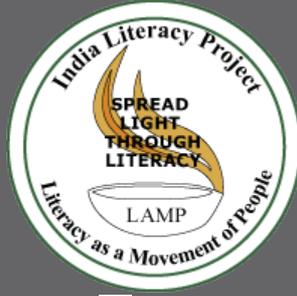


ILP



# Annual Report 2012



## India Literacy Project

A catalyst for 100% literacy in India

## FOREWORD

Our reach would be very limited if not for the wonderful NGO partners we work with. They are bringing in values of partnership, sharing, and commitment to work with children, empowering communities and providing local expertise to deal with issues related to children and education. ILP's Partners Meet conducted annually upholds these values and promotes mutual sharing across partners.

The support of corporates is also heartening and vital to our programs. Google employees, popularly known as Googlers, were very actively involved in the Hyderabad chapter initiatives, especially the mentoring program for high school children in the Zilla Parishad High School. We would like to thank Microsoft for continuing their support for the scholarship program in Hyderabad. Facebook too provided support in terms of employee volunteer time and conducting events. There are many other corporate groups like Yokogawa, Metlife Insurance, Jayaparakash Associates Ltd and Element14 that have extended their support to the children with whom we work. We look forward to their continued support in the coming years.

We have challenges, yet there is progress. The Right to Education Act (RTE) came into effect in April 2010, and states have begun implementation but the pace is yet to pick up. In 2011 it was proposed to extend the right to education upto Class X and also to preschool age. If the RTE is implemented properly in all schools, students from the marginalized sections will be greatly benefited. We want all children in India to enjoy their childhood and get meaningful education.

Our projects continue to do well. We have managed to significantly improve enrollment, retention and learning in schools under the preview of our projects. More than half a million people have benefited from our programs which include direct and indirect beneficiaries. Each project has its unique contribution. For instance the IRCDS project significantly changes the lives of migrant children. They can now hope to be in school whether they are in their home town or away accompanying their migrant parents. ILP continues to invest in novel initiatives such as the ( Multi-DIMENSIONAL LEARNING SPACE) MDLS program. Our experience and learnings have been promising, motivating us further to invest in new learning initiatives. Our success at our projects and initiatives enthuse us to do more in the upcoming years.

We thank all ILP volunteers in India and US, our staff, consultants, donors, partner NGOs, corporates, and well-wishers who share our dream.

**Venki Venkatesh**

**ILP National Convener**



**| A catalyst for 100% literacy**

# YEAR IN REVIEW

ILP supports education and literacy projects predominantly in the rural and remote areas across various states of India. Our philosophy is to work with people of all age-groups and to empower the local communities.

## Key Achievements:

Enrollment	Learning	Retention
Enrollment campaigns in ALL villages	100% improvement in pre-school work hours	Child attendance increased from 60% to 90%
98% Enrollment in pre-schools	Learning Level Assessments in 290 schools	Teacher attendance increased from 75% to 90%
98% Enrollment in schools	Teaching and learning materials given to 600 schools	All communities actively monitoring school attendance

## Progressively increasing impact:

Impact Area	Year 2011	Year 2012
Villages	560	857
Schools	1,350	2,246
People (Direct Beneficiaries)	160,000	222,228
Projects	18	22
Project Grants	\$282,124	\$299,674

## SIGNIFICANT DEVELOPMENTS

In 2012, we have continued 14 projects in 7 seven states with 4 new projects started this year and 4 continuing large scale projects. In addition to our primary beneficiaries, 370,000 people in the villages benefit through our community focused activities such as, awareness campaigns and training programs. All the projects focused on improving the functioning of preschools and schools with good child and teacher attendance, by empowering local committees like School Management Committee and Mothers Committees regarding their powers and duties, by helping schools to re-enroll out of school children, as well as by promoting child rights clubs to help children bring up issues concerning them.

The three new projects taken up in 2012 are:

- TRCSC: Technology Resource Communication Service Centre (TRCSC) is a new project taken up near Jamshedpur in Jharkhand. It focuses on activating community participation and strengthening government schools and preschools (Anganwadis).
- SVYM: Swami Vivekanand Youth Movement (SVYM) focuses on developing video lessons on English literacy skills.
- MPJAM: Madhya Pradesh Joint Action Movement (MP JAM) is an advocacy project in Madhya Pradesh.

Some projects from last year came to a logical conclusion or had a material change in circumstances for us to conclude our participation. We now have 20 projects overall across various regions in India. The details of the location, objectives and impact of each of our projects is shared later in the report.

# PROJECT SPOTLIGHT

## IRCDS – ILP Partnership, Tamil Nadu

### Ensuring Education for Children of Seasonal Migrant Workers’ in Brick Kilns

#### Background: Situation of Brick Kiln Workers

In Tamil Nadu, there are nearly 3,000 Brick Kilns employing around 300,000 workers. Brick making is a seasonal job lasting from January to July, with the peak season being from March to June. These workers migrate either within the district or state in order to earn their livelihood by working in brick kilns during these months. The workers usually pledge their labor force and get an annual pre-employment advance (\$650 to \$1200 per a pair of workers) at the time of recruitment from the employers through supervisors who also act as job brokers. They usually stay at the work places for 7 to 8 months every year. The brick molding workers work for around 12-14 hours every day (including 7 hours of work during the nights). A study conducted by ILP had revealed that Villupuram, Tirunelveli, Thiruvannamalai and Madurai were acting as the “source districts”, for providing the labor force to the “destination districts” such as Thiruvallur where brick kilns abound. In Thiruvallur district alone, there were over 300 brick kilns, with each having an average child population of 40. To promote literacy among those children, and to bring them in to mainstream, ILP suggested setting up of “mini anganwadis” near the brick kilns under the Integrated Child Development Scheme, to enroll the children in the age group of 3 to 6, and primary schools under the Sarva Siksha Abhiyan (SSA) program to enroll students in the age group of 6 to 14. For creating awareness among the stakeholders in this aspect, the ILP organized a workshop in Villupuram.



#### IRCDS – ILP Partnership

IRCDS has had interventions in the brick kiln sector since June 2012 with the funding & technical support of ILP. IRCDS has also been partnering with ILP in promoting quality education in Poondi block since the year 2008-09.

#### Goals and Objectives

3 to 5 year old children should get nutritious food and pre-primary education in work places.  
6 to 14 year old children should study in schools in source as well as destination districts.

#### Target Group Coverage

Block	No. of Brick Kilns	3-5 Years	6-14 Years	Total
Tiruvallur (Intensive target area)	51	451	445	896
Poonamallee (only advocacy)	96	960	1,152	2,112
TOTAL	147	1,411	1,597	3,008

#### Three – Pronged Strategy of IRCDS

- Data collection, analysis and sharing with employers & government departments
- Creating awareness among laborers and children about their rights and duties
- Advocacy and lobbying with school teachers, staff, employers and educational department

#### Results

- Enrollment rate in schools increased from 31% to 80%; Overall school Enrollment rate in Thiruvallur district increased compared to last year
- Migrant children are getting mid day meals like other children based on the orders issued by the District Collector
- SSA – District Office issued order for the Enrollment of children in schools and instructed the employers to arrange transport facilities

#### Significant Accomplishment

Collaboration has been established between the home school and school in the migrant area to have a common curriculum. Migrant children now get to go to school throughout the year with a hope to become valuable citizens in the future.

# ILP ACTIVITIES ON THE GROUND

## MULTI-DIMENSIONAL LEARNING SPACE (MDLS) CENTERS AT A GLANCE

This report covers the second year of operation of our completely operational MDLS centers set up in mid-2011 in Magadi and Gubbi in Karnataka. While the Centers are open for children from 1st to 10th grades, there is extra attention given to high school children. The Centers are open only for children from the Government schools. Involvement of the community, schools and parents continues to be instrumental in setting up and running of these centers.

MDLS implementation was also initiated at other locations with the intention of converting them to full-fledged MDLS implementations. Some of ILP's MDLS efforts are furthered with the support of our supporting NGO partners.

The table below shows the projects supported during the year:

Partner	Location	Program
Sparsha Trust	Sanjeevininagar & Bynahalli, Bangalore	Library (Two Community Libraries & Three Mobile Libraries)
Chiguru	Magadi, Ramanagara	MDLS, Scholarship, Library, Post 10th
ILP	Bangalore	Post 10th (Engineering)

In the first year of establishing MDLS, the vision was to bring holistic education to the rural children in government schools. The second year saw expansion and improvements in the methods followed at the MDLS Center. We feel positive about the impact that this program has had on children, humbled by the challenge ahead of us and excited about the possibilities the future holds for Multi-Dimensional Learning. Each passing day is a new learning and an enriching opportunity to improve what we do and how we do it.

This year we supported around 200+ children at our Centers in Magadi and Gubbi. The goal of MDLS is to ensure that the methods and processes are practical, scalable and repeatable without compromising the quality of learning. It is also to ensure that children are at the center of this initiative with the community as its inner circle.

This year we have introduced many changes to the program to meet the above goals. One of the important changes has been to encourage child participation in all activities at the Center. Having formed their own clubs, the children have now started conducting their club related activities at the Center. Along with providing confidence and leadership skills, this has boosted their learning and strengthened the bond that they share with their Center. Another change was to improve the way we assessed the current learning levels of children. This assessment was carried out in the subjects of English, Math and Science. The outcome of this activity helped us to customize what the children learn and how they learn it.

While the final goal of MDLS is to bring all high school children in the surrounding areas under this program, it comes with financial and implementation challenges. Setting up of the Center and planning the activities is only the beginning. Ensuring that the Center is integrated with the surrounding schools and the community along with the monitoring of overall and individual learning trends poses a whole new challenge. The focus for the academic year 2013-14 is to implement this scalable and repeatable system. Changes have also been planned in the way children learn, i.e. moving away from classroom style of learning to peer-to-peer learning. Use of technology will play a bigger role in driving this initiative.

*Note: MDLS is one example of an ILP initiative to explore more effective ways of learning. ILP will strive to pursue other such programs that will make learning effective and enjoyable for children.*



# ILP EVENTS

## An Evening for Literacy - October 2012

Over 250 people attended 'An Evening for Literacy' in San Francisco Bay Area to celebrate the cause of literacy while raising funds for our projects. It was an inspiring evening with two dynamic speakers - Mr. Gokul Rajaram, Product Director, Facebook and previously the Godfather of Google AdSense, and Ms. Megha Malpani a high school junior who is already inspiring youth with her journeys to promote education. Stanford Raagapella group and comedian Dhaya Lakshminarayanan enthralled the audience on this fantastic evening.



## Annual Cultural Festival - June 2012

The ILP team in California, USA, hosted the Annual Cultural Fest in Jun 2012, featuring playback singers from Chennai - Haricharan Shesh, Rahul Nambiar, and Band HUN accompanied by Carnatic Idol Raghavendra Raja. The fundraising event was held in a beautiful, acoustically splendid Carrington Hall, in Sequoia High School, Redwood City, CA.



## ILP at the Relay - May 2012

ILP fielded 11 teams of 134 walkers and runners that participated in this relay from Calistoga to Santa Cruz and raised impressive funds for ILP.

## ILP Race for Literacy - May 2012

Our 14th Annual Race for Literacy, this year attracted over 850 runners and walkers to the new venue at Los Gatos, California. All our event fund raising and sponsorship targets were achieved.



## INDIA LITERACY PROJECT

# ILP-USA INCOME & EXPENDITURE STATEMENT

For the year ending Dec 31, 2012 (Unaudited)

### Income

Funds raised *	\$537,478
Interest Income & capital gain	\$ 2,344
<b>TOTAL INCOME</b>	<b>\$ 539,823</b>

### Expenses

Grants to Projects & Monitoring	\$299,674
Outreach Events **	\$74,683
General & Admin Expense***	\$11,203
<b>TOTAL EXPENSES</b>	<b>\$ 385,561</b>

<b>NET INCOME</b>	<b>\$ 154,261</b>
-------------------	-------------------

\* Includes cash and non-cash donations by individuals and corporations, and event income

\*\* Funded by event sponsorship, event registration fees & targeted donations

\*\*\* Funded by targeted donations from volunteers

# PROJECT DISBURSEMENT

Project Name	Project Description	State (District)	Coverage Area	Number of Beneficiaries	Funded (USD)
HELP	Advocacy campaigns against child labor.	Andhra Pradesh	23 districts	-	2,725
ABHIYAN	Bringing children back to school	Bihar (Jehanabad)	25 villages	5831	11,200
CHETANA VIKAS	Catalyzing change through children's education	Jharkand (Dumka)	20 villages	3617	10,700
LGSS	Community empowerment for quality education	Jharkand (Lohardaga)	26 villages	13517	10,750
TRCSC	Bring children back to school & improve quality of learning	Jharkand (Saraikela-Kharsawan)	25 villages	7411	5,450
SNEHA	Strengthening government schools through community ownership and participation	Karnataka (Bellary)	223 villages	69418	44,700
CDF	Integrated Education Movement	Karnataka (Gulbarga)	50 Villages	27446	33,110
SARVODAYA	Bringing children back to school	Karnataka (Koppal)	15 villages	9723	7,450
SEEDS	Bringing children back to school and scholarships for rehabilitated working children.	Karnataka (Koppal)	19 villages	4070	7,650
Chiguru	Scholarships for rehabilitated working children (additional funding from ILP India)	Karnataka (Magadi)		35	3,300
MAHILA SAMITHI	Enrollment of children back in school and improving learning levels in schools	Madhya Pradesh (Chattarpur)	35 villages	11,361	6,375
RDSS	Enabling self employment for rural youth	Madhya Pradesh (Raisen)	1 village	125	8,350
CID	Quality education for tribal children	Madhya Pradesh (Sheopur)	32 villages	7322	10,825
Rachna	Social inclusion for education for all children	Madhya Pradesh (Shivpuri)	21 villages	5317	15,000
UNIFIED ACTION COUNCIL	Setting up education centers; Bringing children back to schools in a tribal region	Orissa (Kheonjhar)	55 villages/ hamlets	5781	25,000
Pragati	Education and women's empowerment	Orissa (Sundargarh)	61 villages	18305	32,150
Ganeshwar Club	Access to elementary education as every child's right	Orissa (Dhenkanal)	32 villages	3141	10,875
IRCDS	Improving quality of education for children of backward communities	Tamil Nadu (Thiruvallur)	21 villages	2311	13,650
AID-INDIA	Improving learning levels of school children in Tamil, Science and Math	Tamil Nadu (Coimbatore)	13 villages	683	4,550
Gandhigram Trust	Quality education for rural children	Tamil Nadu (Tirunelveli)	11 villages	2527	4,700
ALL	Monitoring of all projects, consultations and reviews	-	-	-	31,164
					\$299,674



All donations to ILP in the USA are tax-deductible under  
Section 501(c)3 of the Internal  
Revenue Code (Tax Id: 36-3779020).

To donate in the USA, make a tax deductible check or  
draw a money order in favor of  
“India Literacy Project” and mail to:

**India Literacy Project**  
**P.O. Box 361143 Milpitas, CA 95035-9998**  
**<http://www.ilpnet.org>**