow as Facilitators, Awakened Leaders and Community Builders

As true community-builders, the Teacher Leaders Program (TLP) facilitators built their organisations' capacities this year by applying learnings from the program and their cohort, to transform pedagogy, curriculum and develop their peers as facilitators!

Initiated in 2019, TLP is a 6-month journey wherein

teachers become facilitators and create professional learning communities for their peers—young and seasoned educators in low-fee private schools, NGOs, and community centres—so that they are empowered to grow and, in turn, shape their students, who are often first-generation learners.

Educator Case Story

Pranam builds Facilitator and Learner Leadership at Virohan

Pranam Bansal, HR Head at Virohan, joined TLP as a facilitator in 2024 to lead a change. Virohan equips youth in allied healthcare with technical and life skills, serving over 8,000 first-generation learners across India through 120 facilitators.

Organisational Change

From his learning at TLP, Pranam initiated the transformation of Virohan into having a learner-centred culture. Assessments became tools for growth, lesson planning became routine, and monthly classroom observations with feedback became the norm. Teams shifted to a facilitator mindset, letting go of control, focusing on relationships, agency and guiding learners with empathy. Silos between the content design and facilitation teams gave way to alignment and shared decision-making.

Facilitator Development

A five-day induction program now grounds new facilitators, many from non-teaching backgrounds, in communication, empathy, and pedagogy. The facilitation competency framework was simplified from twelve to six key areas, making expectations clear and growth measurable. Facilitators have more agency in decision-making, support lesson planning and the development of learner-centred strategies.

Shifts in Facilitation Practices

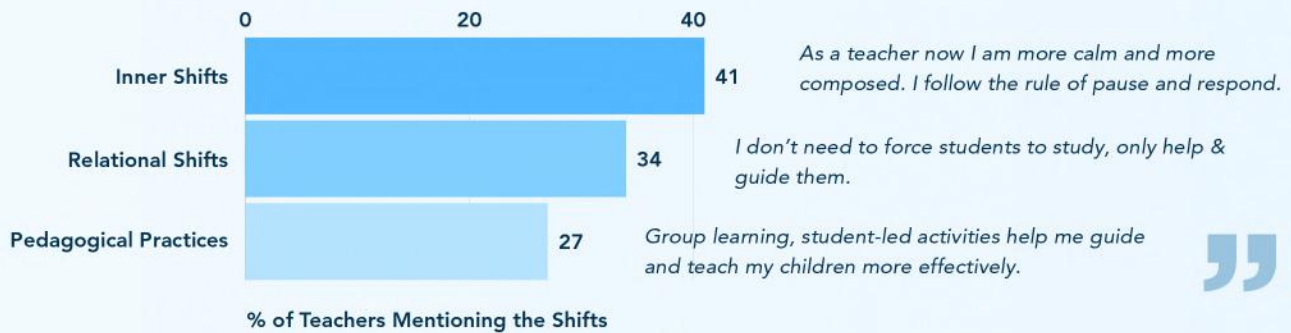
Learner agency and ownership have become central: facilitators move from giving answers to holding space for exploration, emphasising observation, listening, and connection before instruction. They commonly use learning circles for peer-to-peer reflection and design sessions around student needs and real-life context. Learners are encouraged to set personalised goals, collaborate in groups and take agency in their progress.

Pranam with his community of educators at Virohan.

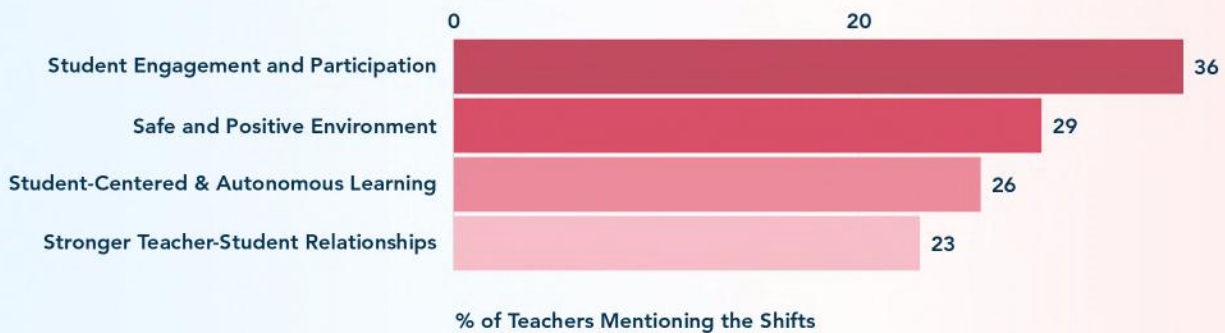


Shifts in Teachers' Being and Actions

Insights from a survey of 73 TLP facilitators of cohort 5 conducted by a research student at Tata Institute of Social Sciences, Mumbai.



Learning and Classroom Shifts



We were just teaching what was there in the books. But “how” and “why”—that came to me and it’s made a huge change in my classroom atmosphere. I used to just deliver lessons. **Now I guide, listen and create safe spaces for my students.**

Chitra Kohli, Mother Teacher at Setu Shiksha Jyoti Kendra (School), Noida (5th Cohort)



I never enjoyed receiving feedback. **But as a teacher, I need to give feedback to my students and I’ve now learnt to do it constructively.** From earlier indicating what area they need to improve in, I now guide them by exploring how they can grow.

Kavita Dhama, Teacher at Om Foundation School, Noida (5th Cohort)

The Year's Highlights

- The **volunteer facilitator developers**—Netra Deshmukh, Rajni Baluni, Neha Puri, Ashima Sanghvi—and **team**—Nidhi Rao and Mohita Jasiwal—have been **key to pushing the boundaries of TLP**.
- The **5th and largest cohort of TLP** united 37 facilitators from 14 organisations, starting with a facilitator development **offsite in Rishikesh**. A total of **35 facilitators completed the program's two modules**.
- **TWeekly**, a Thursday learning circle led with much heart by TLP alumni, saw its most active year yet with **21 online events**.

- **मिलन, Learning through Exposure:** Facilitators visited the National Science Museum and Muni International School in Delhi, gaining insights into teaching from a facilitation perspective and observing peer learning in student-led classrooms.
- An introductory 2-day **TLP Foundation Workshop** was held for **26 teachers at Vivekanand School, Gurgaon, led by** the TLP team, Rajni ji (facilitator developer) and **cohort 5 facilitators**, Pranam (Virohan), Parul (Nirvair), and Sweta (Aavishkaar Foundation).



A Muni International School student confidently shows TLP Facilitator Developer Rajni ji around, explaining their classroom learning method and the Muni approach.



The 5th cohort of TLP, exuberant after connecting with and learning from each other during the offsite at the Aurovalley Ashram, Rishikesh.



Program Indicators



5

Volunteer
facilitator
developers



35

Teacher
facilitators
graduated
out of 37



200

Teachers
impacted



4000

Students
reached



63 hrs

Of unique
sessions
designed



14

Partner
organisations
in 10 cities

Reflection and Action

Looking Ahead

The coming year, our vision is to nurture TLP as a pan-India teacher community which creates continuous opportunities for educators to learn (sadhna), connect (satsang) and serve (seva). To strengthen alumni community engagement, it is essential to create an

ecosystem of opportunities for learning and facilitation. A key initiative will be the development of Tweekly, a platform led by alumni facilitators designed for teachers, by teachers. Additionally, we aim to expand our teacher development efforts by enabling the program for 45 to 50 new facilitators and partner organizations or schools throughout India.

Teachers at Om Foundation School, Noida, at a TLP session facilitated by Kavita Dhama (who took this picture). Charts illustrating their dream learning space are laid out on the tables.



A Volunteer-Driven Movement Facilitating Profound Shifts Within Youth

The Young Leaders Program (YLP) focuses on the *Self*, enabling youth to create the shifts they seek in their personal lives. In small, curated groups led by volunteer facilitators, youth discover themselves and their leadership through reflection, action and silence.

YLP's framework helps young adults and young professionals understand their strengths, values, interests, and motivations, learn to work and live

harmoniously with others, identify the right type of work for their future, and master the skills of goal-setting, planning, and achieving their objectives.

Facilitators design YLP sessions to reflect each group's specific context, ensuring sessions are relevant and connect with each individual's reality. It is a year-long journey that creates a life-long impact for youth and facilitators alike.

Personal Stories of Change From the Participants and Facilitators



Participant

Being open and connected by listening and leveraging critique to grow.

Rohit Tiwari
Sports Educator, Shiv Nadar School,
Faridabad

Being part of the program has been a special chapter in my life. I learned that listening means more than just staying quiet. It means understanding and seeking clarity from others. I saw how being a team player is about showing up, supporting, and growing together. Criticism stopped feeling like a threat and started becoming a tool for growth. I'm more open, more thoughtful, and more connected with myself and with others. It didn't just teach me; it transformed me.



Participant

Setting achievable goals to create focus, momentum and enjoyment.

Neharika Binani,
Marketing Director at Himalaya Opticals

I was stuck in a cycle of self-doubt; underconfident, confused, and honestly, not putting in the effort I knew I was capable of. Working in my family business added another layer to that. I had to jump straight into making decisions and taking action, which felt overwhelming when I couldn't figure out my place in it all.

YLP helped me shift my approach. I started setting achievable goals that I could follow through on. Projects like revamping packaging, improving social presence, and leading the new website gave me a sense of ownership and energy. The more I focused on the work I genuinely enjoyed, the more momentum I built.

The Year's Highlights

YLP for Young Professionals

- Commencing in October, **13 facilitators** from across the world **volunteered to lead 7 groups of young professionals through YLP.**

- The groups included individuals from
 1. Vidya Gyan
 2. Atmosphere
 3. IIT
 4. NIFT
 5. Heartfulness
 6. Virohan

Graduate YLP Program

- A 49-week reflective journey led by Manish Tribhuwan for 6 participants. Comprising 15 sessions (2 hours each), the program didn't follow a single structure, but instead was shaped by each individual's personal goals and focused on their *being* alongside their strengths and values.
- Participants set and reviewed individual annual goals while reflecting on strengths, values, integrity, and entrepreneurship.

Program Indicators



6

Core sessions held for facilitators



13

Facilitators led YLP



46

Youth impacted



Facilitator

Soumi Dutta
Researcher at University of Cologne

Asking, holding space for and addressing difficult questions fearlessly.

When I began facilitating the YLP sessions for my group of IIT and NIFT students in India, I was based in Germany. Sometimes, only a few participated, and I wondered how meaningful the sessions were. I chose to step out of my bubble, talk openly with the group, and most importantly, to become fearless in holding difficult questions instead of avoiding them, which became transformative for me. The cycle of Reflection–Action–Silence and the practice of receiving and giving feedback were especially powerful. They helped me value others' perspectives and see my own clearly. Each activity deepened my empathy and encouraged constant introspection.



Participant

Naveen Kumar
UI/UX Designer and Front End Developer, Creatnet Learning & Leadership

Overcoming age-old obstacles by learning with an empathetic group.

I used to struggle significantly with speaking in groups, managing my time effectively, making decisions, and communicating clearly. YLP has truly transformed me. I've developed a new perspective on challenges and improved my communication skills substantially. My decision-making abilities and time management have also greatly improved. The support from facilitator's and group members has been invaluable they've shared their own approaches to similar problems, offering practical solutions I could adapt. This program has helped me overcome obstacles I've been facing for years.

Reflection and Action Looking Ahead

In the year ahead, YLP looks forward to journeying with **60 passionate young people**, especially **welcoming more working professionals eager to grow**. We'll focus on helping them build self-awareness, recognize their strengths, and step confidently into teams and workplaces where they can add real value.

To **deepen the program's personal impact**, we aim to draw **referrals of applicants** who deeply resonate with the program's spirit—those who seek not only career readiness but also personal growth and meaningful connections along the way.

YLP is about facilitating youth to learn and lead by deepening awareness and taking responsibility. This **enables them to awaken as learners** in the fullest sense—curious, conscious, and connected—**with a community that wants the same**.

TWeekly

TWeekly, A Learning Circle for Educators

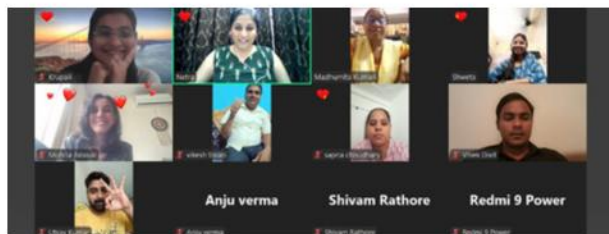


It's a balanced space with no pressure, promoting care, compassion, and agency.
TWeekly community member

TWeekly is a learning circle for teachers, taking place on alternate Thursdays. Initiated in 2023, it is passionately led by its members. This close-knit community provides a newcomer-friendly, non-judgemental, non-hierarchical space that emphasizes listening, connection, self-exploration, and group inquiry. It is a place where educators can thrive and evolve in their practice.

Peeking into TWeekly

TWeekly sessions begin with a guided silence practice followed by connection time through random pairing, introductions, and energizers. There is time dedicated to **exploration** (through discussions, reflective questions, and video analysis), **creative expression** (through poetry, music, and art) and finally, **exposure**, via reading and discussing relevant materials.



Participants enjoying a heartwarming moment during a TWeekly session.

A Big Year for TWeekly!



10

TWeekly speakers



11

Topics explored



21

TWeeklys overall!



TWeekly Explorations

Integral Education

- Introduction to Integral Education
- Early Childhood Integral Education
- Middle Childhood Integral Education

Book Readings & Film Discussions

- Reading & Discussing Toto-chan
- Reading Divaswapna by Gijubhai Badheka
- Dialogue on Nai Talim, A Film on Anand Niketan

Teaching & Learning Practices

- What Makes a Lesson Effective?
- Beyond the Blackboard: Creative and Collaborative Math Learning
- Student Behaviour Management through Everyday Lessons
- Social Emotional Learning (SEL) for Teachers

Leadership & Change

- Change Enablement Model

Our Flagship Event for Educators

SharEd is our flagship event series where principals, educators, teachers, academics, students and the social sector come together to learn as a community.

SharEd for Planet

Initiated in 2021, SharEd for Planet is a green learning community growing ideas and practices that unite people and the planet. It is a space where we support and educate each other about living and working sustainably, and inspire collective action.

SharEd for Educators

SharEd for Educators is a space to share lived experiences, local innovations, and project-based learning rooted in community, courage, and creativity. It is a platform for and by educators that emphasises actionable ideas that have been tested and scaled, addressing the current educational challenges.

Speaker Spotlight



From L-R and top to bottom: **Dr. Anand Kumar** (India Urban Environmental Stewardship Consultant), **Sandeep Sethi** (Director of Education at Maharaja Sawai Man Singh II Museum Trust, Jaipur), **Manisha Pavi** (Maths Teacher, DoE, Delhi), **Vasudha Kapoor** (Co-Founder, Mera Gaon Meri Duniya and TLP Facilitator Developer) and **Vedansh Pareek** (Co-founder, Khejri Initiative)

SharEd in Numbers



5
Events



270
Unique participants overall

SharEd Explorations



Manisha Pavi ji facilitates an activity-based assessment for math—the inside-outside circle—where students quiz each other in rotation.

- Transforming Assessment Anxiety into Adventure
- Unleashing Subjects through Novels
- The Vital Role of Parents in School Development
- Youth as Changemakers for the Planet
- The School’s Role in Urban Biodiversity

The Volunteer Team



From L-R and top to bottom: **Aafiya Hamid** (Research Scholar), **Jyoti Dhingra** (Mentor Teacher, DoE), **Nari Kamakshi** (Creatnet Education), **Netra Deshmukh** (Teacher and TLP Facilitator Developer), **Poonam Anand** (Retired principal and PLDP Facilitator Developer) and **Subhangi Charchit** (Environmental Activist).

Partnering to Strengthen School Leadership in Punjab and Maharashtra

Sustainable change in education requires empowered leaders and ecosystems of continuous support. To this end, we are partnering with our peers in the ecosystem and building the leadership and facilitation capacity of their teams, as well as the government school leaders and systemic leaders they work with.

By joining forces with Sanjhi Sikhiya in Punjab and The Akanksha Foundation in Maharashtra, we're co-creating a movement in education across the states, where school leaders lead peer-learning communities.

The Structure of Support

Our work unfolds in two phases: first, through contextual conversations, exposure visits, and

onsite observations to understand each partner's realities; and second, through deeper engagement—facilitator development, ongoing mentorship, and access to a wider community of practice.

The Year's Highlights

This year, the partnership brought together 33 school leaders and system functionaries from Nagpur, Pimpri Chinchwad, and Patiala at a **residential facilitator development workshop at Eklavya Foundation, Madhya Pradesh**. Here, participants honed facilitation and leadership skills and built strong cross-state bonds. Retired principals from Delhi, along with teams from Sanjhi Sikhiya, The Akanksha Foundation, and Creatnet Education, facilitated the learning experience.

Educator Testimonial

Kawalpreet Experienced Learning Anew after 30 Years

Kawalpreet Kaur, a Cluster Head Teacher (CHT) from Ghanour Block, Patiala, Punjab, joined the residential workshop in Hoshangabad to learn facilitation and grow inwardly as well as in her role as a CHT. She supports eight government schools, including her own—Government Elementary School, Seel.

Key Learnings from the Workshop

*"I learnt to **connect**. I learnt to **lead**. I got to learn for the first time in many years. I began to understand the **difference between observation and judgement**. I learnt that being a school leader is not just about giving instructions, but about **building something together with your team**.*

We were divided into smaller groups. My team was kind, and our facilitator developer, Anita Singh, encouraged me with such care. When it was my turn to facilitate a session, I was nervous.

*I speak softly, and the language barrier made it harder. But when I facilitated again, my teammates noticed how much I'd improved. They cheered me on, and that **encouragement gave me confidence I didn't know I had**.*

*We spoke about safe and unsafe learning spaces too, and it struck me—I had never really thought about **what a safe learning space for me might look like**.*

*And then there were the moments of joy—we **played games, and suddenly, we were all kids again!**"*

Kawalpreet Kaur, a Cluster Head Teacher (CHT) from Patiala, Punjab.





SANJHI
SIKHIYA

Indicators



15

System
functionaries
mentored as
Facilitator
Developers



97

Cluster head
teachers
(CHTs)
growing as
Facilitators



938

Schools
and **301
head
teachers**
impacted



111

Communities
of CHTs
impacted



2539

Teachers
impacted



81351

Students
reached



Aspire. Achieve. Be the Change.

Indicators



22

Headmasters
mentored as
Facilitator
Developers



163

Headmasters
(HMs) growing
as Facilitators



183

Schools
impacted



12

Communities
of HMs
impacted



1529

Teachers
impacted



61000

Students
reached

Reflection and Action Looking Ahead

In the coming year, our focus is on nurturing champions within the system to lead cluster sessions in their own districts. By enabling local leaders to step forward and guide development in contextually relevant ways, we

aim to strengthen ownership and sustainability.

As external organizations, our role will increasingly move to the background—offering support and mentorship while creating the space for school leaders themselves to shape and drive the growth of their communities.



Research Collaborations

The *fabLED* International Community

Since 2023, the *fabLED* international community has been voluntarily meeting online, every week, to inquire, reflect, and share educational practices and ideas from different parts of the world.

It is a group of seven leaders dedicated to consistent exploration and innovation for the future of education. The core group included Mika Risku, Samuel Madtha (Finland, JYU), Darshan Bhat, Mohita Jaiswal, Sree Kumar, Vijay Sankaran (India, Creatnet), and Kathy Edersheim (USA, Impactrix), with intermittent invitees.

ENIRDELM Conference '24

At the Enirdelm Conference 2024 in Jyväskylä, Finland, a workshop on *Organising Institutions to Enable Communities for Inclusive Education and Lifelong Learning* was facilitated by Darshan, Kathy, and Mika.

Case studies from Creatnet Education, the Alumni Community in the USA, *fabLED*, and the Institute of Educational Leadership, JYU, were shared. The session supported participants in identifying principles for community building and sustainability, relevant across diverse contexts.



Darshan (grey blazer) and a fellow ENIRDELM attendee converse beside the posters illustrating the Creatnet Way and Creatnet Education's work in India.



Darshan Bhat,
Co-founder, Creatnet
Education



Kathy Edersheim,
Impactrix, USA



Mika Risku,
JYU Finland



Mohita Jaiswal,
Design Lead,
Creatnet Education



Samual Madtha,
JYU Finland



Sree Kumar,
Research Lead,
Creatnet Education



Vijay Sankaran,
Creatnet Education

Strengthening Research Practice with the Wipro Foundation

The collaboration with the Wipro Foundation deepened in 2024 under the mentorship of Dr. Rahul Mukhopadhyay (Professor, Azim Premji University). Research capacities were strengthened through refinements to the Monitoring and Evaluation (MnE) framework and guidance on research proposal writing.

At the annual Wipro Partners Meetup 2024, exposure was gained to the work of other CSO partners. Capacity-building workshops were also facilitated on challenges in capacity development and teacher professional growth.

Studying School Leadership in Delhi with NIEPA

NIEPA post-graduate students Mukta Pathak and Muskan Kapruwan worked with Creatnet Education for two months to co-develop research reports on:

- School Leadership Development: Annual Impact of the Cluster Leadership Development Program.
- Impact of the Young Leaders Program on Alumni

Youth-led Research and Advocacy with YLAC

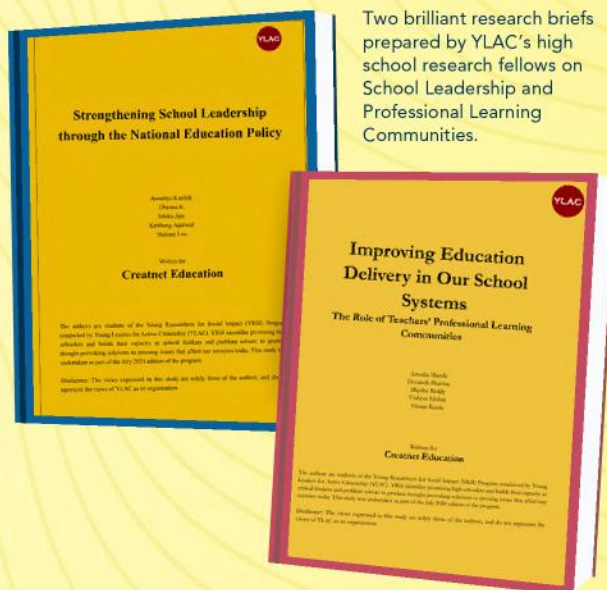
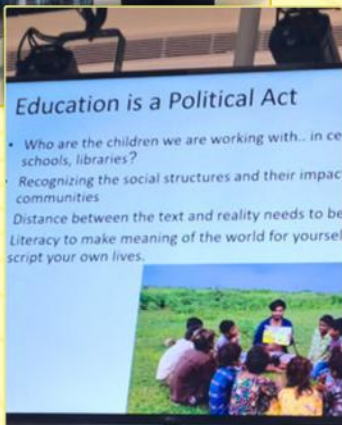
By collaborating with Young Leaders for Active Citizenship (YLAC) as knowledge partners for their Young Researchers for Social Impact Program 2024, we engaged high school students (aged 15–18) in secondary research on school leadership and professional learning communities for educators.

15 young research fellows, mentored by YLAC and guided by Creatnet Education, produced 2 high-quality research briefs (accompanied by advocacy material):

- Improving Education Delivery in Our School Systems: The Role of Teachers' Professional Learning Communities.
- Strengthening School Leadership through the National Education Policy



Mohita Jaiswal and Jasmeet Walia from Creatnet Education (2nd and 3rd from left) at the Wipro Partners Meetup 2024. Vasudha Kapoor, Founder of MGD and Ravi Gulati, Advisor to Creatnet and Founder of Manzil, flank them on either side.



Two brilliant research briefs prepared by YLAC's high school research fellows on School Leadership and Professional Learning Communities.

Organising Learning Communities & Communities as Learning Organisations

The Creatnet group gathered leaders from various sectors, including businesses, non-profits, and education systems to explore why the institutions we've built often fall short of their promise, and how learning communities might offer a new way forward.

Through two illuminating dialogues, our panellists from the education and business worlds delved deeper into the true purpose of education and organisations' failure to serve their true purpose, sharing practices to prioritise individuals and enable them to learn to deal with change.



Panel 1: Education

- **Sanjay Subhas Kumar**, Deputy Director of Education
- **Prof. Jay K Mitra**, Chief Academic Advisor, New Delhi Institute of Management (NDIM)
- **P V Madhusdhan Rao**, Professor, Departments of Design & Mechanical Engineering, IIT Delhi
- **Jatin Bhatt**, Former Pro Vice Chancellor at Ambedkar University, Delhi
- **Mohd. Sharique Farooqi**, Founder Director, Craft Development Institute, Srinagar (Moderator)



Panel 2: Business

- **Vishal Mehta**, Co-Founder & Partner, Lok Capital
- **Ambrish Arora**, Founder, Studio Lotus
- **Raj Parikh**, Managing Director, Uni Design
- **Sundeep Mohindru**, Founder M1xchange
- **Jasmeet Walia**, CEO, Creatnet Education and Co-Founder of Khel Khel Mein Foundation (Moderator)

Influencing Change through Collaboration



NIFT Faculty Retreat '24, Srinagar

We partnered with Creatnet Learning and Leadership to design and facilitate NIFT's first faculty retreat for its 600+ faculty members across all NIFT campuses, held in the Srinagar campus in June-July 2024. The retreat set the groundwork for faculty to build trust within their departments, their students and the institution. On this foundation, they laid out their bold vision for their departments and NIFT as a whole.



Voices from the Field Panel Discussion, ILSS Board Leadership Program

Sharing stories of community leadership and lessons from the ground, our CEO, Jasmeet, joined co-panellists Anurag Hoon (Manzil Mystics Foundation), Summaiya Afreen (Lakshya Jeevan Jagriti), and N S Anand (CanSupport) during the panel discussion as part of the ILSS Board Leadership Program.



Teach for India HM Conference

The Creatnet Education team, along with retired principals from Delhi's Directorate of Education, facilitated problem-solving discussions in small groups composed of Heads of Schools, teachers, TFI fellows and TFI Project Managers, thus creating a rare space for collaborative leadership, communication, and charting the way forward together.



Panel Discussion on School Leadership by Azim Premji University

At Azim Premji University's online panel discussion on school leadership in India, organised for its MA (Education) students in Bhopal and Bengaluru, our CEO, Jasmeet, and co-panellists Regila Marinus (Vidhya Vidhai) and Madhukar Reddy Banuri (Leadership for Equity) drew from their organisations' learnings of the challenges and enablers of good school leadership.

The Wellspring of All Transformation—The Facilitator Developers (FDs)!

Volunteer FDs of the Cluster Leadership Development Program (CLDP)



Dr. Bhagwati Prasad Dhyan



Harish Kumar



Dr. Khaleeq Ahmad



Dr. L N Joshi



Mamta Saluja



P. D. Sharma



Parvinder Kumar



Rakesh Semalty



Ranjana Budhiraja



Ritu Singhal



Sanjay Subhas Kumar



Sarita Batra



Sayyed Ahmed

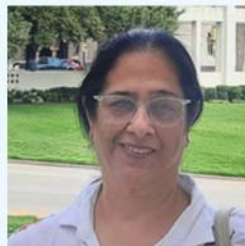
Volunteer FDs of the Primary Leadership Development Program (CLDP)



Anita Singh



Charu Jain



Deepika Bhandari



Harsh Pahwa



M S Negi



Neelam Jasra



Neeraj Kalra



P.K. Gupta



Poonam Anand



Poonam Khanna

Our 41 facilitator developers volunteered 1818 hours! As partners who anchor our programs, our FDs are motivated by a commitment to give back and the conviction that leadership competencies can be nurtured in individuals.



Prity Saxena



Saloni Senapaty



Dr. Sangita Shil



Seema Maini



Dr. Shalini



Shruti Mushran



Sita Visweswaran



Sunita Bhargava



T.P. Singh



Veena Maini



Vijaylaxmi Parihar

Volunteer FDs of the Teacher Leaders Program (TLP)



Ashima Sanghvi



Neha Puri



Netra Deshmukh



Rajni Baluni

Volunteer Facilitators and FDs of the Young Leaders Program (YLP)



Kaushlendra
Pratap Singh



Mansi Thawani



Medha



Patty Locuratolo
Hymanson



Rebekah Sood



Rohit Luthra



Sanjeevani
Pandit



Sanjog Singh



Satish Shah



Sonia Sood



Soumi Dutta



Shashikant
Shukla



Srikanta
Mahapatra



Amrish Shyam



Darshan Bhat



Manish
Tribhuwan

 Cluster Leadership Development Program (CLDP)

 Teacher Leaders Program (TLP)

 Primary Leadership Development Program (PLDP)

 Young Leaders Program (YLP)



Celebrating Those Who Lead Communities Everywhere— The Facilitators!

We are privileged to work alongside 319 facilitators who have collectively volunteered for 16,928 hours to guide the learning and growth of their learning communities.

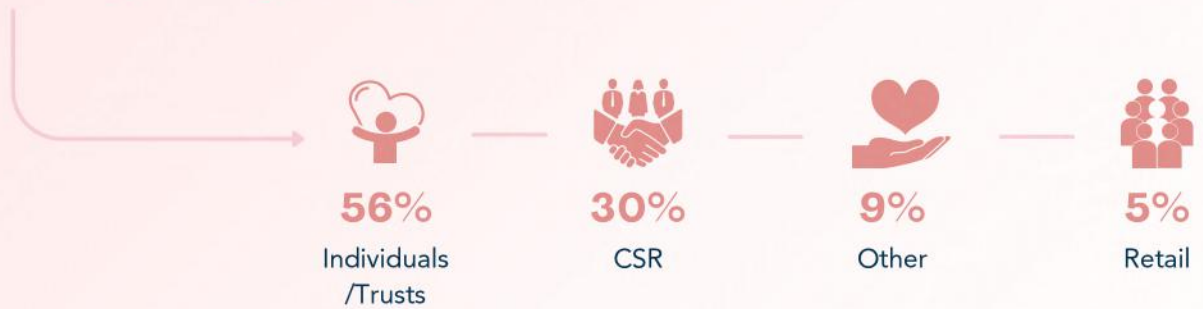




Financials

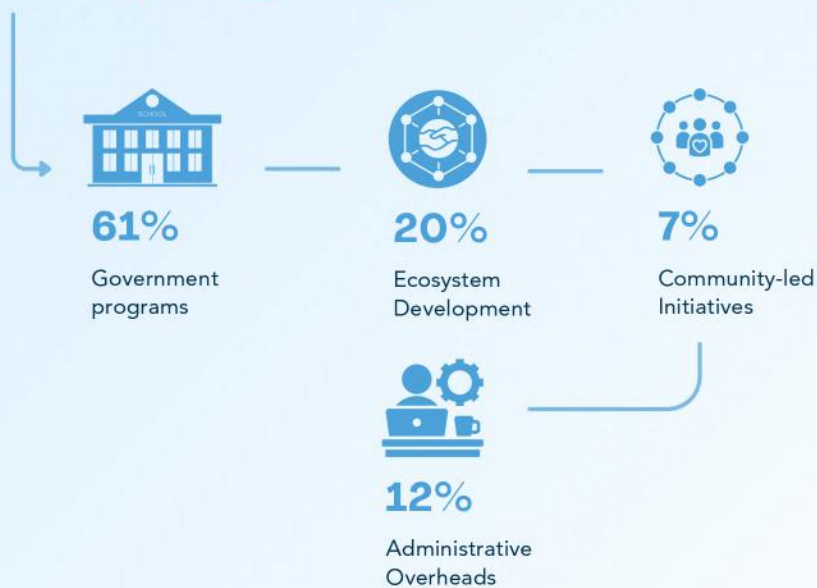
Contributions Received

₹ 1,14,81,000 received in financial contributions



Expenditure

₹ 1,12,76,000



Thanking our Wonderful Contributors and Partners!

Individual Contributors

Simran Lal Trust

Shripathi Ravindra Bhat

Vivek Sahni

Corporate Contributors, Government and NGO Partners



infoedge



NGO Partners



SANJHI SIKHIYA



Teacher Leaders Program Partners



International Volunteer Community



Meet the Leadership Team



Darshan Bhat

Founder Director, Creatnet Education, Creatnet Learning and Leadership, and Co-founder, Creatnet Services Ltd

Darshan Bhat brings a unique blend of entrepreneurship, education, and conscious leadership, influencing leadership and learning development for over 30 years. Darshan believes in transforming education to be conscious, lifelong, integrated, interdisciplinary, and learner-driven. He focuses on developing self-driven leaders as facilitators for volunteer-led learning communities. He invests time in developing leaders and also coaches growth-stage entrepreneurs of purpose-driven organizations.



Meenakshi Sharma

Co-founder, Creatnet Education and Ex-Deputy Director-Education, DAV Schools

Meenakshi Sharma, formerly Deputy Director-Education has planned, organized and conducted more than a hundred educational programs for teachers, principals, parents and students in her almost twenty years' tenure at the DAV Organization. Meenakshi ji was pivotal in identifying the right individuals and leaders within Delhi's education system who further put together our first principal learning community in Delhi! She enjoys writing stories and poems for small children. Her passion for energizing the learning environment in schools is immense.



Ravi Gulati

Advisor, Ex-Board Member, Creatnet Education and Co-founder, Manzil, Youth Collective

Ravi Gulati is an esteemed advisor to Creatnet Education with a rich background in education and youth development. His journey spans over two decades, dedicated to fostering learning and empowerment among children, youth, and educators. He co-founded Manzil Welfare Society in 1998 and has inspired the creation of several other organisations. In 2014, Ravi was involved in the SCERT Principal Program for over 1000 Directorate of Education schools in Delhi and co-led the Teacher Leaders Program.



Jasmeet Walia

CEO, Creatnet Education and Co-founder, Khel Khel Mein Foundation

Jasmeet Walia has 25 years of experience, six of which are in the corporate sector, and holds a Master's Degree in International Business from Symbiosis, Pune. During her time as a Teach for India fellow in Delhi MCD schools, she co-founded the Khel Khel Mein Foundation, aimed at creating and establishing a self-sustainable sports model in schools and communities. Jasmeet joined CE in 2015 to support the systems work with the principals and teachers. She grew as a facilitator and formally took over as the CEO in 2022. She now leads the work with government education systems.

Our Management Team

Meet the Management Team



Dr. Gulab Singh
Government Partnerships Lead



Md. Jan-e-Alam
PLDP Operations & Research Associate



Mohita Jasiwal
Program Design & TLP Lead



Nari Kamakshi
PLDP Program & Research Manager



Nidhi Rao
Community Programs Manager



Ritika Anil
Communications & Fundraising Manager



Sree Kumar
Research Lead



Utsav Kumar
CLDP Program Manager



Vivek Dixit
PLDP Operations & Research Associate

The Essential Creatnet Glossary



☆ The Creatnet Way

An Integral way, connecting inner with the outer, part with the whole. The Creatnet way is experienced in practice.

- Learning as a practice of Reflection, Action and Silence. Experienced as Emergence.
- Leadership as a practice of Facilitating Learning, Responsibility, Trust, and Hope. Experienced as Presence.
- Organizing as a practice of Learning and Leadership in Interconnected small groups. Experienced as Community.

☆ RAS - Reflection, Action, Silence

RAS is our practice of learning. We learn by reflecting on what we are being and doing, acting on our goals and learnings, and being silent to observe our thoughts, feelings, sensations and body.

C

Cluster

A cluster is a small group of 10-12 government school principals who lead schools in a specific geographic area. Each cluster is led by a volunteer principal facilitator. When the cluster meets, we call it a cluster session.

d

Distributed Leadership

Leadership responsibilities are shared among various individuals rather than being centralized with one person. This approach empowers teachers, staff, and even students to take on leadership roles, contributing to decision-making and school improvement.

f

Facilitation, Facilitator, Facilitator Developer

Facilitation is different from teaching and is a practice of listening, asking questions, connecting, managing groups and creating a feedback loop to enable learning. Facilitators are leaders managing the group's learning through facilitation. Facilitator developers hone facilitation skills in others and nurture facilitators.

i

Inner

The inner is the world of beliefs, thoughts, feelings and ideas.

O

Outer

The outer is the world of behaviours and objectives.

p

Part

In the context of the universe, the galaxies are a part. In the case of an education system, schools are a part, and so is each principal, teacher and student.

W

Whole

When we zoom out, we see interconnections - the bigger collectives or the whole we are an integral part of. If principals, teachers and students are each a part, then the school is the whole. At the same time, as individuals, we are each whole and also part of our team, organisation or community.

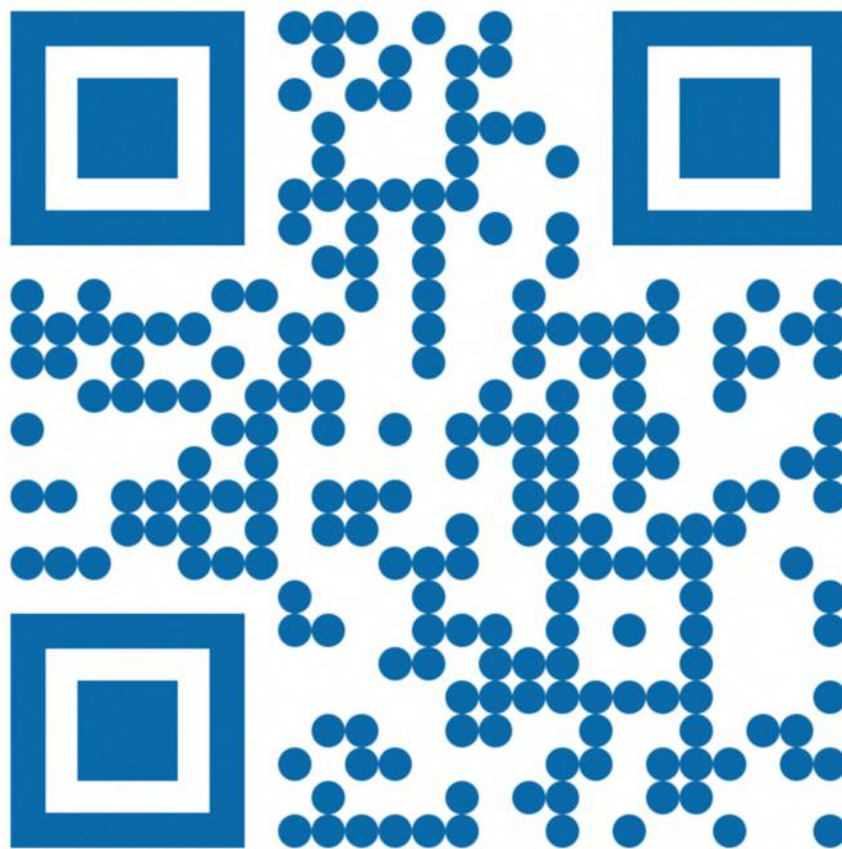
“When the best leader’s work is done, the people say, ‘We did it ourselves.’”

Lao Tzu,
Tao Te Ching (ch. 17)

At Creatnet Education, this is the measure of our work—
that principals, teachers, and youth discover their own
strength and become leaders within their communities!



Scan to Visit Our Website





Scan to visit our website

Address

215, South Ex Plaza 1, South Extension-II, New Delhi, Delhi 110049

Email

communication@creatnet.org

Website

<https://creatnet.org>