

IIMPACT in India

Overview: Vision, Strategy and Outcomes

February 2013

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Summary

The IIMPACT girl child education program started in 2003-04 with 600 out-of-school girls as beneficiaries in Alwar District of Rajasthan, India. It is an initiative of the alumni of the Indian Institute of Management, Ahmedabad (IIMA), the leading business school in India. IIMPACT started 20 single teacher schools (called IIMPACT learning centres) within the villages where these girls lived. Each school was designed to educate 30 girls. One teacher trained in IIMPACT's pedagogy managed each school. The strategy to run these schools included setting up educational and developmental infrastructure with the partnership of the local community.

IIMPACT's model of Learning Centers proved extremely successful in bringing out-of-school girls into the fold of quality primary education within a short span of time. This encouraged us to establish the IIMPACT model in other parts of the country where girls' education was at a low. Low female literacy rate became the benchmark for identifying areas for IIMPACT's intervention and many districts were identified on this basis in the country. Between 2004 and 2010 IIMPACT conducted grassroots surveys in over 25 Districts in 9 States to identify girls who were not in school. Based on the survey findings, today IIMPACT is teaching over 20,000 girls in 750 villages in 8 states across the country.

Currently, we have learning centres in Rajasthan (Alwar and Jamua Ramgarh), Uttar Pradesh (Sitapur), Bihar, Haryana (Mewat), Jharkhand (Ranchi), Orissa, West Bengal and Uttarakhand.

The ultimate aim of IIMPACT is to reach 60,000 out-of-school girls through 2000 learning centres by the year 2016. Our focus is to educate girls in the age group of 6-14 years who would otherwise remain illiterate. IIMPACT is committed to providing quality primary education till Class V and then transitioning girls into the Government schools system.

IIMPACT is determined to avoid competition with the government-run primary education system by choosing locations for the learning centres that are not serviced by government primary schools. Hence there is no duplication of educational services. The IIMPACT model incorporates the same curriculum and learning materials that are used by the government schools, albeit a little more child friendly and teacher friendly. This avoids the child's alienation from the mainstream education and the child is ready to join mainstream education at any given point.

The IIMPACT model is very simple and its replication is very easy because of its application in varied environments, cultures, linguistic groups and societies. The locations of IIMPACT learning centres are such that the parents are not at all averse to sending their daughters to study at IIMPACT, even when they are wary of sending their daughters to government schools, due to a variety of reasons. One of the biggest reasons they prefer an IIMPACT learning center is presence of the female teachers in our centers. At IIMPACT every girl learns at a steady pace with more focus on improvement

in her knowledge and personality. All these factors make IIMPACT model a community friendly model that is easy to adapt in diverse locations.

The beneficiary groups targeted in IIMPACT projects represent the lowest strata in financial pyramid. They are mostly landless farmers who in the absence of livelihood options are surviving on the bare minimum resources in diverse locations of India.

The one thing common among them is that under IIMPACT projects they are united as Village Education Committees which also act as Development Committees looking into livelihood and development matters of the village members after due training. The more formal groups are Self Help Groups that are formed among the women whose children are enrolled in IIMPACT learning centers. These SHGs play an important role in financial empowerment of the poverty-ridden parents.

Years of dedication and efforts by IIMPACT has resulted in financial empowerment of the SHGs who not only finance their own small enterprises, but also support the girl child education programme in their own village by constructing the school building or by paying a salary to the teacher.

IIMPACT is also working to increase community participation and ownership of the primary education system that will ensure sustainability of girl child education in rural India.

For a detailed report, “Educating the girl Child – Transforming Lives”, released on the tenth anniversary of IIMPACT’s operations in India, see [here](#) or visit www.iimpact.net.

Why the Girl Child?

The academic and field research is now well-established to support the notion that:

“Investment in girls’ education may well be the highest-return investment available in the developing world.”

(Larry Summers, when Chief Economist at the World Bank).

Former World Bank President, James Wolfensohn, addressing the Fourth UN Conference on Women, said:

“Education for girls has a catalytic effect on every dimension of development: lower child and maternal mortality rates; increased educational attainment by daughters and sons; higher productivity; and improved environmental management. Together, these can mean faster economic growth and, equally important, wider distribution of the fruits of growth....

More education for girls will also enable more and more women to attain leadership positions at all levels of society: from health clinics in the villages to parliaments in the capitals. This, in turn, will change the way societies will deal with problems and raise the quality of global decision making.”

The Girl Child in India

Even as India strives to progress into the community of developed nations, large parts of its society continue to be in the shadows. There are many dimensions to these shadows, but the sustained neglect of the girl child is one that has remained unchanged. This is in spite of economic development in many of the sub-regions within India and is particularly striking within several specific communities. There is also a direct link between the economic poverty of specific groups and regions and the educational status of the girl child.

It is estimated (UNESCO Institute of Statistics – 2011) that 3.8 million girls in the age group of 6-14 years are out-of-school in India – the actual numbers are much higher as enrolments often do not account for dropouts.

| Rank | Country | Number of Out-of-School Girls |
|------|-----------------|-------------------------------|
| 1 | Nigeria | 4,626,218 |
| 2 | Pakistan | 4,191,384 |
| 3 | India | 3,781,495 |
| 4 | Ethiopia | 1,255,217 |
| 5 | United States | 808,525 |
| 6 | Ivory Coast | 774,419 |
| 7 | Yemen, Republic | 641,425 |
| 8 | Niger | 605,210 |
| 9 | Bangladesh | 591,325 |
| 10 | Kenya | 501,750 |

Source: UNESCO Institute for Statistics in EdStats, July 2011

The problem of female illiteracy is widespread in India. Out of the 657 districts of India, 22 of them have female literacy below 42%. There are wide disparities among different States, with 92% female literacy in Kerala but only 56% in Jharkhand.

| State | Female Literacy % | Male Literacy % | Gender Gap% |
|----------------|-------------------|-----------------|-------------|
| Rajasthan | 52.66 | 80.51 | 27.85 |
| Jharkhand | 56.21 | 78.45 | 22.24 |
| Chattisgarh | 60.59 | 81.45 | 20.86 |
| Madhya Pradesh | 60.02 | 80.53 | 20.51 |
| Bihar | 53.33 | 73.39 | 20.06 |
| Odisha | 64.36 | 82.40 | 18.04 |
| Uttar Pradesh | 59.26 | 79.24 | 19.98 |
| Haryana | 66.77 | 85.38 | 18.61 |
| Uttarakhand | 70.70 | 88.33 | 17.63 |
| Gujarat | 70.73 | 87.23 | 16.50 |

Source: Census of India 2011

This disparity is more acute in the enrolment of girls from scheduled castes and minorities. In Rajasthan, the Mewat area in Alwar district is very backward. Worst affected is the Meo community, the original inhabitants of Mewat. The literacy rate of Meo girls over 15 years of age is just 8%.

Girl child education in India has been lagging due to a variety of social, economic and cultural reasons including:

- Social attitudes towards girl children;
- Parental indifference, ignorance, bias, illiteracy, fear and poverty;
- Distance of schools from the residence;
- Lack of responsive basic facilities for girls in schools;
- Early family and sibling responsibility on girls and early marriage;
- Irrelevant school curricula;
- Presence of mostly male teaching staff, unequipped to handle girl students.

There are three major challenges when it comes to the education of girls:

1. Getting them into school;
2. Ensuring good quality of education to improve their learning outcomes;
3. Enlisting their participation in higher-level education (upper primary and above).

IIMPACT Strategy

IIMPACT has focused on the girl child, aged 6-14, in the remote, rural areas of India for educational intervention and the achievement of targeted outcomes over 5 years.

Reaching out to the girl child is central to the efforts being made by IIMPACT. IIMPACT's model compliments the formal schooling of the girl child by preparing them well at the initial stages, which also ensures improvement in their learning achievements.

Therefore it solves the basic problems faced in girls' education.

1. Access: By opening IIMPACT community-based schools, called Learning Centers, in places near the residences of the girls; by appointing women teachers; by adapting girl child friendly practices; and by involving the parents and local community.
2. Retention: By placing specific attention on each girl, by improving their learning achievements through innovative and meaningful education and thereby encouraging them and their parents.
3. Continued Education: After passing their class V exams from IIMPACT Learning Centres a majority of girls have gone on to study in formal schools. Majority of them are doing well and continuing with their secondary education.

The IIMPACT model has three partners who are instrumental in implementing the Learning Centers right in the villages where there is the greatest need for social development. These partners are:

- The village community
- The local NGOs and
- IIMPACT and its allied donor agencies.

The village community is the most important part of the IIMPACT model. It has to come together as one unit to provide or develop with IIMPACT the space and infrastructure for the learning centers. They have to monitor the local learning centers diligently and gradually take over responsibility for the learning centers, in other words the education of the girl child, into their own hands.

The role of local NGOs is to work extensively among the communities in the villages, establish a team of local teachers and community mobilisers, establish a strong partnership with the communities and manage the day-to-day activities associated with the learning centers. We have established close-working relationships with accredited and experienced NGOs and formalised our arrangements via performance agreements.

IIMPACT is engaged throughout the life cycle of each project, taking responsibility for the critical success factors underpinning the strategy:

- Identifying the deserving communities and villages to establish the learning centers;
- Identifying local NGOs and cultivating partnerships;
- Generating resources for the project;
- Training the local NGO partner to implement the project and
- Quality monitoring of the project against targeted outcomes.

IIMPACT depends on allied donor agencies for generating resources. Currently, the funding mix is about 60% institutional (including very large individual donors) and 40% retail. Going forward, the target is an 80:20 funding mix, in favour of institutional donors. By funding administration costs via separate donations, IIMPACT is able to guarantee donors that each contribution directly benefits a girl child without any

transaction costs. This is a compelling distinction, since many charitable organisations may pass through only 50-75% of retail donations and bequests to the targeted beneficiaries.

The demographic profile of the community that we serve is as follows:

- 81% of the girls come from Scheduled Caste, Scheduled Tribe and Other Backward Class backgrounds [as defined by the Government of India]
- 90% of fathers of the girls are farmers, labourers or unemployed
- 55% of their fathers and 66% of their mothers are illiterate
- 90% of the girls, are in 6-14 year age bracket

IIMPACT Outcomes

With IIMPACT celebrating 10 years of continuing operations in 2012, the organisation has a proven track record recognised by corporate sponsors, retail donors and our targeted beneficiaries. Learning at an IIMPACT Centre has created positive outcomes for the girl child in all locations:

- She has more respect now as an individual as she can read and write well
- Her parents are more caring towards her as they are more sensitized now to her needs
- She is more aware of her health and hygiene and takes care of herself as well as her family
- Her confidence level is high as she knows many poems and can read the newspaper to her Grandfather
- The Panchayat [village council] elders and other people in the village ask her to read a letter or fill in an application form
- She has made the entire village proud by winning an admission into college
- She still sometimes works alongside the family, but now she counts the money that her father earns and points out if there is a rupee less than expected
- She travels to school along with many other girls of her village who study with her so she is not afraid now
- She rides her bicycle to school (which she got as an award from the school)
- Though her sister was married by her age, her parents are not thinking about her marriage before she completes college

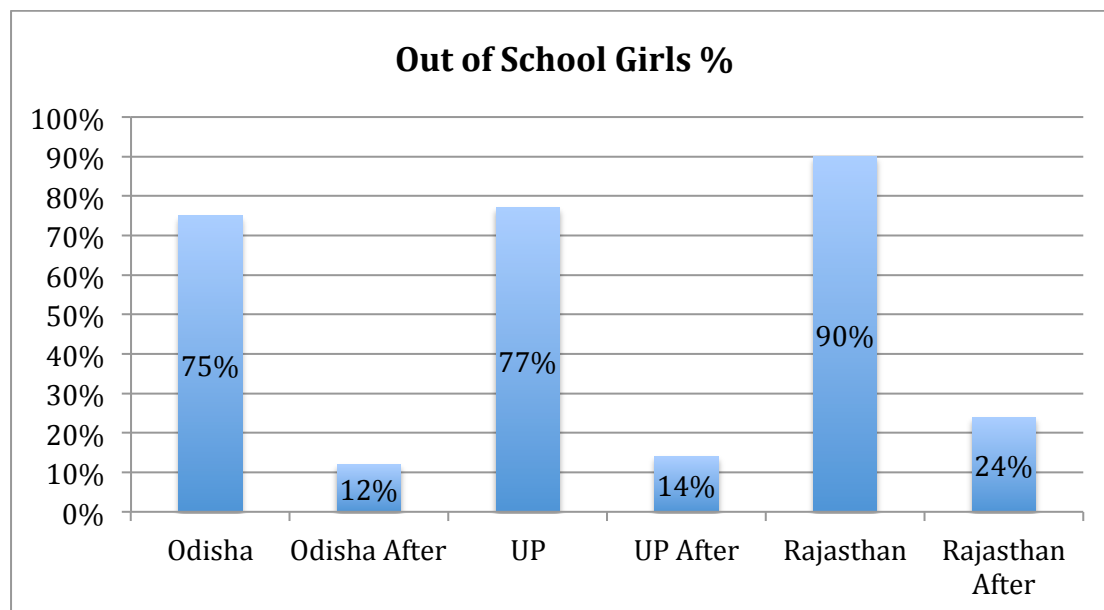
The list of 'anecdotes' is long, but in a nutshell IIMPACT has impacted each girl child and her family's entire life. In fact, starting a Learning Centre addresses the very core of perennial problems of girls' education in the village.

This conclusion is supported by data from a study conducted in 2012 to assess the impact on girls' education. This data was collected from 30 Villages, 10 each in 3 States of India – Odisha, UP and Rajasthan – where IIMPACT works and is representative of the 750 villages in nine States of India where IIMPACT has implemented the same program in the last ten years.

Change in School Participation by Girls

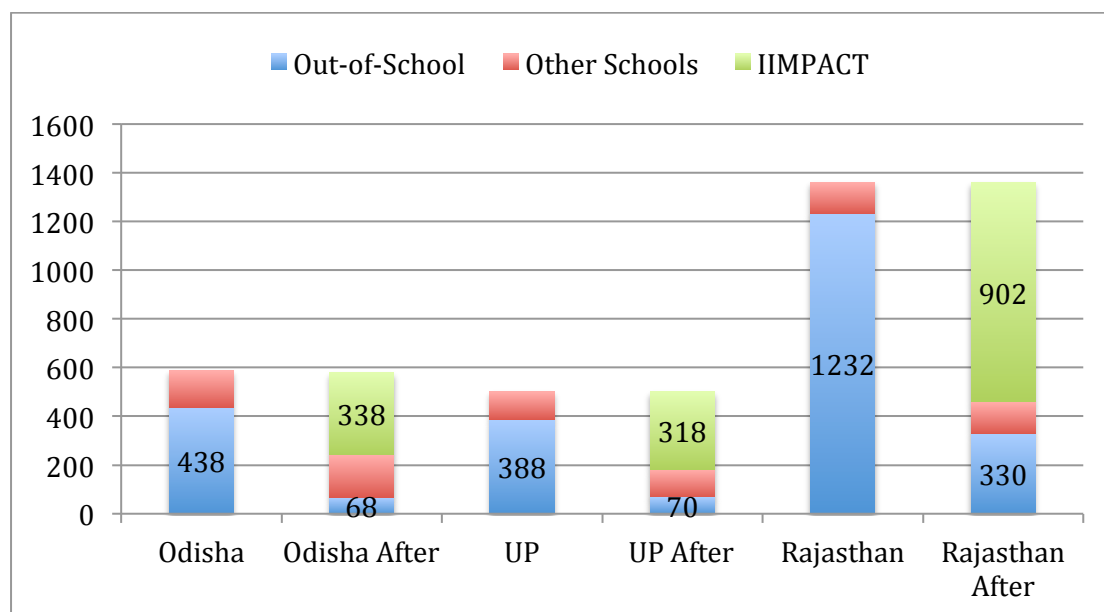
Approximately 84% of the girls were out-of-school before IIMPACT started Learning Centres in these villages.

The study revealed that there has been a significant decline in the number of out-of-school girls and a simultaneous increase in the number of girls who are enrolled in schools or IIMPACT Learning Centres.



Out of School Girls before and after IIMPACT (%). Source: IIMPACT Survey, 2012

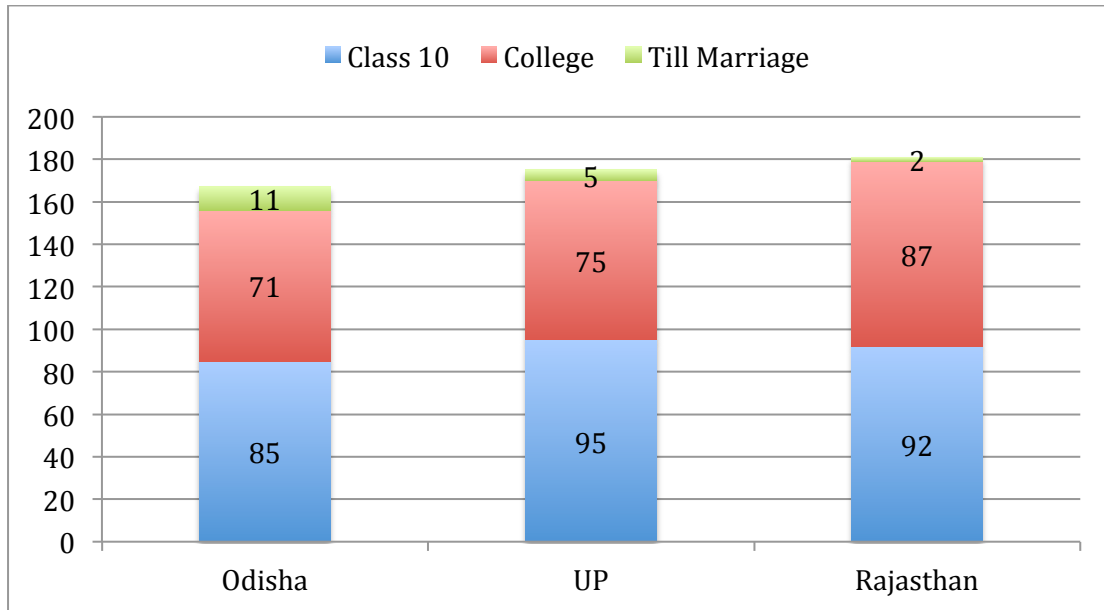
A majority of girls (79% approximately) have enrolled in IIMPACT Learning Centres and the number of children in other neighbourhood schools has also increased, as shown below.



Out of School Girls before and after IIMPACT. [Source: IIMPACT Survey, 2012]

Parent's Attitude to Duration of Education for Daughters

In Uttar Pradesh, we asked the women whose daughters were studying at IIMPACT Centres what level of schooling they would want for their daughters. Across the board, expectations of continuing education up to Class 10 and even into college had increased significantly. Only 5% in UP, 11% in Odisha and two percent in Rajasthan said that they would educate their daughters only until marriage.



Parental expectations of education duration after IIMPACT. [Source: IIMPACT Survey, 2012]

Attitudes to Age of Marriage of Girls

We have noticed a very big change on the issue of early marriage of girls, especially in villages of UP and Rajasthan. While most people in UP believed that they would get their daughters married only when she completes 21 years of age, most in Rajasthan have not planned their daughters' marriage before she completes 18 years.

Attitudes on Treatment of Girls versus Boys

Few parents accept the fact of differential treatment of boys and girls. Only 10% of Odisha's respondents and 35% of Rajasthan's agreed there was some discrimination against the girls in their family. Generally girls in the villages are put to work (domestic, agriculture, livelihood, sibling care) from a very early stage in their lives, while boys enjoy a superior status as heroes of the house and village. IIMPACT has demonstrated that meaningful education has the potential to change this attitude, making girls heroes in the eyes of parents.

The positive sign is that all respondents in all areas basically believed that a girl could do better if supported properly. This increasing belief may be a critical factor that has helped IIMPACT achieve its objectives in educating their girls.

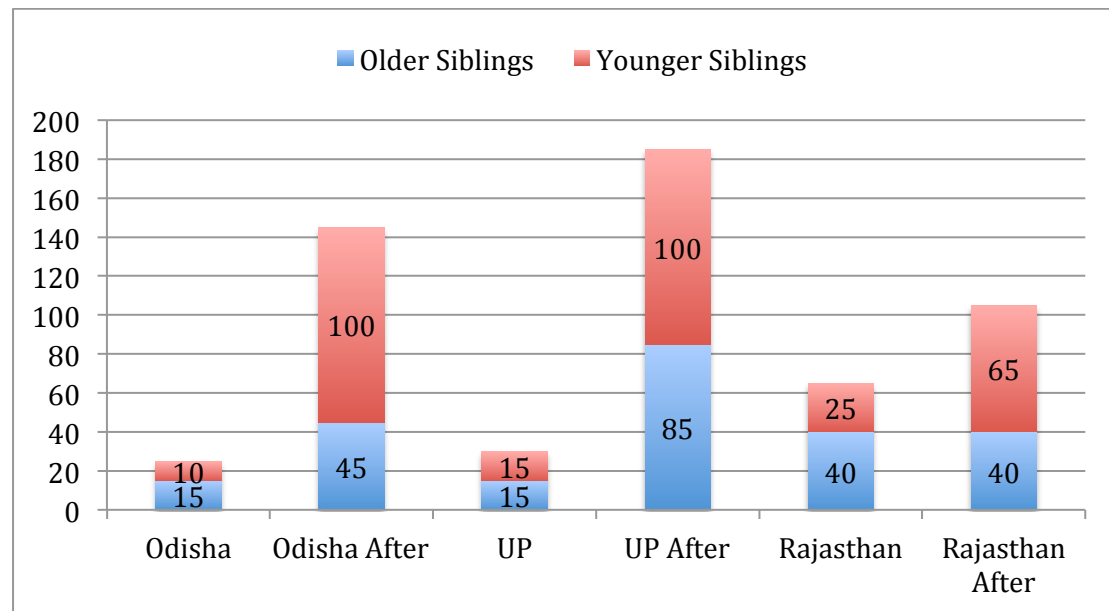
Support for Daughters to go out of the Village to Study or to a Job

90% respondents in villages where IIMPACT works in Odisha agreed that they would send their daughters out of the village (even to a large city) if she wanted to study further or took up a job. Many of the respondents mentioned that earlier they used to fear sex traffickers when any daughter was taken out of the village for work. But with the way girls are educated at IIMPACT, their fear has vanished and they are confident that the girls will always be safe. To the same query, in UP 60%, and in Rajasthan 70% of respondents gave affirmative answers.

Impact on Siblings of Girls at Learning Centres

To further assess the change that has been brought about in the attitude of the families towards the girl child, data from the same study shows how the girls' attending the Learning Centre have changed parental attitude not only towards them but towards all

their siblings. The practice of not sending the older girls to school is widely prevalent in Indian rural society. The older the girl, the lower the chance that she will be sent to school. On an average, each of the 600 IIMPACT girls covered under the study had 2-3 older siblings, both boys and girls, and before the Learning Centres started their rate of going to school was very low (15% each in Odisha and UP and 40% in Rajasthan). Similarly they each had 1-2 younger siblings as well and a large percentage of them were also not in school or any childcare centre. In Odisha just 10% of younger siblings of the girls interviewed went to school, while in UP it was 15% and Rajasthan 25%.



Siblings in school after IIMPACT (%). [Source: IIMPACT Survey, 2012]

We found that about 56% of older siblings and 83% of younger siblings joined education after one of the daughters of the family started attending the IIMPACT Learning Centre. While many of the older siblings, mostly males, joined government primary schools, younger siblings joined IIMPACT as well as the government primary schools. Many older girls also joined IIMPACT Learning Centres, though many of the older girls took a longer time to join their younger sisters in the Learning Centre. This happened mainly in cases where parents took a longer time to decide, after a lot of cajoling by the teacher. But parents were convinced everywhere, sooner or later.

Reasons for Parents Deciding to Send all their Children to Study

We received multiple answers to this question:

- Good quality of education
- Realization of the importance of education after sensitization by the IIMPACT teacher
- Emphasis on girls education by the Education Committee formed by IIMPACT at the village level
- Regularity of the classes
- Demonstration of outcomes of education
- Development of the girls beyond education: care, health, hygiene and etiquette.

Conclusions and Plans for Growth

The success of IIMPACT over 10 years has been recognised by over 60 corporate donors and many generous individuals. The model is effective, scalable and delivers the outcomes in measurable terms. The vision of educating 60,000 girl children across 2,000 learning centres by 2016 is ambitious, but achievable.

To support this vision, IIMPACT in India must necessarily extend their reach into global markets of sponsors and donors who identify with our vision and want to make a difference to girls, families and communities in India.

Starting with Australia, IIMPACT will extend our presence via the Indian Institute of Management, Ahmedabad alumni network into several countries.

We trust you will join us in this exciting journey.

Appendix 1: IIMPACT Methodology & Program Management

Each IIMPACT learning center is designed to cater to 30 girls on a long-term basis, lasting 5-6 years with an ultimate goal of taking the girl up to class V when she will take the government operated class V exam and join the mainstream education from class VI.

IIMPACT teachers are trained in conducting multi grade and multi level classroom activities that makes sure that they can manage heterogeneous groups of children in groups.

Methodologies

IIMPACT methodologies are outlined in detail below.

- Identification of areas and beneficiaries [Survey]: a survey is conducted so that no out-of-school girl is left behind and each potential beneficiary is identified. This is followed by data validation by the monitoring teams who will rule out any beneficiary duplication with any other program in the operational area.
- Identification & capacity building of community based organizations (CBOs) – (Networking): before start of the project, capable and accountable organizations working in project area are identified, their capacities on girl child education issue and IIMPACT's pedagogy are developed and they are involved in implementation of the projects.
- Training of teachers/instructors/supervisors (Training and capacity building): IIMPACT follows a periodic training cycle for each staff member. Training is organised at regular intervals starting with foundation training at the initial stages and then at every quarter. The main objective of the training is to develop instructors' and supervisors' competencies in educational delivery and community empowerment.
- Effective Teaching and Learning Materials (Curriculum Development): All TLM is locally developed using local resources and knowledge incorporating local values in keeping with the National Curriculum Framework. The end result is very encouraging as children get more effective and attractive books and learning materials that appeal to their imagination and ensure their regular attendance in the classes.
- Equal learning space: each girl child is given an opportunity to participate on equal space in the learning center. Girls are encouraged to speak and express their talents; this helps them gain confidence and become vocal.
- Innovative education techniques (Pedagogy): Teachers are trained in Multi Level teaching methods, as there are children in the learning centers with different learning abilities, skills and ages. Children are divided in groups based on their learning levels. Supportive TLMs include various kinds of picture cards, games, charts and models that have been developed by teachers and resource persons over years now. These materials are tested for bringing specific and time bound qualitative learning among children.
- Involvement of parents, community and formal schools (Community

mobilization and organization): This is done in a very planned and effective manner. All parents and community members formally join the Center Management Committees/Village Education and Development Committees that are active and meet every month. The IIMPACT projects are routed, monitored and facilitated at the grassroots by these committees.

- Enrolment in formal schooling (Mainstream education): After 4-5 years of quality primary education till class V, girls join formal schools from class VI. For this IIMPACT works closely with the neighborhood schools and the government system. Classes are held inside the schools to familiarize children with the formal school environment, teachers are oriented and parents are told to visit the schools more often. Children are closely associated with formal schooling from class IV onwards, as they have to take class V exams in formal schools only.
- School follow-up support for higher education (Continuing education): Tracking of each girl joining formal school from class VI.

Project Establishment and Management

| No. | Item | Timeframe | Description |
|-----|---|-----------|---|
| 1. | Setting up of learning centres | | The benefits of quality education are communicated to the parents and out-of-school girls. Community groups are formed so that every one gets an equal opportunity to participate. The entire village comes together therefore leaving no scope for any left out girls. These groups provide space to the learning center in the village and have a long-term role in project monitoring, maintenance and responsibilities. |
| 2. | Entry-level evaluation of each girl enrolled in the learning center and formation of learning groups. | | Using mind mapping and various educational techniques, the teacher will gather the educational knowledge of each girl at the time of enrolment. There will be a fraction of girls who will present a higher level. Many girls will present absolutely zero or very low level of educational knowledge. This will be documented and reports will be kept for future comparisons and tracking of progress made by each girl in the center. Different learner groups will also be formed on this basis so that the syllabus can be designed accordingly. |
| 3. | Entry level course delivery | | This course is designed to equip girls with basic knowledge and competencies in education. The 3-month course includes play way techniques, poems, songs, and games etc. that initiate completely out-of-school girls in basic education. |
| 4. | Advanced phase of education in the | 5 years | |

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| | learning centers | | |
| 5.1 | Class I | Year 1 | This course will start after each girl successfully completes the entry-level course. Class I will be completed in 3 phases during a period of 10 months. Class I Level I course will equip the girls with better formation of words and reading sentences and small paragraphs. Subjects will be introduced through this course: Language, Maths, English and EVS. The teachers will make good efforts to ensure that children learn at uniform pace, through the Multi Group Teaching system. |
| 5.2 | Class II | Year 2 | Class II course will be introduced after completion of a 10-month course of class I. The Multi Grade teaching will continue to accommodate girls who will not be able to achieve the class II competencies. |
| 5.3 | Class III | Year 3 | Class III course will be introduced when a substantial number of children will have passed class II course. This usually happens after 12 months after class II is introduced. The teachers will have to now also manage multi groups of children comprising class I and class II students as there will be some who will not be able to achieve that level with others. |
| 5.4 | Class IV | Year 4 | After 12 months of class III level education, there will be a substantial number of girls who will get into class IV. At this level, the entire curriculum will change and government school books will be introduced. Teachers will form separate groups of girls in class IV while dealing with lower levels in the same classrooms. Class IV level course is also of 1 year duration. |
| 5.5 | Class V | Year 5 | Class V is the ultimate level each girl in IIMPACT learning centers is expected to achieve sooner or later. The government books adopted in class IV will be continued and teachers will make all out effort to prepare girls in class V at their levels best, also because girls have to take government board exams after completion of this level. |
| 6. | Development of curriculum and TLM | Every year corresponding to phase education | The traditional books available are not easy to comprehend. IIMPACT will develop, through teachers TLM workshops, matching curriculum and TLMs as per the increasing learning levels of the girls. |
| 6.1 | Entry level course books and TLMs | Initial | The entry-level course books and TLMs focus more on activities rather than subjective knowledge. Therefore, the entry level books include lots of picture cards, stories read by teachers, poems, hand setting materials in writing, drawing colours, over-writing materials, games, etc. These will basically help in developing cognitive skills among children and |

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| | | | prepare them for future education. |
| 6.2 | Class I to III course books and TLMs for Class I to V | Year 1, 2 and 3 as per competencies of children | Subjective course will be imparted to children once they start subjective education from class I. Mainly four subjects are covered from class I to III: Hindi, Math, English and EVS. The entire course is imparted in 3 years with condensed parts for each class and level. The course has been condensed so that teachers prepare and programme the entire course in accordance with their girls' different learning abilities and pace. The condensed course also gives opportunity for periodic training and development of effective teaching aids by the teachers. Class IV and V courses are delivered in 2 years time, therefore a total time of 5 years is taken for the delivery of complete primary course. At class IV and V level government books are used, however, teacher instruction materials and other complementary TLMs are locally developed. |
| 7. | Teacher Training Schedule | | |
| 7.1 | Foundation Training | Initial and subject to new recruits | The raw Teachers are mostly Xth and XIIth standard graduated youth from the local project area. Some of them are even BA or higher. Very few of them have done any kind of teacher training. For a majority of our teachers this is the first opportunity at teaching. The foundation course is of 10 days duration and is specially designed to enable the teachers understand the whole concept of learning centers. This training equips the teachers with skills on how to motivate children and their parents, how to bring them to the learning center, how to evaluate their learning levels, how to plan their educational goals and how to initiate them in the teaching learning process. |
| 7.2 | Class-wise trainings | At the beginning of each new level | Following the foundation training, under the IIMPACT system each teacher undergoes periodic training 4 times a year and the duration of each training course is 5-6 days. These training courses are designed to equip teachers with skills in subjective training as per emerging levels in the learning centers. Therefore the training will be organized at the start of each class and condensed level in order to equip teachers with the upcoming class or level. |
| 8. | Periodic Evaluation of Girls Enrolled in the Center | At the end of each level | When children enter IIMPACT learning centers they usually represent low levels of education. Some children are fast learners, while some learn at their own pace. Therefore, after the enrolment, teachers through mind mapping exercises and using easy educational methods, conduct initial evaluation of each enrolled girl. |

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| | | | These will help formulate an action plan and the course line to follow for each individual child and will also form basis for tracking future progress made by the child. Following the start of subjective education in the learning centers, evaluation is a periodic activity that is conducted once in every 3 months to evaluate the progress made by them in the center. The evaluations are conducted 4 times a year at key milestones from Class I to Class V. |
| 9. | Community Mobilization (Formation of Village Education Committees) | First year of the project | VECs facilitate the establishment of learning centers in their respective villages. They help teachers in convincing out-of-school girls and parents. VECs are a pressure group for parents to send their girls to the learning centers. VECs help in maintenance of the learning centers. VEC members interact with the government and non-government departments for the betterment of education system. They also play an important role in village development. Under IIMPACT projects VECs gradually take total charge of girl child education centers in the village. |
| 10. | Parents meetings and VEC meetings | Every 3 months | The monthly meetings serve as a platform for the community members and parents to discuss the issues related to education and development. IIMPACT teachers coordinate these meetings. During these meetings the educational progress of the girls is shared with the parents and community members. All outstanding issues, such as lack of space, low attendance of girls in the learning centers and problems faced by teachers, etc. are shared and solved in these meetings. |
| 11. | Monitoring and evaluation (Grading of the Learning Centers) | Every 3 months | The grading of the learning centers is a tool to conduct overall evaluation of IIMPACT projects in an area. It is conducted at an interval of 3 months and done to ascertain the quality of the project. The grading takes into consideration all aspects related to IIMPACT LCs: teachers' performance and ability, progress and regularity of children, observations of the supervisory staff and community response. Through this system, learning centers are categorized into good, average and bad performing centers. On the basis of the final grading, decisions are taken to close the centers, phase out the centers or shift the centers to other more deserving areas. |
| 12. | Monitoring & Evaluation visits by IIMPACT project team | Every month | A Program Manager at the national level and Project Officers at the State level monitor each IIMPACT learning center. The aim of monitoring visit is to facilitate partnership and resolve outstanding issues and ensure standard quality in all IIMPACT projects across the country. The |

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| | | | M&E visits help in verifications; such as need in the area, authenticity of the data, beneficiary population, day to day project staff commitment and regularity, project-community interface, etc. |
| 15. | Annual project evaluation and grading of LCs | At the end of each year | This exercise will lead to final evaluation of the project's impact on the communities and children. The grading of the centers will help in deciding which centers will continue in the next year. |
| 16. | Mainstreaming | 4 th and 5 th Year | As and when children develop class V compatibilities, though this figure will be small, as most girls will start from class I compatibility. Mostly those girls who are drop out from class III or IV will be able to get mainstreamed during the mid course period. Rest all will be mainstreamed in large groups. |

Performance Management

| No. | Project Outcomes | Metrics, Targets & Indicators |
|-----|---|--|
| 1. | Improved girls' Access to the School | Attendance: Baseline 0; Target 70% of identified out-of-school girls in project catchment. |
| 2 | Improved girls' Retention in the School | Retention after year 1: Baseline 20%; Target 70%. |
| 3 | Continuity of education, ensuring class V education and enrolment in class VI | Completion of Class V examinations: Baseline 20%; Target 70%. Enrolment into Class VI: Baseline 0. Target 20%. |
| 4 | Infrastructure development | <p>The physical infrastructure that will come up in the village and non-existent today include the learning center, the community meeting and activity centers. All these spaces will come up as contributions from the community and everyone in the community will appreciate their use for a noble cause. Apart from this, the huge treasury of books, library materials, craft items, TLMs will be the new additions to the objects normally visible in the villages and have a positive impact on community psyche.</p> <p>The community institutions like the self help groups, the mothers' groups, the Village Education and Development Committees formed for support to the learning center projects will act much beyond just the mandate of education for girls. These institutions strengthened over time will play a major role in overall development and welfare of children and other needy individuals of the village.</p> |
| 5 | Capacity building | <p>Firstly the local youth, among them educated but jobless young people, especially girls, have a good opportunity to be engaged as teachers, volunteers, supervisors etc.</p> <p>They will undergo at the least 4 training programmes that will develop their capacity as good teachers. Apart from education, a</p> |

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| | | <p>new capacity of community work and community mobilization will be induced in them. Within 6 months to 1 year of the project these teachers will become very progressive and ahead of the traditional teachers. They will be the new masters of innovative pedagogies for teaching children, such as Multi Level and Multi Grade techniques. Their capacity in handling children and play way teaching methodology will become unmatched. In the long run having such highly skilled teachers in the community will have its unbound benefits.</p> <p>Secondly, the village committee members will be trained on how to handle and overcome various developmental hurdles. They will learn various important skills necessary for enlisting their participation in development; e.g. how to plan developmental projects at the village level, how to take their voice to the higher levels, how to work in collectives and groups, how to share the resources equitable with everyone. In technical terms for the learning centers, they will become more aware of the teaching learning process through regular interaction with teachers and children, they will also be more adept in monitoring the attendance and regularity at the center.</p> <p>Thirdly the women from the village, in parents committees or self-help groups will learn various techniques to judge the performance of the girls. Through mutual collections they will be able to generate funds for construction of learning centers and community meeting and activity halls. Women will learn mobilization and advocacy techniques on issues of girls' education and village development.</p> <p>Fourthly, the local stakeholders, government teachers, etc. will learn from observations and mutual dialogue innovative methods for quality education. This will increase their interest, acceptance and participation in the long run.</p> |
| | <p>Mobilization of communities to form girl child education infrastructure and their sensitization towards girl child education, removing barricades for their development</p> | <p>Nothing is better than enlightened parents. Most of the girls who will join the learning centers will be first generation learners from their families. To move forward, more than anything else, they will need their parents' support. One of the major objectives of IIMPACT is to make parents aware and responsible towards their girls. This way a long-term impact on their life cycle can be ensured. IIMPACT project model is such that not a single parent is left untouched. Over a period of time, 100% of the parents show great degree of change in their attitudes. They will start coming to the centers more often, will start interacting with the teacher on things that matter to their daughters. At home they will become more sensitive towards the needs of their daughters such as timely meals so that she can get to studies in time. The mothers' concern will be especially beneficial for the girls, as they will be absolved from day-to-day household work, taking care of younger siblings or helping the father in the field. The parents' buying habits will also change; they will now start buying educational materials for their girls, such as school bags, books, table-chairs and lamps, which are new changes in their lifestyles. The biggest impact however will be on the social norms and practices concerning the girl child. As the</p> |

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| | | <p>girls will start demonstrating their learning in the centers, they will command more respect from the families, siblings and village community. Their opinions will also matter now. The early girl child marriage is widely prevalent in the village. Education alone can tackle this problem and IIMPACT centers are no exception. The early child marriage, which is prevalent to the tune of 80-90%, will drop as low as 5-10%.</p> |
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Appendix 2: IIMPACT Partners

IIMPACT engages qualified and trained partners to deliver services via the learning centres across our program. The names and locations of some of these delivery partner NGOs are as follows.

| NAME OF PARTNER LOCAL NGO | NAME OF AREA |
|---|---|
| AZAD INDIA FOUNDATION | KISHANGANJ(BIHAR) |
| AADI GRAM SEVA | PALWAL(HARYANA) |
| ALWAR MEWAT INSTITUE OF EDUCATION AND DEVELOPMENT | TIJARA (RAJASTHAN) |
| BHARTIYA JANSEVA ASHRAM | JAUNPUR(UTTAR PRADESH) |
| CENTER FOR CHILD AND WOMEN DEVELOPMENT | GAJAPATI (ODISHA) |
| CHILD IN NEED INSTITUTE | SOUTH 24 PARGANAS, MURSHIDABAD (WEST BENGAL) |
| CENTER FOR YOUTH AND SOCIAL DEVELOPMENT | MAYURBHANJ (ODISHA) |
| DEHAT | SHRAVASTI(UTTAR PRADESH) |
| EKLAVYA | KOTA (RAJASTHAN) |
| FACE | PAKUR (JHARKHAND) |
| IBTADA | ALWAR (RAJASTHAN) |
| MAMTA SAMAJIK SANSTHA | DEHRADUN (UTTARAKHAND) |
| NALANDA | RANCHI JHARKHAND), MEHMOODABAD (UTTAR PRADESH) |
| SOCIETY FOR ALL ROUND DEVELOPMENT | MEWAT (HARYANA), JAIPUR (RAJASTHAN) |
| VINOBHA SEVA ASHRAM | SHAHJAHANPUR (UTTAR PRADESH) |

Appendix 3: IIMPACT Learning Centre Financials

A typical annual budget in Indian Rupees and composition of cost categories is illustrated her (updated December 2012). An indicative conversion rate of INR 50 = 1 AUD can be used to estimate costs.

| No. | Item / Activity | Rate pm per center (30 children) | Annual Indicative Cost of 1 center (30 children) | Per Child Cost-Annual |
|-----|-----------------------------------|----------------------------------|--|-----------------------|
| 1 | Teacher salaries | 3,500 | 42,000 | 1,400 |
| 2 | Teaching and Learning materials | 625 | 7,500 | 250 |
| 3 | Teacher training | 600 | 7,200 | 240 |
| 5 | Monitoring staff salaries | 1,900 | 22,800 | 760 |
| 6 | Travel and communication of staff | 150 | 1,800 | 60 |
| 8 | Learning center management | 50 | 600 | 20 |
| 9 | Project office management cost | 300 | 3,600 | 120 |
| 10 | IIMPACT administration cost* | NIL | NIL | NIL |
| | Total (Indian Rupees) | 7,125 | 85,500 | 2,850 |

* IIMPACT administration costs consist of volunteers who work at no charge and a few administrative staff and managers, whose costs are separately covered by a generous donor. This allows IIMPACT to flow through the entire amount of any donation to the expenditures on girl child education.