



Rotary  
India Literacy Mission

# 2019-20

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## ANNUAL REPORT



*Empowering*  
Individuals  
through  
Literacy!

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# Rotary India Literacy Mission (RILM)

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**Happy School**

**teach**

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Cover Photo : Happy School - Annapurna project



# Empowering individuals through literacy!

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Literacy and Quality education has the power to transform the society in a single generation; provide every individual with the protection they need from poverty, exploitation and diseases; and give them the knowledge, skills, and confidence to reach their full potential. With much needed clarity, enthusiasm, passion, dedication, RILM is poised to leap ahead and make more meaningful and sustainable difference in the lives of the people. With the turn of this year, RILM feels proud to present its Annual Report 2019-20, which provides a glimpse of what RILM did and achieved this year through its synergized effort.

In the journey of 7 years, Rotary India Literacy Mission has touched millions of lives. As RILM strives for sustainable solutions, the efforts are focused on securing the future of children, impacting their immediate families, transforming lives of the adults, benefitting teachers with training and ultimately benefitting the community with holistic approach.

RILM continued to build partnerships under the TEACH program, to take forward the mission of providing total literacy and quality education. We are thankful to all our donors, grass root level NGOs, our team, and of course, the community which has worked and continues to work tirelessly in this endeavor.

RILM is happy to report that not only is the

program progressing well day by day but it has also been well adopted and applauded by various stakeholders. If numbers could tell the story more effectively then over these years RILM has changed millions of lives through its T-E-A-C-H program.

In the current year, RILM reached out to: **37,436** out-of-school children who have have been enrolled in the Asha Kiran program, of whom **93.70%** children have been mainstreamed into formal schools. **4,419** Teachers have benefitted from the training given to them and **2,514** teachers felicitated with Nation Builder Award under the Teacher Support program. E-learning facilities installed in **883** government schools resulted in improved retention among students. **87,870** Adults were reached out under the Adult Literacy program. Percentage of drop-out and absenteeism decreased in **186** government schools which were transformed into Happy Schools across the country.

All these have been possible because of the enthusiasm and tremendous hard work of Rotarians in both club and district level. The important partnerships forged by RILM also played a major role in achieving these numbers. With efforts and hard work of the Rotarians in India and with stalwarts in the field of literacy joining hands to work with the T-E-A-C-H program, Rotary India Literacy Mission is hopeful to make a positive impact in the literacy scenario of India.





## Shekhar Mehta

President

Rotary International 2021-22

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Total Literacy and T-E-A-C-H program has gained tremendous momentum among Rotarians and Rotary in India. In past one year we made huge advancement and breakthrough in the program and I must congratulate each one of you for having done a commendable job this year.

In each of the T-E-A-C-H verticals we could achieve the goals or even surpass them in some cases. RILM has been successful in its role as a catalyst to motivate, train and guide the Rotarians in implementing the program. The activities shown in the report are based on the work achieved by Rotary clubs across India.

The progress RILM has been able to make has largely been because of the huge support that we received from the government at both national as well as state level, resulting in MOUs with different governments. Our program gained more momentum from the partnerships that we were able to forge with various PSUs, Organizations and NGOs.

The T-E-A-C-H program and its progress were well applauded by various stakeholders. On behalf of the Governing Body of RILM, I wish to thank the government, our partners and donors.

A special word of thanks to the thousands of Rotarians who ensured that the plans and goals were converted into a reality at the grassroots level. Huge work at the club level under the leadership of the District Governors, District Literacy Committee Chairs, Zonal Literacy Coordinators along with support from the RILM staff had surely pushed the program to its heights.

Going forward we will continue to expand our reach and impact across India and will work to ensure Total Literacy by 2025. The task is difficult but not impossible, am sure Rotarians will rise up to this challenge along with other stakeholders and will pave the way towards Totally Literate India by 2025.

*Shekhar Mehta.*

**Shekhar Mehta**

President, Rotary International 2021-22





## Kamal Sanghvi

Director  
Rotary International

I as chairman, express my sincere thanks to the Team RILM & Rotary India Literacy Mission (RILM) Governing Body Members for their relentless work and indoctrinated guidance through the years with the main underlying theme, "Empowering Individuals through Literacy". The RILM Annual Report 2019 – 2020 reveals quite a few key points which are truly encouraging and increasingly inspiring for us to forge ahead in the coming years:

The legacy of T-E-A-C-H program of RILM has been making noticeable and gradual progress over the past years. We can see those silver linings in the pages of the annual report in details. To sum up key point as take home message are:

The essence is Total Literacy through Holistic Approach of T-E-A-C-H Program. Empowerment is the key word on the backdrop of T-E-A-C-H Achievements for 2018-19 with visible improvements in 2019-20.

Teacher Support vertical has been able to train 4419 teachers during this year with highest contribution from Maharashtra - 3132. During the year 2019-20, across the country, 2,154 were awarded with the Nation Builder Award.

Across the country, during the year 2019-20, 883 government schools were facilitated with E-learning facilities. Madhya Pradesh, Punjab, Maharashtra & Karnataka are the states where maximum numbers of E-learning kits were installed. NHDC in Khandwa district, NTPC in Ujjain district in MP extended its support for digitizing Govt. schools in MP. Number of E-learning Centre established 2019-20.

Adult literacy is the vertical under T-E-A-C-H program that focuses on 'Total Literacy' and aims to make India a totally literate country. Diksha & Swabhiman are programs through which RILM is up in advocacy with the Government.

Widowhood in India has traditionally been associated with social stigma discrimination and isolation, often subjecting the widows to grave economic deprivation. India is presently home to more than 46 million widows out of

whom about 15 million widows live in abject poverty. Skill Development of RILM is focused on skill development of the needy on a pan India canvass. In this context Project Dignity Summary The stakeholder ecosystem and the status of the project in 2019-20 is highly relevant.

Child Development program, known as Asha Kiran... a ray of hope, aims to bring out-of-school children back to school. Asha Kiran... a ray of hope is the name given to the Child Development initiative. The program goal is to send 1, 00,000 out of school children back to school. In the year 2019 -20, we continued to work with NGOs who were part of the program already. Charities Aid Foundation India has mainstreamed 3,000 in the backward district of Khandwa, Madhya Pradesh.

The Happy School Program aims to provide / upgrade the infrastructural and co-scholastic facilities in government and government-aided schools, to make them secure, attractive and happy learning places for students and teachers. During the year 2019-20, 186 government and government-aided schools were adopted across the country taking the count of Happy Schools.

The year has also seen RILM raised the much needed awareness about Literacy through sustained efforts-using media outreach activities and the digital/online media. RILM had launched Nation Builder Award campaign during the Teacher's Day, Asha Kiran campaign on Independence Day, organized a centralized training program for Rotary leaders - 'Ignite' and also participated in the Centennial Summit under Basic Education and Literacy area of focus.

The annual report of 2019-20 bears the testimonials of all the above areas. I thank and express my gratitude to the entire team of RILM for taking the mission forward and I trust the team will outscore its performance in the year of 2020 – 2021 and thereafter.

**RID Kamal Sanghvi**

Director, Rotary International





# Teacher Support

## ABOUT THE PROGRAM

The aim of the Teacher Support program is to improve the professional abilities and performance of teachers through training and recognition to outstanding teachers.

### Teacher Training:

This is the most vital element of the Teacher Support vertical. Through teacher training, RILM aims to improve the professional skills of the teachers, make them confident in their approach which will have a positive impact on the learning outcomes of the students.

Across the country, during the year 2019-20, **4,419** teachers were trained in 127 Teacher Training Projects conducted across the country. **2,167 male** teachers and **2,252 female** teachers took the training under Rotary endeavors. The

states where maximum number of teachers were trained are Maharashtra, Karnataka, Odisha and Assam.

During the reporting year, Maharashtra clearly took the lead with 98 teacher training projects in the state. In Maharashtra alone 3,132 teachers were trained. These trainings were conducted by various Rotary Clubs across the state. In the region of Ahmednagar, teacher trainings were conducted for more than 200 teachers from 9 different government schools. The trainings mainly focused on RILM's suggested topics - Critical Thinking and Problem Solving, Leadership and Personal Development of Students, Human Rights, Creative Pedagogy and Career Guidance.

Similarly in Mumbai, various Rotary clubs organized Teacher Training Workshops. Workshop for 700 teachers were organized by a club, where RILM's teacher training partner Indian Career Education and Development Council conducted the training on topic simple lesson plan methodologies. Another club had conducted teacher training for more than 300 teachers, the training focused on the importance of critical thinking and class room management.

Another 3 days Teacher Training Workshop was conducted for 800 teachers in Satara District of Maharashtra. It received a stupendous response from the Teachers. The Chief Officer of Satara Zilla Parishad supported the program. Eminent national level educators were the facilitators for this workshop.



*A Teacher Training in progress in the state of Uttar Pradesh*





*Post Teacher Training workshop all the attendees and trainer stands for a photograph NBA*

In Karnataka, more than 300 teachers were trained by local Rotary Clubs, (Chitradurga, Hospet, Hubli, Ranebennur, Bidar, Devangere, Gulbarga, Nandyal). In this region, the focus was on the subject enrichment for the teachers with emphasis on Science and English language.

In the state of Odisha and Assam, more than 300 teachers were provided training on several RILM suggested topics. In the other states of India, like Uttar Pradesh, Jharkhand, Tamil Nadu, Bihar, Chandigarh and Madhya Pradesh teacher development workshops were organized. In Chandigarh and Madhya Pradesh, a workshop was conducted which covered topics like Classroom Management, Life Skills Education and Child Adolescent Development.

No. of Teachers Trained 2019-20	
State	No. of teachers
Maharashtra	3,132
Karnataka	365
Odisha	210
Assam	166
Uttar Pradesh	134
Jharkhand	87
Tamil Nadu	70
Bihar	65
Chandigarh	60
Madhya Pradesh	49
Goa	42
West Bengal	20
Gujarat	19
<b>TOTAL</b>	<b>4,419</b>



*A Teacher Training in progress*



# Nation Builder Award

RILM seeks to felicitate outstanding teachers for their role in shaping the minds of the youth with the Nation Builder Award. Every year during the month of September, outstanding teachers are awarded.

During the year 2019-20, across the country, 2,154 teachers were awarded with the Nation Builder Award. The maximum numbers of teachers were awarded in Karnataka (365), followed by Maharashtra (361) and West Bengal (138). It was indeed encouraging to see the NBA program gain weightage in North East India with Assam recording the highest nos. of teachers awarded (230), followed by Sikkim (42) and also in Nagaland and Manipur. This recognition given to the teachers instilled them with renewed confidence and encouraged



*Teachers felicitated with  
Nation Builder Award in Aurangabad*



*Teachers felicitated with  
Nation Builder Award in Cuttack, Odisha*



*Teachers felicitated with  
Nation Builder Award in Assam*



*Teachers felicitated with  
Nation Builder Award in Patna, Bihar*

them to perform better. The award was given to the teachers after a detailed evaluation process where both the students and the Principal of the school participated and decided the best teacher to be awarded. School wise evaluation for determining the best teacher was conducted during the month of August 2019 and the award ceremony for felicitating the teachers were held mostly on Teachers' Day, 5th September and International Literacy Day, 8th September.



As member of the Rotary Club of Bombay West, **Professor Dharmendra Sharma** was in a better platform to contribute back to the society; and hence he got involved in various projects and end of the year, the Rotary Club of Bombay West appreciated his contribution and awarded him with Best New Rotarian Trophy 2017-18. While working in rural area with schools for WASH programme, Professor Sharma realized that there was an urgent need of skill upgradation of teachers since they were far away from the latest technological environment of 21<sup>st</sup> Century Methods. Hence, he joined the T-E-A-C-H team as resource person and has been conducting multiple sessions in rural Maharashtra since that time. His topics are focused on '**How to Stay Relevant in 21<sup>st</sup> Century**' along with a few of other co-faculties. They have also been taking the sessions for Critical Thinking and Problem Solving, Innovative methods

of teaching in 21<sup>st</sup> Century and Multiple intelligence theory.

In the recent past, he conducted a couple of sessions at Talasari, Vasai, Wada and Bandra where 125, 60, 100, 50, teachers got trained respectively. From all the places he received appreciations for the programme and also repeated requests for conducting more frequent such sessions.

The above sessions have enabled teachers to remain more relevant with the newer approach of application-based teaching by involving students in the learning process. They have also been asked to keep a track record of improvement in terms of the grades of students, absenteeism of teachers as well as students and also intend to analyze the same to track the impact of the mission.

Professor Dharmendra Sharma is a true visionary in the arena of Teacher Training.



*Professor Dharmendra Sharma*





**Sunita Sudhir Warule**  
Attendee of a  
Teacher Training  
workshop

"Myself Sunita Sudhir Warule Teacher – Z.P. School KisanVeer Nagar, Tal Wai Dist Satara. I had got a golden opportunity to participate in the Teacher's Training Program organized by Rotary Club of Satara Camp, RI District 3132. Thanks for the inspiring talk and the wonderful workshop. The training was extremely informative, enjoyable and above all valuable. I look forward to putting some of the techniques I've learned into practice. Trainer Mr. Arjun Koli has explained his real time experiences with government school. He has made many positive changes in his school which increased the strength from 150 to 1,200. Through his experiments, we could understand how to focus on quality education as well as communication, extra good practices while teaching, activity based learning with life skills. Thanks to rotary for such a useful workshop and I hope I will get such guidance again in future."

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वेळेवेळी प्रमुख वक्त्यांच्या मार्गदर्शनाचा  
लाभ मिळवा ही अपेक्षा व विनंती.

*Testimonial*



## ABOUT THE PROGRAM

RILM's E-learning program, also known as “**E-Shiksha**” is a single classroom installation which aims to improve the teaching-learning experience through an integrated solution consisting of a LCD projector/LED TV/Smart LED TV loaded with the educational audio-visual software mapped with State curriculum in local languages. Software content can be offline entrenched in a SD card/pen drive or online rooted to any educational application.

### Benefits of E-learning:

- Audio-visual representation makes learning more interesting for students, thus ensuring greater attendance in school, increased attentiveness in class, better comprehension.
- Positive impact on learning outcomes of the students in terms of improved retention, sharpened capacities for

logical thinking, critical visual thinking, better comprehension, improved language abilities and positive behavioural change.

RILM's E-Shiksha program has marked its presence in filling the existing teaching-learning gaps existing especially in Govt. schools across various states in the country. Apart from e-learning projects done by Rotary Clubs across the country, RILM's E-Shiksha program has joined hands with various state Governments and CSR/PSUs to overcome the issue and subsequently initiated e-learning facility in good numbers of Govt. schools.

Across the country, during the year 2019-20, 883 government schools were facilitated with E-learning facilities. Madhya Pradesh, Punjab, Maharashtra, Karnataka, are the states where maximum numbers of E-learning kits were installed. The E-Shiksha program currently works with various state

*An E-learning class in progress*







*Children engrossed in learning from digital medium*

government and corporates. Rotary clubs execute E-learning projects independently and also partner with RILM in funded projects. Through these collaborations, installation of E-learning kits done at various government schools to bridge the gap of modern technology in Govt. schools and make India's literacy scenario fully digital in the upcoming years with a smart outlook and handholding with advancements in technology.

One of the significant projects under E-learning program for the year 2019-20 has been in collaboration with **Narmada Hydroelectric Development Corporation (NHDC) & National Thermal Power Corporation Limited (NTPC)** under the partnership of Government of Madhya Pradesh.

In Madhya Pradesh, under the signed MoU with **Rajya Shiksha Kendra** (Dept. of education, Govt. of Madhya Pradesh) for equipping 15,000 Government schools with e-learning system (12,500 with both hardware and software facilities and 2,500 schools with only software facilities), RILM has successfully joined hands with two major PSUs those are: Narmada Hydroelectric Development Corporation (NHDC) & National Thermal Power Corporation Limited (NTPC).

The Project includes E-learning facility with 49" Television along with state board mapped offline multimedia content. The content provided by RILM has been vetted and approved by RSK, Govt. of Madhya Pradesh.

### Project with NHDC

NHDC extended its support for digitizing 58 Govt. schools in Khandwa district of MP. The project was launched on 19th June at Khandwa in the presence of District Collector, Khandwa, Chief General Manager, NHDC and Chairman, E-learning National Committee RILM.



*Launch of the E-shiksha program in Khandwa District, Madhya Pradesh in collaboration with NHDC*

Out of 58 schools across Khandwa District, 30 schools have been equipped with hardware of 49-inch smart television along with multimedia content. Another 28 schools where hardware facilities were already available, software modules were installed.

Upon successful installation of E-learning facilities in all 58 schools, proper training was given to teachers of all schools for both hardware & software operation and proper utilization and maintenance of the e-learning facility.



*Training being given to teachers of Khandwa District on proper usage of E-learning*





*Secretary, DSE addressing Teachers at Teachers Training*

### Project with NTPC

NTPC extended its support for digitizing 50 Govt. schools in Ujjain district of Madhya Pradesh. The project was launched on 18th June at Ujjain in the presence of Chairman, RILM and Chairman, E-learning National Committee, RILM.



*Launch of E-Shiksha program in Ujjain, Madhya Pradesh in collaboration with NTPC*

Out of 50 schools, 46 schools have been equipped with hardware of 49-inch smart television along with multimedia content. Another 4 schools where hardware facilities were already



*An E-learning class in progress*

available, software modules were provided. E-learning facility has been successfully installed in all 50 schools in Ujjain

The school teachers were given training on usage of the E-learning facility for proper utilization of the E-learning facility. RILM also ensured proper branding in each school.

Another noteworthy partnership was with Dept. of school Education, Govt. of Haryana for establishing E-learning facility in Govt. schools. Under this project, E-learning facility would be installed in 4,800 schools across Haryana and RILM would also provide software operating training to 9,600 teachers respectively.

No. of E-learning Center established 2019-20	
State	No. of teachers
Aasam	1
Goa	1
Jharkhand	4
Karnataka	20
Madhya Pradesh	108
Maharashtra	69
Punjab	680
<b>TOTAL</b>	<b>883</b>



## Punjab

State Govt. of Punjab has recognized the importance of e-learning especially in Govt. schools and promoted it across the state via various means and joined hands with RILM.



*RILM's program team interacting with senior officials of DSE, Govt. of Punjab*

The MoU with Department of School Education, Punjab was signed during the month of May, 2018 to digitize 19,272 Govt. schools. As per the Agreement with DSE, Punjab, software module would be provided by RILM and hardware by the Government. RILM had attended various meetings with higher officials of DSE Punjab in order to plan the execution of the project. 120 school teachers, subject experts were involved in for the development of the multimedia content. More than thousand chapters were developed with a total number of animated videos of more than five thousand.

Under this project, RILM's software partner Espranza Innovations has developed a total of 1,100 topics across all classes mapped to Punjab School Education Board.

The content has been vetted and approved by the education department, Govt. of Punjab.

### **Pilot project with The New India Assurance Co. Ltd.**

Under the Government of Punjab

partnership, RILM had conducted its first pilot in collaboration with **The New India Assurance Co. Ltd.** for providing multimedia content to schools (where K-Yan hardware is present).

The collaboration aimed at establishing e-learning facility in 680 Govt. schools. These schools were from various revenue districts of Punjab - Amritsar, Gurdaspur, Hoshiarpur, Jalandhar, Ludhiana, Pathankot, Kapurthala, Nawanshahr, Roopnagar, SAS Nagar, Tarantaran, Patiala, Sangrur, Barnala, Fatehgarh Sahib, Mansa, Bathinda, Muktsar, Moga, Faridkot, Fazilka & Ferozpur.



*Teacher training being held on usage of the E-learning facility*

Teachers were trained for the easy usage of the facility in their respective schools. Many workshops have been conducted by the state education department for the promotion of the facility.

All 680 schools were digitized with the e-learning system. For supervision and monitoring of the project, online 'E-Shiksha' portals have been designed. E-Shiksha portal is made to ensure the operation at ground level also a separate online portal has been designed to capture the usage of software by each school. An additional feature has been entrenched in the software along with the multimedia content, which will record the usage of the content by each school is an offline mode.



# Testimonial



**Mr. Dipak Paul Chaudhury**  
Head Master  
Jagatpur Adarsha Vidyamandir (H.S), WB

“The E-learning facility provided to our school is helping not only students but teachers also. Teaching technical subjects like science through books in a Govt. school set up is a tough job because of lack of proper infrastructure and TLMs. But the given software enables teachers and students to take the topics more conveniently. Teachers who were trained in the program gave training on usage of the facility to other teachers also. We have successfully received a manual which indicated the easy use of both the hardware & software. This would be needed in case of any teacher is transferred to any other school. I sincerely thank Rotary Club of Calcutta Mahanagar for providing this facility which not only increased the grade marks but also incorporated a zeal to study more.”

“My school has highest student enrollment of primary students in the entire location, but daily attendance was not up to the mark. School fund which we receive from Govt. was never enough to meet daily requirements of school even from mid-day meal to electricity bill and purposefully me and my entire staff upholds a collective contributory fund from our monthly salary to meet the requirements. Installing a teaching-learning digital device was never thought because of scarcity of funds. The e-learning facility received from Rotary Club helped our student a lot and also helping us to manage a larger number of students of primary level collectively. Student attendance and attention has also improved which shows the facility is of great importance.”



**Mrs. Gouri Das Roy Chaudhury**  
Head Mistress, Jagatpur F.P. School, West Bengal





# Adult Literacy

## ABOUT THE PROGRAM

The adult Literacy vertical of the T-E-A-C-H program focuses on 'Total Literacy' and aims to make India a totally literate country. India is the home for world's more than one third adult non-literates by having 37% contribution which is approx 27 Crore adults. As per 2011 census, the national literacy rate was 74.04% which is expected to be around 80 percent in the next census.

RILM's Adult Literacy program aims to impart basic functional literacy to non-literate adults above the age of 15, across India to help them acquire necessary literacy and numerical skills to meet practical ends; the program also provides skill development training to adults (including neo-literates) above the age of 15.

### Advocacy with the Government:

The Sakshar Bharat scheme of Government of India that was launched in year 2009, got over in March 2018 and since then the country was waiting to have another scheme approved which can guide the various stakeholders

involved in making the whole country literate. Rotary India Literacy Mission got an opportunity to carry on continuous advocacy with the Government of India to approve and launch a new scheme that also motivates school / college / university students to make adults literate within their houses and neighborhood.

To strategize its efforts, RILM has created the India district literacy map by classifying the geographical districts in 3 categories:

- i. Districts having literacy rate below national literacy rate – shown in red
- ii. Districts having literacy rate above national literacy rate but below 90 percent - shown in yellow
- iii. Districts having literacy rate above 90 percent – shown in green

The Literacy Map clearly indicates that though the need is to work pan India but there are 12 States that need special focus. These are Rajasthan, Uttar Pradesh, Bihar, Andhra Pradesh, Jharkhand, Madhya Pradesh, Chhattisgarh, Arunachal Pradesh,



A volunteer teacher teaching adults in an Adult Literacy center in West Bengal





*A volunteer teaching an adult non-literate under the Diksha Model*

Telangana, Jammu & Kashmir, Assam and Odisha.

It is also a known fact now that unless country addresses the adult literacy issue it will take years to become totally literate because almost 96% children are already registered in the schools. Even if registration of children touches 100%, it can increase the literacy rate only by 4 percent, whereas, the need is to raise it at least by 15 percent.

Under the Adult Literacy Program, RILM had successfully reached out to 87,870 adult since the program's inception. Apart from advocacy with the Government of India, RILM through the network of Rotary members spread all across India have started making adults literate through specially developed primers which are based on the principles of Andragogy.

The non-literate adults were reached out through the Diksha & Swabhimaan initiative formed by RILM.

### **Diksha**

Under this project, student-volunteers from school/colleges are engaged by Rotary clubs to impart basic, functional literacy to non-literate adults on a one-to-one basis using a primer which is specially designed to teach adults. At the

end of the course, the learners are encouraged to appear for the Basic Literacy Assessment Examination.



*One to One teaching approach*

### **Swabhimaan**

Swabhimaan is a centre-based approach where basic functional literacy is imparted to non-literate adults through a trained community teacher. The learners appear for the Basic Literacy Assessment Examination. Further to this, RILM implemented Swabhimaan – NGO partnership model. The model aims to reach out to more number of adults in the remote parts of India through NGOs working at the grass-root level in the field of education and skill development.

During the reporting year, a new



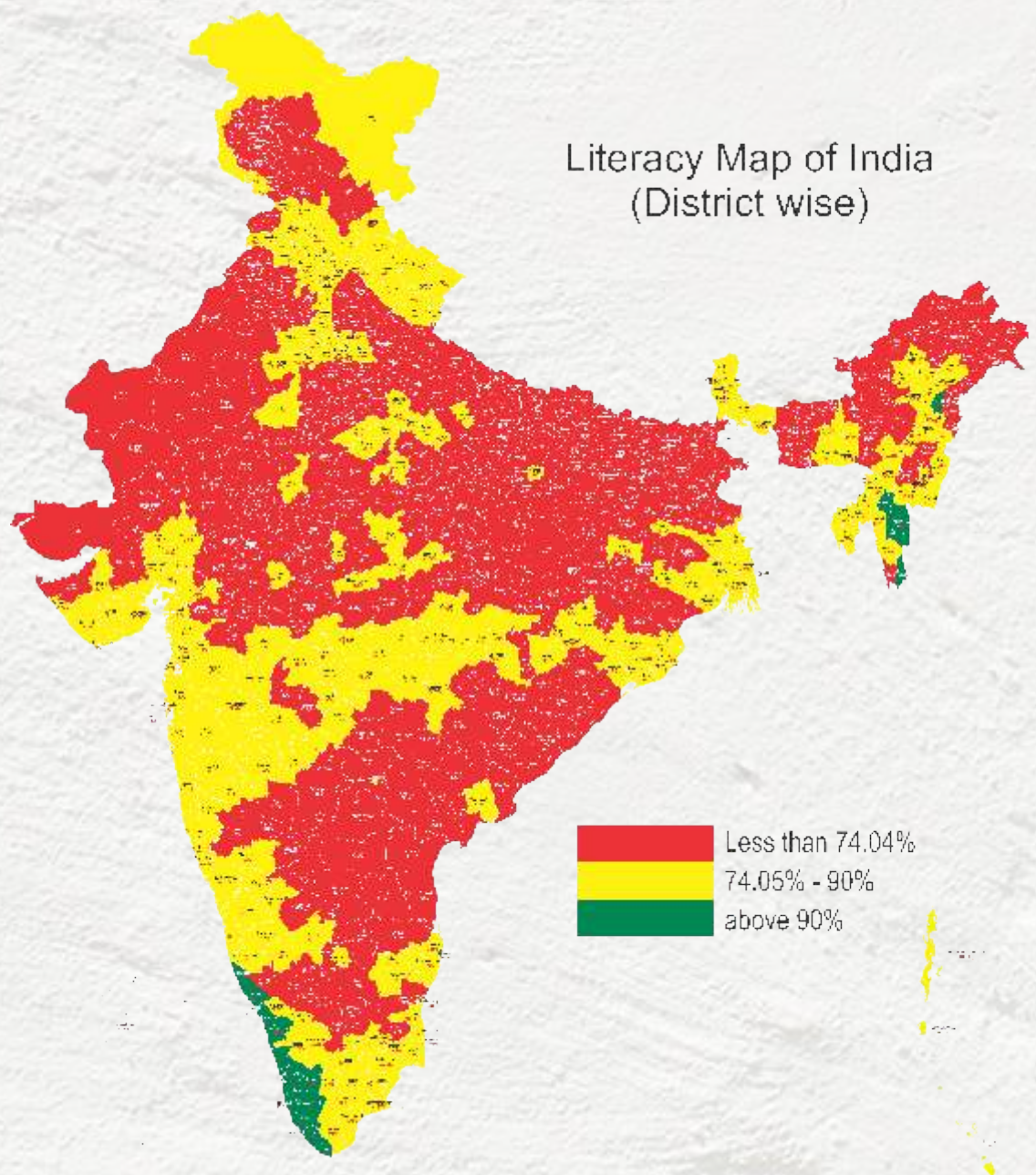
*Centre Based approach*



informative Adult Literacy Portal was launched under Rotary Teach website. The portal was launched by RILM at the Basic Education and Literacy session during the Rotary India Centennial Summit 2020. The portal will act as a repository for all information as far as Adult Literacy is concerned. The clubs who all are implementing the adult literacy program, they will be able to enroll their adult learners for the Basic Literacy Assessment Examination. Clubs will also be able to retrieve Adult Literacy Primers by ordering through that portal.

The portal will act as a database of all the adult learners who all are being imparted literacy through the RILM's Adult Literacy program.

Apart from the portal launch, another noteworthy event was joining hands with **Brahma Kumaris** for implementing the Adult Literacy program. The partnership will focus on participation of Brahma Kumari volunteers to undertake the RILM's Adult Literacy program by imparting functional literacy to adult non-literates.







*Sandhya Sardar, a beneficiary of the adult literacy program*

### **Education empowers women to be self-dependent**

Ms. Sandhya Sardar is a homemaker. Sandhya along with her 2 children resides at the remotest part of the West Bengal. After sudden demise of her husband, Sandhya was in both mental and financial crisis, as the only earning member of the family was her husband. Sandhya was in a total fix as she did not know how she would feed herself and her children. As Sandhya was a non-literate therefore getting a work was nearly impossible for her.

Sandhya heard about the RILM's Swabhimaan Centre from her neighbor. The centre was being run by Sitarampur Vivekanand Seva Pratistan, a NGO partner of RILM under the Adult Literacy program. Not thinking twice, Sandhya enlisted her name in the program. She

attended all classes and picked up lessons very well. She appeared for the Basic Literacy Assessment Examination conducted by RILM and successfully qualified the examination. Soon after clearing the examination, Sandhya got a job in the local school being run by the NGO. For the last 2 years, Sandhya is working at the School and she is very satisfied and proud of herself. She says that 'Studying in the Swabhimaan center has changed her life'. She is very happy and content.

### **Building way to total literacy of the family members.**

Rotary Club of Thane Lake City (RCTLC), located in Thane, Maharashtra has been working very closely with Twins Hindi/English High School, Manpada, Thane. The school caters to children from the economically disadvantaged sections of the society. Parents of most children were illiterate and were doing odd jobs for survival. As these adults were one of the main stakeholders in the system, RCTLC started an adult literacy program primarily for the women. These women, like their children, were first time school goers. RCTLC conducted a professional program to make these Mothers literate. At the end of the program, it was most gratifying to see all the participants developing more confidence in themselves and a new eagerness to learn more.



*An adult literacy center organised by Rotary Club of Thane Lake City*





## GENESIS OF THE PROJECT

Widowhood in India has traditionally been associated with social stigma discrimination and isolation, often subjecting the widows to grave economic deprivation.

India is presently home to more than 46 million widows out of whom about 15 million widows live in abject poverty .

Widows are thereby living as one of the most marginalized section of the society.

Project Dignity is planned to address the needs of one of the most marginalized communities in India, the widows and their children. The Host Rotary Clubs implement the program by taking up this

project. Project dignity is aligned to the economic and community development are of focus of Rotary .

Living the very spirit of The Rotary Foundation, of 'providing service to others' and 'advancing world understanding, goodwill and peace through the fellowship of community leaders', this project is the beginning of a beautiful journey.

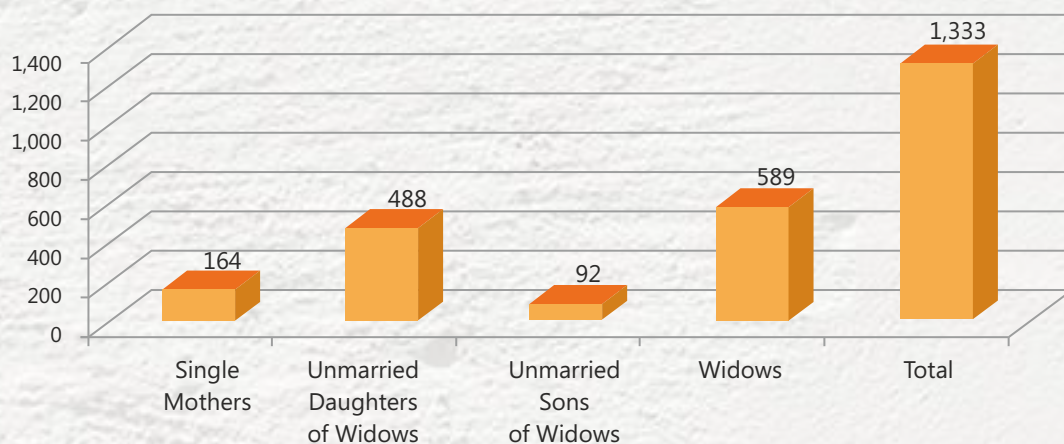
It is aligned to economic and community development area of focus of Rotary. It has also sought to create sustainable employment opportunities for the beneficiaries to empower them to attain a sustainable mean of livelihood for themselves and their dependent children.

*Beneficiaries getting trining on Tailoring*



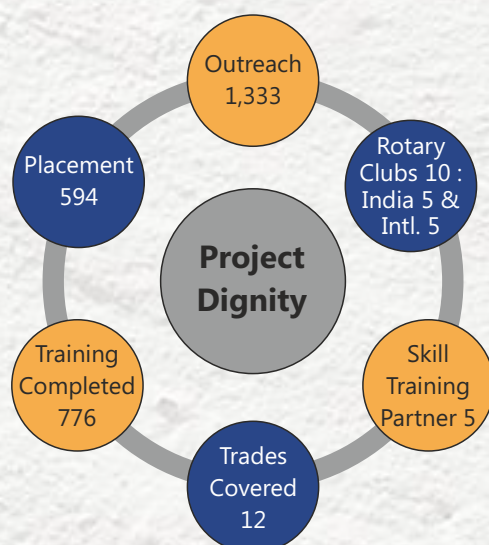


## The Subsections of Beneficiaries Covered and their Status 2019-20



### Project Dignity Summary

The stakeholder ecosystem and the status of the project in 2019-20 is represented below:



#### Breakup of Outreach by Trade

Back Office Assistant	43
Beauty and Wellness	231
Candle Making	31
Data Entry Operator	250
Fashion Designing	74
General Duty Assistant	23
Home Attendant	17
Hospitality and Customer Service	46
Nursing	52
Papad Making	59
Pickle Making	35
Tailoring	472

### A walkthrough – Project Dignity

The Project was typically implemented in 4 stages as Mobilisation, Training, Certification and Placements. Post placement support is provided to the beneficiaries to assist in any employment aberrations. The goal is to impart employment to each beneficiary for a sustainable livelihood.

Mobilisation by Rotary Club of Calcutta Mahanagar, West Bengal. Skill Training in Data Entry Operator, Rotary Club of Delhi Aspire, Delhi. Certification, in Kolkata West Bengal, by RIPE Shekhar Mehta, who held a special interest in the Project for imparting Dignity to widows and their dependants. The beneficiaries were well placed in various sectors as Beauty, Information Technology, Hospitality, Papad and Pickle Making, Apparel Manufacture etc. successfully earning a monthly income from Rs 5,000 to Rs 15,000 per month. They are now independent both financially and emotionally, and sans any social stigma or social pressure. It is indeed a new life given.



# Testimonial



I am Pinky, after my father's demise, Situation of my family became very precarious. My mother couldn't manage the daily expenses. I also have a younger brother and 3 of us were living in lot of difficulties.



*Pinky, Chindwara,  
Madhya Pradesh*

I have completed class 12 and was looking for a way to help my mother. Then I came to know about NIIT Foundation, they were conducting a training on Data Entry Operator. After successful completion of training, they were also offering jobs but I knew that I could not afford that training. NIIT is a big name. But in the process I found out that Rotary will sponsor the total cost of the course. I was delighted.

I have joined the training program and now I am very much hopeful about a better future for me and my family. - Deleter Chindwara, Madhya Pradesh.

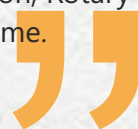
I am grateful to Rotary India Literacy Mission for giving me a new life.



*Geeta, Bhajnapura, Delhi*



My name is Geeta. I am wife of Lt. Jai Prakash . I have completed my education till Class 12, after which I got married. I have two Children. Our financial condition is not very good. I used to get a rental income from my rooms of Rs. 5000/-, which is not enough for survival. I got to know about this programme at Bhajnapura center for Skill Development. I joined here for A Beauty and Wellness course. I got the job after this course. Presently I am working with Laxmi Beauty Parlor Where I receive Rs. 5,000. The job has ensured a monthly fixed income which helps me to manage my household expenses. I heartily thank The Rotary Foundation, Rotary India Literacy Mission, Rotary Club Delhi Aspire and Lok Bharti Skills for this programme.







## ABOUT THE PROGRAM

Child Development program, known as *Asha Kiran... a ray of hope*, aims to bring out-of-school children sent back to school. The program goal is to send 1,00,000 out of school children back to school.

Under Child development program, RILM partners with grass root level organizations to identify out-of-school children between 7 - 14 years from vulnerable communities. Children, who have never been enrolled to any school or have been dropped out of school, are sent back to school after required brushing up.

The objective is to facilitate these children's access to mainstream state funded primary / elementary schools.

The child development program started in year 2014 and gradually it expanded its intervention areas across India.

During the 1st phase of *Asha Kiran* intervention, which is from the year 2014-2020, 37,436 children have been brought into the program from across 13 Indian states and one Union Territory through 33 partner NGOs.

At the end of the 1st phase of the program, 93.70% children have been successfully mainstreamed in formal schools. The children under the program regularly attend classes at the *Asha Kiran* bridge course Centers, where a specially trained teacher train them in basic mathematics, language and learning skills with a need-based approach to help them reach their age-appropriate learning level. Their academic progress is evaluated through continuous assessments. Regular visits by RILM team are made to the project locations to monitor the progress of children and ensure effective implementation of the project.

NGOs with which we have continued our work during reporting period 2019 -20 as extension part of *Asha Kiran* partnership.

NGO	No. of Children covered
Charities Aid Foundation India	3,000
Abhinav Shikshan Prasarak Mandal	200
Participatory Action for Community Empowerment	352
<b>TOTAL</b>	<b>3,552</b>





**Charities Aid Foundation (CAF), India:**

CAF India through its grass root partner TYCIA Foundation has worked in most remote areas of Khandawa block in the state of Madhya Pradesh. Khandawa, located at the southwestern part of Madhya Pradesh, is situated in an upland plateau region north of the Satpura Range on a tributary of the Narmada River. This region is dominated by the Korku Tribes. CAF has mostly worked with children of Korku tribal communities. Korku tribe has one of the lowest education levels where just 3.6% complete class 10th or 12th and for girls it is even less or abysmal. The Korku community is majorly engaged in hunting, gathering and agriculture related livelihoods activities. CAF has enrolled 3,000 children in 46 Asha Kiran centres. Out of total 3,000 Asha Kiran children 2,930 children are mainstreamed in 48 local Govt. schools.

**Abhinav Shikshan Prasarak Mandal (ASPM):**

ASPM has worked with 200 underprivileged children in 'Nandadeep Vidyalaya', a local government school for underprivileged children located in East Mumbai, India. ASPM through the school teachers imparted basic training to the children and successfully mainstreamed all 200 children in the same school.

**Participatory Action for Community Empowerment (PACE):**

PACE has worked in Palia Kalan Block of Lakhimpur Kheri district in the State of Uttar Pradesh. PACE worked with 352 children in about 20 villages covering about 10 Gram Panchayats and enrolled them in the Asha Kiran center for training. These children belong to the schedule caste and schedule tribe community, most of their parents are

agricultural labourer. During the cultivation time, even the children join their parents in the field. PACE has successfully mainstreamed all 352 children in local govt., semi-government and private schools.

**Way Forward for Asha Kiran 2nd Phase:**

After completion of Asha Kiran 1st phase (2014 – 2019) and thereafter analyzing the impact assessment report, Rotary India Literacy Mission has decided to move forward with the 2nd phase of the Asha Kiran program.

As part of Asha Kiran 2nd phase, RILM has initiated its process of intervention through identifying NGOs. A Request for Proposal was published by RILM on various external job searching portals, eg. DevNet Jobs. Initially, RILM had given advertisement for the states – Telangana, Andhra Pradesh, Karnataka, Maharashtra etc, later the request for proposal was published for all states. The request for proposal was also promoted on RILM's social media page.

After advertisement and promotion, proposals were received from 77 Indian NGOs. The NGOs showed much interest in collaborating with RILM for the Asha Kiran program. In process of identifying NGOs, RILM followed its designated guidelines. As per RILM guidelines, 23 proposals for 18,890 children were shortlisted for 1st level review process that is Desk Appraisal. During the reporting period, RILM had short listed 12 organizations through their desk level review process for 15,000 children. Out of 12 organizations, field appraisal process for 7 organizations has been completed. Out of 7 organizations, 6 are shortlisted for partnership. These 6 partnerships will focus on working with 7,050 children under the Asha Kiran program. .



## JUJERSA WOMEN AND CHILD WELFARE ORGANISATION



### **Baisakhi Munda, Hingalgunj Block, Sundarbans, West Bengal**

Hingalgunj is an administrative Block under the Basirhat subdivision of North 24 Parganas district in the state of West Bengal. The Hingalgunj block is situated in the extreme south-eastern part, along with the international border areas (Bangladesh border) in Sundarban deltaic area of North 24 Pargans, West Bengal. This area bordered by two important boundaries, the Sundarban Biosphere Reserve to the south and the Bangladesh border to its east.

Several issues of like thereat of biodiversity in Sundarban, insecurity of livelihood, international smuggling,



illegal immigration, forceful search by border security guard, and other socio-cultural issues affect the advancement of society in Hingalgunj island. Education has been neglected in this area as well as other border and rural areas. Illiteracy person is more prevalent in the female population who account for more than 61% of the total illiterate population.

Most of the people in the southern part of this area are dependent for their daily occupation on the Sundarbans biosphere reserve. They are engaged in occupations as collecting honey, woods, catching crabs, prawn, fish, etc. Forest smugglers of this area poach deer, the Royal Bengal tiger and other birds and







animals. Most of the settlers are engaged in using the resources of forest and river.

In the society, the inhabitants are in a dilemma about their societal presence. The parents of these children are not so sound in their socio-economic conditions and always face the problems of social identity like race, gender, ethnicity, caste and religion or social location. Since the parents are not educated or possess a very poor education level, this affects the continuity of education and the parents are apprehensive to admit their children in the schools.

This is the story of Baishakhi Munda. She lives in Samsergunj Village in Sundarbans. Her father collects honey from the forests and her mother catches crabs from the river as an occupation. Baishakhi had to go with her mother to the river everyday, so she was irregular in her school attendance. She was in Class III and could not read her book. Then a Rotarian came to the village and counselled her parents to send her to the

Asha Kiran Centre run by Jujersa Women and Child Welfare Organisation. She joined the Asha Kiran Centre and was slowly able to read. Baishakhi also participated in co-curricular activities as drawing, singing, recitation, yoga and bratachari (for spiritual and social improvement). Baishakhi learnt about celebrating special days as Rabindra Jayanti, Saraswati Puja, Independence Day and others at the Asha Kiran Centre. She was made aware about good health in the medical camps and yoga classes. A holistic transformation happened in Baishakhi; as her physical, social, moral, national, spiritual and intellectual senses were awakened. She now goes to a main school as a happy and developed child.







## ABOUT THE PROGRAM

The Happy School Program aims to provide / upgrade the infrastructural and co-scholastic facilities in government and government-aided schools, to make them secure, attractive and happy learning places for students and teachers.

During the year 2019-20, 186 government and government-aided schools were adopted across the country taking the count of Happy Schools to 2,944 since inception. As per the T-E-A-C-H norms, a school is defined as Happy School when the following 9 facilities are available in the premise:

1. Painted, well maintained and secure school building
2. Adequate and functional separate toilets for boys and girls
3. Hand-washing stations

4. Clean and adequate drinking water for both students and teachers
5. Library
6. Play material (games and sports equipment)
7. Benches and desks for students
8. Well maintained space for teaching staff
9. School shoes and school bags for students

During the reporting year, maximum number of school transformations took place in the states of Karnataka, Maharashtra, Rajasthan, Tamil Nadu, Telangana and Uttar Pradesh.

In the state of Karnataka, a single Rotary Club from Bangalore has transformed more than 70 government schools into Happy Schools by fulfilling all the criteria. The project is approximately benefiting more than 10,000 students.





## Padho Bharat Library Creation

The Padho Bharat project of RILM aims to create libraries across the country. During the reporting year, several Rotary Districts had taken part in creating libraries under the Padho Bharat library program. 265 libraries were created by Rotary District 2982, representing 5 revenue districts of Tamil Nadu, namely Dharmapuri, Krishnagiri, Namakkal, Salem and Villupuram. Prof. AK Natesan, District Governor for 2019-20 had dedicated the Literacy Team in focusing on Happy Schools.

The Happy School program was launched with the inauguration of the Padho Bharat Project at the premises of Excel Institutions, Tamil Nadu Government was represented by:

P. Thangamani, Minister for Energy Department; K. A. Sengottaiyan, Minister for Education; V. Saroja, Minister for Social Welfare

66 Bureaus have already been donated to upper primary schools for keeping Books under Padho Bharat Libraries project with the team having committed to donate 1 in each of the

265 Libraries to be created. Apart from the libraries, the following items have also been donated; 1,000 Benches and Desks; 365 wash stations.

Apart from Rotary District 2982, 175 libraries were created by Rotary District 3011 representing revenues districts



namely - Bahadurgarh, Faridabad, Gurgaon, Rewari, Mahendergarh, and Rohtak in South Haryana. Another 165 libraries were created by Rotary District 3090, representing revenue districts of Punjab, Haryana and Rajasthan.



## A Million Books, A Million Smiles

Another noteworthy project which took place during the year 2019-20, was 'A Million Books, A Million Smiles' campaign which was launched by RILM. The campaign aimed to collect one Million books to create libraries in Government schools across the country.



Over a lakh of Rotarians from all over the country participated in this special one-time drive. It was a huge success and it helped Rotary clubs to create around 1,500 libraries in Government schools. The focus of the project was to bestow books that are with pictures, comic books, Amar Chitra Katha stories, and illustrated reference books on Science, History, Geography, Drawing books, Atlases and Globes, and other books with simple content in each State language and English. These books will be relevant for students from class I-VIII.



## Annapurna

Rotary India Literacy Mission (RILM) is a service organization which aims to work for 'Total Literacy and Quality Education' in India. With the launch of 'Annapurna' on July 29, 2017 at Rotary Sadan, Kolkata, it aims to eradicate hunger among children, ensure better school attendance and improve nutrition and health indicators of children in the country. It envisions doing so by providing 1 Million meals to the underprivileged children in collaboration with Indian Food Banking Network.

RILM is implementing the second phase of the program in 5 government schools in Kolkata through providing Half a Million meals to 1545 children for a year. These Half a Million meals are being sponsored through add HOPE, a program of KFC.



"add HOPE™ is KFC's global initiative that is creating awareness and raising funds to provide meals for underprivileged children. In India, KFC has partnered with credible organizations like the India Food Banking Network (IFBN).

Hunger and Malnutrition are major challenges that the country faces. Annapurna is tackling a complex problem, by raising awareness and funds for the cause, and making a positive difference to a child's life.

Name of School	No. of Students	Total Days	Total Meals distributed
Shyam Bazar Balika Vidyalaya	250	148	37,000
Calcutta Orphanage	225	151	34,425
Ananda Tirtha	120	165	19,800
Lake School for Girls	700	146	1,02,200
Udayan	250	177	43,250
<b>TOTAL</b>	<b>1,545</b>		<b>2,36,675</b>





# Communications

## ABOUT THE PROGRAM

### COMMUNICATION & MEDIA ADVOCACY

RILM implemented an integrated communication campaign which effectively combined offline and online tools to reach out and spread awareness about *Total Literacy & Quality Education* to a wide and diverse group of stakeholders and communities. The year has also seen RILM raised the much needed awareness about Literacy through sustained efforts-using media outreach activities and the digital/online media. RILM had launched Nation Builder Award campaign during the Teacher's Day, Asha Kiran campaign on Independence Day, organized a centralized training program for Rotary leaders - 'IGNITE' and also participated in the Centennial Summit under Basic Education and Literacy area of focus.

### CAMPAIGNS:

#### Nation Builder Award: Recognizing the Nation Builders

During the year 2019-20, RILM launched the campaign for promoting one of its component of Teacher Support vertical - Nation Builder Award. Similar to the previous years, this year also the



campaign was launched to mark the celebration of the Teacher's Day.

Over the last four years nearly 23,000 teachers were felicitated for their enormous contribution towards the enhancement of quality education. Nation Builder Award aims to felicitate an outstanding teacher after a detailed evaluation process and also supports the low performing teachers of a school through teacher training workshops. Nation Builder Award is quite a taker amongst the Rotarians. They find this program very interesting and implement it with much enthusiasm.

During the year 2019-20, 2,514 teachers were felicitated with Nation Builder Awards.

#### Asha Kiran...a ray of hope!



The Child Development program, also known as Asha Kiran is one of the most crucial verticals of the TEACH program which aims to send out-of-school



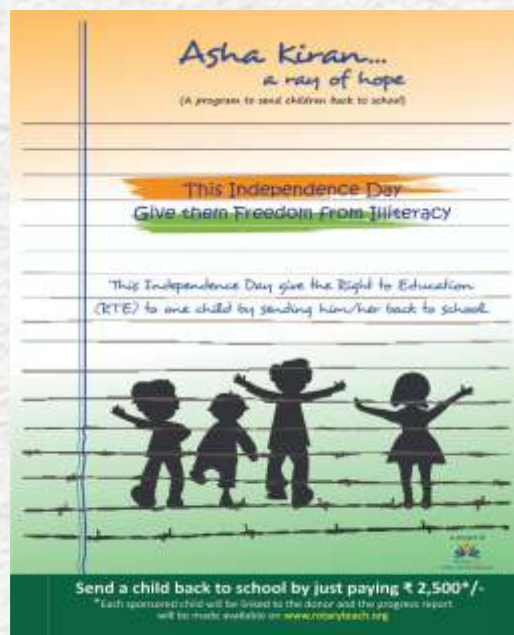
children back-to-school. Similar to the previous years, Asha Kiran campaign was launched on 15th August marking the celebration of the Independence Day.

The virtual launch of the program on Facebook, Twitter and Whatsapp was a huge success. Pledges for sending out-of-school children back-to-school poured in from Rotary Clubs across India. Senior Rotarians and National Committee members led from the front by encouraging messages and posts across various platforms. Video messages from senior Rotarians asking everyone to pledge for children supported the campaign.

### **SOCIAL MEDIA TOOLS USED:**

#### **Facebook and Twitter**

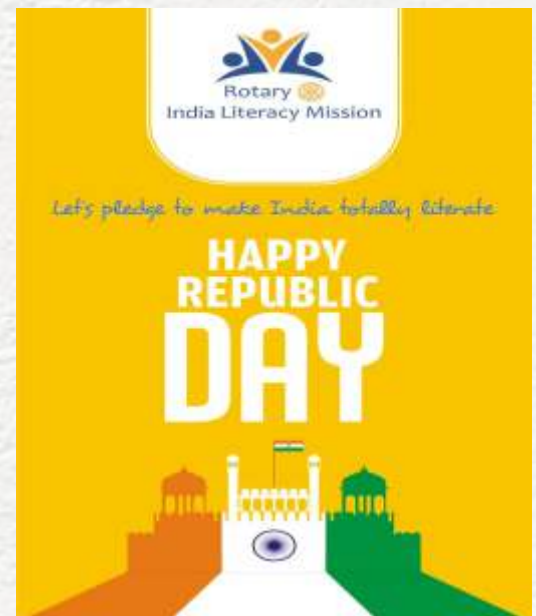
RILM initiated the Nation Builder Award campaign from the end of August and continued it till the Teacher's Day as the campaign focused on felicitating teachers. During the campaign, RILM posted various creative focusing on Nation Builder Award. Rotarians from both club level and District level actively participated in the campaign. As per NBA guidelines, Rotarians visited government



schools, carried out surveys of teachers and uploaded data on the RILM website. After the survey and project upload, Rotarians received auto-generated Nation Builder Award certificate from RILM website and felicitated the Teachers on the occasion of the Teacher's Day.

Promotional creatives/short videos were created for the Asha Kiran campaign and were promoted on Facebook and Twitter, which stirred a lot of interest among the Rotarians.

#### **WhatsApp:**



Nowadays, Whatsapp is the fastest medium of Communication, where sending, receiving, forwarding and sharing messages is very flexible and takes less amount of time. RILM already have 10 to 12 active groups on Whatsapp with majority of the stakeholders and implementing partners where Nation Builder Award and Asha Kiran creatives were posted for fast promotion and communication.

**Publication:** Promotion of Nation Builder Awards and Asha Kiran campaign were also carried on the Literacy Times – a monthly newsletter published by RILM.



## Events

### IGNITE - 2019

Rotary India Literacy Mission, being a volunteer driven organization, continuous training is the key to smooth execution of the program at the Rotary club level. Ignite is an intensive 2 day training workshop, organized for Rotary district level leaders.

During the reporting year, Ignite was held between 16th to 17th September at Kolkata, West Bengal. It served as a platform for meaningful discussions on the roles and responsibilities of the Rotary leaders, implementation processes of T-E-A-C-H program and goal setting for the upcoming year.

During the meet, Rotary leaders were oriented about the T-E-A-C-H program, its organizational structure, communication channel and other details of RILM. Several significant decisions with regard to the T-E-A-C-H program were taken during the training. Several queries from the forthcoming leaders regarding the program and its implementation were answered. During each session, several pertinent suggestions were made which would be helpful for the program.



This centralized training workshop is followed by a series of trainings at various Rotary International Districts. During these trainings, Rotary leaders percolate information regarding the T-E-A-C-H program to the club level. These training meets create platform for fruitful discussion on goal setting, program implementation and understanding roles and responsibilities of the different levels of functionaries.

### ROTARY INDIA CENTENNIAL SUMMIT

**Rotary India Literacy Mission participates in the Centennial Celebration of Rotary in India.**



Rotary in India kicked off its Centennial celebrations in Kolkata by showcasing its activities at a star-studded summit – Rotary India Centennial Summit. The event saw the participation of some 4,000 delegates from 32 countries, including Rotary International President Mark Maloney, President Nominee Shekhar Mehta, a number of Past Presidents; Past, Present and incoming RI Directors and Trustees and several other senior Rotary leaders.

The event took place in the month of





February, 2020 Marking the completion of 100 years of Rotary service in India under Rotary's six Areas of Focus. The summit's plenary sessions focused on the work done under: Fighting Disease, WASH and Environment, Polio, Growing Local Economies, Peace, Membership and Basic Education and Literacy.

Under the Basic Education and Literacy session, apart from various activities implemented across India, the session also laid much emphasis on **RILM's T-E-A-C-H program**. The session was graced by Sri Shankar Maruwada, Co-Founder, Ek-Step and Dr. Hrushikesh Senapaty, Director, NCERT.



### MoUs

During the session, two major partnerships were forged under the T-E-A-C-H program of RILM:

- **Apollo Hospital and Apollo Medskills Ltd.** - For implementation of Project Dignity—a skill development program of Rotary India Literacy Mission.
- **Brahma Kumaris** - For implementing Adult Literacy program of RILM. The partnership will focus on participation of Brahma Kumari volunteers to teach adult non-literates.



**House of Friendship – T-E-A-C-H booth:** Rotary India Literacy Mission's TEACH booth at Centennial Summit's House of Friendship experienced many footfalls of Rotarians including RI top senior officials. Apart from the Rotary world, Hon'ble Vice President of India, Sri Venkaiah Naidu, Hon'ble Health Minister of India, Sri Harsh Vardhan and Hon'ble Water Minister of India, Sri Gajendra Singh Shekhawat also visited the RILM booth.





## T-E-A-C-H Overseas



Showcasing T-E-A-C-H projects at the Rotary International Convention's House of Friendship is always a proud moment and significant milestone for RILM. Each year, RILM presents its projects through the T-E-A-C-H booth at the international convention.

During the reporting year, T-E-A-C-H was showcased at the **Rotary International Convention held at Hamburg** in the month of June. The response from the Rotarians, Rotaractors and other delegates were very appreciating and overwhelming. Several Rotary Senior leaders also visited the booth and praised our achievements. Two representatives from RILM, Sr. Manager Program – E-learning: Mr. Anindo Roy and Sr. Manager Program – Happy School: Mr. Sunando Majumdar, attended the convention representing RILM. The T-E-A-C-H booth had visitors from all across the world with many curiosity and queries regarding the program. All queries were answered by both the Senior Managers from RILM.

The quite informative booth which was

in-house designed at RILM also collected many accolades from the visitors, including senior Rotary leaders.

Request for collaboration also came in from various Rotary Clubs across the globe through the Global Grants. Ideas behind all the verticals were praised especially E-learning, Happy School and Adult Literacy were the most talked about verticals amongst the Rotarians. The clubs showed keen interest in collaborating with RILM through the Global Grants.

The response received from the crowd inspired us more to take the T-E-A-C-H program ahead and replicate it in other countries where literacy is a big challenge.

### RILM's Participation at Convention's Break-out sessions

Breakout sessions, as part of the convention program inspire attendees, help them polish their leadership skills and give them new ideas for projects, fundraising, strengthening membership, and much more. It is a great way of sharing information about new initiatives and projects within the Rotary network. This year at Hamburg Convention, RILM participated in the Break-out sessions.







An international panel from the Rotary world comprising of Shekhar Mehta, Past Rotary International Director, Kamal Sanghvi, Rotary International Director Elect, Bharat Pandya, Nancy Barbee, Past District Governor, US, Faiz Kidwai, Past Rotary District Governor, Pakistan and Geeta Manekh, Past District Governor, South Africa were the speakers of the session.

The session 'Developing better projects through partnerships' focused on apprising the attendees on how developing meaningful partnerships can scale up a project.

The objectives of the session were:

- To design successful Basic Education & Literacy projects which are geared to bring positive impact at larger level.
- To understand the strategies used, such as collaborations with community based organizations, partnerships with Govt., Corporate and Other Stakeholders.
- To explore possibilities of collaborations with the T-E-A-C-H program for replicating such projects in different parts of the world to achieve universal literacy



More than 900 attendees were present for the session which went on for an hour followed by plenty of queries from the attendees. The session not only saw representatives from Nigeria, Kenya, Uganda, Tanzania, Angola and Congo who wanted to adopt the program but also various representatives from USA, Croatia, Italy, South African who wanted to fund programs being run in India and also the African countries. Discussion also led to various issues faced in other African countries and the need for addressing menstrual hygiene and education of girl children separately through the T-E-A-C-H program.








## Rotary India Literacy Mission

### **Rotary India Literacy Mission**

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