PRATHAM ANNUAL REPORT

2009-2010

Contents

ABOUT PRATHAM

Pratham Education Foundation (PEF) was established in 1994, to provide pre-school education to children in Mumbai slums. Over the last 16 years Pratham has grown to be India's largest NGO in the field of primary education. Pratham currently works in 21 states across the country, with **Read India** being the flagship programme. In 2008-09, Read India worked in 19 states reaching approximately 33 million children at its peak across about 252,000 villages.

Pratham also works in other spheres, such as child labor eradication (Pratham Council for Vulnerable Children works to rescue children from vulnerable working conditions, preventing child labour and rehabilitating rescued children by providing education); pre-school education (balwaadi - centres where foundation for pre-school children is laid by familiarising them with alphabets and numbers), Computer-Assisted Learning (aims to bridge the digital divide and positively impact children's learning levels by improving their IT knowledge and skills); vocational skilling for the youth; and Pratham Books (high quality, reasonably priced children's books in a variety of Indian languages).

Pratham has also been catalysing the largest non-governmental household survey conducted in India, **ASER (Annual Status of Education Report)**, to assess learning levels of rural children. Every year, ASER is carried out by approximately 30,000 volunteers in about 16,000 villages of 570 districts covering about 700,000 rural children. The annual ASER reports, today, constitute an important policy document for the Government of India, for both policy and budgetary planning. ASER is now being replicated in Pakistan, Kenya, Uganda and Tanzania.

Pratham has been working on scale with governments to achieve set goals within set timelines. It has innovated, tested, and scaled up delivery models and learning techniques almost every alternate year for the last 13 years. In 2002-03 Pratham developed the accelerated "Learning to Read" technique in most Indian languages. This was followed by "Reading to Learn". And now we have launched the CAMaL (Combined Activities for Maximised and Accelerated Learning) methodology to facilitate accelerated learning among children.

Over the years, Pratham has become a powerful voice in the area of educational reform. Our senior team leaders are members of important policy making bodies both at the Central and State levels, including the Governing Council of Sarva Shiksha Abhiyan.

Pratham has had several film personalities on board who have kindly given of their time to help raise resources. While Ms Waheeda Rehman (Bollywood actress) has been a Goodwill Ambassador for Pratham for many years, Mr Anupam Kher (Bollywood actor) has recently accepted the role and is generously supporting us through his efforts.

EDUCATION SECTOR AT A GLANCE DURING 2009-2010:

Pratham has significantly strengthened its ability to enable millions of children get an access to quality education. Through various interventions and programmes, Pratham has successfully reached more children across the nation that ever before. The following Annual Report covers the significant successes and achievements of Pratham during the year 2009-2010.

The year 2009-10 saw several developments in the education sector in India. Major events are indicated below.
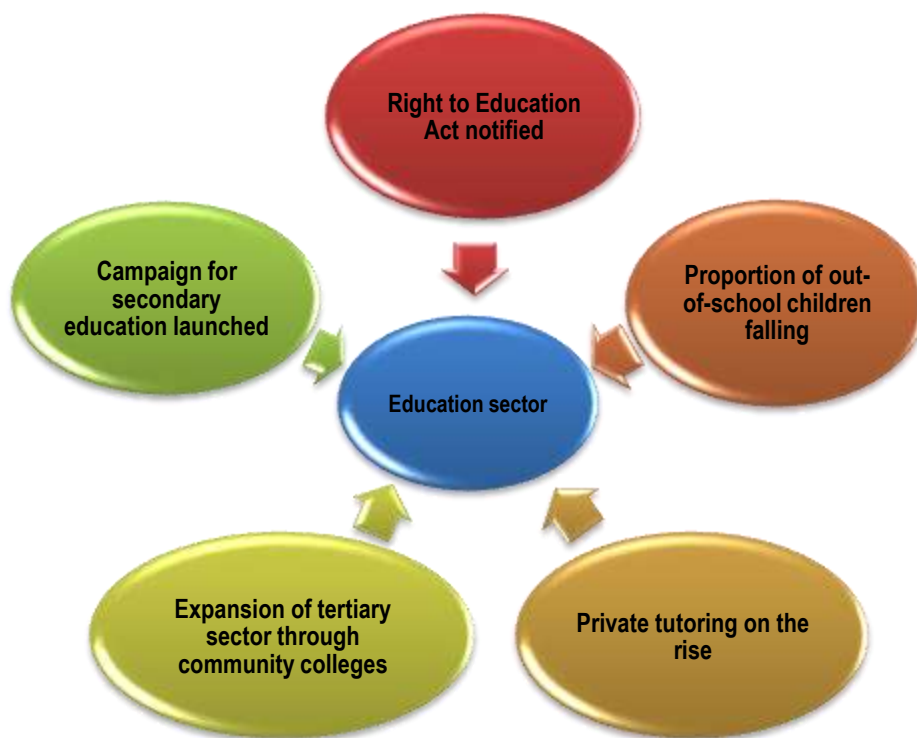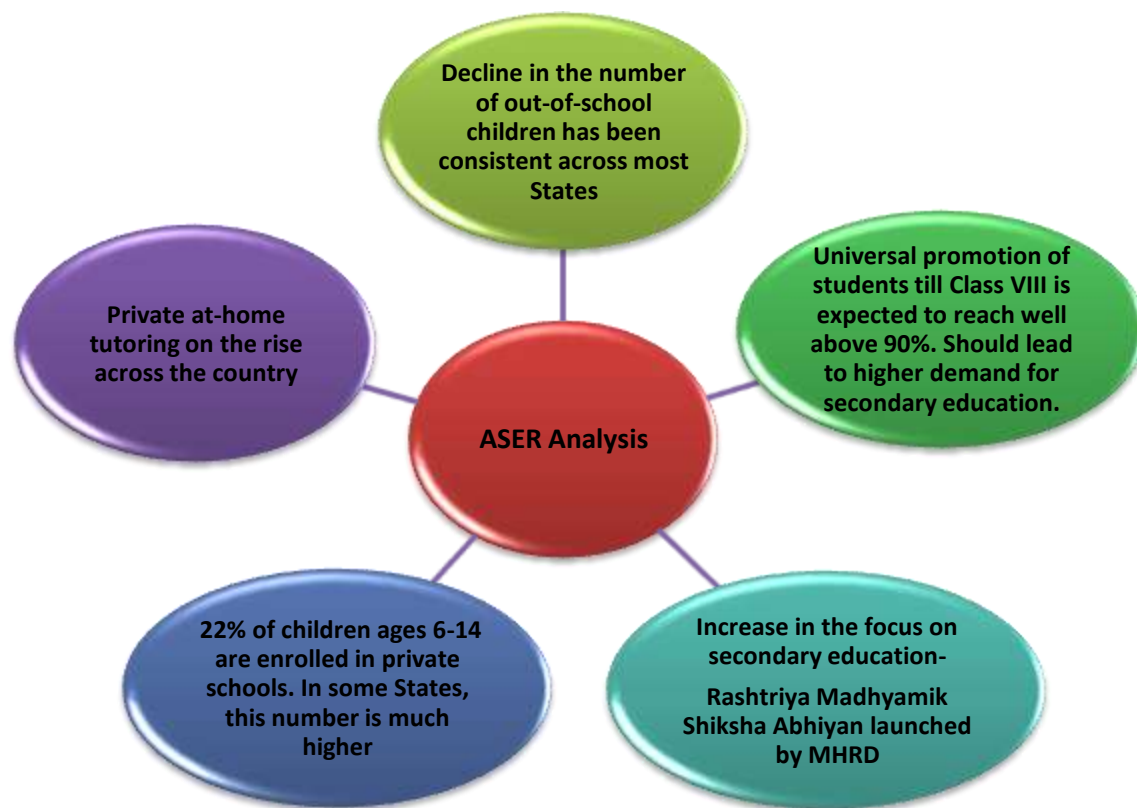

THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT, 2009: The law, enacted by the government, came into effect across India, except in the State of Jammu and Kashmir, beginning on April 1, 2010. The law is a big step towards ensuring that all children of our country receive good education. However, it does have several limitations that place a question mark on how much it will actually achieve.

- Measurable learning outcomes are likely to take a backseat.
- The law may distract attention from the quality agenda and focus only on infrastructure and enrolment on the one hand and misconceived notions of burdening the child on the other
- The law emphasizes completing the curriculum on time and instead of quality of delivery
- It lacks sufficient focus on accountability of the system to the child and the parents, academic support systems and decentralisation

While there are elements in the law that might encourage decentralisation, they are not apparently such that the school management committee will be truly empowered by the law alone. Some see this as a

new opening that could help in decentralisation but it is also possible that governments will tend toward greater centralisation while show-casing decentralisation.

SOME IMPORTANT FINDINGS

Diagram centered on "ASER Analysis" with surrounding findings:
- Decline in the number of out-of-school children has been consistent across most States
- Universal promotion of students till Class VIII is expected to reach well above 90%. Should lead to higher demand for secondary education.
- Private at-home tutoring on the rise across the country
- 22% of children ages 6-14 are enrolled in private schools. In some States, this number is much higher
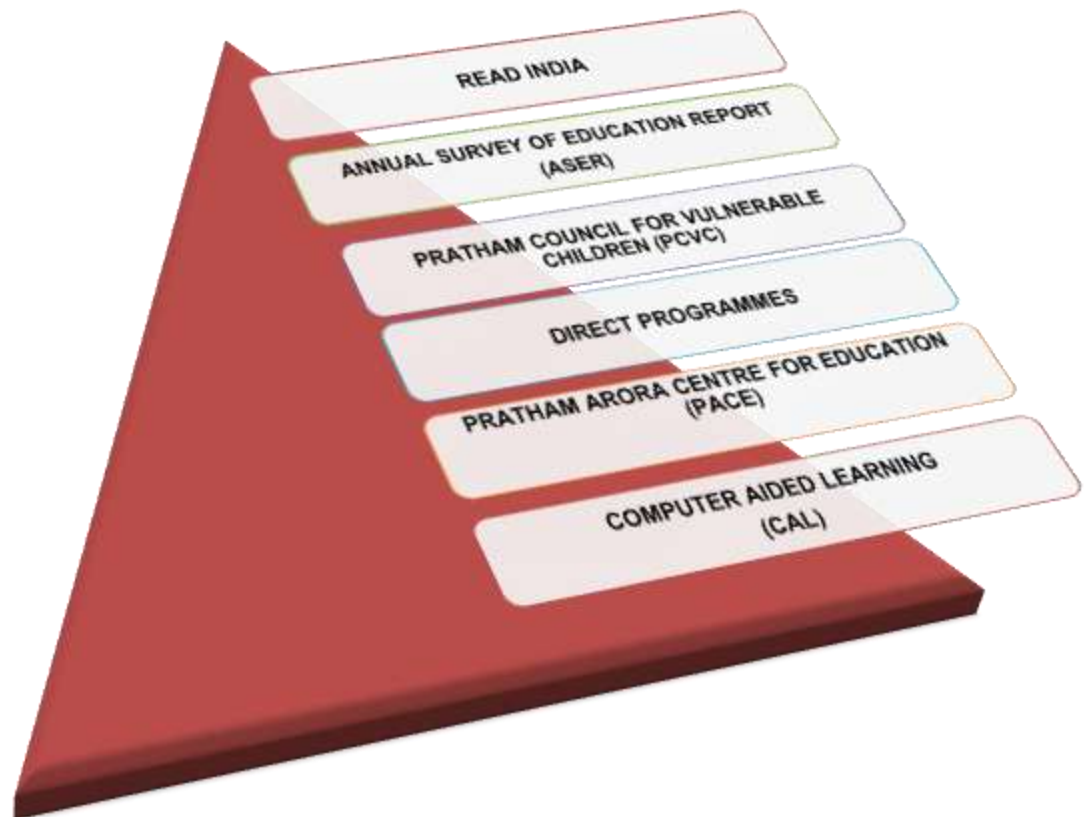- Increase in the focus on secondary education- Rashtriya Madhyamik Shiksha Abhiyan launched by MHRD

- The Annual Status on Education Report indicates that 96% children in the age group 6-14 years of age are in school. Government is additionally launching 6,000 model schools out of which 2,500 will be set up through private investment.

- Funds for the schooling of 1,000 underprivileged children at each of these schools will be provided by the government, at a rate that appears to be about four times the average national per child expenditure.

- Enrolment in elementary education approaches 100% completion rate and hence universal promotion of students till Class VIII is expected to reach well above 90%, which should lead to higher demand for secondary education.

- Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was launched with the objective of universalising access to secondary education while also improving its quality and ensuring equity and social justice.

- Building on the national skills development initiative introduced last year, the government has undertaken new initiatives to start mass scale skilling of youth for jobs.

PRATHAM IN THE LIMELIGHT

1. In December 2009, Pratham was awarded the CNN-IBN Indian of the Year award in the Public Services category. The award is in recognition of Pratham's contribution in the field of education and literacy

2. The Abdul Jameel Latif Poverty Action Lab, at MIT, designated Read India as one of the seven "must buys" to reach the Millennium Development Goals. The must buys are practical programmes that were highly effective at achieving specific development goals at a relatively low price.

3. Pratham also received the Henry R Kravis Prize in Leadership. The prize recognises and celebrates extraordinary accomplishment and bold visionary leadership in the non-profit sector. Usually it is given to outstanding individuals. In exceptional cases, the award is given to an organisation.

4. Awarded the EMPI-Indian Express Indian Innovation Award for Read India. The EMPI Group of Institutions instituted the Indian Innovation Awards in 2005; perhaps the first of their kind in the country, as part of a larger movement entitled "Mission Innovative India" started by former President A P J Abdul Kalam.

PRATHAM PROGRAMMES

READ INDIA

ANNUAL SURVEY OF EDUCATION REPORT (ASER)

PRATHAM COUNCIL FOR VULNERABLE CHILDREN (PCVC)

DIRECT PROGRAMMES

PRATHAM ARORA CENTRE FOR EDUCATION (PACE)

COMPUTER AIDED LEARNING (CAL)

READ INDIA

Read India helps to improve the reading, writing and basic arithmetic skills of the children aged 6-14 years old. Even though India has made significant strides in improving the enrolment levels of children, a lot still needs to be done as far as learning levels are concerned. Read India was therefore launched on a national scale in 2007.

In the last three years, Read India has helped in improving and strengthening the focus on learning achievement. The Union Government has begun to push for improved learning outcomes. Learning Enhancement Programmes are now an essential ingredient of *Sarva Shiksa Abhiyan* (SSA), India's universal primary school programme, with a separate 2% budget allocation for these programmes beyond the budgets for hiring teachers, providing free textbooks, etc. which are usually counted as expenditure towards improving the quality of learning. The National Council for Educational Research and Training (NCERT) has set up a Reading Cell in Delhi and in each State; thus reading as a separate skill is now being emphasised. There is also a broader recognition of the fact that learning achievement is an essential ingredient of universalisation of elementary education. Globally, even the Fast Track Initiative has accepted that learning achievement indicators are necessary. In most States today, a Reading Cell has been set up and a Reading Hour introduced in the school curriculum to focus on the reading levels of children.

Pratham continues to be looked upon as a technical resource for training government school teachers in accelerated learning technologies. In Punjab, Himachal Pradesh, Uttar Pradesh and Gujarat, government school teachers have been trained through Pratham programmes.

In 2009, Read India moved into its third year of operation. The last two years of Read India have taught us a great deal in terms of how to run a successful campaign on scale and how to improve the basic learning levels of children using accelerated learning techniques. It has shown that it is possible to catalyze school systems and mobilise communities and volunteers. The last two and a half years stand testimony to the fact that a societal mission to improve the learning levels of children in India is possible – that across the country, youth are willing to volunteer without any compensation for a specific time duration; that governments are willing to adopt successful learning enhancement programmes and that parents are willing to demand quality education for their children.

HIGHLIGHTS:

- **Improvement in learning levels was highest in States where Pratham had a strong State-wide partnership.** Where partnerships were not strong or non-existent, volunteers alone did not have a significant impact on State-wide scores. A more focused approach on a smaller scale is beneficial in achieving a visible impact, especially in States where State-wide partnerships have not come forth. **Training and capacity building of internal staff and volunteers is critical to ensuring a strong campaign on the ground.** Volunteers have been the backbone of the Read India campaign and have enabled us to reach over 33 million children across 350,000 villages at its peak. Thus far, volunteers were mobilised

and given 1-2 day training in the teaching and learning practices developed by Pratham. This amount of training has been shown to be insufficient and skills development of the volunteers has emerged as one of the critical inputs of the campaign.

IMPLEMENTATION OF THE PROGRAMME

In 2009-10, Read India was implemented in the States in one of the following forms:

I.   **Partnerships with State governments:** In States where strong State-wide partnerships had been formed or were continued from previous years, the campaign was run across the State. In these States we continued to train government school teachers in teaching methodologies and worked with the government to design, develop and provide teacher learning material.

II. **States where there were no partnerships:** In States where there was no formal State government support, more focused programmes at the district and block levels were run in the first 4-6 months to demonstrate impact through a tightly monitored intervention. These States followed our district strategy, running District Resource Centres and Block Excellence Programmes. Concerted efforts were also made to train both Pratham's internal staff and volunteers thoroughly, as the geographical spread was limited.   In these States, the programme was implemented at three levels:

1. District Resource Centre (DRC): A total of 25 DRCs (6 DRCs were set up in 2008-09 and 19 were set up in 2009-10) were set up in strategic districts across the country. The DRC comprised a rented facility manned by a team of highly trained personnel, serving as a resource centre to the surrounding 1200 villages. In each DRC, programmes were run at two levels: an intervention in a focus block (where maximum resources are allocated) of 100-150 villages and a district wide programme. In addition, paid-tuition classes are run within the Centre where models of higher learning are piloted.

2. Block Excellence Programme (BEP): This was a focused intervention in one block in each district manned by a trained 4-5 member team. Each BEP consisted of a strong volunteer-based delivery model to implement the language and math goals of Read India and also run pilots of reading, math and English for higher grades.

3. District Wide: Approximately 10 full-time team members conducted short-term campaigns to mobilise and train volunteers. These volunteers conducted activities in their respective villages and ensured that the Read India goals were achieved: ensuring that children from Class. I-V can read, comprehend, write and carry out basic mathematical operations.

LIST OF DRCS OPERATIONAL IN 2009-10

State	No. of DRCs	District 1	District 2	District 3	District 4
Andhra Pradesh	1	Guntur			
Assam	1	Dibrugarh			
Bihar	2	Patna	Purnia		
Chhattisgarh	1	Damtari			
Gujarat	1	Surendranagar			
Haryana	0				
Himachal Pradesh	0				
Jharkhand	1	Deoghar			
Jammu & Kashmir	0				
Madhya Pradesh	1	Bhopal			
Maharashtra	4	Aurangabad	Nandurbar	Ratanagiri	Nashik
Nagaland	0				
Orissa	0				
Punjab	0				
Rajasthan	2	Ajmer	Jodhpur		
Tamil Nadu	2	Thiruvannamalai	Trichy		
Uttar Pradesh	4	Aligarh	Allahabad	Basti	Lucknow
Uttarakhand	0				
West Bengal	1	Purulia			
Total	21				

Some examples of State level partnerships

❖ In Gujarat, Pratham became the NGO partner in the SSA's Learning Enhancement Programme – 'Chalo Vanchiyae Abhiyan', - for the academic year 2009-10. The objective was to improve the learning levels of children of Class II to IV in government schools. Pratham shared its Teaching-Learning Materials, with SSA, and a supplementary set of Teaching-Learning Materials was prepared for schools for the second cycle of the Read India campaign

❖ In Himachal Pradesh, Pratham signed a Memorandum of Understanding with the State SSA Society to implement Aadhar Plus (which covers schools up to Upper Primary Level) and Samvridhi (which focused on Basic English for children in class VI, VII and VIII). The Pratham team mobilised over 9,000 volunteers who worked along with 26,562 school teachers to enhance learning levels of children in the State. In Himachal, Pratham along with SSA trained the entire corps of government teachers and reached 13, 03,363 children.

❖ Pratham Uttarakhand worked jointly with SSA on a remedial programme in 4 districts: Tehri, Uttarkashi, and Haridwar & Uttam Singh Nagar. The goal was to improve reading & math skills of children lagging behind in Class 3-4. This programme benefited 6, 42,610 children of Class 3 and 4 in the SSA-identified schools. Pratham mobilised and trained volunteers for this campaign and also provided teaching learning material to the volunteers

❖ Pratham Nagaland worked with the Nagaland SSA Society for an in-school State wide programme across all government schools. The programme was called 'I Can Read and Do Math' and targeted at children in Class 1-4.

CAPACITY BUILDING AND TRAINING

2009-10 SAW AN INCREASED EFFORT TO CONDUCT INTENSE AND FOCUSED TRAINING SESSIONS FOR THE INTERNAL TEAM, TEACHERS AND THE VOLUNTEERS

- **Trainings of internal team members:** Pratham launched the National Training Programme to create a cadre of about 300 master trainers who could in turn train another 3,000 to 4,000 Pratham field workers in higher levels of learning in reading-writing comprehension, math, and rudimentary English as a part of the DRC model. In May 2009, 300 master trainers participated in a 10-day residential training Programme at three different locations in math, reading-writing, and English. These 300 were selected on the basis of a selection test of the State teams to ensure minimum criteria were met. From these 300 people, each State has selected their A grade applicants to head District Resource Centres, as they are subject experts in one of the three main subjects covered by Read India. **In turn, these 300 odd master trainers engaged a total of about 3,500 Pratham field staff through practice classes with children in their respective States or regions.** From these 3,500 team members, the next level to assist DRC heads or run the block level Programmes were selected.

  Since April 2009, Pratham has been popularizing examples of classroom teaching using Combined Activities for Maximised Learning or the CAMaL method for regional language, math, and English learning through Pratham-produced videos. These video films communicate lessons of classroom practice that cannot be otherwise demonstrated through the lecture method. In December and January refresher trainings were held for the staff across all DRCs and BEPs.

- **Teacher training:** Over 200,000 teachers have been trained across the nation, leading to a sustained impact of improved quality learning as the capacities of the teachers have been enhanced. In States where there has been a complete/formal partnership, these trainings have become a part of the annual government school teacher trainings and systems. **The highlight for the year was the English training of government school teachers in three States – Punjab, Madhya Pradesh and Himachal Pradesh.**

- **Volunteer Training:** A high turnover of volunteers has always been a challenge for us. To decrease the volunteer attrition rate, Pratham initiated two 'commitment devices' in various States across India. Firstly, an experiment called Education for Education was successfully piloted in Bihar this year. Under the programme, volunteers were offered free digital literacy training in return for their voluntary work with children. With their access to valuable skills tied to performance, volunteers were indeed more disciplined. In another effort, in Maharashtra, MP and Chhattisgarh, volunteers were asked to pay for their education delivery training.

TEACHING LEARNING ACTIVITIES

In 2009-10, Pratham introduced the Combined Activities for Maximised Learning (CAMaL) methodology across all locations. CAMaL is a learning framework for learning language, math and any other subject at the basic level. Three instructional strategies are incorporated focusing on classroom interactions, group interactions and individual activities. The methodology can be used to achieve learning goals both at the basic level and at higher levels (grade V-VIII). In approximately 10 DRCs located in Maharashtra, UP, Bihar and Rajasthan, pilot classes were run to test modules of higher learning for students in classes V, VIII.

Training across various States - Snapshot

❖ In Himachal Pradesh, Pratham along with the State Sarva Shiksha Abhiyan (SSA) Resource Group, trained the District Resource Group (DRG) of SSA from all 12 districts for 6 days in Shimla.

❖ In Nagaland, a total of total of 2159 teachers were trained.

❖ In Uttarakhand, Pratham resource persons directly trained 1100 Cluster Resource Centre Coordinators (CRCC) and, in turn, these CRCCs trained about 25786 teachers.

❖ Pratham trained more than 31,549 regular teachers at the block level across the State under "Parrho Punjab" (Read Punjab), the State government's accelerated learning Programme. The highlight of the training was the English component.

❖ Under the State-wide partnership in Uttar Pradesh, Pratham trained all Class I and II government school teachers (approximately 190,000) in accelerated learning methodologies.

READ INDIA REACH 2009-10:

12.21 million Children

+ 229 districts out of the total 610 districts
+ 86,153 villages.
+ Mobilised 127,627 volunteers
+ Trained 282,718 teachers
+ Covered 19 States.

STATE-WISE REACH

Month	Districts	Blocks	Children	Volunteers	Teachers	Villages	Schools
Andhra Pradesh*	12	83	75,701	3,589	155	2,697	925
Assam	19	28	69,147	5,000	437	2,500	437
Bihar	19	100	689,100	20,656	1,315	6,409	49,461
Chattisgarh	18	21	80,163	5,589	-	2,230	-
Gujarat	11	18	84,221	2,965	5,698	7,135	2,786
Haryana	5	23	37,539		1,569		
Himachal	12	118	1,303,363	9,967	26,562	9,301	14,914
Jammu and Kashmir	6	16	26,529	1490	1469	936	
Jharkhand	4	6	20,135	1,740	-	600	546
Maharashtra	13	48	295,492	9,960	-	7,589	581
Madhya Pradesh	13	60	86,250	3,243	-	1,664	-
Nagaland	11	61	99,402	139	2,159	139	1,165

ORRISA	30	30	151,734	8,096	-	3,686	1,348
Punjab	20	216	1,865,096	10,622	31,549	10,622	13,102
Rajasthan	11	26	95,350	6,103	-	4,998	3,172
Tamil Nadu	8	80	322,712	6,956	1,191	6,100	505
UP	68	267	6,236,885	25,999	184,828	14,944	98,286
Uttarakhand	13	37	642,610	4,394	25,786	3,761	12,383
West Bengal	6	9	20,688	1,119	-	842	-
Total	299	1,318	12,202,117	127,627	282,718	86,153	199,611

*Division of districts in Andhra Pradesh is referred to as Mandals; therefore we reach 83 Mandals in Andhra Pradesh.

ASSESSMENT OF PROGRAMMES

CHILDREN TESTED

MASTER TRAINERS TESTED

The pre-test was conducted at the beginning of the class and the post-test at the end of the year. Two different tools were used for the two different levels (Level 1-class 1 & 2) and (Level-2 class 3, 4 and 5).

The test was conducted one on one.

A four-section fifty mark test was conducted at the beginning and end of the programme.

The test is designed and corrected by a group of people not involved with training. A master trainer must score more than 80% in the first three sections and at least 70% in the others.
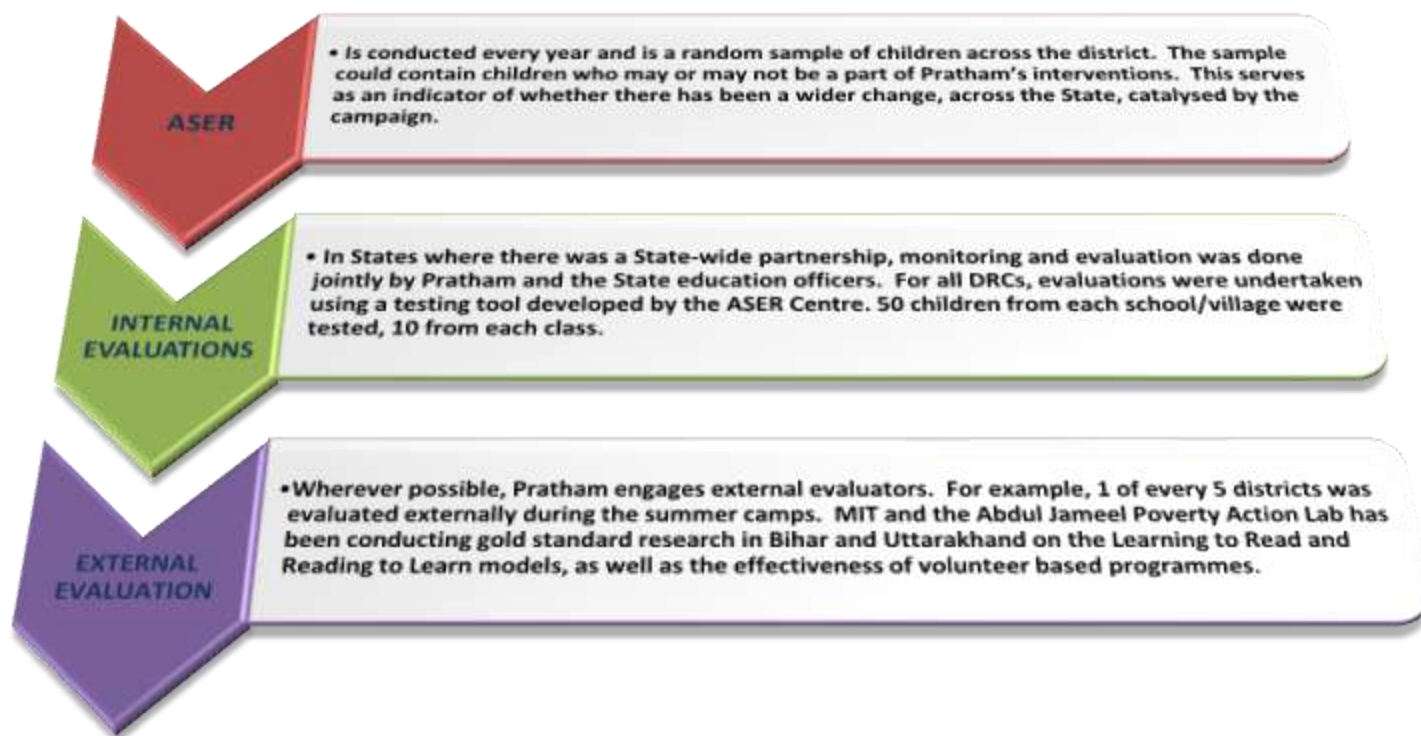
MONITORING AND EVALUATION

Pratham's full-time teams along with the education officers (wherever there was a State partnership) regularly monitored the campaign. This included regular visits, demonstrations, random assessment of children, discussion with parents, teachers and village Panchayat members.

Evaluation was conducted at three levels:

ASER
- Is conducted every year and is a random sample of children across the district. The sample could contain children who may or may not be a part of Pratham's interventions. This serves as an indicator of whether there has been a wider change, across the State, catalysed by the campaign.

INTERNAL EVALUATIONS
- In States where there was a State-wide partnership, monitoring and evaluation was done jointly by Pratham and the State education officers. For all DRCs, evaluations were undertaken using a testing tool developed by the ASER Centre. 50 children from each school/village were tested, 10 from each class.

EXTERNAL EVALUATION
- Wherever possible, Pratham engages external evaluators. For example, 1 of every 5 districts was evaluated externally during the summer camps. MIT and the Abdul Jameel Poverty Action Lab has been conducting gold standard research in Bihar and Uttarakhand on the Learning to Read and Reading to Learn models, as well as the effectiveness of volunteer based programmes.

ASER CENTRE

For the past five years, the Annual Status of Education Report (ASER) has conducted the largest household survey undertaken in India by people outside the government and annually measuring enrolment as well as reading and arithmetic levels of children in the age group of 6-14 years. The national ASER Report 2009 (Rural) was released by Mr Kapil Sibal, Minister for Human Resource Development, Government of India, in Delhi in January 2010, and was followed by a panel discussion focusing on the highlights of the Report and steps forward.

ASER continues to guide policy decisions and is being used by policy makers. The findings of ASER 2009-10 have been quoted in the Economic Survey of 2009-10. The Government of Rajasthan launched Phase 1 of "Aao Padhe Hum" ('Come, Let's Read') Programme on 7th November 2009. Phase 1 will be implemented in all 33 districts in approximately 6,500 schools. The aim of this phase is for all students to attain class 1 and class 2 level competencies. ASER is quoted in the Sarva Shiksha Abhiyan (SSA) module prepared by the Rajasthan Council for Elementary Education.

ASER GOES GLOBAL

The influence of ASER is also beginning to be felt in countries around the globe. ASER Pakistan was recently released, taking a look at the current status of primary education in that country. Similarly, in Kenya, the first UWEZO Kenya was recently launched; UWEZO, meaning capability, is also an ASER-like initiative. Similar surveys will take place in Uganda and Tanzania. Given that all these exercises have been inspired by our own ASER and that we have helped them all in some manner or the other, it is a matter of great satisfaction for us to see them come to fruition.

Another milestone at the international level was when more than 1,000 global leaders (including 60 Heads of State and five Nobel Peace Prize winners) joined former President Bill Clinton in New York to develop solutions to some of the world's most challenging issues. Dr Rukmini Banerji, Director, ASER Centre, introduced Pratham and ASER Centre's work and brought attention to the problem of access to education for Indian children.

Education For All - Fast Track Initiative (EFA-FTI), a global partnership to help low-income countries meet the Millennium Development Goals (MDGs) on education, has adopted two indicators of reading skills, confirming that learning outcomes are now at the centre of FTI's agenda. The EFA FTI Secretariat acknowledged Pratham and ASER's influence through the process.

ASSESSMENT SURVEY EVALUATION AND RESEARCH – ASER CENTRE

2009-10 was again an important year for the ASER Centre. The activities of the Centre expanded both geographically and in scope. The main activities undertaken by the Centre last year were as follows:

- The ASER Survey was released in January this year by Union Minister of Human Resource Development, Mr Kapil Sibal. Following the national release, State releases were organised all over the country.

- **Development of DRC Assessment tools:** The ASER Centre has designed the assessment tools used by the DRCs across the board. Evaluations are conducted at three points in the first year of programme implementation, through the baseline, the midline and the endline tests respectively. Sample children were randomly selected and tested in schools, then followed across all three tests to determine their learning progress. 10 children were tested from each class (class I-class V) adding up to 50 children from each school. The evaluation took place in 25 randomly selected schools in the focus blocks of the DRCs and 25 non-focus blocks of the district.

- The midline also tested 20 of the same children (10 from class 2 & 10 from class 4) as the baseline. Along with the tests, the perceptions of DRC members regarding good and bad classes were obtained, along with their views on what the class-wise learning goals should be. By compiling both quantitative and qualitative information on schooling across India, ASER provides multi-faceted insights into the strengths and weaknesses of government schools.

ASER RESEARCH PROJECTS

- **PAISA (Planning, Allocations and Expenditures, Institutions: Study in Accountability):** A collaboration between ASER Centre, Accountability Initiative and the National Institute for Public Finance and Policy, the project aims to enhance accountability in public expenditure management for basic service delivery in India. The programme publishes data related to planning processes, resource allocations, expenditures and institutional arrangements for service delivery. The focus is on micro level processes, from the district to the service delivery point. The data collection process is complemented by a capacity building initiative for primary stakeholders to enable them to participate effectively in planning exercises and resource tracking.

- **TEACHING AND LEARNING IN GOVERNMENT PRIMARY SCHOOLS:** Initiated in mid-2009, this study aims to document and understand factors that affect teaching and learning in government primary schools in India. Funded by UNICEF and UNESCO and supported by the Ministry of Human Resource Development, Government of India, this 18-month study covers 900 government schools and close to 30,000 students spread over 15 districts in five States: Rajasthan, Andhra Pradesh, Assam, Jharkhand and Himachal Pradesh. Key features of the study include data collection across a comprehensive set of domains (village, school, teacher, classroom, household and child), repeat visits to each school, and a combination of quantitative and qualitative research methods.

CASE STUDY OF LEARNING STATUS OF DALIT CHILDREN IN UDUPI DISTRICT, KARNATAKA

Conducted by the Centre for Rural Studies, Manipal University, this study aims to examine schooling and learning amongst Dalit and non-Dalit communities in the Udupi district of Karnataka. The study involved a complete census of 30 randomly selected villages in the district which involved data collection on village, household, and child characteristics, as well as on children's learning levels using the ASER tools for language and arithmetic.

PRATHAM COUNCIL FOR VULNERABLE CHILDREN (PCVC)

The year 2009-10 yielded the new motto of Pratham Council for Vulnerable Children (PCVC): "Every Child's Rights Protected, Every child in School and Learning Well". This reflects Pratham's goal of protecting all categories of vulnerable children. It indicates our expanded focus, to address the specific needs of under-protected children, and to address all issues related to child protection.

Pratham worked extensively to advocate for the needs of these children under the newly enacted "The Right of Children to Free and Compulsory Education Act, 2009". **PCVC has been able to transform 44,000 young lives by providing shelter, education and hope for a better future.**

Mrs Farida Lambay, Co-founder of Pratham, Director PCVC, and member of the National Advisory Committee (NAC) on Child Labour is now a part of the national-level Advisory Council on Implementation of the Right to Education Act. The Right to Education Bill was debated, discussed and deliberated by various Government-commissioned bodies before it became a law, and the Advisory Council has been established under the National Commission for the Protection of Child Rights.

PCVC is also a member of the drafting committee appointed by the Central Labour Ministry for the Protocol on Class Operating Procedures to be followed during rescue, repatriation and rehabilitation of working children across India In addition, PCVC continues to be a member of the State Task Forces for Eradication of Child Labour in Maharashtra, Gujarat, Andhra Pradesh and Uttar Pradesh.

COVERAGE*:* In the year 2009-2010 we reached out to ~44,000 children through direct Programmes and catalytic interventions.

Programme	A.P.	Delhi	Gujarat	Maharashtra	Mumbai	Rajasthan	U.P.	Odisha	Total
Educational	640	125	1709	1126	3846	4666	115	117	12344
Shelters	148	0	47	0	80	50	92	0	417
Rescue	141	0	0	7	3459	13	120	0	3740
Prevention	900	585	0	112	1918	355	482	0	4352
Skill Programme	0	0	0	0	317	0	0	0	317
Disability	0	0	0	0	1343	0	0	0	1343
PHASE[1] Programme	0	0	0	0	21000	0	0	0	21000
Total	1829	710	1756	1245	31963	5084	809	117	43513

Some of the key advocacy achievements of the Council over last year were:

1. *"I want to be a teacher too….." A National Campaign on out-of-school children* - Launched on September 5th 2009, this intensive survey gathered data on the number of out of school children in the age group of 6 to 18 year across 10 Indian cities. The survey was planned and conducted by PCVC teams with the involvement of the civil society groups (university students and other volunteers) and Government departments. This national campaign examines the convergence of all Government agencies responsible for child protection to ensure that immediate and appropriate action can be taken to put these children back to school.

Aim of the "But I Want to Be a Teacher Too..." campaign:

- To arrive at accurate numbers and generate reliable estimates of out-of-school and working children across these cities. To bring all government departments and others working on the issue of education and child labour on one platform and suggest measures for concrete action.

- To involve college youth in collecting data and thus raise awareness among them about the issue of out-of-school children.

Each city was divided into three zones namely Red, Yellow and Green based on the incidence of working children/out of school children, secondary data and PCVC's experience. A proper census survey of nearly 85% of the Red pockets was carried out to highlight the magnitude of the working children population. Approximately 58,000 children were surveyed by 5,811 college volunteers mobilised across

these locations. There was a massive response in the States of Odisha, Gujarat, Maharashtra and Rajasthan in which the Government and civil society came on board for the survey.

KEY FINDINGS OF THE SURVEY

- 31% of children in the surveyed areas of Surat were out of school, and almost 25% children were working in the age group of 6 to 18 years. Majority of the children were found working as vendors, domestic workers, or working in handloom and power loom industries.

- 20% of children in the surveyed areas in Jaipur were out of school. 8% of working children were found in the gem and diamond industries, the zari industry and working as vendors.

- 51% of children in the surveyed areas in Bhubaneswar were working children.

CHILDREN WORKING AT NABI KARIM AREA - DELHI

Nabi Karim, located in Old Delhi, near Paharganj, is a hub of leather manufacturing units in Delhi. This area was reported to have many children below the age group of 14 years working in the factories. During the ASER training, a group of PCVC members visited this area and saw many children working. After the visit in May, a rapid assessment exercise was conducted in the month of June 2009. The results were shocking:

- 75% children were brought to work from Bihar.
- Sitamarhi and Motihari districts were represented disproportionately.
- 92% children were below the age group of 14 years.
- 98% children had either never been to school or have dropped out from schools.

A detailed report of the assessment was shared with the Chairperson and Members of the National Commission for the Protection of Child Rights. The teams also met the Chief Minister of Delhi, Ms Sheila Dikshit, and submitted their report. The report was also sent to the Delhi Commission for the Protection of Child Rights (DCPCR), to various Members of Parliament, and the office of the Union Minister for Human Resource Development Mr Kapil Sibal. Post assessment, the teams started working in the area through a "drop-in centre model". The idea was to collect as much information as possible in a non-controversial manner.

After submission of the report the DCPCR conducted ad-hoc rescue operations in the area. The teams worked closely with employers to convince them to release the children.

TASK FORCE REVIEW IN MAHARASHTRA

In mid-2009, Pratham Council for Vulnerable Children (PCVC) was chosen as a partner by UNICEF for the project "'System Strengthening - District Level Review of the Task Force on Child Labour across the State of Maharashtra''. The idea was to facilitate and coordinate review meetings with the District Collectors in the identified districts and submit the findings of the review meetings to the Department of Labour, Government of Maharashtra.

The objectives of the review were to understand the progress made by the Task Force towards elimination of child labour in the district and to assess the situation of child labour in the districts, the nature and the extent of implementation of schemes towards the elimination of child labour, and the efforts made towards the prevention, rescue and rehabilitation of child labourers. The team, in collaboration with other NGO's and government departments, successfully finished the review process and submitted a report. The review determined that the State government needs to recognize the eradication of child labour as a top priority.

PROGRAMME ACHIEVEMENTS

A STRATEGY FOR VARIED PROFILES OF WORKING CHILDREN: DROP-IN CENTRES

One of the major strategies used to rescue children from work through a non-confrontational method was the Drop-In Centre. Based on last year's successful intervention in Mumbai's Dumping Ground, the programme was expanded to two new areas this year.

The Centres were operational in the three mega-cities of Mumbai, Delhi and Hyderabad and catered to different profiles of working children – children who worked on their own and lived with families, children who were brought to work to a different location, and children who worked in markets and lived with families.

Nearly 1,200 children were covered through this strategy in these three locations. This year, Pratham plans to expand this model to areas like Odisha, Jodhpur and Surat.

"MY VOICE, MY RIGHT" – BAL PANCHAYAT IN ANDHRA PRADESH

Bal Panchayat (children's village council) aims to operationalise the child's right to participatory government. Modelled on the same lines as the Gram Panchayat, a Bal Panchayat is a form of council for the children, by the children. It works as an open forum, enabling children to express their opinions

about any issues or concerns and to be heard. Bal Panchayat also gives children the opportunity to debate and collectively try to find solutions to their problems.

The project was started across 60 villages in Guntur District in Andhra Pradesh to make children equal partners in the fight against the violation of child's rights. In the initial phase of the project, Pratham collected support letters from the local Gram Panchayats, conducted needs assessments and surveys, and ran mass-mobilization of children for elections. About 6,400 children from 52 villages participated and voted in Guntur for the elections. 520 elected Bal Panchayat representatives are presently working in these villages on issues related to violation of the rights of children, mainly in the areas of education, hygiene and sanitation.

Pratham's direct programmes have traditionally been conducted in the urban areas to increase the enrolment and learning levels of children living in urban slums. These are focused interventions and Pratham team directly plans, conducts and monitors the programmes. They are typically conducted within community spaces – in people's houses, temples, open spaces, etc. The instructors, mainly women, belong to the community in which the programme is conducted. They are mobilised and trained by the Pratham team. Pratham also provides teacher-learning material and regularly monitors the progress of the programme. Each instructor receives a nominal monthly allowance for the work that they undertake.

There was a change in approach in the year 2009-2010 with the introduction of a new model called the Urban Learning Centre (ULC).

The worldwide economic meltdown was a major factor that forced us to think of ways to move towards a more sustainable model and make sure that programmes in the community continue through Pratham's methodology and children benefit from them with or without Pratham's presence. In addition, Pratham hopes to provide higher quality, deeper and more sustained interventions in the community, which will help the children receive all the academic support they require from a well-trained team. Intensive capacity building will also enable the teams to teach advanced content.

In Gurgaon, DLF and Bain supported 56 schools in the Learning Enhancement Programme (LEP). LEP consisted of Pratham's Learning to Read (L2R) module which is an accelerated learning programme designed for children of 6 years and above who are unable to read simple text fluently and are unable to do simple arithmetic correctly. The programme also focused on English learning for Class II to V and a Library in each school. The programme was a great success and was able to reach 3,000 children through its learning enhancement classes and 6,353 children through the library programme.

In 2009-10, the direct programmes continued in 30 cities across the country, reaching out to almost half a million children. Pratham has always worked in underprivileged communities with a critical need for educational intervention through two approaches: the community model and the in-school model.

2009 and 2010 saw major changes, with the introduction of a new model called the Urban Learning Centre (ULC).
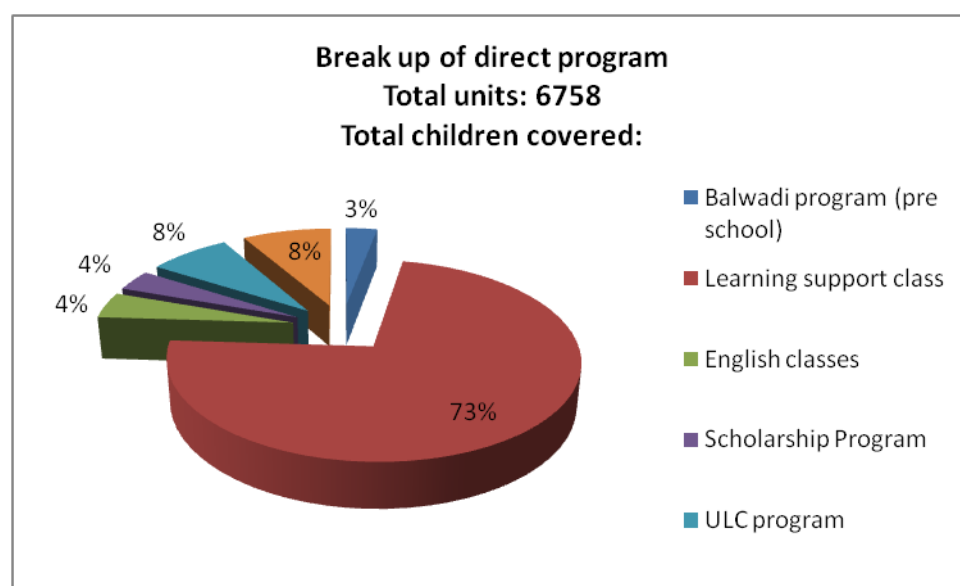
- Community model: Programmes such as the Balwadi, Shishu Vachan, Scholarship programme and English programme were implemented in the communities. Through these programmes, Pratham reached approximately 90,000 children.

- In-school model: Working in schools not only gives us an opportunity to cover a larger number of children and in turn have a larger impact on the learning levels of children, but also allows us to showcase our teaching methodology to the Government. While it is the learning support classes (L2R, R2L) that are largely implemented in the schools, we are constantly trying to transfer as many

programmes as possible to the schools. Currently, our in-school programme is implemented in Mumbai and Delhi reaching out to 340,979 children.

- Urban Learning Centre model: Pratham has evolved and innovated from providing pre-schools to providing accelerated techniques for reading and arithmetic, improving English conversational ability and a host of other learning support mechanisms for children in and out of school.

  Pratham launched its ULC programme across most cities that we were working in 2008-09. Wherever strong government partnerships were already in place, Pratham opted to continue these programmes, providing maximum coverage while mainstreaming Pratham's instructional model in public classrooms.

BREAKDOWN OF DIRECT PROGRAMMES

Break up of direct program
Total units: 6758
Total children covered:

- Balwadi program (pre school) — 3%
- Learning support class — 73%
- English classes — 4%
- Scholarship Program — 4%
- ULC program — 8%
- 8%

THE CORE DIRECT PROGRAMMES IN 2009-10:

1. **BALWADI (PRESCHOOL PROGRAMME):** The Balwadi programme provides high quality pre-school education in areas/communities where there are no Anganwadis (Government pre-schools) or pre-schools run by other NGOs. This year, the Balwadi programme continued in full strength in several cities across India. In 2009-10, over 13,000 children were covered through almost 700 Balwadi classes.

2. **LIBRARIES:** To ensure that all children in slum communities have access to good books even before the Learning to Read (L2R) and Reading to Learn (R2L) activities begin, Pratham established libraries in urban areas. This encourages good reading habits, and increases exposure and interaction through activities that increase learning levels among children ages 6-14. In 2009-10, there were over 2,481 Pratham libraries across the 28 urban locations, reaching over 354,416 children in a month.

3. **LEARNING SUPPORT CLASSES***:* These classes are meant for in-school and out–of-school children. Learning Support Classes use the L2R and R2L methodology to teach children how to read through accelerated learning techniques. The R2L technique is used for those children who can read, but is used to strengthen reading abilities, and improve comprehension of school and/or other texts, and oral and written expression. There were about 2,290 learning support classes running through the "in-school programme" and also in the communities reaching out to around 264,000 children across India.

4. **ENGLISH CLASSES:** These classes are focused on listening, speaking and reading English. Children are taught to pronounce the alphabet and words correctly and build vocabulary. The aim is to teach them a minimum of 750 words and 1,000 sentences. They are also being taught to ask 15 different types of 'wh' questions ('where', 'what' etc). There were 980 English classes running in India impacting more than 20,000 children.

5. **SCHOLARSHIP CLASSES:** The Scholarship programme was piloted in 2007 in Mumbai and Maharashtra and has been getting stronger with better results each year. These classes are focused on helping children enrolled in government schools prepare for class four scholarship exam in three areas of language, Math and "intelligence quotient" through an eight-month preparatory exam. From 2009 onwards, a fourth component, English language was added. Subsequently, on the successful implementation on the programme in the first year, this was extended to Delhi as well. In 2009-10 there were 181 units that ran across 91 schools in Delhi. Across India 832 units ran reaching out to 16,547 schools.

TOTAL COVERAGE FOR DIRECT PROGRAMMES FOR 2009-10

			Total ULC coverage
STATE	CITY	No. of ULCs	Enrolled
A.P	Hyderabad	32	1431
	Vizag	25	1752
Gujarat	Ahmedabad	10	2881
	Baroda	4	817
	Surat	123	2624
MP	Bhopal	7	700
Maharastra	Pune	20	1603
	Pimpri	12	1182
	Thane	3	197
	Aurangabad	3	244
	Ralegaon	6	801
	Nagpur	9	1062
	Mulshi	5	531
	Solapur	5	498
	Nashik	4	342
	Kolhapur	5	423
Orissa	Cuttack	8	390
Rajasthan	Jaipur	7	602
	Bikaner	4	223
U.P	Agra	19	2869
	Allahabad-PSS	7	1258

	Allahabad-GJMM	7	1410
	Gauriganj	2	340
	Lucknow-STEPS	14	2142
	Lucknow-RISE	21	3950
	Rampur	10	2300
	Varanasi	20	3385
Total		392	35,957

HIGHLIGHTS FROM MAJOR CITIES

MUMBAI

- Pratham works in almost all public schools across the city through a partnership with the local government. Over the years, Pratham has tried to strengthen this partnership in different ways. While training government school teachers in our methodology would be ideal, this has not happened so far. However, we have found some degree of success by moving many of our community programmes—such as the English and Scholarship -programmes—into the schools. As enrolment is high and majority of the children attend school, it is easier to reach a larger number of children through the school rather than the community.
- Through the learning support classes, teachers covered all children in class 1 and 2 and only those children who were lagging behind in class 3, 4 and 5. In Mumbai alone, 1,016 classes were running in schools, covering almost 90,000 children. One major lesson has been that we need to lay special focus on children in class 3 as a strong foundation in this class will help them take the scholarship exam effectively and cope with its challenging demands.
- The scholarship programme is also making strides with each passing year. The number of enrolled children is steadily increasing. *Last year, 27 children who appeared in the merit list were from Pratham's scholarship class. Pratham scholarship classes are largely focused on BMC school children; 86% of these children belong to these schools. The passing percentage of children from BMC schools in a Pratham class is 18% higher than children of BMC schools across Mumbai.*
- 163 Urdu government schools teachers were trained and oriented by the Pratham English team on the English component in the scholarship programme curriculum.

DELHI

- Similar to the Mumbai model, Delhi also has a partnership with the MCD schools where we run our learning support classes. In 2009-10 Pratham conducted 689 classes in MCD schools and reached out to approximately 241,432 children.
- Along with the learning support classes we also have school-based libraries. This year several new books in Hindi and Urdu were added to the library set in December and January. After the completion of the reading curriculum, book-based activities such as role play, storytelling and arts & crafts began in the month of November. **Through the school-based libraries, Pratham reached up to 173,642 per month last year.**
- Programmes such as the Balwadi, Anganwadis, English and the scholarship continued last year. **Delhi ran 1,644 total programme units, reaching 259,659 children.**

Year wise Data on Children enrolled and Appeared for Exams			
Academic year	Enrolment in Pratham	Appeared for Exams	% who appeared for exams
2007-2008	2020	1757	87%
2008-2009	6217	4965	80%
2009-2010	10171	9022	89%

URBAN LEARNING CENTRES (ULC)

The ULC centre is a rented space of 3-4 rooms in the community where Pratham's classes are run to provide a more professional atmosphere for teachers and a clean, enabling environment for the students. The existing community teachers along with ULC promoter are responsible for the running of the centre and making it sustainable. On an average there are about three teachers per centre.

A big difference from the earlier model is that we are now charging a nominal fee from the children; however, children who cannot pay this fee due to their economic condition are supported by Pratham. Thus no child wishing to attend the programme is denied access due to an inability to pay. The implementation of a fee requirement helps ensure commitment among students and makes the ULC model more sustainable in the long term.

Through the ULC programme, we were able to cover 35,957 children through 392 urban learning centres in 28 cities across India.

ULC PROGRAMME IN UTTAR PRADESH

- In UP, Pratham has been working in Lucknow, Agra, Allahabad, Rampur and Varanasi for the last 5 years. These cities are notable for their large number of out-of-school children.

- The main focus has been on reducing the numbers of out-of-school children and bringing their learning levels to an acceptable level. Fee collection in these *bastis* was a challenge as the capability and

willingness of parents to pay fees was very low. Although 100 ULCs were started in the cities, income generation through the ULC model was not possible.

- As Pratham has always followed a need-based model, it was decided that through the ULC model, Pratham would support all children enrolled in the ULCs.

- As most of the children were out-of-school, the focus was on basic learning levels instead of the school curriculum employed by ULCs in other States. Through 100 ULCs, a total of 17,654 children were covered.

ULC PROGRAMME IN MAHARASHTRA

- One of the biggest reasons for Pratham to shift to a fee-based model was to encourage sustainability and also to help the community take ownership of this effort. While many States struggled in collecting fees from the children, in Maharashtra the fee collection was promising.

- A total of 72 ULCs were running in 12 cities of Maharashtra covering 6,883 children and some of the ULCs have enrolled children from class VIII to X.

- 48 out of 53 students who appeared for their class 10 exams have passed. Most of these children were drop-outs or working children who had not attended school for the previous 5 to 6 years.

VOCATIONAL SKILLING PROGRAMME – PACE (Pratham Arora Centre for Education)

The program is targeted at economically disadvantaged youth in the 18-30 year age group. India has a large percentage of youth who have not been able to complete their formal education and also do not have the required vocational skills to be gainfully employed.

Pratham's Skills Training Programme attempts to:

- Train youth in market relevant skills such as banking, agriculture, hospitality, etc., and,

- Help them start their own businesses

Key activities conducted in 2009-10:

The PACE Financial Services Knowledge Centre in Bhandup, Mumbai, continued to cater to youth from the nearby communities and provided training in Banking, Financial Services and Insurance, enabling them to pursue a career in banking. Impressed by its performance, Central Depositories Services (India) Ltd approached Pratham to offer our graduates a free course on Capital Markets and Depositories with the help of the Bombay Stock Exchange (BSE). Students will receive a joint certificate from Pratham, BSE and CDSL. CDSL will also provide placement support with the help of its Depository Participants. This centre has also been approved by the Directorate of Vocational Education & Training for registration under the Skills Development Scheme of the Ministry of Labour & Employment.

The PACE Agriculture Knowledge Centres in 4 districts of Maharashtra – Satara, Sangli, Solpaur and Ralegaon – are functioning well. New extension centres were opened to mobilise youth and farmers from other blocks. The agriculture curriculum was revised to incorporate new trends in the market. EdelGive Foundation, which is supporting the Sangli centre, agreed to provide support for the second year. **Two more Farmer Service Centres (FSCs) were initiated, thus having one FSC attached to every Agriculture Knowledge Centre. These FSCs benefitted over 500 farmers last year. We have been working with Dharma to sell Reuters SMS cards, solar lights and water filters to farmers. The SMS cards give the farmers information about weather, market prices and steps in cropping. This initiative will help us develop Rural Entrepreneurs among our trainees.**

At the PACE Construction Knowledge Centres, Latur, all three training courses of Masonry, Barbending and Formwork Carpentry are being run successfully. L&T has agreed to provide support for the second year too. We plan to start some new allied courses in this year. We also plan to expand construction skills training to Ahmednagar district in Maharashtra and to Orissa with L&T's support. We completed construction of this centre during the year. Student cohorts for the Food & Beverages training and the Housekeeping session at the PACE Hospitality Knowledge Centre in Aurangabad were initiated and so far we have had 99% of our trainees placed at the Taj Hotels and Resorts, a leading hotel chain in the country.

SAKSHAM CENTRES

Saksham Centres are small, low-investment grassroots centres, which train students in Beauty Care, Tailoring, DTP, Tally, Spoken English, Mobile Repair, etc. Saksham Centres were placed where Pratham's Child Learning Centres (CLCs) already existed as an initiative to enable rural youth to set up their own village-based enterprises. Currently, these centres are located in Kolhapur, Nashik, Umerga, Mangaon, Satara, Solapur, Panvel, Katol, Ghansoli, Pimpri-Chinchwad and Nigdi. New centres were started in Gavanpada (Mumbai), Kamshet (Pune), Digha (Thane), Ralegaon (Yavatmal) and Darwha (Yavatmal). We also connected with local *mahila mandals* to run our centres as an initiative to economically empower women. We have partnered with Firefish, a Pratham team, for developing a Spoken English training programme at our various centres.

ENTREPRENEURSHIP DEVELOPMENT PROGRAMME

With the support of Barclays Bank, we explored a scalable "Entrepreneurship Development" model by:

- Finding the right individual through a selection process
- Supporting them by providing access to finance, skills, and markets

The most crucial part of the model was to focus upon the selection of the entrepreneur through a rigorous screening process. We ran this pilot project in Pune, Satara, Sangli and Kolhapur.

So far, Rs. 22,25,000 has been disbursed across 42 rural entrepreneurs for businesses such as Poultry Farming, Dairy, Cattle Breeding, Counselling Centres, Maruti Service Centres, and manufacture of 2-wheeler handle covers. A study is on to measure the success of this pilot project.

COMPUTER ASSISTED LEARNING (CAL)

The objective of the Computer Assisted Learning (CAL) programme is to reach out to all children from disadvantaged backgrounds who do not have exposure to the world of Information Technology.

The CAL Programme is operational in eight States (Maharashtra, Delhi, Uttar Pradesh, Rajasthan, Gujarat, Haryana, Karnataka and Punjab) and has served over 1, 73,000 children and youth since its inception.

Before the start of each CAL programme, specific content-based training is provided. The training content has been designed in such a way as to help the child to recognise his interest area and skill, and to help the children pursue careers in the field of technology best suited to them. The training provided is also sufficient for the student to take up a job related to IT after school in case his circumstances do not allow him to pursue further education.

PRIMARY SCHOOL (CLASS I – IV): The training for primary school students mainly focuses on their school syllabus. We try to enhance the child's basic competencies such as knowledge of numbers, operations on numbers, geometry, recognition of vowels and consonants, word formation, basic English vocabulary, pronunciation, recognition of measurements, recognition of direction, map-reading, social studies and general knowledge.

SECONDARY SCHOOL (CLASS V – VII): The training provided to secondary school students is designed as a project-based learning module in which the focus lies on Office Automation, Animation and Internet. Through project-based learning, students link their day-to-day activities and surrounding incidents with technology. These activities include preparing publicity material, including a prospectus, pamphlets and print advertisements; students also practice resume writing, letter writing, writing news articles, making MS PowerPoint presentations, etc.

HIGHER SECONDARY SCHOOL (CLASS VIII – X): The training designed for higher secondary students offers an opportunity to specialise in graphics and programming. In class VIII, the training focuses on graphic designing skills in which students learn to prepare news layouts, print advertisements, pamphlets, fashion designs, designs for CD inlay covers, and magazine layouts with the help of applications like Corel Draw, Photoshop and PageMaker. In class IX and X, the training focuses on programming skills in which students learn C, HTML, Access, and Visual Basic. This training gives the student an understanding of software development and helps him/her to pursue a career in a technology-related field. Along with knowledge of software, workshops on computer hardware are also held for class X students.

REFRESHER TRAINING
Refresher training takes place twice in a year – once during the Diwali vacation (October-November) and again during the summer vacation. These trainings are conducted with the help of external resource persons. Trainees develop in-depth knowledge of a particular application, knowledge of the latest

technology updates, training in personality development, and training to improve their English. In group activities, project banks are prepared which the teachers can forward to their students. The refresher training also guides the Sancharaks (teachers) on how to conduct competitions, exhibitions, child activities, quizzes for the children and how to conduct parents' meetings in school. These parents' meetings are held once at the beginning of the academic year and again in February in which the Sancharaks' responsibility is to increase awareness among parents about technology, about what their children are learning at the CAL centre and about its importance for the child's future.

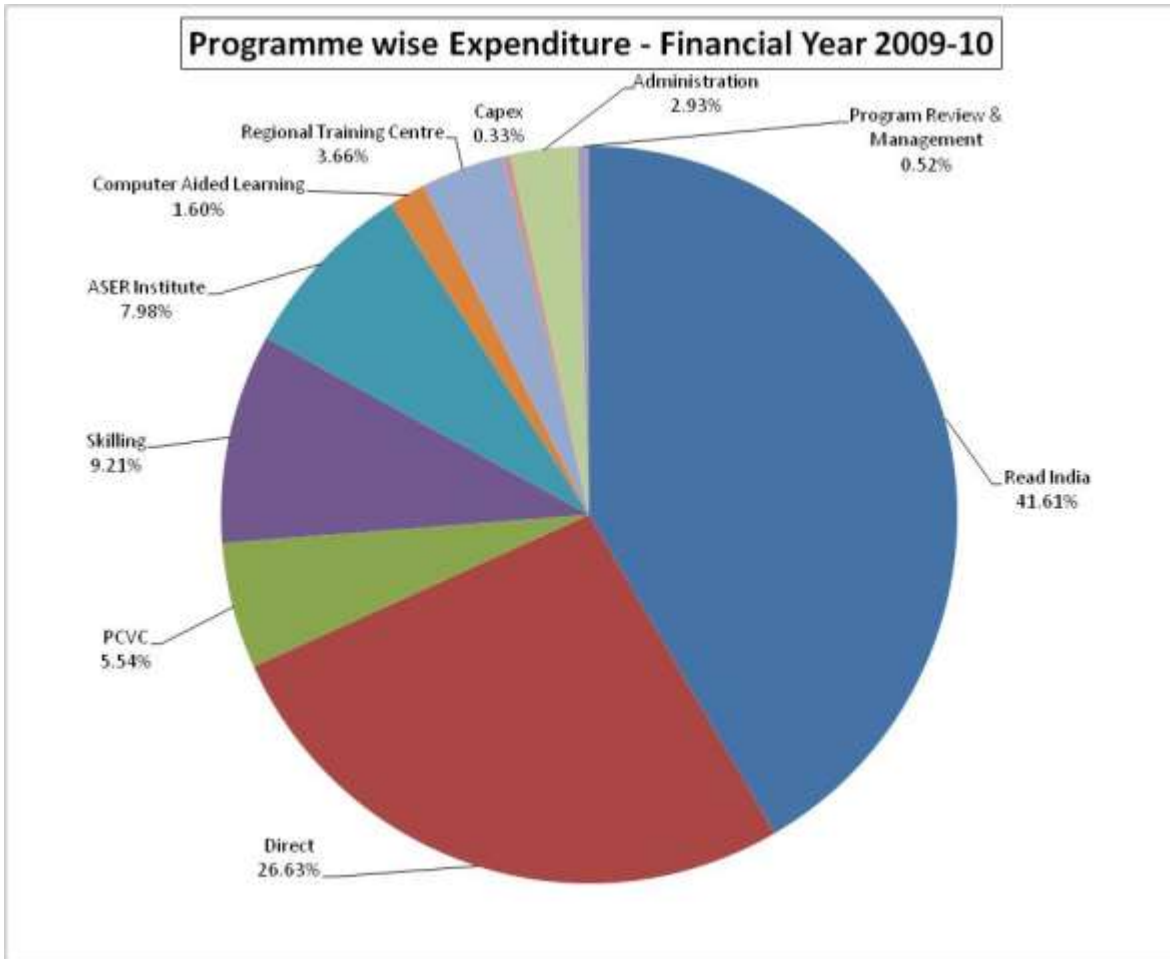**REACH: A total of 341,785 children were covered across 8 States**

States	Children Covered
A.P	25,000
Chhattisgarh	45,000
M.P	42, 340
Maharashtra	66,000
Orissa	1, 53, 300
U.P	7000
West Bengal	3145

PRATHAM FINANCIAL REPORT

TOTAL NUMBER OF BENEFICIARIES

Programmes	Direct Beneficiaries		Total
	Male	Female	
Read India	6,098,837	6,103,280	1,202,116
Direct Programme	231,299	236,295	467,594
Pace (Skilling)	1540	1260	2800
CAL	43304	39973	83,277

FINANCIAL SNAPSHOT

Programme wise Expenditure - Financial Year 2009-10

- Administration 2.93%
- Capex 0.33%
- Regional Training Centre 3.66%
- Computer Aided Learning 1.60%
- ASER Institute 7.98%
- Skilling 9.21%
- PCVC 5.54%
- Direct 26.63%
- Read India 41.61%
- Program Review & Management 0.52%

Income - Financial Year 2009-10	
Name of Donor	**Amount (INR)**
ADM Capital Foundation	1,793,449
America-Mideast Educational Training Services	1,231,974
Ballarpur Industries Limited	2,507,633
Capital Group	1,781,369
Charities Aid Foundation	7,064,169
Credit Suisse	1,008,593
Deutche Bank	15,029,319
DLF	666,000
EdelGive Foundation	1,708,700
Emco Foundation	1,109,054
French Foundation	765,698
GE Foundation	10,461,000
Give India	3,858,400
Glaxo Smithkline Pharmaceauticals Limited	1,600,000
Hewlett Foundation	143,272,080
Hindustan Unilever Limited	5,927,238
Housing Devlopment Finance Corporation Limited	700,000
ING Vysya Foundation	700,000
International Business Machine (IBM) International Foundation	5,942,944
ITC Ltd	4,780,000
Jamshedji Tata Trust	4,914,000
Johnson & Johnson	1,919,838
JP Morgan	7,231,291
L&T Public Charitable Trust	1,981,420
Lets Dream Foundation	3,850,000
Mathon Power Limited	1,176,000
Micheal and Susan Dell Foundation	38,967,326
Ministry of Human Resource Devlopment	14,152,997
Mobile Creche	2,358,000
National Child Labour Project	4,956,548
NOVIB	67,184,707
Other individual	8,818,224
Paul Pandian	1,204,500
Piramal Healthcare Limited	10,000,000
Pratham Canada	1,635,794
Pratham UK	46,682,971
Pratham USA	50,622,285
Price Water Coopers	1,354,700
Ramesh Bhatia	2,500,000
Rockdale Foundation	1,204,500
Sarva Shiksha Abhiyan (SSA)	45,662,184
Save the Children	1,616,763
Social Initiative Norden AB	6,983,717
State Bank of India	709,878
Sudesh Arora	24,090,000
The American India Foundation	5,257,350
Tide Foundation	4,638,975
UNICEF	4,711,674
United Way Wordwide [Citi Bank]	25,649,825
Grand Total	**603,943,087**

CONCLUSIONS AND LESSONS LEARNT

2009-10 has been another watershed year for Pratham. The changeover from saturation coverage to a more focused and tighter demonstration model was successfully initiated during the year. In the years to come, it is expected that this model will lead to scaling up of improvement initiatives, thus catalysing the school system into focusing upon, and improving, the learning levels of our children. More States are emphasising the importance of improving learning levels and taking up programmes and initiatives aimed at strengthening the child's experience in school.

Though it operates on a smaller scale than its predecessor, Read India II continues to impact the school system at the district level. Experience has shown that sustained impact becomes possible only when the State is willing to step in and support the process. We thus continue our efforts to ensure ownership of the programme by the "official" system. Read India II models follow the design outlined in 2009-10, either in partnership with the State government and hence across the State, or in partnership with the district government and thus across a district, or without any partnership, but as a demonstration model that offers best practices for adoption.

22 District Resource Centres have been established and are now functional, operating as model centres for the district government. Moreover, efforts are being made to get involved with the governments at Central, State and district levels to ensure wider implementation of the model.

THE ROAD AHEAD

- In 2010-11, the Programme will begin to include a Science sub-programme, aimed at rekindling the interest of children in everyday scientific phenomena, and providing them with an understanding of everyday science.

- Although an attempt has been made to encourage self-sufficiency in the 400 Urban Learning Centres, this is not the principal objective of the model; the ULCs continue to operate on the principle of helping those who need it the most, including those who may not be able to pay the stipulated nominal sum.

- The Pratham Council for Vulnerable Children will continue to provide support to children at the margins of society, achieving ever greater success in rehabilitating such children, and in influencing the policy that affects their welfare.

- The Education for Education programme was piloted successfully, and revealed that there was indeed a significant demand for marketable skills among volunteers. In 2010-11, the programme will be rolled out on a larger scale, providing volunteers with a strong incentive to continue their association with Pratham. Education for Education is an on-scale project by Pratham to strengthen its flagship Read India programme, run with the help of uncompensated volunteers across the villages of the country. The Read India volunteers are trained to teach children using a combination of doing, saying, reading, and writing activities. This training enhances their soft skills. The volunteers, about four per village, or two per school, will be

offered a 72 hour digital literacy course over 4 to 6-months.The 72 hour course emphasizes hands on experience for 72 hours, combined with project work. In return, they will teach at least about 20 children who are lagging behind in basic reading, writing and arithmetic. The volunteers will be given an Intel-Pratham joint certification on successfully completing the digital learning and teaching programme. They will also have the option of appearing for Microsoft examination for certification in using Windows 7-MSOffice. Each block of about 100 villages will have five EFE centres. Each centre will have an instructor equipped with two laptops to resource the surrounding 20 villages. The programme thus translates into enhanced learning support for the children taught by these volunteers who will acquire higher level skills and knowledge. At the end of the course, the volunteers will have placement opportunities through a nation-wide employment database made available to potential employers.

- On the assessment front, ASER 2010 will look at new elements, including a possible test of Class 5 competencies in language and math. In addition, ASER 2010 will include a school observation sheet that will help to compile data about the availability of facilities in schools as mandated by The Right of Children to Free and Compulsory Education Act, 2009.

Pratham's vision for 2010-11 remains as firm and committed as always. "Every child in school and learning well" is no longer just a possibility; it has the potential to become reality, if we can work together to achieve this important goal.