



Making a difference

QUARTERLY REPORT (Q2 - Jul'20 to Sep'20)



for

IIMPACT Educating the girl child Inc.

The journey over the last 3 months:

The past three months have been pivotal in IIMPACT's journey towards functioning in the new normal. With the onset of the COVID pandemic in March'20, we used the 1st quarter to revisit and relook at our programs while immediately gearing into action and ensuring our girl students and communities know that we are there to support them. As the 2nd quarter began and the restrictions on physical movement were a little relaxed, the IIMPACT team started to engage with the girl students to understand the status of their learning and to ascertain how to make a fresh beginning. What was realised through initial interactions was the fact that their learning levels had come down in several cases. This was not different from a nationwide observation on lowered learning levels amongst students, especially those coming from marginalised background. Therefore, the second quarter was decided as the period when IIMPACT along with its partners will work towards reinforcement of learning amongst children and help them revise their past learning, within the current safety precautions and Govt. protocols. Resultantly a three-phased intervention approach to ensure continued education was implemented (1) Home activities and worksheets given to the girls to practice, (2) Door-2-door individual sessions with the girls, using technology (primarily smartphones) wherever possible, (3) Open space batch sessions with the girl students under ALA (Alternate Learning Arrangement).

To support the learning arrangements IIMPACT started, along with its partners a campaign '*Ek Samuday Ek Abhiyaan*' which was meant to mobilise in kind resources such as mats, soaps, sanitizers, and books to support the students and the Centre. This Abhiyaan got impressive traction with the participation of good Samaritans, Govt. officials, PRI representatives and other stakeholders. In Q2, IIMPACT also started EQUIP (Educational Quality in IIMPACT Projects) to strengthen overall educational and social outcomes of our endeavour and add to our ongoing interventions. The purpose is to enable children, their parents, and the community to cope with the 'new normal' and create a seamless learning system to empower the community.

As we end the 2nd quarter, we have successfully started running batch-wise sessions in 1,861 Centres out of our currently active 1,911 Centres. These Centres are being run post receiving a buy-in from the respective community, local administration and PRI representatives and ensuring that a proper structured 'Alternate Learning Arrangement' (ALA) is implemented. This has been further supported by a blended/ hybrid training approach that focussed on the holistic teaching-learning abilities of the teachers as well as field staff. A total of 177 trainings took place in this quarters with a cumulative participation of 2,962 participants. Furthermore, to ensure that given this new paradigm, our partners and field teams have all the required support and guidance, IIMPACT team at the HQ has been actively undertaking field visits spending at least a week on field sites every month since July.

Project Overview:

sn	Name of LC/ Village	Girls enrolled	Foundation	Class 1	Class 2	Class 3	Class 4	Class 5
District-Bundi, Rajasthan								
1	Dhagariya (LC-02367)	30	0	8	22	0	0	0
District-Rajsamand, Rajasthan								
2	Gajpur (LC-01171)	31	3	3	5	20	0	0
3	Gajpur (LC-01200)	30	2	1	7	19	1	0
4	Gajpur (LC-01206)	30	3	7	0	14	6	0
District-Sheopur, Madhya Pradesh								
5	Kelor (LC-00491)	29	0	11	4	9	5	0
District-Sirmaur, Himachal Pradesh								
6	Kanshipur (LC-01738)	21	0	1	3	8	6	3
7	Kundiyan (LC-01740)	28	0	5	3	6	4	10
Grand Total		199	8	36	44	76	22	13

Mission EQUIP (Educational Quality Under IIMPACT Projects):

Mission EQUIP was formally started in July 2020 but is not new to IIMPACT. Mission EQUIP symbolizes IIMPACT's renewed resolve to focus on educational quality in terms of both scholastic progress as well as larger learning outcomes which enable the child to be a self-reliant, and confident learner. EQUIP focusses 'on skills and competencies' acquired by the children which they can apply in their day to day life alongside understanding key academic concepts which enables the children to develop skills of 'learning to learn'. To achieve this, Mission EQUIP will also focus on reorienting the entire IIMPACT apparatus towards 'quality and outcome' focussing on the individual child and her needs as a 'learner' and to equip the internal team with the needed knowledge, and skills to be able to play the role of 'Educational Ambassadors' for 'social transformation'.

Purpose of Mission EQUIP:

- Integrate alternate learning methods and strategies to support learning under the 'new normal'
- Integrate life skills/ behavioural change with scholastic education curriculum/ pedagogy
- (Re)Orient team through regularly interactions/ dialogues with development sector education professionals
- Strengthen system capability to better understand/ appreciate the larger role of education on girls by social transformation tools recognizing intersectionality aspects (gender identity, caste, class)

The following broad approaches were adopted under Mission EQUIP:

- A. Enhance the 'educational' understanding of the IIMPACT and Partner organization team members, while taking measures to support all team members in working towards enabling the children to at least regain the learning levels that they were at in March 2020. We would objectively and fairly assess the current levels of both the children and their teachers to identify learning gaps and provide the needed support
- B. Engage with the children in various ways following an organised manner to help them reconnect and enhance their educational outcomes with the help of worksheets, literature, games, and stories
- C. Support children and teachers build up their confidence levels post COVID to be able to perform/ learn without pressure through constructive feedback, assistive material, and technology enabled educational resources

The role the children, parents, community, and the larger ecosystem can play in achieving the desired outcomes is paramount, and hence, IIMPACT developed a 4E strategy to work with these stakeholders is as follows:

- ✓ **Engage - with students, parents, and teachers**
 - a. Engaging and reassuring the community that IIMPACT was with them by listening to them, understanding their predicament and wherever possible providing relief with the support of our donors
 - b. Understanding and addressing academic gaps of teachers to support professional enhancement and enabling self-learning with the use of technology
- ✓ **Educate - students and communities on COVID and preventive measures**
 - a. Educating students, families, and communities to stay safe during COVID
 - b. Informing families, and the larger community about Govt. Schemes/ benefits they can avail
 - c. Safeguarding children from social problems by teachers acting as support systems
- ✓ **Explore - the needs of the community**
 - a. Exploring the immediate, short-term, and long-term needs of the community where IIMPACT is working
 - b. IIMPACT executed two surveys, (a) Status of public and community health infrastructure to assess community preparedness, (b) Understanding community predicament and needs amidst COVID
- ✓ **Enable support to the community**
 - a. Enabling connections with and between individuals, Govt. institutions, and Non-Govt. institutions by establishing needed linkages, as well as widely disseminating the survey report to the wider ecosystem stakeholders including IIMPACT's donor community, and the Government

'EK SAMUDAAY EK ABHIYAAN' - Engaging with the community:

Community engagement is one of the core pillars of IIMPACT's work on the field and over the years there have been many instances and events where the community has come forward to support the children and Learning Centre in their village. In the similar fashion, IIMPACT stood with its participant communities in the face of COVID with the intent of engaging, educating, exploring, and enabling them. A full three-month period was spent in informing larger community on preventive measures, enabling relief, wherever possible and supporting them in availing of their entitlements. The campaign 'Ek Samuday Ek Abhiyan' that IIMPACT co-created with the larger stakeholders and community is the next step towards building on the collaborative approach and further strengthen this bond.

Under Ek Samuday Ek Abhiyan we have had individuals, groups, and institutions across the eco-system such as ASHA workers, PRI members, teachers, social workers, private companies, and others provide support to the children, the Learning Centre, and the community by providing open spaces for teaching the children, distributing educational (books, floor mats) and health-hygiene material (soaps, masks, sanitizers) .



Individual mats given to the girl students



Books given to the teachers



Soaps given to the girl students

एक समुदाय, एक अभियान में ग्राम पंचायत सेवकों की भागीदारी ।

निगरानी 24 राजस्थान ब्यूरो

संवाददाता: विजय राजपूत

अलवर रामगढ़ : कोविड 19 के चलते रुपैवट्टा स्पेक्ट्रा के माध्यम से गांव-गांव चलाए जा रहे मुफ्त बालिका शिक्षा कार्यक्रम के अंतर्गत मिले सहयोग पर स्पेक्ट्रा ने सोमवार को शेरपुर में कार्यक्रम आयोजित कर सभी सरपंचों का आभार व्यक्त किया है।

जिसमें रुपैवट्टा संस्था के डायरेक्टर प्रदीप पुंडीर ने बताया कि जिले के कई गांवों में संस्था की ओर से बालिकाओं को मुफ्त शिक्षा प्रदान करने के लिए सेंटर चलाए जा रहे हैं जिसमें अनेक गरीब बालिकाओं की पढ़ाई बाधित हो गई थी लेकिन सरकार की गाइड-लाइन के अनुसार बालिकाओं



की पढ़ाई शुरू करने पर गांव के सरपंचों ने सामाजिक सोच को दर्शाते हुए बालिकाओं को दिल खोलकर सहयोग कर अपनी ओर से संस्था के सभी सेंटर्स पर बालिकाओं के लिए चटाई, सैनिटाइजर एवं प्रत्येक सेंटर पर 50-50 साबुन उपलब्ध कराने के अलावा मास्क वितरण किए इस संयोग में शेरपुर के सरपंच जुबेर खान

सहायुगीन फारुख इब्राहिम जैनय एवं CMC के सदस्यों ने भाग लिया प्रदीप ने उन सभी ग्रामीणों का आभार व्यक्त किया। कार्यक्रम में इम्पैक्ट संस्था से प्रोग्राम मैनेजर अमर सिंह, प्रोजेक्ट ऑफिसर सादिक, कार्यक्रम समन्वयक नाजिर, फील्ड सुपरवाइजर युसुफ खान बने सिंह मौजूद रहे।

News clip of Panchayat participation in campaign

All 7 of your supported Learning Centre communities came forward and supported with masks, mats, and soaps.

ALA (Alternate Learning Arrangement) - Continued education for the girl children:

At the onset of the COVID outbreak led to IIMPACT immediately stopping all field activities and shutting down our Learning Centres so that the children and communities were not at any risk. We used that same time to relook at our educational activities and reimagined the process in a way that would allow the children to receive some form of continued education and not be completely cut off. We broke this down over three key interaction levels:

1. Distance (worksheets for home, issuing library books)
2. Individual - Face to face (COVID themed games, videos & worksheets, academic concept worksheets)
3. Batch – Face to face (Alternate Learning Arrangement – ALA)

1. Learning at home (Books to home)

Most of our Learning Centre's (LCs) are equipped with library books. The library books would be used in two ways:

- a. **Through the Teacher-** The teacher will reach out to a few children every week by door-to-door visits and read out stories to them. If the child is unable to read at her current level and cannot issue a book for home, then the teacher will spend more time with that child. In case she has a smartphone then she would also make use of Story weaver (reading app) or the missed call service story session.
- b. **Issued Books** – The children who can read are encouraged to take books from the teacher to read at home. They will also be given fun activities or tasks basis the book. In case the community has no COVID constraints and the LC is in an open safe space then the children can also get books issued from the teacher at the LC.



2. Door2Door sessions

The LC teacher also spends time with the girl child at her home taking her through past learned content, assessing Learning Level status and accordingly teaching the child further. At the end of the session the child is given further worksheets/ home tasks to do till the teacher visits her again. This was how we functioned across most Centre's till mid-August, with ALA coming into action from then. Communities where ALA is not feasible, we continue door2door.



3. Alternate Learning Arrangement (ALA)

Given our unique context of working in rural India with socio-economically deprived communities in villages with limited resources and utilities, IIMPACT has been focussing its energy towards building field team capacities to teach children remotely/ within a lesser face-to-face timeframe. We want to repair the damage to the child's learning trajectory. For this we are preparing our teams to facilitate girl child learning through an alternate model of Learning Centre setup until running full-fledged Learning Centres is not feasible. Till then we are using a blended model involving a combination of part-time face-to-face study time with the teacher combined with learning at home.

All 7 of Your Learning Centres are currently active under ALA and girl students are coming to study alternate days.

IMPACT LC Alternate Learning Arrangement Highlights:

- Reductions of class size by splitting children in batches according to learning level
- Alternate day class schedules in slots of 1 to 2 hours for each batch
- Facemasks mandatory at LC
- Periodic handwashing upon entry and exit from LC
- Encourage children and teacher to not come to the Centre if they feel any possible symptom/ are sick
- Increased distance between students using pre-demarcated circles and prioritizing open spaces
- Ensuring hygienic conditions in the surroundings where children are studying
- Home based continued learning using worksheets, library books and other Teaching Learning Materials
- All COVID and child safety measures to be strictly followed
- Regular LC visits to be done by field team as well as Head office team



Teacher teaching a batch under ALA



Teacher ensuring girl students wash their hands

ALA Checklist:

Before the session	During the session	After the session
1) Ensure the teaching space is clean for the children to sit 2) Arrange independent mats/daris for the children to sit 3) Ensuring water and soap is present for hand-washing 4) Arranging the board/teaching materials for the session	1) All girls wash hands upon entering the teaching space and keep masks on 2) All girls sit in pre-allocated spaces with their desks and notebooks maintaining adequate distance from each other 3) Teacher does not conduct any group activity which would compromise the physical distance rule	1) Ensure the teaching space and material is sanitized after each session is over and the respective batch of children leave 2) Ensure water and soap is present for hand-washing 3) Re-arrange teaching space/ board/ books/ teaching material basis the next incoming batch

Events & activities:

Independence Day (15th Aug'20) was celebrated in most IIMPACT communities keeping in mind the COVID safety protocols. On this day, the Learning Centre (LC) students, teachers, parents, and other community members gathered to celebrate the day with great joy. The national flag was hoisted followed with poem recitation by the LC students, and other activities. The event ended with sweets being distributed amongst all the girls and attendees.



Poem recitation



Flag hoisting

Teachers Day (5th Sep'20) is a key event on the IIMPACT calendar as it honours teachers for their contributions. This day is also famous for the birthday of Dr. Sarvapalli Radhakrishnan. The field supervisors and other staff members appreciated the efforts of the LC teachers, while the LC students also shared stories of their experience with the teacher and what difference he/ she had made in their lives. The students also gave the teacher flowers/ hand-made cards as a token of love and respect.



Girls offering flowers to Dr. Radhakrishnan



Supervisor acknowledging the teacher's work