A QUARTER CENTURY OF INNOVATING FOR EDUCATION

ANNUAL REPORT 2019

Every child in school and learning well

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“Pratham’s impact on the lives of millions of kids has been tremendous; it is quite simply an exceptional, best-in-class organization that has managed to scale across India.”

— Abhijit Banerjee, 2019 Nobel Laureate

This report covers Pratham USA’s activities from January 1, 2019 to December 31, 2019. Pratham’s program statistics reflect data from the 2019-2020 Indian school year as well as a period of remote learning.

EVERY CHILD IN SCHOOL AND LEARNING WELL

Reach
We operate in 21 Indian states and 75+ countries, serving children in Asia, Africa and Latin America.

Impact
We reached the lives of millions of children and young adults through education and skills training.

Vision
We firmly believe that all children, regardless of their circumstances, deserve a quality education.

Purpose
We employ innovative solutions to identify and address disparities in India’s education system.

Mission
We impart basic literacy and numeracy skills to help children establish a secure foundation for learning.
25 YEARS OF IMPACT

Of the 250 million children worldwide who cannot read or write, two-fifths reside in India. Pratham has been working to alleviate this crisis for a quarter century.

Impact

75M
Children inspired to learn

125,000
Youth equipped with relevant job skills

36,000
Females given a chance to earn their diplomas

3,200
Entrepreneurs provided with support for micro-enterprises

14
Countries adopted our assessment model

11
Randomized control trials

Awards

LUI CHE WOO
2018 LUI CHE WOO PRIZE

US-INDIA BUSINESS COUNCIL
2014 CHARITY OF CHOICE

ASIA SOCIETY
2014 ASIA GAME CHANGER

TIMES OF INDIA
2013 SOCIAL IMPACT AWARD

SKOLL FOUNDATION
2011 SKOLL AWARD FOR SOCIAL ENTREPRENEURSHIP

CLAREMONT McKENNA COLLEGE
2010 HENRY R. KRAVIS LEADERSHIP PRIZE

Recognition

Pratham USA is ranked among the top 2% of American charities.

2011 - 2020 FOUR-STAR RATING TEN CONSECUTIVE YEARS

PLATINUM SEAL OF TRANSPARENCY

2020 REMOTE LEARNING

The COVID-19 pandemic disrupted the education of more than 1 billion children worldwide. 320 million Indian students were forced out of school. During this time, Pratham supported learners through remote programming.

7,000
Full-time staff

600,000
Children sent daily lessons

100M
Learners provided with digital content

14
State and local school systems supported

130,000
Private and nonprofit partners

250
Volunteers engaged

12,000
Communities reached
A MESSAGE FROM OUR CHAIRMAN

Dear Reader,

This past year was a time of profound change and difficulty, a time of adaptation and growth. Far from succumbing to the unprecedented challenges, our exceptional staff and volunteers persevered under the circumstances. In the process, we gained new insights, developed new approaches, and formed new partnerships that will inform our work well into the future. This annual report, which covers the 2019-20 programmatic year as well as the period of remote learning resulting from the pandemic, is a reminder of the innovative and resilient spirit that permeates Pratham.

Long before COVID-19, our inspired leadership, encouraged and supported by the Sarva Mangal Family Trust and Google.org, had the foresight to investigate how technology could support learning for underprivileged children. The experience we gained and the tools that emerged allowed us to adapt quickly during the crisis. A remote model was developed for those with limited or no access to technology, enabling learning in more than 10,000 communities. In addition, our team shared its technical expertise with local and state governments and formed new collaborations, providing digital resources for millions more children.

Our remarkable response is only the latest example of Pratham’s ingenuity, a 25-year history that includes the design of ASER, a revolutionary way to measure children’s learning, and the development of TaRL, a groundbreaking solution for building basic literacy and numeracy skills. COVID-19 has had a devastating impact on education, widening the opportunity gap. Rukmini, Madhav and the team have seized on this crisis and have rapidly increased our organizational capacity. Today, Pratham stands better equipped to address the main challenge of education in India—children in school but not learning.

Closer to home, we marked a milestone—20 years of Pratham USA. The guidance of our national board and leadership, with the support of our regional chapters, continue to be vital for Pratham’s growth. In recognition of our most dedicated and visionary donors, we established the LEADers Circle, a nationwide philanthropist community with a sustained commitment to advancing our mission.

Pratham has long been at the forefront of addressing India’s education crisis. The events of 2020 have only strengthened our resolve. Together, let us deliver on the promise of education.

Thank you for your support!

Sincerely,

Deepak Raj,
Pratham USA Chairman

BOARD OF DIRECTORS, USA
Deepak Raj, Chairman
Viral Acharya
Avinash Ahuja
Sudesh Arora
Navmeet Chug
Dinyar (Dinny) Devitre
Hemant Goradia
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Suren Gupta
Swatantra Jain
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Vijay Goradia, Pratham USA Founder and Chairman Emeritus

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Madhav Chavan, Co-Founder and President
Forida Lambay, Co-Founder
Usha Rane, Director, Content and Training
Wilima Wadhwa, Director, ASER Centre

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Pradeep Singh, Vice Chairman
Swatantra Jain, Chief Financial Officer
Bala Venkatachalam, Executive Director

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Sanat Patel, Phoenix
Sunil Shenoy, Portland CW
Rajeev Thalla, Raleigh-RTP
Rizal Valani, SF Bay Area
Darshana Shanbhag, Seattle
Madhu Chawla, Washington, DC

OUR LEADERSHIP
TEACHING AT THE RIGHT LEVEL
Tracing the origins of TaRL

How did this collaboration come about?

We first met Abhijit and Esther sometime in 1999. Our office in Nana Chowk near Grant Road in Mumbai was small and cramped. We met in a room on the first floor overlooking the noisy, bustling street below. I was skeptical, almost suspicious. Why was this economics professor from MIT interested in us? With him was a woman who looked like a schoolgirl. It was hard to believe that she had a PhD and was also a professor. Who were these people? Why were they here? After a round of discussions, it was clear that they were interested in studying the work that we were doing at the time in the municipal schools of Mumbai and Vadodara. School enrollment was already high and rising. However, despite being in school for several years, many children still struggled to read or do basic arithmetic. Little did any of us know at the time what a journey we were embarking on.

What kind of work was Pratham doing?

We had been running a volunteer-based remedial education program designed around a few key elements. A local community volunteer—a balsakhi (the word literally means “child’s friend”)—would work with children in the neighborhood school. They were paid a small stipend for their efforts. The balsakhi’s main
task was to teach children who had been in school for a few years already but were still struggling to do basic math or read simple text. The aim was to help children catch up. At the time, very few primary school systems had any form of remedial help. We were convinced that the effort was making a difference. However, we had never had a third party take a closer look at what was going on.

What was it like to implement that first study?

In thinking about it, the principle of randomized control trials was not hard to understand. We had all heard of it from medical research. But the actual doing of the baseline assessment in municipal primary schools in Mumbai. Large school buildings and crowded classrooms bursting at the seams, noisy children bouncing up and down, very excited by the presence of outsiders. The test was a pen-and-paper one. Some simple tasks (matching words with pictures, writing words that began with a given letter, and so on) and some harder tasks (fill in the blanks with an appropriate word, make sentences using a given word, and so on). As the test papers were given out, children clamored us with questions. Some wanted to discuss what should be written. Others sat shaking my head in exasperation. As the test papers were given out, children clamored us with questions. Some wanted to discuss what should be written. Others sat shaking my head in exasperation.

The effect of the program was a very large improvement in average test scores among the children who were sent for remedial education. The endline results showed substantial positive learning gains. The weakest students gained the most. In contrast, there was no measurable impact for their classroom peers, who did not receive remedial tutoring, but were treated with smaller class sizes and classroom peers, who did not receive remedial tutoring, but were treated with smaller class sizes and a more homogenous classroom.

How did these findings inform your work?

In the next few years, we experimented a lot with how to work with children so that they picked up reading and math quickly. By 2003, we had developed an approach that was showing promising results. Using a simple assessment—asking the child to recognize letters, read words, paragraphs or a simple story—we could figure out the child’s level. This would come to be known as the “ASER tool.” Children were then grouped by their current level rather than their grade. Each group got activities and materials that were suitable for their current level and that helped them move to the next level. In a short period of a month or so, many children were reading fluently. At the time we referred to the method as “learning to read” or “Lift.” A few years later, in Hindi, we called this method “CAMaL,” which means “amazing” or “wonderful.” This would eventually evolve into “Teaching at the Right Level” or “TaRL.” Armed with this new innovation, we were keen to see if others would adopt it and whether it was as effective when they used it.

What were the next steps?

From the cities where we had been working till now, we began to travel and work with local villagers and community people to create what we called “village report cards.” Every child in the village was asked if they were in school and then given a simple story to read and some basic arithmetic tasks. This was done hamlet by hamlet, neighborhood by neighborhood. Neighbors, friends, siblings—all helped. The assessment activity was accompanied by a lot of heated discussion and debate, especially if children could not read or do sums.

Did the partnership change your outlook?

By 2005, Abhijit, Esther and others had formed a research center called the Abdul Latif Jameel Poverty Action Lab (J-PAL) to do impact evaluations to provide rigorous evidence for how poverty could be tackled. We embarked on a new conversation based on where our work had reached. What would it take to make people demand better learning for their children? What would it take for schools to respond to these demands? From the Pratham side, we were willing to start a new intervention and were happy for J-PAL to evaluate it even as it moved from inception to implementation. Having worked with them and seen how productive the process could be, we had become confident and even ambitious...
OUR WORK IN 2019/20

Across 21 Indian states and 1 union territory

**IMPROVED**
- learning outcomes for 4.5 million children directly and through government partnerships

**ENABLED**
- 3,500 dropouts (primarily girls) to complete their secondary education

**PROVIDED**
- vocational training and job placement for 25,000 indigent youth

**CAPTURED**
- reliable data on school enrollment and children’s learning
Of the 26 million Indian children who enter first grade each year, half will reach fifth grade unable to read or write.

Rather than build schools, Pratham innovates low-cost solutions to address gaps in India’s education system. We lay the foundation for academic success by making learning a community effort, consolidating our work around groups of neighboring villages. This concentrated approach allows us to broaden the range, depth and volume of activities we offer while expanding our reach to include all children and youth in the area.

School Readiness
A critical part of Pratham’s work focuses on early childhood education to prepare children to enter school. Our interactive, play-based lessons stimulate the imagination and encourage exploration and discovery during this critical time for cognitive, emotional and social development.

Research shows that the family environment has a strong influence on academic success.

Through workshops, meetings and home visits, we familiarize mothers with concepts and activities, empowering them to take ownership of their children’s education. They also gain an understanding of nutrition, health and hygiene, allowing them to make better decisions for their families.

Foundational Skills
Pratham’s proven Teaching at the Right Level (TaRL) methodology helps children already in school attain basic literacy and numeracy in a matter of weeks. By focusing on core skills and grouping participants according to learning level rather than age or grade, we ensure that each child grasps the fundamentals before advancing to the next stage.

Our neighborhood study groups further strengthen foundational skills and increase subject-specific competencies. Facilitated by volunteers—often parents or older siblings—this cooperative environment enables students to challenge themselves individually while developing collaborative problem-solving abilities.

Sustainable Ownership
Village report cards offer parents and other stakeholders insight into the state of learning in their community, sparking conversation about strategies for improvement. Pratham education Melas (fairs) serve as a mechanism to monitor students’ progress and engage more broadly with residents.

Pratham’s digital initiatives augment existing programs and enhance our methods, making them even more effective.

Digital devices allow children to learn on their own, promoting their ability to think critically and work cooperatively.

Tailored digital content aids teachers and caregivers in supporting students of all ages.

With in-person activities paused, these investments in technology have kept us connected to the communities we serve. Taking into account limitations in available resources and infrastructure, we introduced a unique remote model that engages kids at home through daily lessons and activities.

By sharing our materials and practices freely with district and state governments as well as other public and private partners, we have been able to support digital learning for all children.

The overall objective is not to have people come to rural areas and just teach, but to empower the community to take the initiative of learning on their own.
An estimated 4 million Indian girls are out of school. Of those who do attend, 80% will drop out before reaching eighth grade.

Financial constraints, lack of foundational skills, male preference—these are just a few of the numerous barriers to education faced by females in India.

Since its inception in 2011, Pratham’s Second Chance program has given more than 36,000 female dropouts (ages 14 and over) an opportunity to earn their secondary school certificate, thereby improving their prospects for higher education and employment.

A four-month foundational course in math, language, English, and science reinforces essential concepts, while intensive subject-specific tutoring prepares students for the 10th standard examinations, a prerequisite for all formal employment and higher education. Life skills sessions in health and hygiene, nutrition, childcare, and digital literacy supplement the core curriculum. Career counseling and mentoring encourage students to reflect on their aspirations and create a roadmap for achieving them.

With centers in nine states, our hub-and-spoke model allows participants to study near their homes and around their daily responsibilities in a safe, supportive environment. Studies show that educated females lead healthier, more productive lives, benefitting their communities and contributing to a stronger society.

In the 2019/20 school year, many students were unable to take their exams under the circumstances but were passed with minimum marks. Pass percentages in previous years have typically exceeded 85%.

Due to the COVID-19 lockdown, a blended model combining in-person and online classes was employed to sustain learning. A robust digital repository was developed to facilitate remote instruction.

Our current focus is on community engagement in anticipation of significant increases in dropouts.
Pratham aims to bridge the skills gap and place young adults on a path towards economic self-sufficiency.

Our vocational program provides economically disadvantaged youth ages 18 to 25 hands-on practical training in ten fields, equipping them with marketable skills coupled with access to employment and entrepreneurship opportunities.

Since 2005, our industry-driven curricula, developed in conjunction with key knowledge partners and accredited by India’s National Skill Development Corporation, has ensured that our students acquire the competencies needed to fill positions in India’s high-demand sectors. Our broad geographic reach facilitates mobilization in rural communities, while our post placement tracking and counseling services increase job retention among graduates, who must often relocate to unfamiliar cities without a support system. We also impart basic life and soft skills, better preparing alumni to manage their independence.

Aspiring students are eligible for entrepreneurship assistance, enabling them to start and grow their own microenterprises, in the process becoming job creators themselves and benefiting entire communities. This is especially important for females, who are often unable to work outside their homes.

In 2019, we expanded our operations to 145 centers across 15 states. However, pandemic control measures significantly disrupted our ability to enroll, train and place students. In response, we introduced short, intensive courses that incorporate independent study and online training.

In light of increased unemployment, we developed our Upward Mobility program, which offers job seekers professional development opportunities, as well as our Digital Skills Passport, which certifies an individual’s qualifications. To connect candidates with potential employers, a newly designed online job portal was launched.

Only 2% of India’s working-age population has received formal training, leaving the vast majority of youth without the skills or network to enter the workforce.
It is hard to visualize how numbers come to be. It is hard to connect the dots, to move from individual anecdotes to aggregates. Even a village can be a big place.

Since 2005, Pratham’s Annual Status of Education Report (ASER) has been a mobilizing force for education by capturing reliable data on school enrollment, facilities and children’s learning outcomes. The world’s largest household survey of its kind, ASER measures the basic literacy and numeracy skills of 600,000 rural children aged 3 to 16 at district, state and national levels, monitoring changes in these parameters over time.

Roughly 25,000 volunteers from 500 partner organizations participate in the data collection, which covers every rural district in the country. The strength of this volunteer-driven effort lies in its simplicity. The assessment tools are easy to grasp and administer, allowing ordinary citizens to take action and improve the quality of education in their communities.

By quantifying the magnitude of the learning crisis, ASER continues to transform educational policy in India, shifting the focus from enrollment to learning. Meanwhile, the methodology behind the report has taken root on a global scale.

Currently, entities in 14 countries on three continents facilitate citizen-led surveys of more than a million children annually as part of the People’s Action for Learning (PAL) Network.

In January 2020, a new variation of the survey was released, focusing on children aged 4 to 8. The report, called “Early Years,” serves as an important companion to the ASER 2017 survey, “Beyond Basics,” which collected information on the skills, enrollment status and aspirations of youth aged 14 to 18.

Targeting four key areas of development—language, cognitive, numeracy, and social/emotional—“Early Years” produced a wealth of findings, which suggest that the solution to India’s learning crisis lies in its approach to early childhood education.
Unleashing Dayamani’s Abilities

Dayamani rises to speak at a meeting in her hometown of Secunderabad. With enthusiasm and confidence, she informs the others about government loans available for people with disabilities. This is a cause that is very personal to her. As a child, she suffered from polio. Only after lengthy treatment and arduous physical therapy was she able to walk again. Just a slight limp betrays her battle with the disease that almost left her paralyzed.

In the ninth grade, her family forced her to drop out of school and get married. Being a female—and one with a disability no less—she did not, her family felt, need an education. And better to marry her off sooner than later—before she gets too old. Such was, and still is, the prevailing attitude of her community.

Dayamani soon found herself married to Jayaraj, a daily wage laborer. Before long, the couple had two daughters, Lahari and Prerana. Her education became a distant memory—something she would dream about returning to from time to time.

Then, one day, there was a knock on her door. A Pratham mobilizer stood before her. She told Dayamani about the Second Chance program nearby. Jayaraj disapproved. Dayamani decided to enroll anyway—the first from her community to do so.

Each day, after sending her children to school and completing her household work, she eagerly hurried off to class. At first, she struggled, but she worked hard to make up for the many years of absence from school. Her dedication even managed to impress Jayaraj as she completed the program with passing grades just before the COVID-19 lockdown.

Dayamani wants to continue her studies and become an Anganwadi worker. She is currently running as an independent candidate in her community’s municipal elections and serves as a leader in the local society for people with disabilities. More importantly, she is a role model for others like her.

“When coming from a business family, I never had any exposure to the nonprofit sector,” admits Rohit Shinde. An independent spirit, Rohit decided early on to take a different path than his parents had planned for him. After earning a degree in hotel management and a PGDBA in human resources, Rohit went on to become a distinguished chef for some of Mumbai’s most renowned five-star hotels. It was his wife, a social worker, who would lead him down a different path altogether.

Rohit found himself helping women in the Dharavi slum through an initiative of YUVA (Youth for Unity and Volunteer Action), a nonprofit organization that provides aid to marginalized groups. “I instantly saw how livelihood opportunities don’t just change the future of an individual but of a whole family,” he recalls.

In 2010, Rohit joined Pratham as the academic head of its newly launched hospitality program. As part of a community outreach initiative, he visited Maharashtra’s Gadchiroli district, where he mobilized 150 tribal youth. This collaboration between Pratham and the Gadchiroli district administration was awarded the prestigious Prime Minister’s award for excellence in public administration. “This was a turning point,” declares Rohit. “For the first time, we entered into a partnership with a district government. Our efforts were then successfully replicated in other states.”

Under Rohit’s leadership during the ensuing decade, hospitality would become Pratham’s largest, most successful vocational program, training more than 60,000 youth. Now the director of entrepreneurship development, Rohit is focused on repairing the damage caused by COVID-19. “2020 has imposed the most unexpected challenges on all of us,” he explains. “Businesses have been adversely affected, resulting in people losing their livelihoods and migrating back to their homes.”

A true visionary, Rohit’s goal now is to develop sustainable, home-based business models for those hit hardest by the pandemic. “I’m looking ahead,” he proclaims, “I want to help launch the next generation of entrepreneurs in India.”
“Over my 25 years of experience and extensive research into what drives excellence and high performance in the social sector, I have seen time and again that well-managed organizations — such as Pratham — tend to fare best in times of massive change and disruption.”

— Author Kim Starkey writing for Forbes

The sudden imposition of a nationwide lockdown in March to stop the spread of the coronavirus put the education of millions of children and youth at risk. Although schools across India, as in other countries, transitioned to virtual classes, they unfortunately lack the basic infrastructure and digital content to reach the vast majority of students remotely.

While the lockdown also threatened to bring our own work—so dependent on in-person interaction—to a standstill, Pratham was uniquely qualified to innovate during this time of crisis. Our critical investments in EdTech over the past few years together with our well-established presence on the ground allowed us to pivot quickly and effectively to a remote learning model.

Our numerous communication channels were streamlined into a single cascading system to ensure that we remained connected with our staff, volunteers and communities. Recognizing the scarcity of digital penetration in rural parts of the country, a new initiative was introduced, leveraging SMS, WhatsApp and phone calls to deliver educational content.

Karona: Thodi Masti, Thodi Padhai (Do it: a little fun, a little study) offers children daily lessons and activities in art, music, theater, math, language, and science. With support from parents and caregivers, every last child remained reassured and focused on learning.
Our vast digital repository was accessed by 14 local and state school systems for teacher resource platforms and student engagement. Medium-specific content was developed for circulation through a variety of channels including state content portals, IVR, radio, television, WhatsApp, SMS, and traditional phone calls. 250 NGO partners also began offering Pratham’s content on their sites, including EdTech pioneer Khan Academy and leading children’s aid organization UNICEF.

New opportunities
Out of new challenges, new opportunities emerged. The integration of digital tools and technology into all Pratham activities will be a critical element as we look to the future. We must capitalize on new possibilities for partnering with governments and other organizations as we continue to engage with parents and youth, support the education of children, strengthen local communities, and build foundational skills for lifelong learning.

HEALTH AND SAFETY
Pratham translated WHO videos and other health and safety materials into nine regional Indian languages and helped disseminate them to communities.

DAILY LESSONS
Pratham remote lessons in art, music, theater, math, language, and science are being delivered through WhatsApp and SMS messages.

DIGITAL CONTENT
The Pratham digital library containing videos, games and learning apps in regional Indian languages is being shared with public, private and nonprofit partners.

LEARNING APPS
The PraDiGi Apps are available for free download on the Google Play store.

HUMANITARIAN SUPPORT
Pratham helped deliver pre-cooked meals daily to thousands of vulnerable residents through the Mumbai Food Project.

The pandemic created a new urgency to collaborate. Our experimentation with EdTech provided us with valuable insights and resources, which we shared widely with state and local governments as well as other partner organizations to support learning for all children.
2019 marked a milestone—the 20th anniversary of Pratham USA. The collective efforts of our supporters, comprising 14 chapters across the country, brought in over $27 million for our programs in India—a record year for fundraising. In a remarkable show of generosity, one group of major contributors made an investment of $6.5 million toward ensuring the sustainability of our organization. Whether braving the rain to tackle a 5K or opening their home for a Pratham Salon, our dedicated volunteers are united by a commitment to education reform that is truly inspiring. It’s no surprise that Bollywood superstar Anil Kapoor and music legend A.R. Rahman took the time to lend their talents as well.

The remarkable individuals who make up our organization allow us to pursue our mission of ensuring that every child is in school and learning well.
## PRATHAM USA

**STATEMENTS OF ACTIVITIES**

Audited from January 1, 2019 - December 31, 2019

### CHANGES IN NET ASSETS WITHOUT DONOR RESTRICTIONS

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<tr>
<th></th>
<th>2019</th>
<th>2018</th>
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<td><strong>Revenues and other support</strong></td>
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<td>Contributions</td>
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### NET ASSETS RELEASED FROM RESTRICTIONS

Expiration of time and program restrictions 4,753,700 7,327,784

### TOTAL REVENUE WITHOUT DONOR RESTRICTIONS

$20,543,626 $21,483,899

### EXPENSES

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<td>General and administrative expenses</td>
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<td>$20,163,433</td>
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### INCREASE (DECREASE) IN NET ASSETS WITHOUT DONOR RESTRICTIONS

($544,202) $1,320,466

### CHANGES IN NET ASSETS WITH DONOR RESTRICTIONS

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<thead>
<tr>
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<th>2019</th>
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<td>Net assets released from restrictions</td>
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<td>(7,327,784)</td>
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### INCREASE (DECREASE) IN NET ASSETS WITH DONOR RESTRICTIONS

4,789,998 (498,421)

### INCREASE IN NET ASSETS

4,245,796 822,045

### NET ASSETS, BEGINNING OF YEAR

13,310,548 12,488,503

### NET ASSETS, END OF YEAR

$17,556,344 $13,310,548

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*During 2019, three donors entered into gift agreements to contribute $6,500,000 to benefit the overall goals of the organization. These monies are in addition to the $20.5M in revenue shown above.*

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## PRATHAM GLOBAL

**FINANCIALS**

April 1, 2019 - March 31, 2020

**Sources**

<table>
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<td>USA Foundations and Corporations</td>
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<td>17.4%</td>
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<tr>
<td>India and International Foundations</td>
<td>5.0%</td>
</tr>
<tr>
<td>International (Non US)</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

Since the accounting period in India (April - March) differs from the one adopted in the US (January - December), there may be funds that are not utilized in the calendar year. Any remaining funds will be utilized on programs in the first quarter of FY20.

**Application**

<table>
<thead>
<tr>
<th></th>
<th>TOTAL: $34.49M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy &amp; Learning</td>
<td>44.7%</td>
</tr>
<tr>
<td>Technology</td>
<td>29.9%</td>
</tr>
<tr>
<td>ASER</td>
<td>7.0%</td>
</tr>
<tr>
<td>Admin &amp; Other Programs</td>
<td>9.4%</td>
</tr>
<tr>
<td>Second Chance</td>
<td>5.3%</td>
</tr>
<tr>
<td>USA</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

## PRATHAM USA FUNDING GROWTH

- **FY 2016:** $16.5M
- **FY 2017:** $20.3M
- **FY 2018:** $21.5M
- **FY 2019:** $27M

*During 2019, three donors entered into gift agreements to contribute $6,500,000 to benefit the overall goals of the organization. These monies are in addition to the $20.5M in revenue shown above.*
Established in 2019, the Pratham LEADers Circle is a nationwide community of philanthropists who have made a sustained commitment to advancing Pratham’s mission. Their direct support provides crucial funds vital to our long-term stability and strategic growth.

LEADers Circle

Last year, long-time Pratham supporters Mohamed Hamir and his wife, Gulie, established the Zaleya Beauty Center in West Bengal. Since his retirement from a successful career in financial services, Mohamed has been passionate about causes involving female infanticide and the education of marginalized children. He was the executive producer of Petals in the Dust, an award-winning documentary exposing gender discrimination in India. He and Gulie wanted to create a legacy that would give girls in the region a chance to break the cycle of poverty.

Mohamed and Gulie Hamir

Friends and fellow Pratham supporters Pravin and Sudha Mody served as an inspiration, having founded the Mody Technical Institute in Maharashtra. The Hamirs decided on the field of beauty, believing that self-presentation is as important as skills development. Despite restrictions due to COVID-19, the center has already trained 200 students, who are now prepared to build careers as beauticians and realize their potential.

Rhea Sanger

It was during an internship in women’s rights and gender equality at John Hopkins that Rhea Sanger realized she wanted to go beyond research and actually make a difference in the lives of women. But where? And how?
Corporate, institutional and individual philanthropy enables Pratham to deliver on the promise of education. We offer our sincerest gratitude for their generosity and commitment, which make a transformative impact on so many lives.
We value all our donors. However, due to space constraints, only those who contribute $2,500 and above are listed in the physical report. For a more detailed list, please visit SUPPORTERS.PRATHAMUSA.ORG.

**CORPORATIONS & FOUNDATIONS**

- $1,000,000+
  - King Philanthropies
  - New Venture Fund
  - Tides Foundation

- $999,999-$250,000
  - Deloitte
  - Douglas & Marshall, Jr Family Foundation
  - Estee Lauder Companies Charitable Foundation
  - Google
  - UBS Optimus Foundation
  - Wriley Company Foundation

- $249,999-$100,000
  - Allstate Insurance Company
  - The Echidna Giving Fund
  - Pentair Foundation

- $99,999-$50,000
  - Avidia Foundation
  - GRN Funds
  - PNC Financial Services Group
  - The Project Management Institute
  - PNC Personal Financial Services

- $99,999-$25,000
  - Akin, Gump, Strauss, Hauer & Feld LLP
  - American Chemistry Council
  - Aon
  - American Century Investments

- $24,999-$10,000
  - Aditi Consulting
  - Aon
  - American Century Investments

- $9,999-$5,000
  - AddVenture
  - Ascend Performance Materials
  - Avistar Capital
  - Bank of America Merrill Lynch

- $4,999-$2,500
  - ADVANTA Charitable Foundation
  - Anika Systems
  - Anonymous
  - APC International

- $999-$500
  - APPLAC Charitable Foundation
  - Anisha Desai Foundation
  - Anshul Jain Foundation
  - Anonymous

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Pratham in three words
Education, Independence, Hope.

Memorable Pratham moment
At the 2018 gala, two young girls from a small village spoke about their educational journey with Pratham. They were incredibly brave. Their powerful presentation showed the confidence and freedom that come with literacy and education.

Introduction to Pratham
Our friends Madhu Chawla and DP Venkatesh. We started to become involved through the annual gala in DC.

Pratham inspiration
Their mission to increase literacy and address the education crisis in India—especially among girls. Access to a quality education gives girls a shot at true independence and will have a positive impact on future generations.

Q&A
DC Supporters

positive impact on future generations.

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education.

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Their mission to increase literacy and address the education crisis in India—especially among girls. Access to a quality education gives girls a shot at true independence and will have a positive impact on future generations.

Experience visiting Pratham site
My family visited a balwadi in Mumbai and we were struck by how efficiently it realized that education is a privilege.

The fact that most of the money donated to the charity goes towards programs was running. Seeing how happy and eager the kids were to learn made my children realize that education is a privilege.
energized by extremely bright children. It is not hard to imagine India on a path where these high potential individuals impact the entire nation.

Pratham in three words

Memorable Pratham moment
In Lucknow, I asked one of the children, “What do you want to be when you grow up?” His response was, “I want to be like one of the Pratham personnel.” What he meant was he wanted to be like one of the Pratham personnel.

Education. Transparency. Leadership.
Pratham in three words

Memorable Pratham moment
I was inspired to see how dedicated the people I was working with were. Everyone in my office strongly believed in Pratham’s mission and went above and beyond to help as many lives as possible.

Chandra and Rani Tripathy
Poonam Tripathy and Vishal Mahajan
Vijy and Tiger Tyagarajan
The Uttaran Fund
Anvesh and Anruta Vaidker
Jayshree and Taasik Vajih
Bhita and Mahesh Konwada
Arju Varadarachchy and Prathis Kanani
Vasant and Sarvash Vasan
Arundhini D and Vyas Vachaspati
Anisha and Harish Vataliya
Hina and Anil Venkatrao
Rupesh Patel and Arjun Patel
Geeta and Hemant Vyas
Julia Wachtel
Vandana Walawalkar and Rahul Samant
Julie and Rogers Weed
Alka and Ashmeet Yagnik
Paul Yetter

$4,999-$2,500
Paul Yetter
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Memorable Pratham moment in 2019, Saradha Ravi invited me to a Pratham donor’s dinner. I spoke to many donors and listened to presentations. I came home in awe of the audience’s dedication and determination to help others.

Introduction to Pratham
A panel about education and development at Harvard. I initially joined the Boston chapter as a volunteer and am currently a board member.

Pratham inspiration
Their wide breadth of scale and impact across India. The dedication and energy of the volunteers and teachers. The mom-and-pop driven innovation in techniques. The constant adaptation of its technologies and approaches.

Experience visiting a Pratham site
I have visited various Pratham programs across multiple states. When I see the children excited and inspired by what they are learning, I realize the impact of my contributions to Pratham.

Memorable Pratham moment
At a Pratham program near Chennai, I had the opportunity to interact with the mothers of the participants. As they shared their hopes and dreams for their children, I realized the whole ecosystem that Pratham was transforming.

We value all our donors. However, due to space constraints, only those who contribute $2,500 and above are listed in the physical report. For a more detailed list, please visit SUPPORTERS.PRATHAMUSA.ORG.
Pratham opens the door to learning for the most disadvantaged members of Indian society. Your support is integral to our work, from primary education to vocational training. A gift today helps children and youth escape a lifetime of poverty and offers them a chance at a better future.

HOW TO DONATE
Online: donate.prathamusa.org
Phone: 1-866-PRATHAM
Mail a check payable to “Pratham USA” to any one of our addresses listed
For wire transfers or to donate stocks, contact us by email at giving@prathamusa.org

GET INVOLVED
Join a chapter
Start a campaign
Visit a Pratham site
Join Pratham young professionals
Volunteer or intern with us
Participate in our Readathon
Sponsor an event

OTHER WAYS TO GIVE
Gifts of securities
Gifts of property
Planned giving and bequests

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Fax: 713-583-6779
www.prathamusa.org

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@prathamusa

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New York, NY 10005

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15925 Carmenita Road
Cerritos, CA 90703

Pratham USA has 501(c)(3) nonprofit tax-exempt status. All donations are tax-deductible to the fullest extent allowable by law. Our federal tax ID number is 76-0620808.

We are grateful to the following institutions for their long-term investment in Pratham.

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Echidna Giving
Estée Lauder Companies
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P&G
Skoll Foundation
Tides Foundation
UBS