



iimpact

Making a difference

**ANNUAL
REPORT**

2019-20



VISION

IIMPACT's vision is to transform the lives of women, families, and entire communities in India by educating and empowering the girl child.

MISSION

IIMPACT's mission is to mobilize and motivate girls, aged 6 to 14, from socially and economically disadvantaged rural areas in India, and put them on the track to formal education through quality primary education.

ABOUT US

IIMPACT is a non-profit organisation established in 2003 by the IIM-Ahmedabad alumni batch of 1978. The organisation, through its Girl Child Education Program identifies out-of-school, irregular to school, and dropout girls in rural villages of India and provides them with quality primary education. The objective of the program is to empower and mobilize young girls from rural disadvantaged and socially backward villages in India, enabling them to become active change agents of their communities.

Letter from the President

Girl child education is one of the most effective means of combating many profound human development challenges and because of its multiplier effects is often seen as the world's best investment. An educated woman is not only better equipped to handle her own life but is more capable to support her family in responding to several challenges. That was the reason we set-up IIMPACT, to provide free quality primary education to "out of school" girls from disadvantaged rural backgrounds and transition them to regular schools thereafter. Starting from 15 Learning centers and 450 girls, IIMPACT has progressed to nearly 2,000 Learning centers, across 33 districts in 11 states, with around 60,000 girls. Our experience of the last 17 years shows that our girls are not only completing their studies at the primary level but are going on to continue their studies including several who have/are completing their graduate degrees. The girls are demonstrating learning levels comparable to (if not better than) those enrolled at formal schools.



However, more than the breadth of the initiative, what brings satisfaction is the depth that has been introduced in the endeavor by bringing in new academic initiatives, engaging with the local self-governance system, and the larger community, and an increased focus on quality. Each of our partnerships (often with other NGOs) has been immensely valuable in building an integrated education eco-system reaching rural communities, reinforcing our efforts, and also enhancing the quality of the intervention. Our teachers are at the frontline of our education ecosystem. They have shown tremendous zeal and enthusiasm both in transforming their own lives, as well as the lives of the girl students we work with.

Our story is not complete without making a mention of our supportive donors - individuals, foundations, trusts as well as Corporates. Many of them have been with us for over 10 years. Some of them in fact started with a few centers in a limited geographical area and overtime extended their support to help us as we scaled up. Their faith and confidence in us has enabled our journey so far. As we progress our aim remains intact - enabling and empowering communities through girl child education. However, even as we scaled-up, we are conscious that there still are a very large number of "out of school" and "irregular to school" girls in India. The education environment has also been changing and not just in terms of delivery models. It is in this context, that IIMPACT partnered with the Indian School of Development Management (ISDM) during the year to facilitate a workshop to reflect on the changing environment and rethink our "Theory of Change" for the future. Based on the deliberations during the workshop and beyond, IIMPACT, while continuing to focus on its core model, is evaluating a number of initiatives that leverage a "system thinking" approach to sustainably scale our impact.

This was also a year when we embarked upon strengthening our MIS system and internal processes, using technology, in order to be more effective and efficient in our delivery. This multi-year initiative will help serve us well in meeting our objectives and continue to provide timely information to manage our progress.

As you are aware, as we were closing the year, the world changed with the unprecedented occurrence of the COVID-19 pandemic and though its impact will be felt in 2020-21 I am providing a brief update in this regard as well. Our first priority was to ensure the safety of our girls and our teams, even while our LCs were shut down. Next, we continued to engage with our girls, their parents, and the community to raise Covid awareness, by training them on simple preventive measures, while maintaining social distance, leveraging our LC teachers. Even as we continued to engage with our communities and even carried out a village level pulse survey, we realized that in several areas our communities were facing significant challenges, accentuated by returning migrant labor. The insights from our survey will be published soon, with IIMPACT as a knowledge creator for dialogue on this issue to facilitate action by the government, other NGOs, and even some of our donors. Meanwhile, we also facilitated access to some of our donors to provide relief in IIMPACT communities through our NGO partners.

With these words, I am happy to share with you the annual report of IIMPACT for the financial year 2019-20. Thanks & Regards

Arvind Mahajan

Formerly Senior Partner of KPMG India & Senior Director of KPMG India Board

Since
17
years

In
11
states

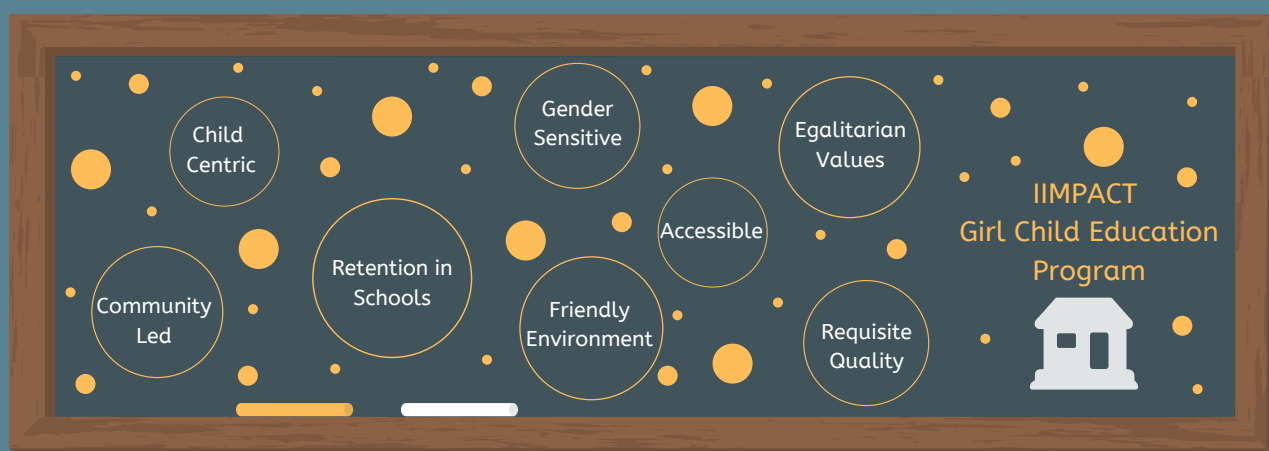
Through
2,800
centres

With
1,00,000
girls

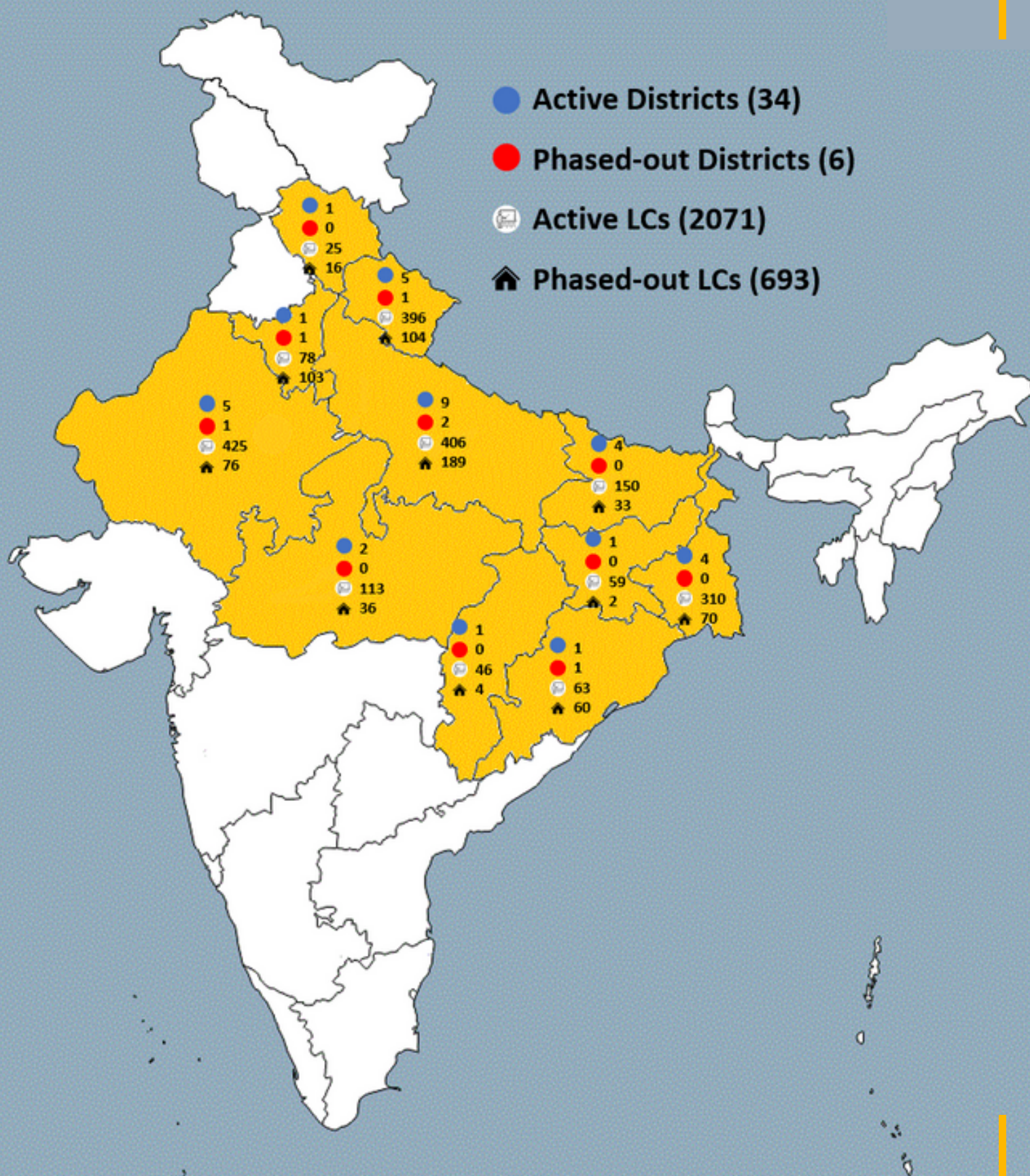
*these numbers represent closest approximations

IIMPACT Girl Child Education Program

IIMPACT's signature program is its Girl Child Education Program. Under this IIMPACT discovers intervention sites in rural areas, sets up Learning Centres, facilitates their functioning, trains and retrain teachers, so that more and more girls can be provided with primary education. Ongoing, systematic evaluation of the program allows to identify what works, and what needs strengthening. IIMPACT partners with field-based NGOs who provide frontline contact with the communities and basic supervision of the centres. The program, which started in 2003 with just 450 girls and 15 Learning Centres, caters to 62,000 girls in 2,000 centres today.



Outreach



*Phased-out refers to LCs that have had girls successfully mainstream into formal educational institutions

Sar-La Resource Centre



Quarterly Teacher Training in Kandhamal, Odisha



Learning Centre in Kanpur, Uttar Pradesh



Quarterly Teacher Training in Mirzapur, Uttar Pradesh

Every teacher that joins IIMPACT at the Learning Centre goes through a process of training for each academic level of the primary school curriculum. They are assessed on their own learning levels and subsequent improvement is noted. Resources are provided to them to develop relevant Teaching Learning Materials (TLMs) and methodologies. The Sar-La Resource Centre is the academic hub where all the teacher training and academic initiatives take place. The team continuously updates curriculum, monitors academic improvement in both the students and teachers, and conducts training of the teachers. To support the activities of the Sar-La Resource Centre, IIMPACT has partnered with academic initiatives partners, which presently include:



Quarterly Teacher Training in Tehri Garhwal, Uttarakhand

154 hours

of training is given to each IIMPACT teacher in one academic year

MGML Training : All Learning Centres are Multi Grade Multi Level (MGML) classrooms as all centres have two or more grade levels of children studying together. Teachers are equipped through periodic training with strategies to effectively handle such classes.

QTT : Quarterly Teacher Training (QTT) workshops are conducted by IIMPACT trainers & resource persons for teachers in small batches.

TOT : Training of Trainer (TOT) workshops are held to build capabilities of IIMPACT trainers. This year it included training by Jodo Gyan, Agastya, Srajan for Pratham Books, where IIMPACT trainers and Partner NGO resource persons were trained.

DTT : Direct Teacher Training (DTT) workshops are conducted by external trainers or IIMPACT trainers directly with the teachers.

Internal Review Meet : These provide an opportunity for the entire IIMPACT team to meet and go through processes or get trained in the organisational requirements.

PNGO Capacity Building Training : Periodic need-based training is provided to the PNGOs which might be related to MIS, finance or pedagogy. This year a two-day orientation was conducted with the objective to bring uniformity in the implementation of the Girl Child Education Program.

45

trainings held in 2019-20

263

trainings held in 2019-20

5

trainings held in 2019-20

22

trainings held in 2019-20

4

trainings held in 2019-20

1

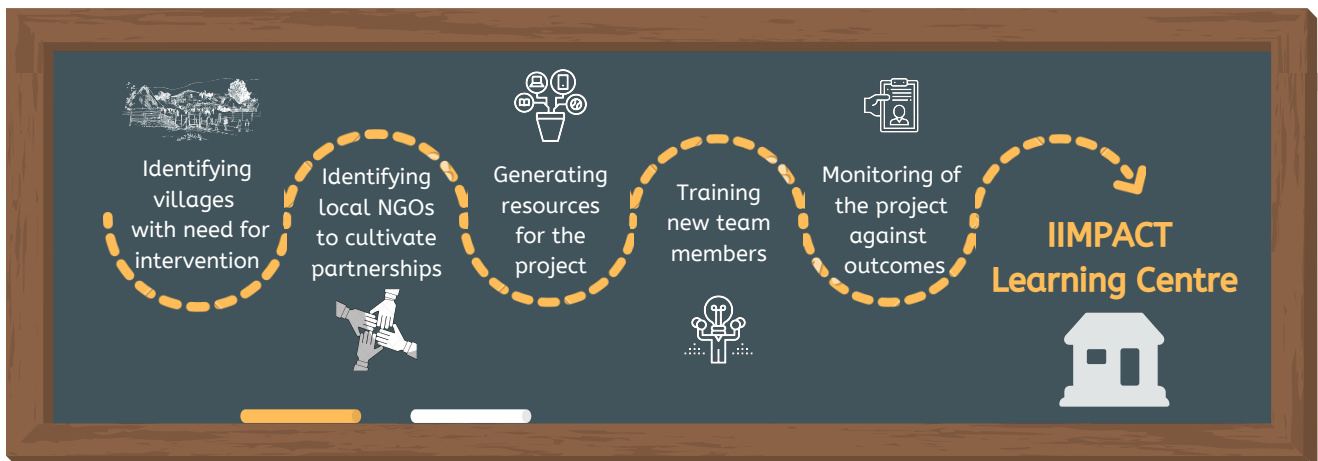
training held in 2019-20

Learning Centre

At the centres, the girls get a platform to study through joyful activities with a teacher they already know, at a place that might be their own aunt's backyard, and with the children who are their childhood friends. This form of 'closer-to-homes' Learning Centres provide an opportunity for the girls to feel safe and comfortable going to school and get prepared to join in formal education at the school level.

472

new LCs opened
in 2019-20



A case study

Sundarbari Learning Centre was established in 2017. Most people living here are farmers who did not get the opportunity to study, and hence, are unaware of the importance of education. As a result, their children are not able to get academic guidance. When they were told about free education at IIMPACT's Learning Centres, they became interested in getting their daughters enrolled. However, due to lack of space, the process of establishing the Learning Centre had been difficult. To cater to this problem, the teacher at the Learning Centre interacted with the parents of the girls and the community members to arrange a place where the girls could study. Consequently, in a community meeting where the Sarpanch, and the other Panchs of the village also came, the challenge was discussed while highlighting the importance and scope of girl child education.

During the discussion, the teacher stated that it would not be convenient for girls to study in a space without any roof during changing seasons. To this, the Sarpanch responded by suggesting that a community hall be constructed where the activities of the Learning Centre could take place. At present, with the support of the community, the Learning Centre is running successfully; the TLMs have made the community hall vibrant and informative; the girls take interest in studies, their parents help and support whenever needed; and the community meetings are held regularly ensuring a healthy rapport among all the community members.



STORIES FROM THE FIELD



Ganit Mela Preparation in Hardwar, Uttarakhand

From the Community



Hemraj, 40 years of age, lives in Khyavada village of Bundi District. He is engaged in agriculture, social work, and is also an elected ward Panch. He is aware of the importance of education and hence goes to extreme lengths to ensure that others in his community also understand the value of education. There were two emerging problems when the Learning Centre commenced its operations in Khyavada. Girls were not coming to the centre, and there was low participation in the community meetings.

To alleviate the problems, Hemraj participated in every CMC meeting and he would continuously impress upon the members the significance of education; he would also speak to the village members about social evils and its effects on society such as child marriage and the dowry system. He would go door-to-door and ask parents about their daughter's progress and if there is anything which he could do to help them send their children to the centre. His efforts have led to high level of attendance at the Learning Centre and a positive environment for fostering girl child education in the village.

20,000
community
members attend
CMC meetings
every quarter



Centre Management Committee Meeting in Alwar, Rajasthan

One of the Teachers

Sonam teaches at the IIMPACT Learning Centre in Pandapurwa village in Kheri district. She is a college graduate and lives in a nearby village with her family. She took the opportunity to work as a teacher enthusiastically, and hence, has continuously engaged with the community and the students. At the centre she makes sure that the girls are constantly engaged in learning activities, and after the session gets over she sometimes even accompanies them to their homes.



She has been involved in helping their families in household chores and has been able to introduce concepts like kitchen gardening in their lives. Currently, she also discusses with the parents the education status of the students and engages them in both the academic and personal growth of their children. It had only been 4 months since she joined the centre when significant improvements were observed in the attendance level of the girls. She even started discussing with the families of the negative consequences of early marriage to convince them to not get their young daughters married. She is not only motivated for the cause of girl child education but also her own education goals. She saved up enough money from her earnings as a teacher to be able to study further. During her tenure, she was thus able to study for a post-graduation degree as well. This motivated her students and led the community to view her as a reliable and a legitimate teacher.



Teacher Training in Hardwar, Uttarakhand

2,071
teachers work
with IIMPACT
currently

A Girl Child



Bisti studies at the IIMPACT Learning Centre in Gothra village in Kishanganj. She has 6 sisters and 1 brother. Her parents work as daily wage labourers. She looks after her siblings at home and sometimes also works on the fields with her mother. She also belongs to a tribe that is recognised as a 'lower' caste by the rest of the community. Due to her family's financial condition, she could not continue to go to school. She also used to be discriminated against in the school as the other children would not sit close to her and were afraid of touching her.

Therefore, her family did not want to send her to the centre when the teacher approached them during one of the enrollment surveys. However, Bisti was interested in attending the centre and started visiting on her own to observe the activities. She would never participate but watch from the peripheries. The teacher and the supervisor informed Bisti's parents of her interest and convinced them to let her study at the centre. When she started coming to the centre, she did not face any discrimination in the space. Her education has proven beneficial for her siblings as well since she goes home to share all the learning with them. She has developed arithmetic skills and is able to do basic calculations. The experience has motivated her parents to let her continue her education at the centre.

9,813

students graduated
and mainstreamed

21,736

new students
were enrolled

62,000

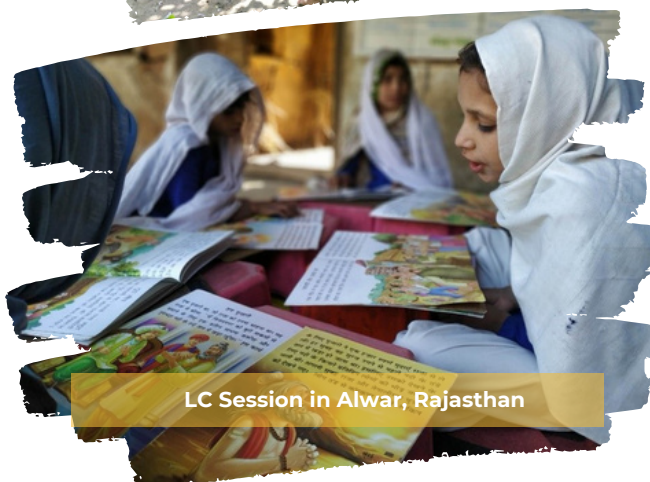
students actively
visiting LCs right now



Field Outing in Sheopur Madhya Pradesh



Learning Centre in Murshidabad, West Bengal



LC Session in Alwar, Rajasthan

EVENTS

October 2019, Visit to MG Motor Office

Children from IIMPACT Learning Centres were invited to visit the MG Motor office in Gurugram where they participated in cultural activities such as singing and dancing. After the performances, children had lunch and toured the office where they also handed over keys of new cars to the customers.



MG Motor Visit in Gurugram, Haryana

November 2019, Titan Annual Function

This function was organised to celebrate the successes of the Learning Centres and to further motivate girls to continue their studies by recognising their efforts. This event was aimed at highlighting the significance of education for an individual and the importance of community participation in ensuring a conducive learning environment for all girls.



Annual Function in Jaunpur, Uttarakhand



December 2019, Ganit Mela

This mela was organised to encourage model-making and presentations based on Math and Science. The mela helped in promoting activity-based learning. Community members witnessed how their daughters were presenting concepts of Math and Science, which further encouraged their belief in the importance of education for girl child as well as the Girl Child Education Program for bringing education to their doorstep.



Ganit Mela in Hardwar, Uttarakhand



Republic Day Celebrations in Uttarkashi, Uttarakhand

Team

Board

President: Arvind Mahajan

Secretary: Mythily Ramesh

Treasurer: Sharad Agarwal

Members: Anil Tandon*, Nandita Vohra, Nirmala Tandon, Ravi Sreedharan, Rema Harish*, Satish Kumar, Urvashi Nair

Advisors: Abhaya Borwankar, Amal Jajodia, Biswajit Sen, G. Srinivasan, Krishan Dhawan, Manish Gupta, Piroja Mehta, Shivani Mehta, Sham Wagh, Venkataramana Annavarapu

*(*Special invitees to the board)*

Management

Executive Director: Rema Harish

Chief Operating Officer: Sandeep J. Kapur

Head Finance: Balaji Govindarajan

Head Training and Development: Preeti Munjal

Deputy Head Donor Relations and Data Management: Brijesh Prasad

Program Managers: Amar Singh, Ram Chandra Jat, Rukmini Ghosh, Ravi Prakash

Partner NGOs

Bihar:	Azad India Foundation, NIRDESH, Tatvasi Samaj Nyas
Chhattisgarh:	Paras Swayamsevi Sanstha
Haryana:	SPECTRA
Himachal Pradesh:	People's Action for People in Need
Jharkhand:	Foundation for Awareness Counseling and Education (FACE)
Madhya Pradesh:	Mahatma Gandhi Seva Ashram, Pahal Jansahyog Vikas Sansthan
Odisha:	Center for Child and Women Development
Rajasthan:	ALERT Sansthan, Gayatri Memorial Foundation, Gayatri Seva Sansthan, Gramrajya Vikas Evam Prashikshan Sansthan, Mahan Sewa Sansthan, Shrushti Seva Samiti, SPECTRA
Uttar Pradesh:	Disha Social Organisation, Manav Seva Kendra, Purvanchal Rural Development and Training Institute, Samarth Foundation, Sarvodaya Ashram, Swami Vivekanand Shiksha Samiti, U.P Vanvasi Seva Sanstha
Uttarakhand:	Disha Social Organisation, Institute For Development Support, Mount Valley Development Association, SUDHA
West Bengal:	Center for Environmental and Socio-economic Regeneration, CINI, Kenduadihi Bikash Society

Note: All names mentioned above are as on 31st March 2020

Corporate Social Responsibility (CSR)



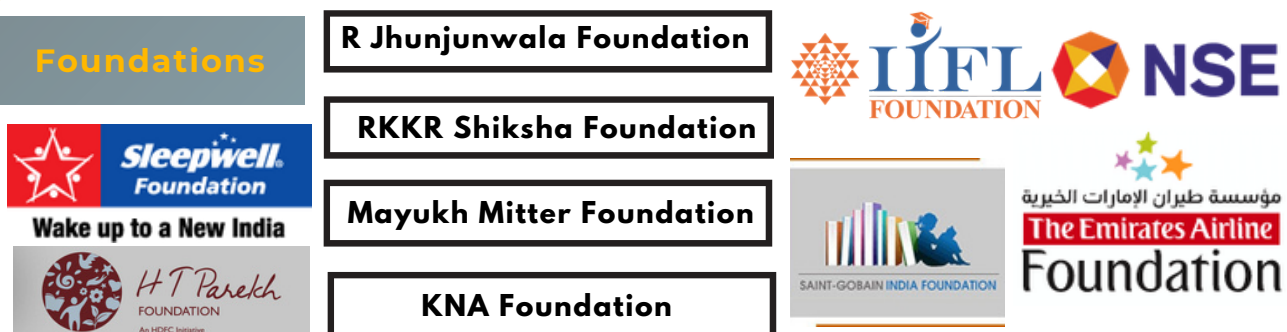
Foreign Charities



Trusts



Foundations



Schools



Financial Highlights

IIMPACT FINANCIAL HIGHLIGHTS 2019-20

EXPENDITURE	AMOUNT Rs.	DONATIONS RECEIVED	AMOUNT Rs.	AMOUNT Rs.
Centre Operating & Monitoring Expenses		Centre Specific		
INR	20,36,52,374	INR	20,87,86,506	
FCRA	<u>1,15,44,606</u>	FCRA	<u>1,08,21,450</u>	21,96,07,956
	21,51,96,980			
		Project Donations		
Expenditure on National resource training centre	25,00,000	National Resource Training Centre		25,00,000
Training of Trainers	9,63,846	Training of Trainers		14,23,945
General Expenditure	1,68,39,384	General Operations Support Donations		1,00,00,000
		Other Donations		
		INR	19,06,696	
		FCRA	<u>1,38,000</u>	20,44,696
		Interest Income and other Miscellaneous Income		38,23,067
Excess of Income over Expenditure carried forward	38,99,455			
TOTAL Rs.	<u>23,93,99,664</u>	TOTAL Rs.	<u>23,93,99,664</u>	

FOR IIMPACT

(Signature)

(TRUSTEE)
Place : Gurgaon
Date: 21/10/2020

(Signature)

(TRUSTEE)



Centre Management Committee Meeting in Kishanganj, Bihar

Thank you for empowering the girl child!



Learning Centre Session in Alwar, Rajasthan

The book that she is able to hold in her hand, the space that she is able to visit to study, the teacher she now has as a mentor - it is all because of the support given by our supporters.

All of us at IIMPACT have felt a connection with the cause of girl child education somewhere and sometime in our lives. It is the one thing that connects our team, the girls, the community and all our partners in our common goal. If you too have thought of educating a girl child, join us as one of our supporters.

**You too can make an IIMPACT!
We look forward to your support.**

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