



India Literacy Project



Annual Report 2006- 2007

India Literacy Project - Annual Report 2006-2007

The year that was ...

I have great pleasure in presenting the Annual Report of India Literacy Project for the year 2006-07, the 7th year of its incorporation as a trust in India.

With the liberalization and globalization and the pace with which the Indian economy is growing, school education upto 7th is no longer sufficient. By limiting itself to age group 6-14, the 86th amendment to the constitution, neglected the crucial stage of secondary education- a stage which prepares children for higher education and equips them with the skills needed in the new economy. ILP's scholarship programme for high school, which had started tentatively two years ago, has evolved into one focusing on this critical need. It helped 108 children from poor families pursue their educational goal beyond 14 years. The programme is now poised to move into the advocacy stage.

The Child Track System, which began its pilot phase in Karnataka, for the UNICEF projects, with UNICEF's Hyderabad office and the Government of Karnataka, metamorphosed into a system of monitoring and tracking for the National Child Labour Project (NCLP). It was piloted in 7 districts across the country. BASIC- the Child Tracking System hopes to improve the quality and nature of monitoring of the NCLP. ILP is now part of the national working committee to recommend the requirements of a national child labour tracking system.

This year too, the Trust was able to raise local Indian funds to provide grants to deserving projects in rural areas of Rajasthan and Orissa through local implementing NGOs- SRKPS and AVS. The unique educational initiative by SIDH, in Uttaranchal is working on an important aspect of quality of elementary education – focusing on the essentials of education and the attitude of the teacher to inculcate critical thinking and questioning rather merely concentrating on literacy and numeracy.

As always, our volunteers are our strength. Counseling students after completing their 10th standard, mentoring sessions for high school children, the Puraskara workshop and event, regular activities in the library, all these were possible because of their dedication and commitment. The structured, yet flexible mentoring programme, Pratibha-Mitra, in Bangalore has provided a space for busy professionals to contribute their time for the cause of education and has further increased our volunteer base.

In response to the demand from the communities, inspired by our adult literacy project, ILP started two libraries in the slums of Yeshwantpur ward of Bangalore city. The libraries are stocked with well-selected books and games. ILP hopes that these libraries will help children improve their reading levels in both Kannada and English.

The initiation of the Hyderabad volunteer chapter has been a major accomplishment. Recognizing the need to strengthen reading levels of children in the mainstream schools, the chapter has embarked on an innovative reading programme, called "Pustakam", in a government school.

Looking back, one has mixed feelings, on ILP's progress in its pursuits of its aims, objectives and mission. While much has been done in this brief period to improve

India Literacy Project - Annual Report 2006-2007

our monitoring and evaluation processes, strengthening our interface with the government, and moving from a pure grant making organization to a development support organization, a lot more needs to be done.

The scholarship programme, should move to the next stage of advocating secondary education, strengthening it by providing greater access and also by improving quality in a significant way.

Advocacy, research and networking are areas that ILP needs to focus on. Life skills education for young people, which combines livelihood skills with skills for living is a critical area. Fund raising in India is another major challenge. ILP needs to think of new fund raising strategies to engage the growing Indian middle class and corporates in supporting education initiatives. An action plan for the trust, based on the Strategic Plan 2006 needs to be developed and implemented in the coming year.

We have an exciting journey ahead of us as we build a high-energy, professional, compassionate and respected organization. It is reassuring that we have team of volunteers and professionals to support us.

ILP's India Trust is seven years old. The number seven is considered a magic number in many cultures and we hope it will work its magic for ILP.

- Ravi Mani, Chairperson, India Literacy Project

Education, considered as a process of forming our mental habits and our outlook on the world, is to be judged successful in proportion as its outcome approximates to this ideal; in proportion, that is to say, as it gives us a true view of our place in society, of the relation of the whole human society to its non-human environment, and of the nature of the non-human world as it is in itself apart from our own desires and interests.

- Bertrand Russell

India Literacy Project - Annual Report 2006-2007

PURASKARA: ILP SCHOLARSHIP PROGRAMME.....	1
ELEMENTARY EDUCATION THROUGH PRIMARY EDUCATION CENTRES	2
TOTAL LITERACY FOR CHILDREN	3
CURRICULUM DEVELOPMENT FOR QUALITY EDUCATION.....	4
STRENGTHENING CHILD LABOUR REHABILITATION INTERVENTIONS.....	5
ARIVINA MANE – THE COMMUNITY LIBRARIES	7
JJ FORMS AND PROCESS DOCUMENTATION	8
A STRATEGIC FRAMEWORK FOR ILP	8
WORKSHOPS AND TRAININGS.....	8
ILP HYDERABAD AND ITS ‘PUSTAKAM’ PROGRAMME	9
OUTREACH	10
VOLUNTEER ACTIVITIES IN BANGALORE	10
PRE-ASSESSMENT AND MONITORING	12
NETWORKING	12
FINANCIALS	13
PLANS FOR 2007-08	14

PURASKARA- ILP SCHOLARSHIP PROGRAMME

"Elementary Education of 8 years is no more adequate. It neither equips the child with necessary knowledge nor skills to face the world of work nor does it empower her to deal with challenges of the globalising economy", CABE-Report, July 2004.

Location	Partner Organization
Yeshwantpur, Bangalore, Karnataka	Paraspara Trust
Magadi, Bangalore Rural, Karnataka	Chiguru Trust
Raichur, Karnataka	Janachetana
Harapanahalli, Davangere, Karnataka	SEEDS
Chittoor, Andhra Pradesh	SPREADS

Programme Philosophy

The growing Indian economy is creating a continuous demand for skilled and educated labour. The main challenge in the field of education is to equip the young people with needed employment skills and other skills to cope and respond to the rapidly changing environment.



ILP has realized that the government support to high school education is not enough. Government does not provide mid-day meals, uniforms and notebooks for students in high school. High schools are situated at a distance, and inadequate public transport makes access difficult, thus denying high school education to children from marginalized communities.

While there are several NGOs who provide scholarships for post secondary and collegiate education, there are very few offering scholarships for secondary education.

ILP has designed a need-based scholarship programme – 'Puraskara', to meet the financial requirements of the high school students. The long term goal is to advocate the need to make high school education accessible to all children.

This year ILP expanded its scholarship programme to cover 108 children in Bangalore, Davangere, Raichur and Chittoor. All the children come from poor socio-economic background; many were earlier school dropouts brought back to school through bridge initiatives. All of them are now in high school and are doing reasonable well in their studies.

India Literacy Project - Annual Report 2006-2007

Accomplishments

Under the scholarship programme, this academic year 2006-07, ILP is supporting **108 children** from 5 districts – Bangalore Urban, Bangalore Rural, Raichur, Davangere in Karnataka and Chittoor in Andhra Pradesh.

District & Taluk	8 th Std			9 th Std			10 th Std			Totals
	F	M	Tot	F	M	Tot	F	M	Tot	
Bangalore Rural: Magadi taluk	10	3	13	9	1	10	4	1	5	28
Raichur: Raichur taluk	4	10	14	4		4	4	1	5	23
Bangalore Urban: North Taluk	9	3	12	2	1	3	6	4	10	25
Davangere : Harapanahalli taluk	2	3	5	5	3	8	2	7	9	22
Chittoor: Chittoor Mandal	2	1	3	1	1	2	2	3	5	10
Grand Total	27	20	47	21	6	27	18	16	34	108

- ❖ In the last academic year, 15 children who completed their 10th standard exams received partial support towards continuing their education. Nine of them passed with a first class.
- ❖ All the children are continuing their education either in local polytechnics, pre-university colleges or technical institutes.

In the coming academic year, we plan to expand the Programme to cover 200-250 children.

 Scholarships have been sponsored by Hewlett Packard ISO, Diksha Trust, Sonim Technologies and individual donors.

ELEMENTARY EDUCATION THROUGH PRIMARY EDUCATION CENTRES

Location	Partner Organization
Eight villages/hamlets from the Surajgarh block, Jhunjhunu district of Rajasthan	Shikshit Rojgar Kendra Prabhandak Samiti (SRKPS)

SRKPS, the implementing NGO, runs Bal Mitra Vidyalaya, a child friendly school under its education Programme in the Surajgarh Block of the Jhunjhunu district. There are eight centers. The areas were selected after a survey that determined that there was no school and a large number of children were deprived of education. Children in these areas were involved in begging, herding animals or engaged in hazardous activities. Parents are non-literate and are not aware of the importance of educating their children.

India Literacy Project - Annual Report 2006-2007

Accomplishments

- ❖ **380 children of migrant** and socially and economically backward are receiving elementary education through the primary education centers called the 'Bal Mitra Vidyalayas' (BMV).
- ❖ **147 children** have been mainstreamed into government schools through BMVs.
- ❖ **16 children** have been enrolled to mainstream schools through direct counseling
- ❖ **Parents of 55 working children** have been motivated to not to send their children to work.

 This project has been sponsored by TLB Securities, Mumbai

	Center Name	Number
	Bhaginiya Johad	52
	Banjara Basti, Chidawa Railway station	67
	Nat Basti, Chidawa Mandela Road	48
	Dargah, Narhar	39
	Nat Basti, Pilani	45
	Near Vijay Gas Agency, Chidawa	29
	T V Tower, Chidawa	20
	Angasar	30
	RIICO Area, Jhunjhunu	27
	Rani Sati Temple	23
TOTAL LITERACY		FOR CHILDREN

Location	Partner Organization
10 hatings, Barbil municipality, Joda Block, Keonjhar District, Orissa	Adivasi Vikash Samity (AVS)

The education centers are located in the Keonjhar district of Orissa, which is the 3rd largest tribal district of the state with Scheduled Tribe and Scheduled Caste population constituting 44.52% and 11.49% respectively of the district's population (2001 census). Largely covered by forests and hills, the district's economy is dependent on forest, agriculture and mining.

In this region seventy six companies are quarrying minerals, particularly iron ore and manganese. Continual demand for labour attracts migrant families who settle in 'hating's - which are temporary settlements. Alcoholism, polygamy and child labour are prevalent in these hatings.



There are no basic amenities- drinking water, health and education. People

are exposed to thick dust and micro mineral particles, and face serious lungs problems, skin infections and other ailments. Literacy and primary education are being used as key interventions to mainstream this community.

Accomplishments

- ❖ **442 children in the age group 5-14** are attending the education centers in the 'hatings'
- ❖ **More than 50%** of the children are girls
- ❖ Community participation through 10 Education Committees
- ❖ At Raida a fund of Rs.13,000/ has been mobilized at the community level

Hating/Village	Boys	Girls	Total
Jagadasahi	15	11	26
Wt. Bridge	15	11	26
Sudarabasti	13	17	30
Buruhating	12	19	31
Raida	54	54	108
Ajad basti, Tanto	20	11	31
Kasia hating	17	13	30
Bhadrasahi	39	25	64
Belkundi	21	40	61
Dalki	13	22	35
Total	219	223	442

 This project has been sponsored by TLB Securities, Mumbai

CURRICULUM DEVELOPMENT FOR QUALITY EDUCATION

Location	Partner Organization
Kempty, Jaunpur block, Uttaranchal	Society for the Integrated Development of the Himalayas (SIDH)

Programme Philosophy

How well children are taught and how much they learn, can have a direct impact on the decisions parents make on whether sending children to school is worth the time and cost – thus having a direct bearing on absenteeism and retention.

Quality of education depends upon the quality of teachers. Most of the work till date in the quality of education, focuses on improving literacy and numeracy skill. ILP recognizes that this is not enough. Teachers' 'aptitude and attitude for teaching' and 'capacity to teach different subjects coherently' are the two critical factors that determine the quality of education. Through these training modules, we are working primarily for bringing about an attitudinal shift in teachers. The module hopes to make a teacher think and change the role from one who 'teaches' to one of a co-learner and a facilitator. These modules are on the 'Essentials of Education' and will be published in Hindi and English. SIDH will primarily be working with teachers in the state of Uttaranchal.

Objectives:

- To develop trainer's module on 'Value Education' and 'Teaching Methodologies'

India Literacy Project - Annual Report 2006-2007

- To conduct teachers trainings for testing and finalization of modules
- To train master trainers in using these modules
- Conducting orientation workshop for orienting key agencies/ organizations working in the field of education

 This project has been sponsored by TLB Securities, Mumbai

Our experience with ILP in the last 10 years or so have been extremely positive. ILP is an organization which responds to the needs of the partners. In today's environment where by and large the donor agencies are increasingly being assertive and try to impose their value systems and programmes on grass root organizations, ILP plays a very important role by listening to the partners and responding accordingly. There is professionalism in ILP but without the callousness which professionalism often brings with it. This is because of the high level of commitment of the professionals in ILP be it Ravi, Sindhu or Victor – the three office bearers that we have interacted with during the last 10 years. We also appreciate the constant thinking which goes on internally in the organization.

We hope ILP will recognize their responsibility in promoting diversity of approaches, ideologies and keep supporting small but committed groups. We also hope ILP will take a lead in making both the donors and recipient self reflect and at times challenge the assumptions.

-- *Shri Pawan Gupta, Chief Functionary SIDH, Kempty- Uttaranchal*

STRENGTHENING CHILD LABOUR REHABILITATION INTERVENTIONS

The concept of the Child Track System emerged from the need felt by the implementers of UNICEF projects in Karnataka for an effective child centric monitoring and reporting tool, with a quick access to data on children in the bridge schools.



Mr Jayadeep training Ms Zeenat in BASIC on Sep 15, 2006, Murshidabad

Back to School Information on Children (BASIC) was initially developed and implemented in July 2004, by the Department of Labour – GoK and UNICEF in partnership with ILP to strengthen the monitoring process of child labour interventions in Karnataka.

During the GoI-UNICEF Programme Plan of Operations, 2003-07, the Child Protection Programme of UNICEF proposed to support the Ministry of Labour, GoI, in customising and upscaling 'BASIC' to create a National Child Labour Tracking System (NCLTS) for the National Child Labour Project (NCLP) Schools. The Ministry of Labour and Employment selected 7 districts for

piloting the system.

The implementation of BASIC in the pilot districts began in June 2006, after a customization study.

India Literacy Project - Annual Report 2006-2007

The present pilot implementations of the child track system are being carried out in: NCLPs of Bhadohi and Mirzapur in Uttar Pradesh, Murshidabad in West Bengal, Kurnool in Andhra Pradesh, Dharwad, Gulbarga, Bangalore Urban and Rural in Karnataka. It is also being implemented in UNICEF – NORAD Child Labour Eradication Project Davangere, UNICEF- NORAD Child Labour Eradication Project Gulbarga, and ILO's Bridge Schools in Bidar and Chamarajanagar.

The activities in implementing BASIC in each pilot district covered: Data collection training for the NGOs and the NCLP district office, Data Entry Operator training, Data Review and Validation.

Accomplishments

- ❖ The tool has helped create a database of data of children in the NCLP schools in each district.
- ❖ A customized version of the tool was used for the ILO District Office Kurnool to collect and analyze the data of a child labour survey in the Kurnool district.
- ❖ It also helped streamline and improve processes within the NCLPs and highlighted several areas of improvement. In Bangalore Rural district, it has led to a process of measuring learning levels of children in the NCLP schools. This also brought in some convergence between the Department of Education and the Department of Labour.
- ❖ The data collection process during implementation of the tool highlighted the absence of textbooks for the children being bridged to the middle schools. The DSERT has developed the curriculum and prepared the bridge school modules for children being bridged from 5th through 7th standard. These books will be made available to all NCLP and SCLP Bridge schools in Karnataka.
- ❖ NCLP Project Directors have started using the data from the system to answer queries and data requests from other Departments.
- ❖ A national level working group formed under the aegis of the Ministry of Labor and Employment is currently reviewing the system for up-scaling to all the NCLP districts. ILP is a member of this working group.

~~✍~~ The initial version of BASIC was developed in partnership with Department of Labour-Gok. The comprehensive National Child Tracking System for NCLPs was implemented in partnership with UNICEF-ICO and the Ministry of Labour and Employment, Government of India.

ARIVINA MANE – THE COMMUNITY LIBRARIES

Location	Partner Organization
Akiappa Garden, Yeshwantpur and Siddhartha Nagar, Jalahalli	Paraspara Trust

In partnership with Paraspara, an NGO working in the Yeshwantpur area, we have set up two libraries in the lower income neighbourhoods in Bangalore north: Siddhartha Nagar and Akiappa Garden. The demand for a library came from the community itself as a spin-off of the 'Kalike' literacy programme with ILP support in the community and implemented by Paraspara Trust. The schools in the neighbourhood do not have a library.

Each library has been provided with a computer, donated by SilverSoft Ltd., and a set of CDs from the Azim Premji Foundation. The libraries are housed in community centers that are provided rent-free by the community. This ensures sustainability as there is community ownership of the programme.

ILP is trying to create a child-friendly learning environment, complete with as many as 500 age-appropriate Kannada and English children's books, magazines, posters and puzzles.

These initial two libraries will act as models. Based on the experiences gained, the programme can be scaled up. The experience so far has been extremely encouraging, and the response from the intended beneficiaries and the volunteers has been excellent.

The Hippocampus Reading Foundation, Bangalore has helped in the selection of books and guidance for cataloguing.

It is ILP's sincere hope that these libraries create an atmosphere that encourages reading and learning, and will motivate many children to traverse the path of education.

Accomplishments

- ❖ In the first two months, 75 families from Akiappa Garden and 60 families at Siddhartha Nagar have become members by paying a monthly fee of Rs. 10/-. The activities in the libraries have spurred other communities to demand for one in their areas. They are trying to make arrangements for a venue to house the library.

✍ The Siddhartha Nagar library is sponsored by Sonim Technologies, Bangalore and the Akiappa Garden library is sponsored by Motorola Technology Pvt. Ltd, Bangalore.

I was very glad to hear that they were starting a Library in our community. The school I study at does not have a library. My textbooks are the only books I have access to. If we have a library, we can read a variety of books. This will also help me improve my vocabulary.

*- Gunavathi, student,
Akiappa Garden
(Translated from Kannada)*

JJ FORMS AND PROCESS DOCUMENTATION

UNICEF is assisting the Department of Women and Child (DWCD) to develop a child centered information system for children in the Juvenile Justice (JJ) system. An automated system would help in tracking the child in the JJ system and could also be used to detect and prevent child trafficking because the cases of children would be brought under the Child Welfare Committees. It would also help with statistical reporting to the Government of India.

As the first step in this process, ILP has provided the consultancy to develop the forms and processes for capturing the data and documented the data flow in the JJ system. During this assignment, ILP also identified several lacunae in process, missing forms, incomplete information flows and other gaps. These were brought to the notice of the Department and appropriate steps have been taken. DWCD is currently awaiting the necessary legal clearances and the adoption of the new rules of the amended act before instituting the new forms.

A STRATEGIC FRAMEWORK FOR ILP

The ILP India team worked on a strategic framework for the organization. The document was prepared through a year long process of deliberations and has been shaped by the insights gained by ILP from working with its implementing partners, peer agencies, communities, networks and experts from the field of development in India.



Solving Chinese puzzles



Conversing in English

WORKSHOPS AND TRAININGS

For students

A three-day workshop was organized from 23rd Sept to 25th Sept 2006 at the Center for Youth and Cultural Development, Vijayanagar, Bangalore for 50 Puraskara recipients from Bangalore

Rural and Urban districts.

All the three days were packed with fun-filled educational activities. Various activities in science, health & hygiene, arts & crafts, spoken English were conducted. ILP volunteers hosted a half-day session on "*Memory Games & Learning Techniques*" at this workshop – which involved: solving puzzles; learning from flash cards, picture analysis, map reading, etc.

For volunteers

An orientation session on volunteerism was conducted in May 2006, for the volunteers who were recruited for the Pratibha Mitra initiative. The session focused on the importance of mentoring and the role of the volunteer. Senior mentors in the programme shared their experiences.

A review cum training session was conducted in February 2007 for the mentors. A video on a unique initiative by SATHI on rescue and restoration of runaway platform children was screened.

ILP HYDERABAD AND ITS 'PUSTAKAM' PROGRAMME

Reading not only creates a more literate society—but also a more informed one. It also helps to foster a value system and of course empowers children with a leisure activity that is parallel to none. It opens vistas, expands knowledge –and builds dreams.

Recognising the importance of reading, ILP's Hyderabad chapter started its first project-Pustakam. ILP uses the Shared Book Approach to literacy acquisition- a methodology that requires volunteers to read stories to emergent readers, attract attention to print and excite interest in story books. Big books are created and read out to children.

Drama, sound and action are used to reinforce meanings and language usage. This is followed by a session on creative art expression and writing. The children, then, are encouraged to look through the numerous story books by themselves. Pustakam is currently operational in two schools.



In one school, on request of the school teachers the sessions are held in English twice a week.

The sessions are always facilitated by two or three ILP volunteers, one of whom is fluent in Telugu. A class teacher also attends and helps. Two workshops were also held: one on the rationale behind the method and the other on how to make the books. Now, the programme is being extended to the reading of Telugu story books, and the initiative for this was taken by the teachers themselves!

In the other school the project was done in Hindi, with children at the Class 1 level. Here, because of challenges related to infrastructure, creative art sessions were difficult to organize. The focus is more on action and drama, song and movement as follow up activities.

Collecting the resources and creating the work chest for Pustakam was a challenging task. Many volunteers pitched in –some bought the material, others made the big books: some researched and found the right kind of books, others ran drives to have them donated.

- At this point, ILP Hyderabad has been able to organize library books for both the schools. The right kind of books and their accessibility is a lifeline for a project of this nature.

- Pustakam has also grown to the point where one team of volunteers is involved entirely in creating big books.
- A Hindi Enrichment Programme for Class 6 was carried out for a period of 6 months. This was at the request of the school principal of Madhapur Mandal School where the Pustakam project first started.
- ILP volunteers are also assisting another NGO called Anokhi Asha which works with children with special needs.
- Mentoring and counseling session for class 10 students were done this academic year.

OUTREACH

ILP conducted outreach events in 17 companies and two institutions in Bangalore and Hyderabad. The outreach initiatives help us build our volunteer base, raise awareness about issues facing the education sector in India and also to raise funds for the cause.

VOLUNTEER ACTIVITIES IN BANGALORE

ILP's volunteer force has grown over the past one year through the mentorship programme as well as outreach events conducted at corporate companies. Volunteers have assisted our activities in several ways: writing articles, coordinating our events and meetings, mentoring students, making videos and raising funds.

Pratibha Mitra- A Volunteer Mentor Initiative

Programme Philosophy

ILP has designed a unique volunteer programme, called Pratibha Mitra which links an adult volunteer to a child or a set of children who are beneficiaries of a scholarship programme.

The students could either be recipients of ILP's scholarship – Puraskara or Pratibha Poshak- a scholarship initiative by Prerana, another NGO in Bangalore.

Several of the children receiving the scholarship are first generation learners. Families are not able to provide the children

Volunteer Speak...

It is good to be a part of Pratibha Mitra – the Mentoring Programme which is a practical and well envisioned project that adds tremendous value to the students.

It has helped me get back in touch with students, mostly first generation learners. I felt elated when my mentee, coped well with frustrating family environment and her own inhibitions born out of various deprivations and denials, to obtain the requisite grade to qualify for a campus interview at her Industrial Technical Institute.

An important aspect of this Programme is the promotion of volunteerism which provides suitable avenues for people who like to spend sometime regularly on socially useful project - mentoring a bright but financially poor student, is an excellent option.

As for the mentee, it opens up an entirely fascinating vista - of exposure, information and friendship.

- Usha Rao

Mentoring economically under-privileged high-school students in Yeshwantpur area of Bangalore under the auspices of ILP during the last year has been a great experience for me.

ILP gave the vital platform for me to give back what I had gained in all these years from the society. While the mentoring Programme helped the students get a bigger picture of life beyond their home & school through a variety of games, workshops, educational visits, etc., there was greater learning for the volunteers.

The Programme demanded a great deal of situational leadership from the volunteers as it made us to think creatively & innovatively to keep the mentoring sessions interesting & involving for the students - week after week. One year of association has also helped build tremendous bonding between the students and the volunteers today. Overall, it's been sheer joy working with these youngsters who radiate a lot of energy and are dreaming big in life, in spite of their current economic situations. Many thanks to ILP for making this happen!

-H S Kiran Kumar

with the necessary guidance to further their educational aspirations and develop to their full potential. The children need guidance and exposure.

The mentoring programme aims to foster a *mentor-mentee* relationship between the volunteers and the students so that the students can interact with their mentors on a variety of areas – be it academics, personal difficulties, or even about life beyond their home, studies & schools.

ILP uses two types of models for the mentoring programme: a one mentor to one mentee model for the students pursuing pre-university and college education and a group mentoring model for students studying in high school.

One to one mentoring

Forty mentors are part of this initiative which started in July 2005 with 9 volunteers. They meet their student on a one-to-one basis and assist them with their academics, provide guidance on studying for their exams, careers, further studies and in some cases even facilitate resolution of personal difficulties which come in the way of the child's education by raising these up with ILP and Prerana.

Weekly Mentoring Sessions for High School Students

Mentoring sessions involved teaching the students the "*art of learning*" – including different study techniques and memory / retention skills. Around 10 students participated in the mentoring sessions for class 10th. Tools such as the Flash cards, Post-It Notes, Marker / Highlighter pens & Mind Maps were made use of to teach the students learn & grasp information quickly from their text-books and retain the knowledge over a longer period. The volunteers also taught the students how to plan their studies effectively using "activity log sheet" and time-tables.



Students were engaged in science activities. Since the students had not got an opportunity earlier to conduct such experiments, they thoroughly enjoyed the science workshop. The

workshop-sessions went on for couple of weeks.

As board exams approached the focus of the mentoring programme switched towards academic learning and activities such as quizzes and mock exams to help the students prepare better for their exams.

Transitioning after 10th standard

Children who graduated from the 10th standard last academic year were counseled and assisted by volunteers in selecting pre-university courses and diploma colleges. The experience has highlighted an important need amongst these children for career counseling during the transition from 10th to Pre-University or Diploma and after 12th for higher education. ILP plans to bridge this gap.

✍ ILP thanks Prerana, Bangalore for giving us the opportunity to experiment with the mentoring idea and build a model programme for Bangalore. In the year 2007-08, we expect to scale the programme to cover 150 volunteers and students. The financial assistance to this programme is provided by funds raised from individuals and through our outreach events.

The Annual Puraskara Event

This year's annual event to felicitate scholarship students, held in Oct 2006, was coordinated entirely by volunteers. Volunteers took care of all the logistics right from ordering the T-shirts, to making the posters, purchasing the gifts for the children, inviting the press, the special guests and compeering the event.

50 children from Bangalore Urban and Rural districts were felicitated during the event. Mr. Umashanker Periodi, Azim Premji Foundation, Mr. Sampathur Vishwanath, Author of Children's Books, Mr. Vasudev Sharma, Child Rights Trust, and Mr. R Babu, Director, Delivery Enablement, Hewlett Packard, Bangalore were special guests at the event.



Volunteer, Shanmugam tells a 'real-life' story

Weekly Activities at the Library

Corporate volunteers from HP and GMR and college volunteers from Mount Carmel are being engaged in the fortnightly activities at the Akiappa Garden community library. These activities include story telling, book reading, drawing mask making, spoken English sessions etc. The volunteers have also helped in cataloguing and selection of the books. The intention is to make it 'fun' for the children to visit the library.

✍ ILP thanks all its volunteers for their undying support for the cause of education. It is their commitment and contribution that has made many of the activities a possibility this year.

PRE-ASSESSMENT AND MONITORING

ILP-USA continued its financial support to 15 organizations in 8 states of India. ILP Trust in India conducted interim reviews of projects supported in Orissa, Delhi, Rajasthan, Andhra Pradesh and Karnataka.

NETWORKING

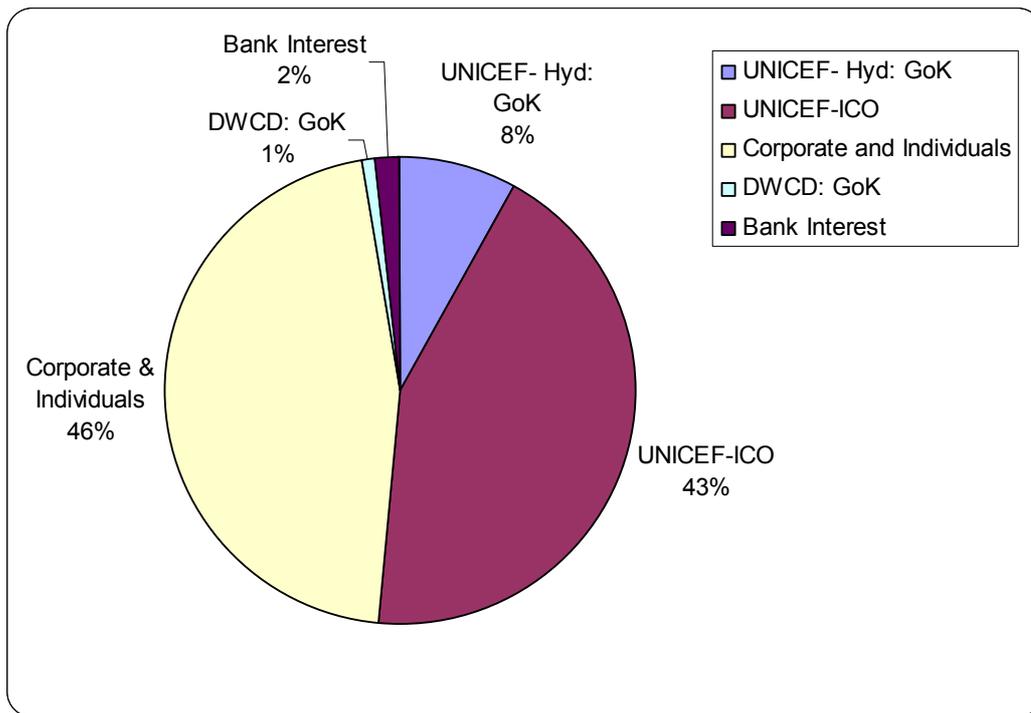
ILP continued to actively participate in local networks: Campaign Against Child Labor-Karnataka (CACL-K) and the Donor Agency Network (DAN).

FINANCIALS

Income

During the year of reporting, ILP received project specific grants from UNICEF-ICO and UNICEF-Hyderabad in partnership with Government of Karnataka to strengthen monitoring and reporting systems of the Child Labour eradication programmes through the implementation of a child tracking system. These grants constituted around 52% of the total receipts. Of the remaining, almost half (46%) was through donations from corporates and individuals. Corporate donors were TLB Securities (Rs. 9,04,900), Sonim Technologies (Rs. 2,32,000), Microsoft India (Rs. 1,74,900 – Employee Matching Contribution Programme) and from Motorola India (Rs. 1,10,000). The funds raised through grants and donations for the year in reporting was Rs 40.6 lakhs.

ILP is grateful to all its donors: corporates, individuals, and agencies for their support and trust.



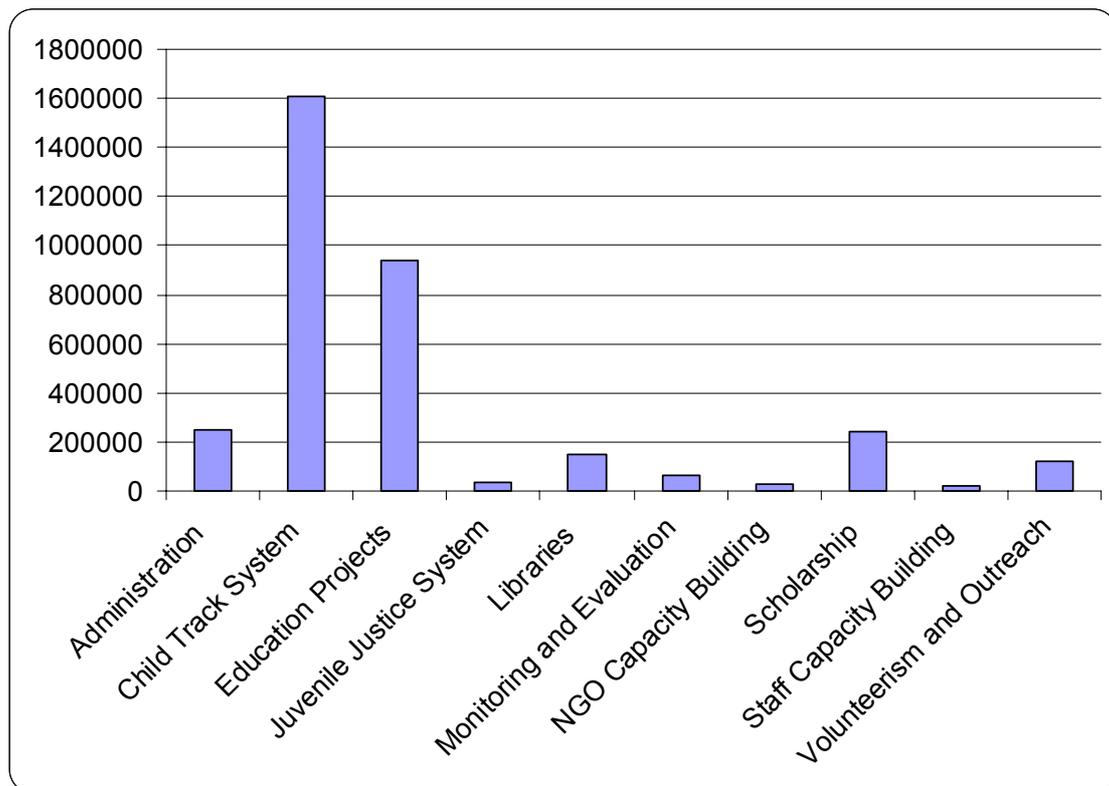
Expenditure

ILP’s major programme expenditure (46%) was on the pilot implementation of the National Child Tracking System for the National Child Labour Project. The second major expenditure (27%) was through programme grants to NGOs for education

India Literacy Project - Annual Report 2006-2007

initiatives in Rajasthan, Orissa and Uttaranchal. While the inward funds flow has shown a marked upward trend over the years, ILP has still managed to contain its administrative expenditure because several of our volunteers contribute their time and expertise to the organization. ILP's expenditure was Rs.34.1 lakhs

The unutilized balance of Rs. 11 lakhs has been carried forward as remaining balance of grants received for: pilot evaluation and the continuation of the child track system till September 2007, continuation of the libraries till Dec 2007 and towards the scholarship initiative in Bangalore and the Pustakam initiative in Hyderabad.



PLANS FOR 2007-08

- Expansion of Puraskara – the scholarship initiative to reach 200 children
- Strengthening and expanding Prathibha Mitra - the Student-Mentorship Programme in Bangalore to cover 150 children
- Strengthen the two Community Libraries and expand to other areas
- Expand the Pustakam initiative in Hyderabad
- Roll out the JJ Forms and Procedures document and assist the Department of Women and Child- GoK in building a tool.
- A Chapter in Chennai

Legal status

ILP is registered as a charitable trust by the Deed of No. 281/1999-2000 dated January 29, 2000. It has been granted registration under the Section 12A of the Income Tax Exemption vide certificate number TRUST/718/10A/VOL-A/I-173/2000-2001. It is recognized under Section 80-G of the Income Tax Act 1961, the current validity period being 01/04/2005 to 31/03/2008.

Board of Trustees – India

Ravi M.	Chairperson
Sindhu Naik	Secretary
Ramakant Jawalkar	Treasurer
Vijay Raghavan	Trustee
A L Rangarajan	Trustee
K V Sudha	Trustee
R. Sastry	Trustee
Victor Tauro	Ex-officio member of the board

Our Auditors

Ashok Kumar Prabhashankar & Co.
Chartered Accountants
First Floor, Business Point
Business Point
Brigade Road
Bangalore ; Tel:080-2224124; 080-22237045

Our Bankers

Housing Development Finance Corporation Bank
Kasturba Road
Bangalore.

India Literacy Project - Annual Report 2006-2007

Annexure – 1

List of Projects Evaluated and Reviewed by ILP in 2006-07

Project	State	Description
Adivasi Vikash Samity	Orissa	Education to non-school going and dropout children in tribal areas in Barbil mines belt.
Center for Action, Research and Peoples Development	Andhra Pradesh	NFE Centers for "out of school" children and "balwadis" for pre-school children in 10 villages
Chiguru	Karnataka	Scholarship initiative for high school children
Janachetana	Karnataka	Residential bridge school for working children and scholarship initiative for high school children
Kruthi Social Service Organisation	Andhra Pradesh	Non-formal Education(NFE) centers for tribal children
Karuna Trust	Karnataka	Integrated Literacy Project in Yelandur block of Chamarajanagar district
Mahita	Andhra Pradesh	Literacy for women & bridge schools for children
Paraspara Trust	Karnataka	Community Libraries and scholarships for high school children
Shikshit Rojgar Kendra Prabhandak Samiti	Rajasthan	NFE centers for 5-16 year olds who have been deprived of school/educational facilities.
Sneha	Karnataka	Strengthening primary schools - 40 schools in the Kudligi taluk
Society for People's Research, Environmental Affairs and Developmental Service	Andhra Pradesh	Special classes and tuition centers for children in 11 villages of the Chittoor mandal and scholarships for high school children
Social Action With Your Assistance	Delhi	Non-formal education for slum children + adult literacy for adolescent girls, supplementing funds from the SSA
Social Work And Environment for Rural Advancement	Rajasthan	NFE Centers for remote and left out groups and mainstream school strengthening in Farkiya, Srinagar
Society for Integrated Development of Himalayas	Uttaranchal	Development of a curriculum for quality education
Socio Economic Education and Development Society	Karnataka	Residential bridge school for working children and scholarships for high school children
Volunteers Association for Rural Reconstruction and Social Action	Orissa	Adult literacy for women
VEMBU	Tamil Nadu	Tsunami rehabilitation project with a focus on education
Vidiyel Trust	Tamil Nadu	Tsunami rehabilitation project with a focus on education

Please join us...

Thanks to the financial and non-financial support of individuals, corporates, government departments and donor agencies, ILP has been able to accomplish its activities this year. All have been playing a part in helping children realize their right to education and making India a vibrant nation. But we have a long way to go, and so much more to do. And together we can, if we pool our resources.



Administrative Office

27, 2rd Cross, Ramakrishnappa Layout,

3rd Floor, Narayani Apartments,

Geddalahalli, Sanjaynagar,

Bangalore : 560 094;

e -mail: ilpindia@gmail.com; Tel: 080-23519693

