

IIMPACT

PROJECT PROPOSAL

FY – 22-23



CONTENTS

- I. SUMMARY**

- II. INTRODUCTION.....**

- III. GOAL AND OBJECTIVES**

- IV. BROAD STRATEGIES AND ACTIVITIES**

- V. VISIBILITY.....**

- VI. VOLUNTEERING**

- VII. TIMELINE**

- VIII. EXPECTED OUTCOMES.....**

- IX. BUDGET**

1. Summary

Details of the Proposal			
Details of the organization	<ul style="list-style-type: none"> • Name of the Organization: IIMPACT • Postal Address: M-2/3, GF, DLF Phase II, Gurgaon – 122002, Haryana • Name of the Contact Person: Dr Shubhangi Sharma (Executive Director) • Phone Number: +91 124 4276865-6, Mob: 9818381919 • Email: shubhangi.sharma@iimpact.net • Website Address: www.iimpact.net • Registration Number: MH/803/2003/Pune 		
Goal of the Project	Provide quality primary education to the girl child in rural areas to enable access and participation in further education by engaging and empowering the community		
Project Details	<ul style="list-style-type: none"> • Total 100 Learning Centres consisting of around 30 girls per learning Centre • No. of direct beneficiaries: Around 3000 		
Funds Requested	<table border="1"> <tr> <td>Total Budget</td> <td>Approximately 1,50,00000</td> </tr> </table>	Total Budget	Approximately 1,50,00000
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2. Introduction

IIMPACT Girls Child Education Program was started by the Alumni of IIM Ahmedabad 1978 batch. Under this project, IIMPACT has identified rural out-of-school/ irregular to school girls in 34 different regions, 11 States with low female participation in education. IIMPACT's single minded focus is on providing quality primary education to these girls. IIMPACT has identified problems plaguing girls' primary education in India and has developed a model that overcomes these problems viz. the IIMPACT Learning Centre model. Under this model, IIMPACT establishes single-teacher primary Learning Centres in villages with high concentration of out-of-school/ irregular to school girls in the 6 to 14-year age group. These girls benefit from the learning Centre approach as they are near to their homes. Thus, IIMPACT takes the school to their doorsteps. The Learning Centres employ female teachers sourced from the local area who provide very high-quality education through play-way methods. The Learning Centres are also a converging point for the local village community as they learn about the importance of education for girls and break age-old shackles in girls' education.

Starting with just 450 girls and 15 learning Centre's in 2004, today IIMPACT is running this project in over 1500+ villages of India and has covered nearly 60000 girls in the primary education programme. Over a period of 18 yrs. IIMPACT has worked in 2000+ villages impacting over 104,000 girls. IIMPACT runs this project for about 5 - 6 years in one locality, up to the time that each girl enrolled in the Learning Centre has received a firm grounding in primary education. We have observed that the girls who have completed their primary education from IIMPACT learning Centres have very high levels of skills and competence. They have demonstrated same competence at higher levels also. Many of the IIMPACT girls have now joined higher secondary and college level education and have demonstrated equal competencies there also. Even when most of the girls completing their education from IIMPACT Centres are first generation learners from their families, these are the very girls who are bringing a big change in their communities. By getting good education and by continuing in higher education, they will be the agents of development and leaders of their communities tomorrow.

3. Goals/Objectives

OVERALL PROGRAMME OBJECTIVE

The Goal of the project is to help around 3000 out-of-school/ irregular to school girl in getting quality primary education through IIMPACT's Learning Centre model , using most effective curriculum and pedagogy and so to ensure mainstreaming of about 80% of the girls who have studied through the centers

PROJECT PURPOSE:

- To provide quality primary education to around 3000 out-of-school/ irregular to school girls through these 100 Learning Centres, using most innovative and attractive educational materials and methods;
- Parent awareness and sensitization: To enlist support and motivation of the parents so that no out of school girl is left behind;
- Pedagogical intervention: To enhance the curriculum and develop more meaningful Teaching-Learning Materials to engage with rural marginalized girls.
- To develop capacity of the teachers and cultivate new teachers through especially designed training workshops.
- To enable and empower the village community members to play an important role in education of girls.

4. Broad Strategies and Activities

Each IIMPACT learning centre is designed to cater to 30 girls on a long term basis, lasting between 5-6 years with an ultimate goal of taking the girl up to class V when she will take the government invigilated class V exam, where applicable and join the mainstream education from class VI. IIMPACT teachers are trained in conducting multi grade and multi-level classroom activities that makes sure that they can manage heterogeneous groups of children. IIMPACT's strategies and activities deployed for the delivery of successful GCEP are hereunder:-

- Identification of areas and beneficiaries (Survey); This exercise is done by the implementing partner when a center is opened so that each eligible girl is taken account of , identified and no girl is left behind . This is followed by data validation by the IIMPACT monitoring teams who will rule out any beneficiary duplication with any other programme in operational area. If need be more than one center is opened in a village to cater to every child who need support.
- Involvement of parents, community and formal schools (Community mobilization and organization): The space for the centre is provided by the community alongside community taking responsibility of its regular maintenance and upkeep , This is the first step for community engagement. Thereafter, select parents and community members are incorporated in 'Centre Management Committees' which meet on quarterly basis and serve as a support structure for teachers'
- Training of teachers/instructors/supervisors (Training and capacity building): IIMPACT follows a periodic training cycle for each staff member. Trainings are organized at regular intervals starting with foundational training at the initial stages followed by quarterly trainings. The main objective of the training is to develop instructors' and supervisors' capacities on engaging educational delivery and community empowerment.
- Effective Teaching and Learning Materials (Curriculum Development): All TLM is locally developed using local resources and knowledge incorporating local values in keeping with the National Curriculum Framework. Children will get most effective and attractive books and learning materials which will appeal to their imagination and ensure their regularity in the classes.
- Innovative education techniques (Pedagogy): Teachers are trained in Multi grade – multi Level teaching methods, as there are children in the Learning Centre's with different learning abilities, skills and age groups. Children are divided in groups based on their learning levels. Supportive TLMs include picture cards, games, charts and models, worksheets , handouts for accelerated learning.
- Enrolment in formal schooling (Mainstream education): IIMPACT works closely with the neighborhood schools and the government system to ensure that the children of LCs are able to get into formal education system. Teachers are oriented, Govt teachers are engaged into CMCs and parents are encouraged to be part of SMCs to smoothen the process.
- Follow-up support for higher education/ completion of school education : Tracking of each mainstreamed girl upto higher schooling in formal education is an important IIMPACT strategy. The purpose is to support in continuance of further education through through

enablement for fellowship/ scholarships under government programs and schemes and other such mechanism alongside engagement with them on other key aspects of life.

4.1 Detailed Activities

4.1.1 Capacity Building to develop academic support cadre for GCEP – Training and Academic Support to teachers’ -

Teachers are the backbone of IIMPACT GCEP. Any educational program requires a deeper understanding amongst teachers on how children learn, what role the issues related to identity play in the education of a child, more specifically girl child; what is the importance of understanding of child’s context into furtherance of child learning, how contextual learning of the child can be integrated into scholastic / formal learning process. IIMPACT GCEP is also informed of the above understanding to build a cadre of empowered, skilled, and competent teachers.

Locally recruited, these teachers go through organised and systematic interventions during their association with IIMPACT which prepares them as skilled academic facilitators alongside enhancing their own knowledge, and competencies. Majority of these teachers are females coming from almost the similar background from which children belong to. Though educated their own skills and capacities are limited when it comes to engaging with children. Moreover, they need to understand the issues which have larger ramifications for the education of girl children coming from deprived rural settings – socially as well economically.

IIMPACT capacity building model takes care of all the above through a well- designed and delivered capacity enhancement approach and initiatives which are regular and periodic in nature .

Objectives of the capacity enhancement initiatives

- To develop deeper understanding of concepts amongst teachers
- To familiarize teachers with issues of diversity, identity, marginalization, understanding of children and their context to engage with the marginalized girls
- Develop sensitivity and empathy towards different learning styles of children and being able to engage accordingly
- To enhance skills and competencies of locally recruited teachers in using MGML approach while interacting with children from 6–14-year age groups understanding their learning levels
- To help teacher develop capacities to develop TLM and use the other learning aids as per the need in the LCs
- To develop the teacher's capacity to assess children and help them to progress from one level to another level.

Following broad set of activities are conducted to fulfill the above objectives

Quarterly Training – organised every 3 months for 5 days and facilitated by IIMPACT training team, these trainings are designed as per the need of the cluster of teachers in that area. These training are expected to work on all three aspects of teacher capacity building including knowledge, skill and competencies to be able to impart quality training up-to grade 5 to the children. These training also cover above referred topics related to education of deprived and marginalised girls with an opportunity to also develop teaching learning materials for their centres. A huge focus in these trainings is also placed on equipping teachers’ to use MGML approach for learning enhancement of

children through demonstrations, practice sessions and groups work during training. Each training is preceded and followed by an assessment to understand the teacher learning based on which subsequent training is planned.

IIMPACT , over a period of next one year, also intends to create a **“Learning Management System’** to facilitate technology enabled capability building amongst the teachers and the academic field staff; and serve as a strong support to the Face to Face and offline training which will continue. This is needed also keeping in view the current scenario. Development of LMS will help IIMPACT gradually move towards a blended training approach which would be a combination of face to face and tech enabled professional development.

Monthly meetings- Supported by the academic facilitators these meetings are meant to be organised, as the name suggests every month with at least half day budgeted for academic sessions with a resource person.

Study circles- Organised in small groups of teachers the purpose of the study circles is to encourage peer learning and form a support group of teachers’. In facilitation of supervisors these study circles take place Every fortnight for teachers to be able to discuss the issues, challenges they are facing in their centres and seek help from peers to overcome those challenges learning from their experiences.

Real time facilitation in LCs: In addition to the above three formal spaces to enhance teacher capacities, teachers are also provided support through facilitation in teaching learning processes in LCs , through observations, demonstrations and suggestions. Moreover, new teachers are also provided support through ‘buddy teacher’ and through the opportunity to work with another teacher in her centre for a few days to understand the real teaching learning practices and challenges.

Expected outcomes

- The knowledge , skill and competencies of the teachers will get enhanced
- Teachers; would be able to deploy MGML approach effectively in LCs
- Teachers’ own level of confidence will get increased because of constant exposure and enablement.

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- Development of a cadre of professionals with needed skills, attitude and capabilities in remote rural areas
- The overall social image of and attitude towards women will change

4.1.2 Alumni Tracking & Engagement

Alumni girls are one of the key stakeholders of IIMPACT GCEP as well as for the cause of girls’ education in general. These are the girls who have studied in LC during its operation in a particular area and have benefited. Therefore, these girls’ can be an important ally to further the girls’ education agenda with the right kind of support, enablement and motivation.

IIMPACT’s focus is not only to provide quality PE to these girls’ but also to ensure that they are able to continue their educational journey further. It is important keeping in view the importance of each additional year of education in improvement of socio- economic indicators vis a vis girls and women as well as on the entire nation.

Moreover, these alumni girls are 'social capital' and the future 'role models' for many more girls to get motivated and avail any opportunity of education. Therefore, it is important to track them and continue to engage with them in an organized manner.

Objectives:

- To know the status of alumni girls once they leave the centers.
- To support Alumni girls' in dealing with challenges and issues in continuance of their education which they may face after leaving our centers.
- To support the Alumni girls in understanding alternative and better education opportunities available supporting them to link with relevant government programs and schemes.
- To help them develop ' life skills' which will prepare them to face present as well as future life challenges .
- To engage alumni girls in education of other girls; in the village; at the center

Periodicity of tracking

Every Alternate year alumna girl will be tracked and the result will be recorded in the MIS system . The tracking would include all girls to the extent possible whether they reside in the same village or are leaving outside – post marriage, for further studies. However, the villages from where the IIMPACT has moved on those girls will be tracked after every two years and special budget would be sought for the purpose

Who will do the tracking

The primary responsibility of alumni tracking will be with the concerned partner with support of IIMPACT team and the village community

Process of Engagement:

- Conduct survey every six months to track alumni girls' and enter the fresh data in MIS for reference and further planning engaging CMC members
- Initiation of bi -monthly engagement with Alumni girls.
- In a cluster approach prepare alumni girls' as 'peer educators'
- Involve 2 alumni girls in CMCs to work with teachers and members towards removing any hurdle in the operationalization of LCs and to facilitate education of other girls' studying in the center.
- Support needy alumna by providing need- based fellowships/ sponsorships to continue education wherever possible, at least to finish their school education.
- Educate & connect them with different government schemes to enable their higher education.
- Organize periodic sessions around career counseling, life skills, health , nutrition, child protection etc.... with the help of experts, village level government functionaries working around the above area.

Expected Outcomes

- IIMPACT will be able to facilitate alumni girl's further education and

- Alumni girls will become the 'role- models' and 'spoke persons' for strengthening the cause of girl child education.
- Support will be available to the teacher in the form of alumni girls' joining in as co educators at the time of teacher's absence from the centers for training, meetings or to meet with any other exigency.
- Girls voice in the CMC will get strengthened by participation of alumni representatives.

Long term Impact of Alumni Engagement:

- It will develop the 'agency' of alumni girls'; there would be better equipped to make informed choices in their life for themselves, their families and for the benefit of the larger society.
- Alumni girls will be better prepared to handle roadblocks which they may encounter in their life ahead.
- Alumni girls will be better equipped to handle and impact their family, immediate community, and larger society.

4.1.3 Strengthening Stakeholder engagement: Reconstituting CMC

As part of its girl child education program IIMPACT forms a Center Management Committee. The purpose of formation of these committees is to support the deprived and marginalized girls to not only get into the realm of education but also enable them to continue despite odds.

These members primarily consist of parents of the girls, wherever possible teachers, girl children rep studying at the center and the larger community. The whole idea ahead is to strengthen these committees by bringing in other important stakeholders such as functionaries of other govt programs , reps of CPCs , and alumni girls'

Objective of CMC strengthening

- To serve as a support structure for teacher at the centre
- To better prepare and equip parents' of girls at the level of grade IV and V to mainstream into formal education.
- Systematic and regular engagement with the PRI representatives, government representatives, schools and CMC members to ensure that all children at LCs are able to continue higher education.
- Working towards building ownership among a larger set of community members for education of every eligible child.
- To prepare CMCs also to engage with the 'youth' as a support structure for continuing girl education
- To ensure better linkages between CMCs and SMCS ; CMCs and CPCs; CMCs and schools; CMCs and alumni girls for the cause of girls education and well- being
- To help rural girls' better avail the benefits of social protection and education focused govt programs and schemes by educating the CMCS around the same.

Reconstituted CMC Members

The following constitute the refurbished CMCs

- Total 15 members to be there in CMC- in the ratio of 8 females and 7 males.
- 50 % of members are parents of girls.
- Other members to include - PRI elected members *i.e.Sarpanch/ Ward Panch*, school rep, SMC rep, functionaries of other government programs , CPC rep, Bhamashahs

(people with philanthropic bent of mind) , Influential persons who have a voice of authority on community matters)

- 1 Student representative as well other than 15 people. Girls should be from Class 4 or 5 (Minimum 14 level onwards).
- 2 alumni reps

Periodicity/ Frequency of meetings

In general, these meetings are organised at every village/ for every centre once in three months. There could be need based meetings , if required

Expected outcomes

- CMCs would become more dynamic and better equipped to take on the cause of girls' education as well as well-being.
- Teachers would find better support in the functioning of centers.
- Entry and retention of girls would be better in schools once they leave LCs.
- Better linkages and synergies would get developed because of key stakeholders being part of the CMCs.
- Better linkages with government schemes and programs. Especially on education and social protection, would be possible.

Long term Impact

- More facilitative and encouraging environment will be formed in the villages for girls' education.

4.1.4 Regular and Formative Assessment of Children

Ensuring each child's progress basis regular and formative assessment is the key to any learning progress . The children who come to the IIMPACT Centers are, In general, first generation learners . They broadly fall in three categories

- Children who are still not enrolled in school despite the legal provisioning under RTE
- Children who are enrolled but not regular- go to school twice or thrice a day
- Children who were enrolled but dropped out due to not being able to cope up with studies or for any other family reason

Their age group is also quite vast 6-14 and they belong to diverse socio- economic backgrounds largely coming from the families of farmers, farm laborers and daily wage earners. IIMPACT LCs intend to provide these children quality primary education experience which further enhances their chances to get back to schools , go regularly and complete their education .

Keeping the above in mind regular and formative assessment are given huge importance in the IIMPACT GCEP .

Objectives

- To understand learning levels of the children when they join the center

- To assess their progress regularly to design further work with them
- To help them understand their areas of improvement
- To help teacher understand what kind of corrective measures she need to take in her interactions with children

Below are the child assessment activities which take place un IIMPACT

Quarterly Child Assessment- When a child is enrolled into LCs she is assessed to understand her current level, thereafter, is assessed regularly to understand her progress before the end of every quarter. IIMPACT s primary education program is divided into 20 learning levels – 4 levels of progress defined for each grade . In general, a child is expected to upgrade herself up-to three levels in a year. Such assessments help teachers to take account of where each child is and plan for support. Moreover, during the course of teaching learning teachers’ keep assessing each child informally to assist the child in her learning journey

Expected outcomes

- 70% children achieving 75% marks while progressing to another/ next level
- Above 90% children attend the assessments
- 80% children transition to next level based on performance in learning assessment for all subjects – English, Math, Bangla and EVS
- Increase in overall attendance- average overall 70% attendance
- 80% students mainstreamed / regularly attending formal education.
- Substantive improvement in teacher training to better equip them to engage with children

5. Visibility

Branding is often associated with logos and graphics, and although these are key components. Your public image will help with growing awareness and credibility, increasing engagement, and of course, rallying for support. Ultimately, your organization’s brand shapes the way you are perceived. Donor visibility will be provided on the IIMPACT website, Annual report and respective IIMPACT Learning Centre. Sample branding banner for centre is as follows:



6. Volunteering

Volunteers partake in the activities of IIMPACT in field level as well as office level. The volunteers associated with this programme will be entitled to several tasks which will be an experience of satisfaction and enhance the skills of the individual. It is also an opportunity to see rural India and be aware of the problems and the life of the people living there. It is a chance to spend time and have knowledge about the culture, language, and the traditions of different people.

Various Activities:

- ✓ Motivate and empower the teachers and improve their skills.
- ✓ Creation of educational material
- ✓ Organize activities like dance, music, games, and painting to create a fun learning environment
- ✓ Assist in other subjects like Arts, drawing and science as per the need & interest of the children
- ✓ Writing of case studies
- ✓ Gender sensitization programmes through *Nukkad Natak* (street plays) and village-based rallies
- ✓ Counselling the parents and the girl children
- ✓ Conducting sports and cultural activities
- ✓ Organizing awareness programmes in illiteracy, water/waste management, health, nutrition, hygiene & sanitation, etc.

7. TIMELINE

This is an ongoing project . The current support is sought for a 1 year period

8. Overall Expected Outcomes

- Around 3000 out-of-school/ irregular to schoolgirls will be engaged through 100 Learning Centres in the quality primary education pursuit;
- Around 1500 community members will be engaged through CMCs leading to creating a strong support structure around girls' education
- At least 100 teachers will be trained, equipped and engaged to contribute in quality education agenda, thereby creating social capital in intervention villages
- About 3000 families and approx. 15000 family members will be influenced through the learner in LCs in the areas of girls' education and empowerment, a more facilitative environment will get created for girls' education in these families

Key performance Indicators

Key Performing Indicators			
S.No	Indicators	Sub- Indicators	Means of verifications
1	Average Attendance of Children at LC	<ul style="list-style-type: none"> Percentage of Average daily attendance of children at LCs is 80% 	<ul style="list-style-type: none"> Attendance register at Learning canter MIS
2	Annual Learning Levels of children across the subjects	<ul style="list-style-type: none"> At least 80% children will progress 3 levels annually 	<ul style="list-style-type: none"> QCA results in MIS
3	Girls Mainstreamed	<ul style="list-style-type: none"> At least 80% of children moving out of LCs will be mainstreamed 	<ul style="list-style-type: none"> Maintenance register at LCs MIS
4	Teacher capacity development and engagement	<ul style="list-style-type: none"> Teacher Attrition will be less than 15% Quarterly Teacher Assessment (60% of teachers are scoring above 60%) 80% teachers attend 80 hrs of capacity building training annually 	<ul style="list-style-type: none"> MIS Tech (teacher entry exit) QTA assessment Teacher attendance data in training reports MIS – financial
5	Community/ Stakeholder Engagement	<ul style="list-style-type: none"> 100% teachers undertake home visit to all children/parents at least once in a quarter 80% or more LCs have participation of Teachers/ SMC Members / PRI reps in 3 out of 4 meetings in a year For 100% children, progress is shared with the parents once in a quarter 	<ul style="list-style-type: none"> Home Visit Register PTMs and CMC register
6	Alumni Tracking & Engagement	<ul style="list-style-type: none"> 80% of children furthering their school education 	<ul style="list-style-type: none"> Alumni Tracking Data

9. Budget

The estimated budget for 1 year is approx..Rs. 1,50,00000