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E TARL UNICEF VIJAY  
ON PRIZE XXV YEARS  
TRAINING ZOOM CALLS

“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



EVERY CHILD IN SCHOOL  
AND LEARNING WELL

**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.

**Reach**

We operate in 21 Indian states and support educational entities in Asia, Africa and Latin America.

**Impact**

We have touched the lives of more than 75 million children and young adults through education and skills training.



# 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 BUSINES COUNCIL

2014 CHARITY OF CHOICE

BBVA

2014 FRONTIERS OF KNOWLEDGE AWARD

ASIA SOCIETY

2014 ASIA GAME CHANGER

TIMES OF INDIA

2013 SOCIAL IMPACT AWARD

WORLD INNOVATION SUMMIT FOR EDUCATION

2012 WISE PRIZE

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

CHARITY NAVIGATOR

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

250

Private and nonprofit partners

130,000

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



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# TEACHING at THE RIGHT LEVEL ★



Abhijit Banerjee and Esther Duflo, who received the 2019 Nobel Prize for economics, have worked closely with us for over 20 years. Pratham CEO Dr. Rukmini Banerji recalls the genesis of our partnership, which led to the evolution of Pratham’s groundbreaking instructional approach—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 randomization on the ground was hard work. I have vivid memories

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 blankly looking at the paper not knowing what to do. I remember shaking my head in exasperation.

What were the results?

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 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 “L2R.” 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.

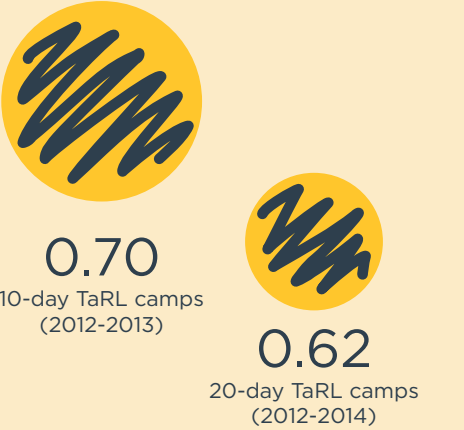
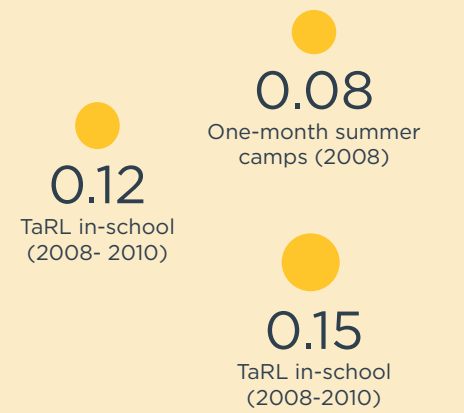
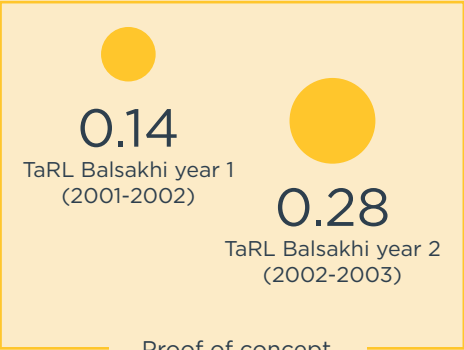
Did the partnership change your outlook?

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...

Excerpted from “Banerjee and Duflo’s Journey with Pratham” by Rukmini Banerji, originally published in Ideas for India - [ideasforindia.in/topics/human-development/banerjee-and-duflo-s-journey-with-pratham.html](https://ideasforindia.in/topics/human-development/banerjee-and-duflo-s-journey-with-pratham.html)

THE EFFICACY OF TaRL

Six J-PAL RCTs demonstrate consistent improvement of learning outcomes in multiple contexts at scale



Numbers indicate standard deviation improvement in test scores

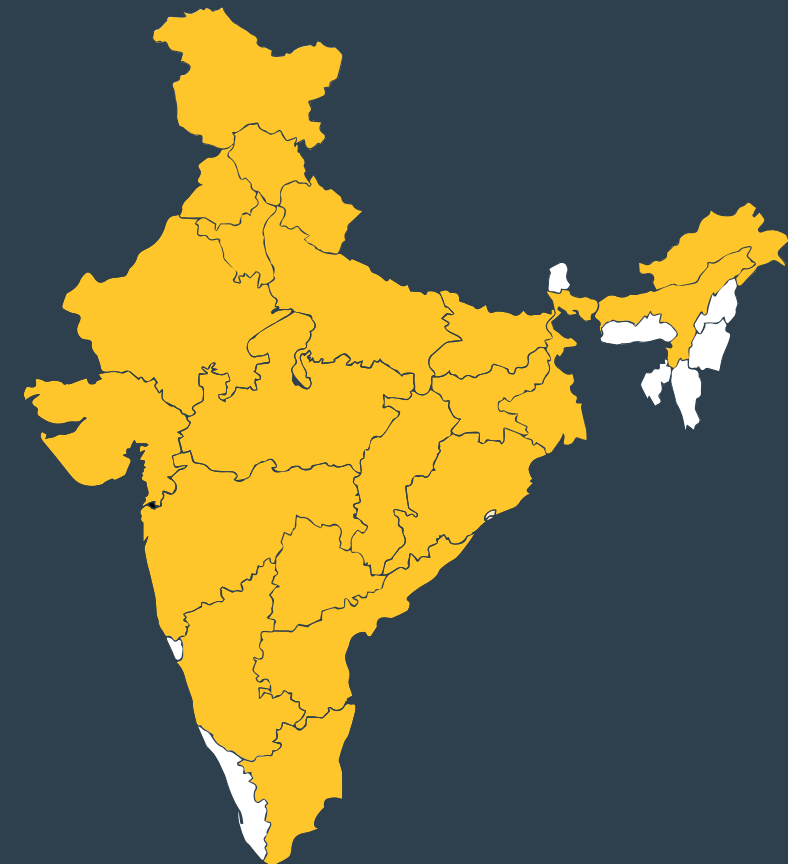






# OUR WORK IN 2019/20

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



# LITERACY & LEARNING

Of the 26 million Indian children who enter first grade each year, half will reach fifth grade unable to read or write.

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.

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.

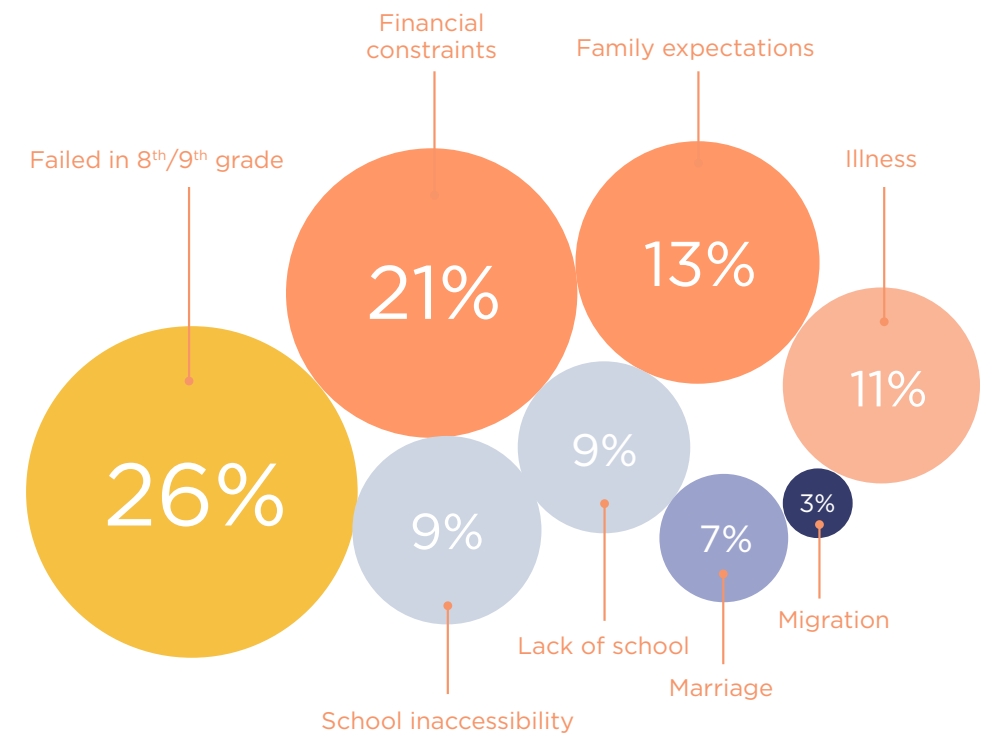
Pratham's digital initiatives augment existing programs and enhance our methods, making them even more effective. Digital devices allow children to learn on their own, promoting their ability to think critically and work cooperatively. Tailored digital content aids teachers and caregivers in supporting 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.



# GIRLS' EDUCATION

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, benefiting 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.



# VOCATIONAL TRAINING

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.



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.

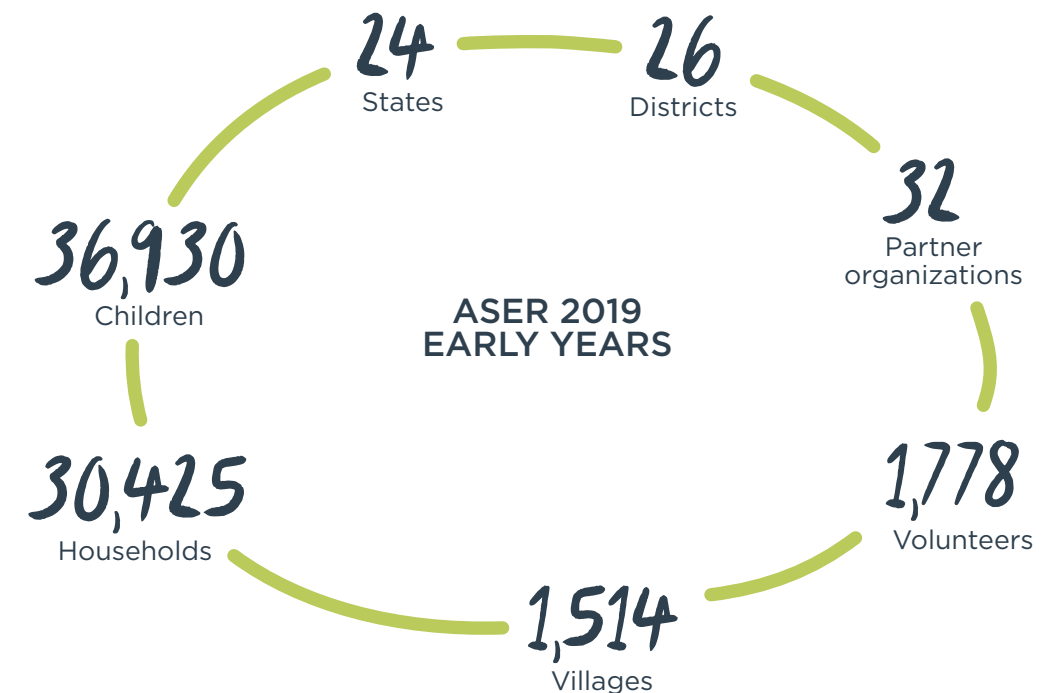
In light of increased unemployment, we developed our Upward Mobility program, which offers job seekers professional development opportunities, as well as our Digital Skills Passport, which certifies an individual's qualifications. To connect candidates with potential employers, a newly designed online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



# RESEARCH & ADVOCACY

97% of Indian children are enrolled in school. However, this achievement does not accurately reflect the status of children's learning outcomes.

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.

She 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 asked about her experience with Pratham, she answers without hesitation: "Second Chance made me forget my disability."

# A Different Path for Rohit

"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



## NAVIGATING THE PANDEMIC

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.




# SHARING OUR PRACTICES


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.


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.

  
3,600 videos


  
500+ games


  
SMS


  
WhatsApp


  
Radio

  
12 languages

  
3 educational apps

  
TV

  
Audio Calls

  
IVR

**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.

PRATHAM  
USA



# COMMUNITY OF CHANGEMAKERS

2019 marked a milestone—the 20<sup>th</sup> 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

	2019	2018
<b>CHANGES IN NET ASSETS WITHOUT DONOR RESTRICTIONS</b>		
<i>Revenues and other support</i>		
Contributions	\$ 4,041,031	\$ 3,789,730
Foundation grants	5,083,125	4,021,829
Special events	8,031,981	7437,886
Less: direct benefit to donors	(1,384,771)	(1,095,885)
Other income	18,560	2,555
<b>Total revenues and other support</b>	<b>\$ 15,789,926</b>	<b>\$ 14,156,115</b>
<b>NET ASSETS RELEASED FROM RESTRICTIONS</b>		
Expiration of time and program restrictions	4,753,700	7,327,784
<b>TOTAL REVENUE WITHOUT DONOR RESTRICTIONS*</b>	<b>\$ 20,543,626</b>	<b>\$ 21,483,899</b>
<b>EXPENSES</b>		
Program support expenses	17,614,731	17,112,895
General and administrative expenses	933,202	759,413
Fundraising expenses	2,539,895	2,291,125
<b>TOTAL EXPENSES</b>	<b>\$ 21,087,828</b>	<b>\$ 20,163,433</b>
<b>INCREASE (DECREASE) IN NET ASSETS WITHOUT DONOR RESTRICTIONS</b>	<b>\$ (544,202)</b>	<b>\$ 1,320,466</b>
<b>CHANGES IN NET ASSETS WITH DONOR RESTRICTIONS</b>		
Contributions	5,966,275	95,265
Foundation grants	3,507,838	6,421,557
Special events	87,165	319,095
Other income (expense)	(17,580)	(6,554)
Net assets released from restrictions	(4,753,700)	(7,327,784)
<b>INCREASE (DECREASE) IN NET ASSETS WITH DONOR RESTRICTIONS</b>	<b>4,789,998</b>	<b>(498,421)</b>
<b>INCREASE IN NET ASSETS</b>	<b>4,245,796</b>	<b>822,045</b>
<b>NET ASSETS, BEGINNING OF YEAR</b>	<b>13,310,548</b>	<b>12,488,503</b>
<b>NET ASSETS, END OF YEAR</b>	<b>\$ 17,556,344</b>	<b>\$ 13,310,548</b>

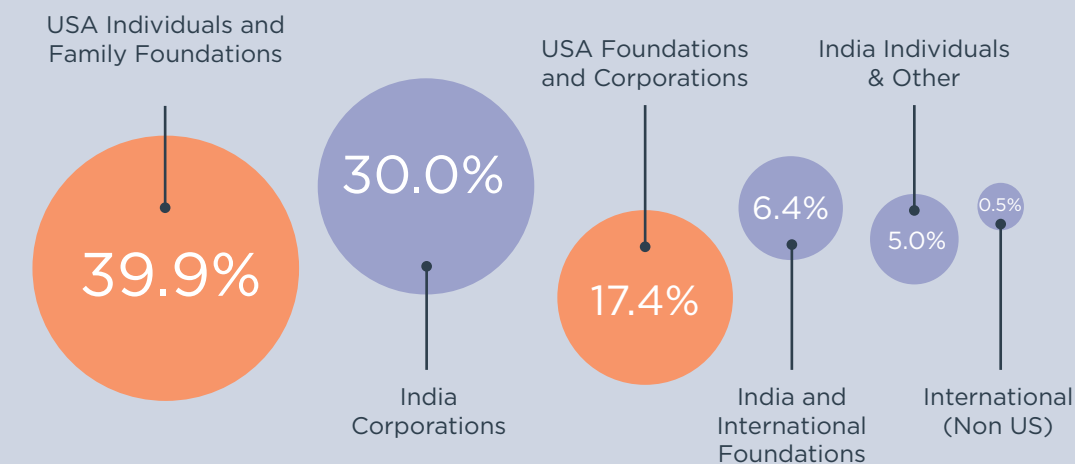
\* During 2019, three donors entered into gift agreements to contribute \$6,500,000 to benefit the overall goals of the organization. These monies are in addition to the \$20.5M in revenue shown above.

# PRATHAM GLOBAL FINANCIALS

April 1, 2019 - March 31, 2020

## SOURCES

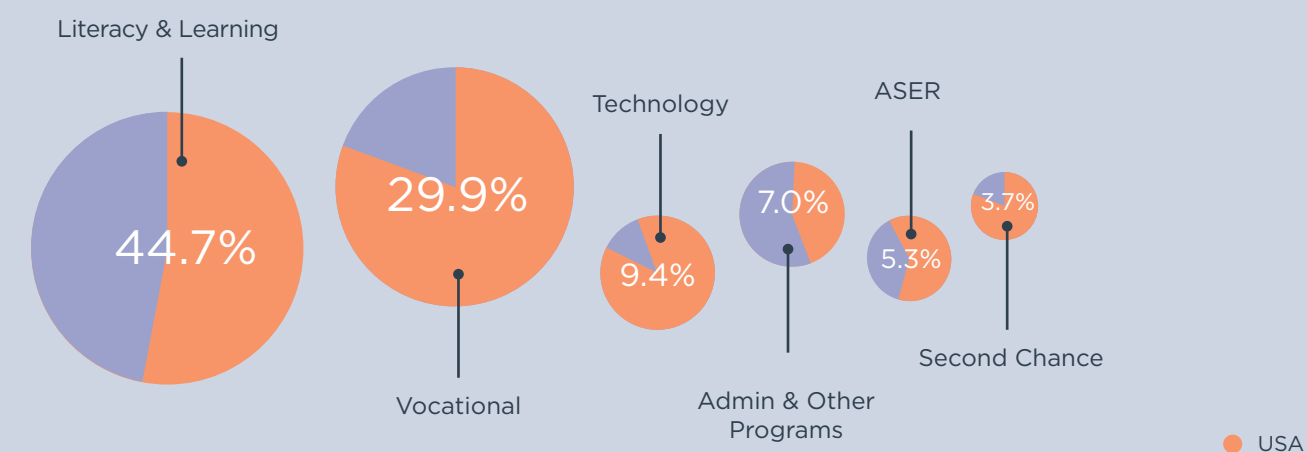
**TOTAL: \$40.86M**



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

**TOTAL: \$34.49M**



## PRATHAM USA FUNDING GROWTH



FY 2016: \$16.5M



FY 2017: \$20.3M



FY 2018: \$21.5M



FY 2019: \$27M\*

# LEADers Circle

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.

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# LEADers IN PROFILE



## Mohamed and Gulie Hamir

Last year, long-time Pratham supporters Mohamed Hamir and his wife, Gulie, established the Zaleeya 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.

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?





Pratham instantly sprang to mind. Her family has a long history with the organization: Rhea visited a balwadi (preschool) as a child and has attended many Pratham events over the years. Her father, Arvind, is a former chairman of Pratham USA who helped establish the New York chapter. Her mother, Shilpa is a member of the NY Tri-State Board and has served as gala chair on numerous occasions.

Rhea and the Pratham team designed a course in digital literacy and public speaking that she would teach. In 2019, then a senior in high school, Rhea spent three weeks training young women in Pratham’s healthcare and beauty programs at two centers in Mumbai.

“Indian women are often told to bottle up their thoughts and emotions,” explains Rhea. “Public speaking had been integral in developing my own confidence, so I was eager to share these exercises with the women and help them find their voice.”

She chronicled her incredible experience in *Breaking the Mold*, a book tracing the stories of young women in Mumbai preparing to start a new life. “These women had never been given the opportunity to have a platform to share their ideas, hopes and aspirations. What they had to say was truly powerful. These are just a few of the millions of unheard stories.”

Thanks to Rhea, their stories are now being heard. “It is amazing to see how effortlessly she gets into the lives of the girls and brings out their powerful stories,” exclaims Rukmini Banerji. “Rhea herself has also broken the mold.”

---

### Subash Pereira

Looking for a way to engage more deeply with the organization, Boston Chapter Vice President Subash Pereira agreed to coordinate the 2019 Pratham Youth Leaders program and accompany the participants on their trip to India.

As part of the internship, the youth leaders spent time helping their Indian counterparts improve their English conversation skills. “It was amazing to see these teens from entirely disparate backgrounds and barely speaking a common language coming together and bonding,” recounts Subash.

The experience would have a profound effect on him: “When you see the good your sacrifice does and the efficiency with which Pratham uses your dollar, you no longer think of it as a sacrifice, but an investment.”

The service-learning program near Aurangabad offers intellectually curious American students the opportunity to learn about Pratham’s work while experiencing the history and culture of India. “These teens are the best ambassadors for the work being done in India,” explains Subash. “Their eyewitness accounts will help attract the next generation to Pratham’s mission.”

# OUR DONORS

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.

# A HEARTFELT THANK YOU TO OUR DONORS



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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](https://supporters.prathamusa.org).





**Jill and William Barth**  
*DC Supporters*

### 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.

### 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.



**Shital Patel**  
*Houston Board Member*

### Introduction to Pratham

My dear friends Hemant and Indrani Goradia.

### Pratham inspiration

The fact that most of the money donated to the charity goes towards programs.

### Experience visiting Pratham site

My family visited a balwadi in Mumbai and we were struck by how efficiently it was run. Seeing how happy and eager the kids were to learn made my children realize that education is a privilege.

### Pratham in three words

Inspiring. Effective. Motivating.

### Memorable Pratham moment

Visiting a Pratham site, It was amazing to see how Pratham donations were being used and how the children were learning in their own community. No school house. No fancy technology. But effective and powerful nonetheless.

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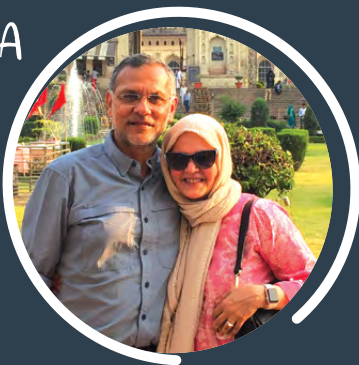
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## Q&A



**Jawad Khaki**  
*President, Khaki Foundation*

### Introduction to Pratham

My dear friend and former colleague Gurdeep Pall arranged a brief conversation with Dr. Rukmini Banerji during the annual Gala in Bellevue, WA.

### Pratham inspiration

It has built an impressive organization of dedicated and committed people who are intervening at scale throughout India in a very efficacious manner with humility.

### Experience visiting a Pratham site

I've visited sites in Lucknow, UP and Mumbai. Every learning group was

energized by extremely bright children. It is not hard to imagine India on a different plane in a couple of decades once these high potential individuals impact the entire nation.

### Pratham in three words

Humbling. Inspiring. Energizing.

### 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 you!" What he meant was he wanted to be like one of the Pratham personnel.



**Irene Woo**  
*Former Pratham USA Intern*

### Introduction to Pratham

My father's colleague connected me to the NY office, where I eventually interned for three months.

### Pratham inspiration

The Second Chance program, which has provided thousands of girls with a chance to complete their education. Education is key to improving the gender gap, and Pratham has been instrumental in offering women a chance at a better future.

### Pratham in three words

Education. Transparency. Leadership.

### 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.

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**Divya Minisandram**  
*Boston Board Member*

#### 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 metrics-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 children excited and inspired by what they are learning, I realize the impact of my contributions to Pratham.

#### Pratham in three words

Empowerment. Innovation. Impact.

#### 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.



**Ethan Kennerly**  
*SF Bay Area Supporter*

#### Introduction to Pratham

On a date with a Pratham supporter. She had grown up seeing poor communities and recognized that education was a long-term solution. I could relate to her experience.

#### Pratham inspiration

Commitment to measurement. Over the years, their programs have been assessed by six randomized control trials, which have demonstrated the

effectiveness of their work.

**Pratham in three words**  
Learning to read.

#### 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 attendees' dedication and determination to help others.

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