

A Decade of Voice and Choice
Celebrating 10 Years | i-Saksham | 2015-2025

 Saksham
शिक्षण | शिक्षण ॥

Annual Report

I-Saksham Education and Learning Foundation

| 2024-25





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Foreword from the First Batch of Edu-Leaders

From a Single Spark to a Roaring Flame

A decade ago, we met i-Saksham for the first time. As we were eager to bring alive the dreams of our youth-to break the shackles, find our path and take charge of our lives- i-Saksham, too, was ready to emerge from an idea into a concrete field experiment in our underserved and Naxal-affected villages of Munger and Jamui districts of Bihar. i-Saksham's initial idea was to support youths, like us, in developing their capabilities and driving educational change in their communities.

Along the way, the journey taught us that developing capabilities is not merely a technical pursuit. The gaps in the lives of young people-especially young women - in such backward geographies are immense. They first need the belief that their destinies are not pre-written, the confidence to act on their aspirations and relationships of trust to enable them to access opportunities.

Through this learning, we found our vision: "Voice and Choice for Every Woman." The model evolved to develop young women as change leaders ('Edu-Leaders) through a 2-year fellowship program, and create pathways for them to coach peers, earn family trust, and solve community problems - thereby fundamentally reshaping how society views women's roles.

Today, as i-Saksham marks its tenth anniversary, that conviction has grown into a powerful movement—a network of approximately 800 local young women leaders across five districts of Bihar who are rewriting their future and contributing to the social and economic growth of their communities. Among the alumni, 9 out of 10 went to college (compared with the state average of 12%) and 1 out of 2 took up paid work or volunteered with NGOs or government programs. Smriti went to Azim Premji University and Taniya is currently a Young India Fellow at Ashoka University. Both of us have travelled 1000 kilometers-not just geographically from the remote villages of Bihar, but also beyond the limitations of our context that could have curtailed our journey. We received immense support from our families and have successfully fended off pressures of marriage, so far.



Smriti, Edu-Leader, Batch 1





Taniya, Edu-Leader, Batch 1

This past year has been a testament to the strength of this decade-long journey. Approximately 340 young women chose to start their leadership journey, and 100 of them got embedded with the Community Library and Career Development Centres of JEEViKA, an autonomous society under the Government of Bihar. We also launched an intervention for adolescent girls, using a saturation-based model in Scheduled Caste and Other Backward Caste-dominated villages, to ensure that the seeds of empowerment are sown where they are needed most. These initiatives expanded communities of practice, providing additional platforms for Edu-Leaders to demonstrate leadership beyond government schools and create value. This year, 80% of the graduating cohort transitioned into higher education, meaningful employment, and community leadership roles.

This report is more than a summary of a year; it is a celebration of a decade of resilience, innovation, and impact in the lives of young women like us. It is the story of every Edu-Leader who found her voice, every child who found a role model and felt cared for, and every partner who believed in our mission.

Thank you for being an indispensable part of this journey. The flame that was lit a decade ago now burns brighter than ever because of your support, and we are set to take long strides towards our 2030 goal of building a network of 10,000 women leaders catalyzing change in the lives of 1 million girls.

Warm Regards

Smriti & Taniya
i-Saksham Forever Fellow



Taniya, Young India Fellow, Ashoka University

Where the Journey Began

Lessons from the field that revealed the power of young women as leaders of change.

In 2013, as Prime Minister's Rural Development Fellows in Munger and Jamui, the founders witnessed the stark reality of the challenges faced by youth, especially young women. Their aspirations were curtailed by the societal and institutional constraints they faced; the hunger for learning and self-development remained unmet, and the potential to do good for the community remained unfulfilled.

This experience forged a belief: the solution had to be built from within. The question that sparked i-Saksham was born: *"Could we find, train, and empower local youth to build their capabilities and become the educators and leaders their own communities so desperately needed?"*

This led to the first pilot. With a handful of tablets and a group of pioneering young volunteers, a learning journey began to understand whether local youth could drive this change. They were the first to prove that, with the right tools and a deep belief in their potential, local youth could ignite a love for learning in their villages.

This was the raw, on-the-ground work that laid the foundation for everything to come. While the initial focus was on all local youth, it was consistently seen that young women from the trained cohort were becoming the most effective 'leaders of change'. They built deep trust with families and began to challenge restrictive local norms. It became evident that to transform a community, its young women must be empowered first. This discovery was pivotal. It sharpened our focus toward a targeted women's leadership movement.

Today, i-Saksham's overarching goal is to create a sustainable movement for gender equality, empowering young women from marginalized backgrounds to transform their communities as leaders of change.

Our Vision: 'Voice and Choice for Every Woman'.

Our Mission: Building local young women into "Leaders of Change."

Our Goal: Creating a network of 10,000 young women leaders by 2030, thereby impacting at least a million girls and women in Bihar.



Commitment to the Sustainable Development Goals (SDGs)

The grassroots leadership of young women in Bihar serves as a powerful engine for global progress. By championing agency, education, and economic resilience within their own villages, Edu-Leaders are turning the United Nations' Sustainable Development Goals from vision into tangible, lasting action.

Primary



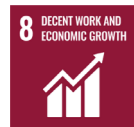
SDG 4: Quality Education

Improving the life skills of children and adolescents, counselling parents on the importance of education, and bringing out-of-school children back to school.



SDG 5: Gender Equality

Building leadership capacity, enabling young women to become role models and decision-makers; providing pathways to economic independence; giving them agency to challenge patriarchal norms and control their own futures; addressing social issues such as early marriage and advocating for girls' education.



SDG 8: Decent Work and Economic Growth

Building pathways to dignified work and essential skills, leading to post-fellowship success.



SDG 10: Reduced Inequalities

Intentionally focused on the most marginalized communities, directly tackling the social and economic disparities that hold them back.



The Edu-Leader's Fellowship Program



Young women in rural Bihar face some of the most severe barriers globally to education, economic opportunities, and life choices:

83%^[1] do not pursue higher education, 40%^[2] are forced to marry early, and 90%^[3] leave the workforce. Policies and programs have expanded schools, scholarships, and skilling schemes, but women's participation remains low due to entrenched gender barriers.

The Edu-Leader Fellowship is i-Saksham's response to this gap between opportunity and access by addressing psycho-social dimensions of change—confidence, trust, and leadership. Designed as an intensive two-year program, the Fellowship serves as a launchpad for young women from rural Bihar, enabling them to become the engine of transformation within their own communities.

As Edu-Leaders, young women first lead themselves—building voice, confidence, and agency—and then support other girls to speak up, stay in school, and shape their futures. They engage closely with parents to build trust, work with schools to ensure girls feel supported, and act as a visible bridge between families, institutions, and opportunities.

Through the Fellowship, Edu-Leaders pursue higher education, access economic opportunities, and engage with local institutions. As catalysts of change, they contribute to community initiatives and shift restrictive gender beliefs by demonstrating—through visible action—what education, mobility, and leadership can look like in practice.



Needs that the program addresses

i-Saksham's Fellowship design is anchored in a simple but powerful framework – the 5Cs – which reflect the interconnected barriers young girls face and the support they need to overcome them.

Confidence :

Many girls grow up without the space to speak, question, or be heard. Limited voice and self-belief restrict their ability to articulate aspirations or participate in decisions affecting their lives.

Competence :

Girls are expected to manage education, work, and family responsibilities, yet few receive the skills or guidance needed to handle these transitions with confidence.

Connection :

Most girls do not have role models or mentors who have walked a similar path. Without peers or trusted guides, even motivated girls struggle to stay on track.

Community :

Progress is difficult when families and communities doubt girls' abilities. Without trust and encouragement at home, girls are often forced to give up their goals.

Choices :

Most girls' life paths are pre-determined by others. The absence of real, informed options limits their ability to delay marriage, pursue education or work, and make decisions aligned with their aspirations.



**By 2030: 10,000
Edu-Leaders directly
influencing 1 million
families and impacting
10% of Bihar.**



Scan to view the report presented at
5th Global Youth Work Conference 2025
- Commonwealth at Kuala Lumpur, Malaysia



Intervention Objectives: Advancing Agency, Inclusion, and Social Support

The objectives of i-Saksham's intervention design are:

- Agency building: Young women and adolescent girls demonstrate increased aspirations, autonomous decision-making, and confidence in engaging with their communities to seek support.
- Educational and Socio-economic Inclusion: Young women increase their participation in higher education, dignified employment, and public or social sector roles, while adolescent girls in the community experience improved school attendance and access to educational entitlements.
- Family and Community Support for Girls' Choices: Families and community members show increased trust in girls' capabilities and actively support girls' education, mobility, and leadership aspirations.

How i-Saksham Builds Women Leaders and Expands Opportunities for Adolescents

 <p>1. Build Capacity</p>	<p>Approach</p> <ul style="list-style-type: none"> ▪ Rigorous selection ▪ 10+ hours of monthly coaching and leadership building ▪ Use of contextualized tools ▪ Reflective, hard conversations 	<p>Outcome</p> <p>Edu-leaders grow from limited choices to becoming confident, trusted community leaders.</p>	
 <p>2. Mentor & Inspire</p>			<p>Adolescents grow from limited horizons to developing clear aspirations and completing school.</p>
 <p>3. Influence Families & Communities</p>			<p>Parents move from limiting their daughters to supporting them.</p>
 <p>4. Foster Inclusion</p>			<p>Young women shift from exclusion to actively pursuing education, work, and public leadership roles.</p>

Fellowship Curriculum

Semester 1: नींव – अपनी, समूह और जेंडर की समझ बनाना।

Quarter 1 | 1st to 3rd Month

हम क्या सीख रहे हैं

1. MINDFULNESS
2. SMART & PERSONAL GOALS
3. समूह में जीवन कौशल मजबूत करना
4. उत्सुकता से सुनना

EDU-LEADERS में बदलाव

अपनी आकांक्षाओं के लिए SMART लक्ष्य बना रही हैं। किशोरियों का समूह निर्माण कर उनके लिए 'SAFE SPACE' बना रही हैं।

बच्चों/किशोरियों में बदलाव

1. समूह में नियम का पालन कर रही हैं।
2. बिना झिझक अपनी चुनौतियों और विचार को खुलकर रख रही हैं।
3. अपनी आकांक्षाओं को साझा कर पा रही हैं और उसे अपने एक्शन से जोड़ पा रही हैं।
4. अपने परिवार में लैंगिक भेदभाव को चिन्हित कर एक्शन ले रही हैं।

परिवार/समुदाय में बदलाव

1. परिवार के साथ जुड़ाव बना शिक्षा में उनकी भागीदारी बढ़ाने का प्रयास कर रहे हैं।
2. सामाजिक बदलाव से जुड़े कैम्पेन का हिस्सा बन समाज में बदलाव के लिए प्रयास कर रहे हैं।

Quarter 2 | 4th to 6th Month

1. सामाजिक-भावनात्मक बुद्धि
2. जेंडर
3. पहचान
4. AI का इस्तेमाल

अभिभावकों को लैंगिक भेदभाव और इसके प्रभाव से अवगत करवा रही हैं।

1. एक दूसरे को उत्सुकता से सुन रहे हैं और सपोर्ट कर रहे हैं।
2. अपने और दूसरों के भाव के ट्रिगर को समझ पाते हैं और इसे REGULATE कर पा रहे हैं।
3. अपने स्वास्थ्य को लेकर SMART लक्ष्य बना उसे हासिल कर पा रहे हैं।
4. अपने किशोरी समूह को संगठित करने में योगदान दे रहे हैं।

परिवार/समुदाय में बदलाव

1. अभिभावक को अपने बच्चों की आकांक्षाओं पर बातचीत और उन्हें मदद करने के लिए प्रोत्साहित कर रहे हैं।
2. सामाजिक बदलाव से जुड़े CAMPAIGN का हिस्सा बन समाज में बदलाव के लिए प्रयास कर रहे हैं।

Semester 2: एक लीडर के व्यवहार को स्वयं में उतारना, अभिभावकों के साथ जुड़ाव बनाना

Quarter 3 | 7th to 9th Month

हम क्या सीख रहे हैं

1. सामाजिक-भावनात्मक बुद्धि
2. AGENCY
3. फिक्स और ग्रोथ माइंडसेट

EDU-LEADERS में बदलाव

अपनी प्रगति को लेकर GROWTH MINDSET दिखा रही हैं।
- LEADER की भाषा का इस्तेमाल कर रही हैं।
- अपने भाव को प्रभावी तरीके से REGULATE कर रही हैं।
- FEEDBACK को सकारात्मक रूप से ले रही हैं।

बच्चों/किशोरियों में बदलाव

बच्चों/किशोरियों में बदलाव

परिवार/समुदाय में बदलाव

परिवार/समुदाय में बदलाव

Quarter 4 | 10th to 12th Month

1. करुणा
2. व्यक्तिगत एवं सामाजिक व्यवहार में बदलाव

अपने किसी एक चुने हुए व्यक्तिगत व्यवहार में सकारात्मक बदलाव का प्रयास कर रही हैं।

1. एक दूसरे को उत्सुकता से सुन रहे हैं और सपोर्ट कर रहे हैं।
2. अपने और दूसरों के भाव के ट्रिगर को समझ पाते हैं और इसे REGULATE कर पा रहे हैं।
3. अपने स्वास्थ्य को लेकर SMART लक्ष्य बना उसे हासिल कर पा रहे हैं।
4. अपने किशोरी समूह को संगठित करने में योगदान दे रहे हैं।

1. अभिभावक को अपने बच्चों की आकांक्षाओं पर बातचीत और उन्हें मदद करने के लिए प्रोत्साहित कर रहे हैं।
2. सामाजिक बदलाव से जुड़े CAMPAIGN का हिस्सा बन समाज में बदलाव के लिए प्रयास कर रहे हैं।

Semester 3: भविष्य की राह तय करना और परिवार को इससे जोड़ना: अभिभावकों में समान लैंगिक व्यवहार लाना।

Quarter 5 | 13th to 15th Month

हम क्या सीख रहे हैं

1. आकांक्षा मैपिंग
2. अपनी आकांक्षाओं से जुड़े विषयों पर समझ बनाना
3. स्वयं से करुणा
4. बहुआयामी गरीबी
5. सरकारी योजनाएं: शिक्षा

EDU-LEADERS में बदलाव

बदलाव के मुद्दों को चिन्हित कर उसे पाने के लिए मिलकर प्रभावी GOAL और ACTION बना उन्हें हासिल कर रही हैं।

बच्चों/किशोरियों में बदलाव

1. नियमित रूप से किशोरी समूह और विद्यालय में भागीदारी कर रहे हैं।
2. किशोरी समूह की मदद से चयनित सामुदायिक बदलाव से जुड़े CAMPAIGN में भागीदारी कर रही हैं।

परिवार/समुदाय में बदलाव

1. अभिभावक के साथ में परिवार में समान लैंगिक व्यवहार और लड़कियों की निर्णय में भागीदारी लाने पर चिंतन कर रहे हैं।
2. सामाजिक बदलाव से जुड़े CAMPAIGN का हिस्सा बन समाज में बदलाव के लिए प्रयास कर रहे हैं।

Quarter 6 | 16th to 18th Month

1. संस्थाओं का भ्रमण
2. विकासात्मक संबंधों की रूपरेखा: ख्याल, सपोर्ट देना
3. सरकारी योजनाएं: स्वास्थ्य

अपने चयनित आकांक्षाओं की पहचान कर, परिवार को इन आकांक्षाओं के लिए होने वाले निर्णयों से जोड़ने के लिए GOAL और ACTION बना उन्हें हासिल कर रही हैं।

1. सामुदायिक संगठनों की चर्चाओं और निर्णयों में, स्वयं एवं अन्य लड़कियों एवं महिलाओं की भागीदारी को बढ़ा रहे हैं।
2. अपने चयनित आकांक्षाओं की पहचान कर, परिवार को आकांक्षाओं को पाने के लिए किये गए निर्णयों से जोड़ पा रहे हैं।

परिवार/समुदाय में बदलाव

परिवार/समुदाय में बदलाव

Semester 4: दूसरों की कोचिंग करना, परिवार व समुदाय में भागीदारी बढ़ाना

Quarter 7 | 19th to 21st Month

हम क्या सीख रहे हैं

1. विकासात्मक संबंधों की रूपरेखा: कोचिंग पद्धति
2. समस्याओं को हल करना
3. अपने PORTFOLIO का निर्माण: CV, LINKEDIN
4. सरकारी योजनाएं: जीविका

EDU-LEADERS में बदलाव

कोचिंग की मुख्य क्षमताओं - उत्सुकता से सुनना, PARAPHRASE करना और REFLECTIVE प्रश्न पूछने का अभ्यास कर रही हैं।

बच्चों/किशोरियों में बदलाव

बच्चों/किशोरियों में बदलाव

परिवार/समुदाय में बदलाव

परिवार/समुदाय में बदलाव

Quarter 8 | 22nd to 24th Month

1. चयनित आकांक्षाओं में आगे बढ़ना
2. फेलोशिप में सीखे गए विभिन्न कौशल मुख्यतः डिजिटल साक्षरता से जुड़े कौशल का पुनः अभ्यास
3. विभिन्न संस्थानों में चयन के लिए शामिल होना

अपनी आकांक्षाओं एवं आर्थिक स्वतंत्रता के चयनित लक्ष्यों पर पहल ले रही हैं।

1. चयनित आकांक्षाओं में आगे बढ़ना
2. फेलोशिप में सीखे गए विभिन्न कौशल मुख्यतः डिजिटल साक्षरता से जुड़े कौशल का पुनः अभ्यास
3. विभिन्न संस्थानों में चयन के लिए शामिल होना

1. चिन्हित अभिभावकों को अपना अनुभव अन्य अभिभावक के साथ साझा करने के लिए प्रेरित कर रहे हैं।
2. सामाजिक बदलाव से जुड़े कैम्पेन का हिस्सा बन समाज में बदलाव के लिए प्रयास कर रहे हैं।

Key Highlights of the Year | 2024-2025

1 343 New Fellows: Welcomed the largest cohort of passionate young women into our 2-year leadership fellowship.

2 8,000+ Children & Adolescents: Provided life skills training and educational support across our 5 operational districts by Edu-Leaders.

3 50% Transitioned to Economic Opportunities Post-Fellowship : An outstanding 122 of 227 fellows from the 2022-24 cohort successfully transitioned into higher education or employment.

4 134 Community Campaigns launched by Edu-leaders in 43 clusters, engaging nearly 5,000 people on issues like school enrollment and digital literacy, awareness on government schemes, etc.

5 10,000 People Reached with AI Literacy: Powered by with Intel, Edu-leaders bridged the digital divide by delivering basic artificial intelligence literacy to community members.

6 Added 3 new blocks (Bachhwara, Mansurchak, Sikandra), G26 Gram Panchayats, expanding our geographical reach.

7 Strengthened Tech Integration: Piloted new AI tools with Google to enhance coaching conversations.


8 Recognized for Excellence: Awarded a Silver Rating by Give, validating organisational commitment to transparency and impact.



 **43** Clusters

 **17** Blocks

 **450** Villages

 **134** Community Campaigns
campaigns like (Re-enrolling girls who dropped out, teaching how to sign, etc.)

How did the 2024-2025 Year go?

The true measure of the fellowship lies in the lasting change Edu-Leaders create. The journey of each Edu-Leader ignites a ripple effect, starting with her own transformation and spreading outwards to her family and the entire community.

1. Edu-leaders - Mentoring and Inspiring the next generation

The core of the approach is the 'belief' that to lead a community, one must first build the internal capacity to lead oneself. This year, around 600 Edu-Leaders (comprising Year 1 and Year 2 fellows) undertook a rigorous journey of self-transformation.

Building Capacity: The Internal Shift

Edu-Leader engaged in deep, reflective growth through Leadership Training Sessions anchored in our 5C (Confidence, Competence, Connection, Community, Choice) framework, and "Buddy Talks" (structured 1:1 mentorship sessions). Fellows learned to navigate their personal challenges and articulate their aspirations, leading to a profound psychological shift. Refer to pg - [to understand the fellowship journey].

Recovering Lost Potential:

For Faizi Bano (Edu-Leader, Batch 9, Gaya), the fellowship was a lifeline after a six-year gap in education since her marriage at just 19 years of age. Through intensive reflective conversation in her Buddy Talk followed by goal setting, she regained her academic footing, cleared the competitive exam of 'Bihar Public Service Commission.' Now she is serving as a teacher in a government school. This shift is attributed to Faizi finding her aspiration and voice.

Mentoring and Inspiring:

Equipped with reflective and caring facilitation skills, Edu-Leaders became mentors to children and adolescents, conducting fortnightly life-skills sessions with them in communities or in government schools. They become role models who actively expand the horizons of the next generation.





A Story of Personal Breakthrough: Anjali's Triumph: Overcoming Failure to Rewrite Her Future

"I had failed twice and was ready to give up. Now, I want to study Science."

For Anjali, an adolescent from Barhat village, Jamui, District the future seemed bleak after failing her matriculation exams twice. Her family, facing financial strain, decided her education was over. "I won't be able to do it," she told her mentor, reflecting a loss of hope.

Through one-on-one coaching conversation—Edu-Leader Jyoti worked consistently to reignite Anjali's self-belief. Drawing on the resilience and goal-setting techniques from her group sessions, Anjali found the courage to try again.

Jyoti didn't just offer encouragement; she provided practical support, helping Anjali navigate the compartment exam process and reassuring her family.

Anjali passed. But her victory was more than academic. It was a personal breakthrough. Anjali has now shattered the limitations placed upon her and aspires to take up a challenging science curriculum. Her story demonstrates how consistent mentorship can empower a girl to take control of her own narrative and pursue ambitions she once thought impossible.

2. Edu-Leaders Influencing Families and Communities

These young and energetic Edu-Leaders put their skills into action where it matters most: engaging with parents to gain trust, organizing and leading parent meetings in villages where such a forum had never existed before.

A. The "Vishwas" Process: One-on-One Home Visits

Trust is the currency of change. At the core of community engagement is the 'Vishwas Process'—an intentional methodology they use to build deep and lasting trust (vishwas) with families through 1-1 home visits. This process goes beyond simple information-sharing; it is built on inviting parents' reflections on gender issues, empathetic listening, and celebrating every small success of a daughter with her parents. Through this dedicated effort, Edu-Leaders help transform parents from being gatekeepers of tradition to becoming proud partners in their child's aspirations.

Mausam's Story: From Household Chores to a Dream Reborn

When 16-year-old Mausam was forced to drop out to manage household chores, it was her Edu-Leader's persistent home counseling that convinced her father to prioritize her education, leading to her re-enrollment.

Winning Parental Support



"Scan the code to read full story"

To solve the challenge of parents not attending Parent-Teacher Meetings (PTMs), our Edu-Leader, Priyanka Kumari (Batch 9, Munger), started doing one-on-one visits. It was understood that most parents stayed away simply because they did not understand why the meetings were important or what the purpose was. She shifted the focus entirely to the child's learning, interests, and future goals. Because of these direct talks, parents finally understood the value of working with the school. This effort successfully cleared up confusion, and the parents she spoke to committed to attending all future meetings.



B. Mothers' Meetings: A Safe Space for Change

A cornerstone of community engagement strategy is the "Mothers' Meeting", a dedicated safe space where mothers come together to share their experiences, challenges, and aspirations for their children. Edu-Leaders empower mothers with the knowledge and confidence to support their daughters' education and well-being.

The impactful presence of our Edu-Leaders in their villages served as a powerful catalyst for changing deep-rooted social norms, particularly regarding girls' autonomy and marriage age.

Changing Social Norms (Aanchal's Story):



"Scan the code to read full story"

Edu-Leader Aanchal (Batch 10, Begusarai), a pioneer in her village for working and delaying marriage past the customary age of 20, actively challenged conventional expectations. Her consistent self-advocacy and visible economic independence resulted in a remarkable shift in her own family's mindset. Her mother, previously concerned about early marriage pressures, transformed into an ardent defender of Aanchal's choices, publicly celebrating her daughter's self-reliance.

C. Cluster Power: Transforming the Community

Edu-leaders of nearby villages come together in a self-governing, peer-driven group called a Cluster, where they celebrate and plan for any community challenge that they feel is important. It is more than a monthly meeting to share challenges, offer peer support, and strategize for collective action. This year, 43 clusters of Edu-Leaders served:

Revitalizing Community Assets: Proved highly effective in identifying and solving local systemic challenges.



"Scan the code to read full story"

Embodying the belief that development stems from local cooperation, the 'Sapnon Ki Udaan' cluster in Daulatpur successfully tackled the issue of an abandoned community library. Recognizing this structure as an educational asset, the cluster strategically engaged with local governance, including Panchayat representatives, for its restoration. This collective initiative successfully mobilized broad community support, leading to the full operational resumption of the previously shuttered library. This achievement powerfully demonstrated the Edu-Leaders' capacity to bring local stakeholders and governance bodies together around shared goals.



Foundation Day Campaign:

To mark the 10th Foundation Day in March, Edu-Leaders took the celebration to the heart of their communities. Across all five operational districts, they led a vibrant Foundation Day Campaign by organizing street plays, awareness rallies, and community meetings, celebrating local student achievers and our most dedicated parent supporters. It was a powerful demonstration of deep grassroots connection, promoting the Voice and Choice for every woman.'

Community Impact Metrics:

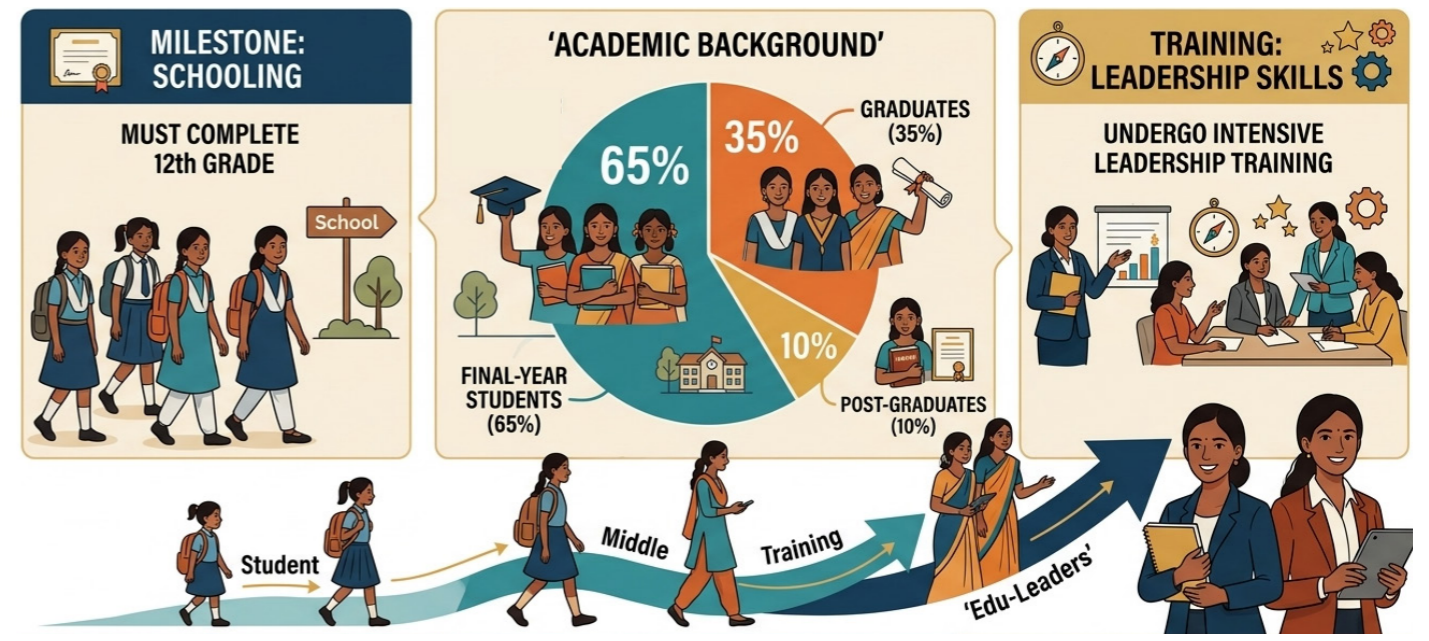
Through these decentralized campaigns, the Edu-Leaders achieved tangible results on the ground:

- Education Access: 1,340 new school enrollments.
- Health & Rights: 1,017 people reached with menstruation awareness, 635 families enrolled in health insurance (Ayushman Bharat).
- Civic & Social Engagement: 1,743 people taught to sign their names (literacy).



3. Facilitating Edu-Leaders' Inclusion into Education and Economy

These young women aim to shift from exclusion to active participation in the economy and public leadership. The results of the graduated cohort (2022-24) are a testament to achieving a 50% placement rate (122 out of 227 fellows).



Academic Excellence:

Higher education remains a key priority. Muskan (Gaya), Zeba (Begusarai) secured admission for a Master's degree at the prestigious Azim Premji University, while four others (Ananya, Supriya, Anju, and Tannu Priya) transitioned to the esteemed Gandhi Fellowship.

Breaking Corporate Barriers:

Our fellows are proving they can succeed in competitive corporate environments. Fellows secured roles at Ujjivan Small Finance Bank.

A standout story is Indira, who, at over 38 years old, joined the bank and is already recognized as a high-potential employee, proving that age is no barrier to skill.

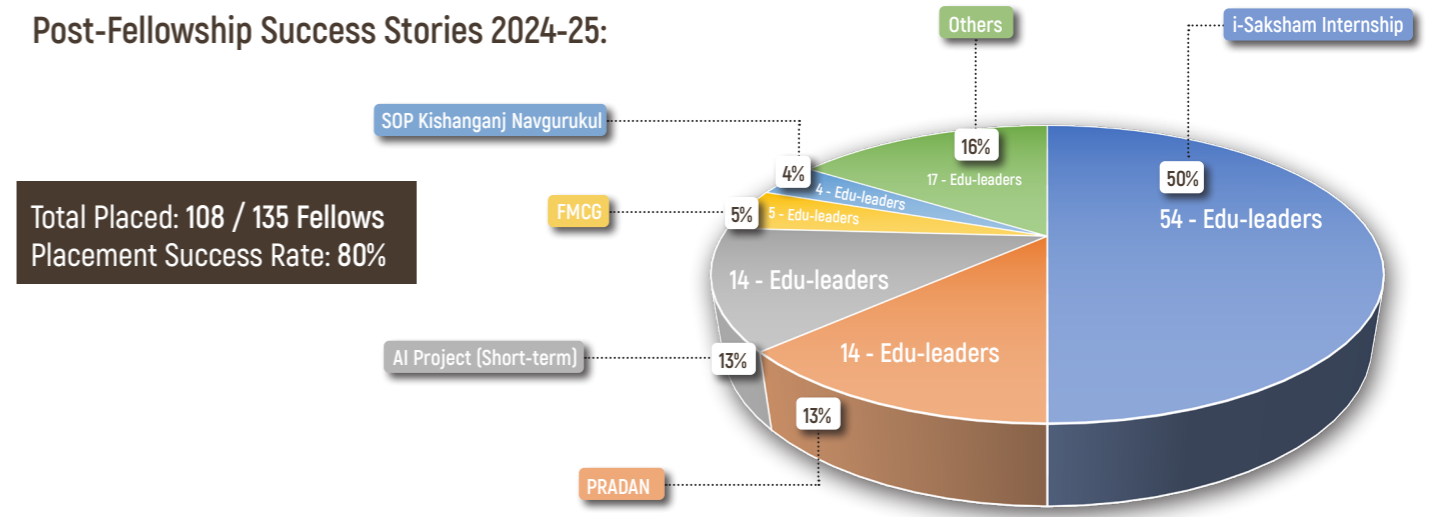
Public Service & Governance:

Anjali, Sristi, Rupam, Faizi, and Anchal Kumari cleared the competitive Bihar Police written exam.

Development Sector:

The majority of fellows chose to reinvest their skills within i-Saksham, choosing to continue the cycle of impact within the ecosystem.

Post-Fellowship Success Stories 2024-25:



Sustaining Leadership: The WAYAM Alumni Network

The WAYAM peer-driven alumni collective ensures sustainability for edu-leaders' leadership, allowing Edu-Leaders to continue influencing institutions and addressing local challenges long after completing the fellowship.

- This provides Mentorship: Guidance from experienced professionals and alumni.
- Skill Development: Training in communication, leadership, and digital literacy.
- Networking: Connections with employers, mentors, and collaborators.

WAYAM - Highlights of the Year 2024

1. In Singarpur, member Nandini mentored 30 girls on constitutional rights over 5 weeks- The Jagrik Project, in collaboration with the Commutiny organisation.

2. Launched 'प्रतिभा पर्व' to mentor and prepare current Edu-leaders for academic and career opportunities: WAYAM already has around 30 alumni members studying in /graduated from prestigious universities like Azim Prem Ji Universities or succeeding in professional courses like Nursing, Bihar Public Service Commission entrance tests, etc. Their lived experiences and networks were instrumental in building aspiration and readiness of the current members.

3. Organized 'आओ मिलकर खुशियाँ बाँटे': An informal space where alumni came together to share their joy, stories and celebrate together.



AI for Citizens Project: Powered by Intel

Edu-Leaders championed the "AI for Citizens" program powered by Intel in Bihar with a goal to "demystify AI in an inclusive manner and to help create a basic understanding of AI." The objective was to skill more than 10,000 citizens, leading to greater AI awareness and appreciation across the state.

The Edu-Leader alumni network, WAYAM, with its deep community trust and facilitation skills, was instrumental in achieving this goal. They maximized the program's outreach, conducting training workshops to make the project a success.

Impact Story: Rupa – Bridging the AI Gap in Her Community

"I never imagined I'd be the one to introduce AI to my village. When I explained how AI powers the weather app, everyone looked amazed. It's moments like these that make me feel proud."

Rupa, an Arts graduate from Jamui, completed her i-Saksham fellowship in 2021. Despite having no prior computer background, she became a facilitator for the "AI for All" program. She helped 50 women see AI as a practical tool for daily life. One participant, Priya Kumari, reflected, "Before this, I thought AI was only for engineers. Rupa showed us a whole new world."

Impact Story: Kajal – A Catalyst for Change in a Male-Dominated Community

"At first, I doubted myself. Would people take me seriously? But when I saw their willingness to learn, my confidence grew. I realized I had the power to make a change."

Kajal, currently pursuing her MA, completed her fellowship in 2022. As an AI facilitator, she worked in a male-dominated community with low digital literacy. Her success is evident in the words of Manoranjan, a participant: "Before Kajal's sessions, I didn't even know what AI meant. Now, I use voice search on my phone more effectively."

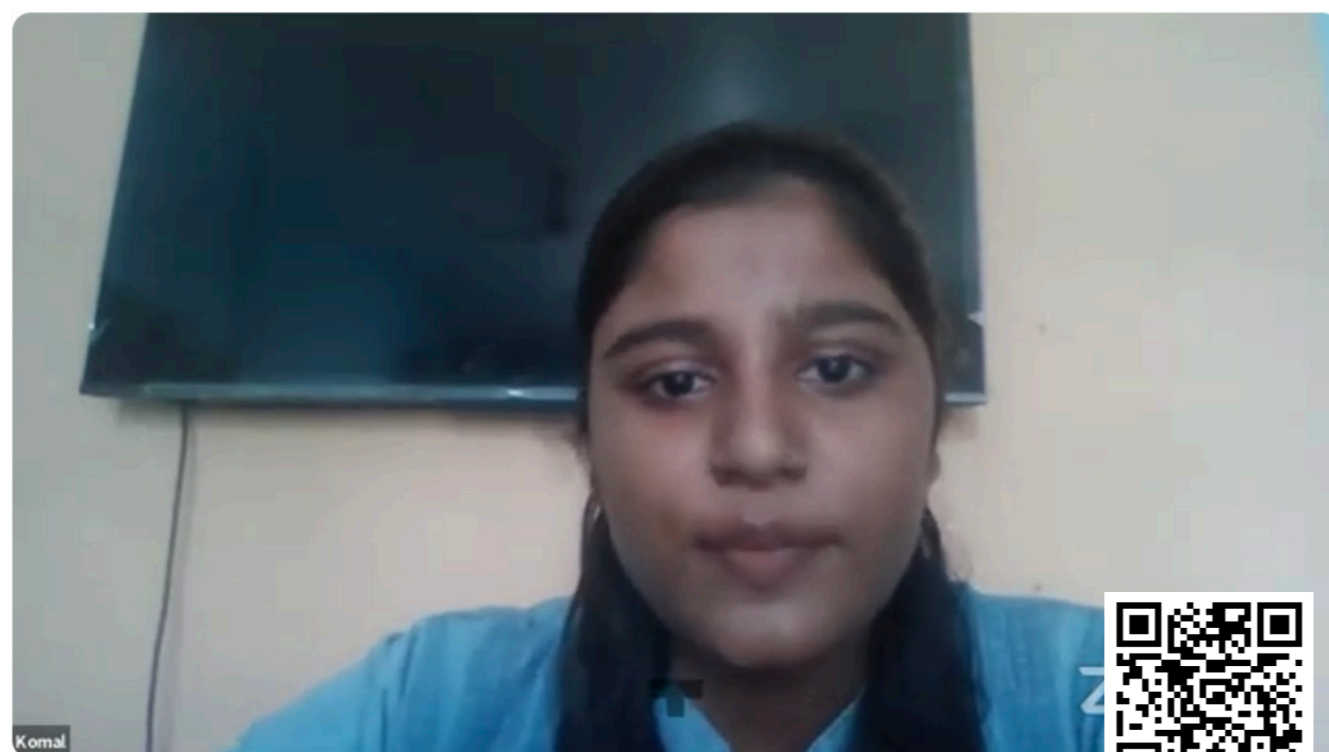


Amplifying Edu-Leader's Voices: A Leap in Digital Engagement

While grounded in the villages, the impact of Edu-Leaders resonates far beyond. This year, we amplified these powerful grassroots change stories to a bigger audience through a Zoom webinar building a robust community of supporters.

Zid se Jazbe Tak: Expanding the Narrative

The voices of 'Ziddi' (resilient) young women resonated through the webinar "Zid se Jazbe Tak 2024." This event brought together education experts, our fellows, and their families for an inspiring dialogue on the journey of our young women leaders, significantly expanding our digital footprint.



Zid se Jazbe Tak:: Unleashing unstobbale spirit

i-Saksham Education and Learning Foundation
1.36K subscribers

Analytics

Edit video

"Scan the code to watch full story"

The webinar started with highlights on the Gap in Opportunities for women - "In America, there is a Sunita (Williams), who wants to go to outer space at the space station, but here in India, another Sunita is restricted from leaving her house for education."

On Breaking the Cycle for the Next Generation, Neha Kumari (Batch-9, Munger) shared, "In my own society, I have witnessed many such cases where many young girls had to drop out... मेरा ज़िद था कि हमको पढ़ना है, बहुत आगे पढ़ना है।" (It was my stubbornness/commitment to myself to study as long as I want to.)

On the other hand, Komal (Batch-7, Munger) explains how she became a role model for other girls by 'just not stopping. She said, "I made up my mind that I will not be dependent on anyone for my graduation studies... so that I can support and inspire many more girls like me."

Rekha Devi (Mother of Anjali, Batch-10) shared her pride in her daughter's growth, just as her son, and is ready to fight even with her husband towards the education of her daughters. While Anshu (Batch-9, Muzaffarpur) said, "I believe that we all should share equal rights. There should be no discrimination between sons and daughters."



Campaigning for Support: The Giving Month

In October, a targeted 9-day campaign was launched during "Giving Month," sharing powerful stories of young women from the field to highlight the transformative nature of leadership. Through compelling storytelling and direct appeals in this online fundraising campaign, a call was made to invite the digital community to invest in the next generation of leaders through mentoring, guidance, and capacity building.



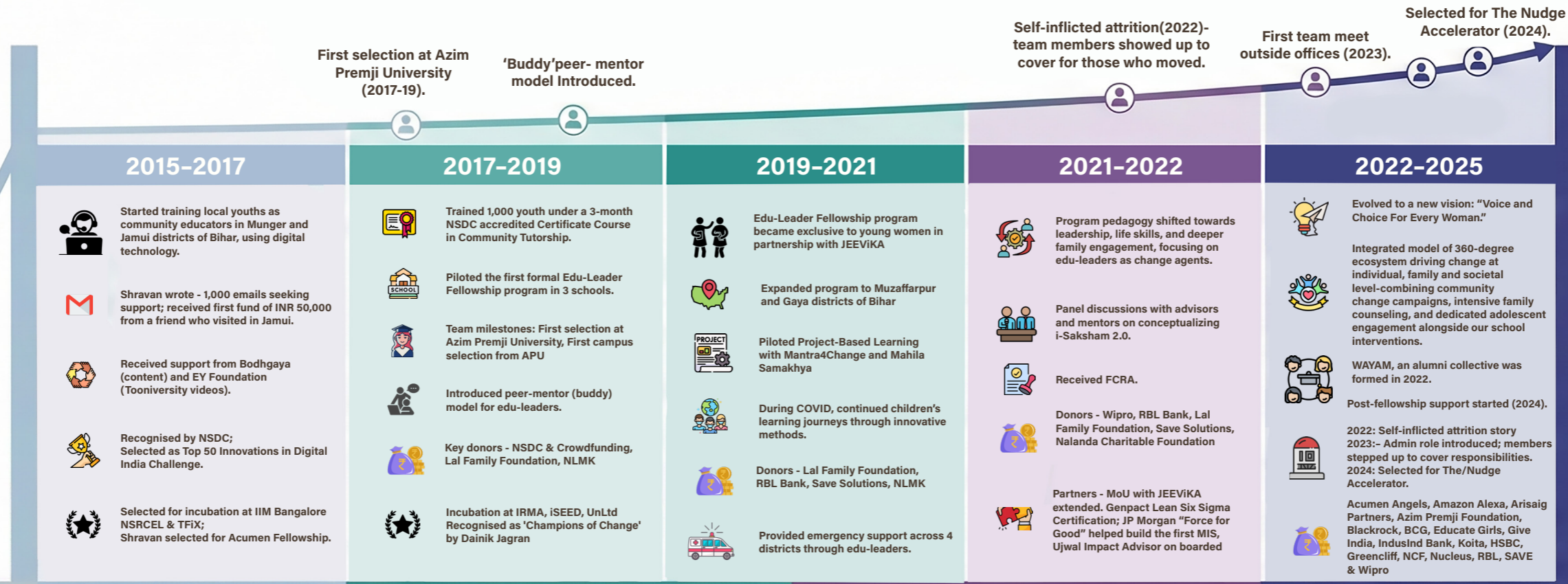
10 Years Feature



Building Bridges: 10 Years of i-Saksham (2013–2025)

A journey made possible by educators, women, communities, and our ecosystem of supporters.

Our team's evolving leadership journey



Origins in rural Bihar (2013-2015)

- Founders' conversations during PMRDF Fellowship about education in Bihar.
- Field experiments and brainstorming on training local youth as community educators.
- Mentoring and validation from leaders like Anup Mukerji, Soumen Biswas, Sandeep Uppal, and Abhishek Pandit.

Mentors & Advisors

They saw a movement when we were still finding our words. Their belief became the ground we learned to stand on and — shaping direction when the path was still unclear.

Partners & Incubators

Institutions that gave us roots and room to grow — turning a grassroots idea into a structured movement. Every structure we stand in today carries their fingerprints.

Donors & Funders

Faith converted into fuel — resources that placed their trust in a vision that had no guarantee, only conviction. Ten years later, that conviction has a name, a face, and thousands of stories.

Community & Alumni

The heart of it all — women, families, and communities who were never meant to be the audience of this story. They picked up the pen, and wrote it themselves.

Voice and Choice For Every Woman - The Next Decade

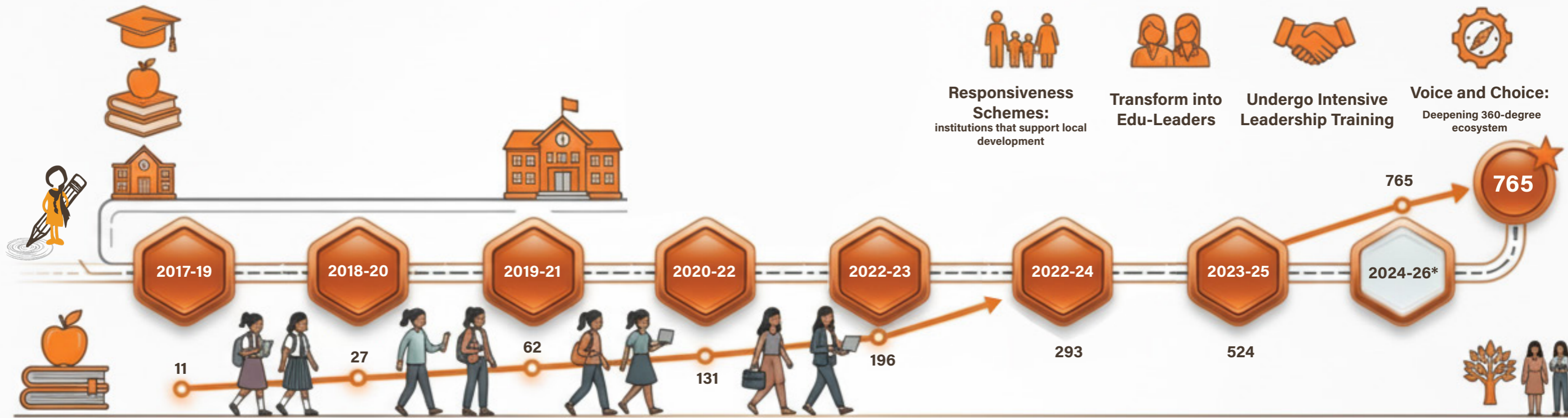
- Deepening 360-degree ecosystem in Bihar
- Alumni-led WAYAM collective driving local change
- Strengthening women's leadership in families, schools, and communities

Note: Between 2015 to 17 we worked on a three month tutorship program with support from National Skill Development Corporation where we reached out to approximately 1000 youth. Based on the learnings from this program, we conceptualized and build fellowship program in 2017 which has evolved over the years.

I-SAKSHAM EDUCATION AND LEARNING FOUNDATION

A Journey of Educational Growth and Financial Sustainability

Educational Growth: Cohort Journey

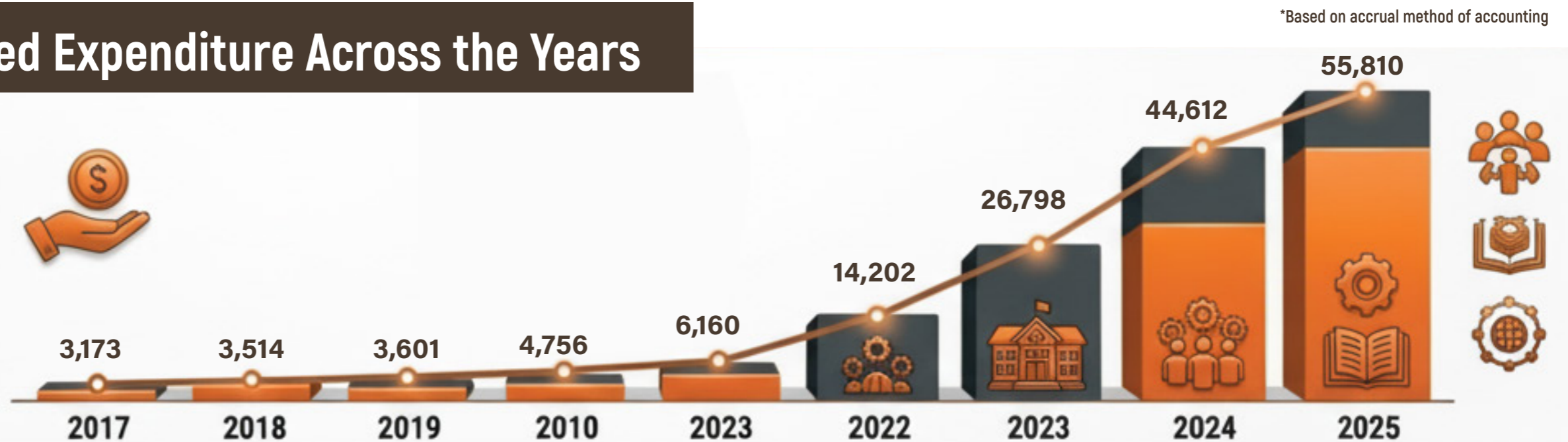


Influence Families & Communities

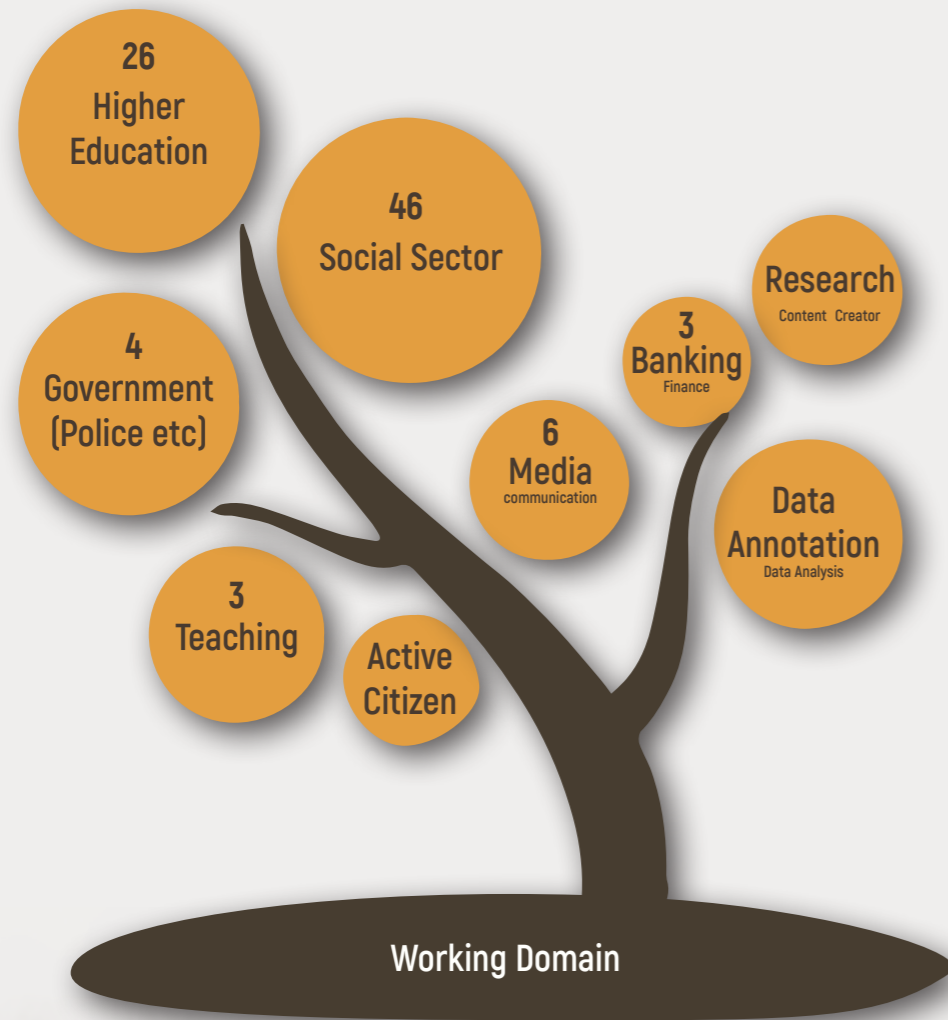
- Responsiveness Schemes:** institutions that support local development
- Transform into Edu-Leaders**
- Undergo Intensive Leadership Training**
- Voice and Choice:** Deepening 360-degree ecosystem

i-Saksham's Budgeted Expenditure Across the Years

Total Expenses
(in thousands)



Mapping Journey: Professional Footprint Over 10 Years



तब:

"मैं आई-सक्षम की पहली बैच की छात्रा हूँ। दिव्यांग होने के कारण मेरी दुनिया घर तक ही सीमित थी। बाहर जाना एक परीक्षा जैसा लगता था और इसी सोच के कारण मैंने 11वीं के बाद पढ़ाई छोड़ दी थी। मैंने मान लिया था कि यही मेरा भाग्य है।"

बदलाव और प्रगति:

"जब आई-सक्षम की टीम मुझसे मिलने आने लगी, तो मेरे मन में एक ज्वाला जगी। आदित्य सर ने कहा, 'पढ़ाई के लिए पैसे नहीं लगते, सिर्फ तुम तैयार हो जाओ।' आई-सक्षम के भरोसे पर मैंने पहली बार अपने जिले से बाहर जाकर परीक्षा दी। उस दिन मेरा डर खत्म हो गया। मैंने सीखा कि मेरी परिस्थितियाँ मेरी पहचान नहीं हैं।"

अब:

"आज मैं बिहार सरकार में एक डाटा एंट्री ऑपरेटर के पद पर काम कर रही हूँ। मैंने अपना PG और B.Ed. भी पूरा कर लिया है। जो ममता कभी घर से बाहर निकलने में डरती थी, आज वह आत्मनिर्भर है और जल्द ही एक सरकारी शिक्षक बनने का सपना देखती है। आई-सक्षम ने मुझे सिर्फ शिक्षा नहीं दी, बल्कि मुझे मेरा आत्मविश्वास और जीवन का निर्णय लेने का अधिकार वापस दिया।"

ममता कुमारी, खैरमा, एडु-लीडर, बैच-1 (2017)

ALUMNI SPOTLIGHT: A Story from Our First Cohort

तब:

यह कहानी शुरू होती है जमुई ज़िले के सरारी गाँव से, जहाँ मैं बच्चों को ट्यूशन पढ़ाया करता था। आई-सक्षम की 3 महीने की ट्रेनिंग ने मेरी दुनिया बदल दी, लेकिन मेरे जीवन का सबसे यादगार अनुभव बैच-1 के फेलो के रूप में रहा। फेलोशिप के दौरान मैंने सीखा कि धैर्य और सतत प्रयास से बदलाव हमेशा संभव है।

बदलाव और प्रगति:

पहले मुझे अपने गाँव के अभिभावकों से बात करने में झिझक होती थी, लेकिन धीरे-धीरे मैंने आत्मविश्वास से उनके साथ संवाद करना सीखा। फेलोशिप ने मुझे देश-विदेश के छात्रों से सीखने का मौका दिया और मेरी सोच को एक नया दृष्टिकोण मिला।

अब:

आज, फेलोशिप के 9 साल बाद, मैं आई-सक्षम में एक 'बडी' (Buddy) की भूमिका निभा रहा हूँ। मेरा काम नए एडु-लीडर्स को कोचिंग और मेंटरिंग देना है। जब मैं एक नए फेलो को डर से निकलकर आत्मविश्वास से निर्णय लेते हुए देखता हूँ, तो मुझे अपने सफर का मकसद समझ आता है। मुझे बच्चों को पढ़ाने का नया दृष्टिकोण मिला, आत्मविश्वास बढ़ा और अपनी कम्युनिटी में बदलाव लाने की ताकत भी मिली। i-सक्षम ने मुझे एक लीडर बनाया है जो अब दूसरों को लीडर बनने में मदद कर रहा है।

शिवदानी कुमार, एडु-लीडर, बैच-1(2017)



"My decision to invest more than 10 years of my life in the social sector was completely influenced by i-Saksham. It has given me a deep sense of satisfaction and helped me find purpose and meaning in my life—to be a reason for the growth and development of others.

Two key lessons have stayed with me throughout this journey. The first is our simple mantra: "सीखो- सिखाओ" (Learn and Teach)—a belief in continuous learning and finding someone to whom you can pass that knowledge. The second is the understanding that real change takes time and continuous effort—'Don't worry and hurry.'

I have so many powerful memories, but two stand out. When I was selected for my Master's at Azim Premji University, it was a personal dream I had stored away, and i-Saksham gave me the chance to make it a reality. I also felt immense pride when I represented our work on Wipro's campus and had the opportunity to meet Mr. Azim Premji in person over a cup of tea—an experience the organization made possible.

My own career was often one of traveling with the flow of life, going wherever it took me without specific goals. Because of this, my vision for the future is clear: I want to help create a path where young people like me do not suffer from a lack of direction. I want them to become aware of what they want to do in life and have the clarity to choose their own career.

**- Aman Pratap Singh, Edu- Leader Batch 1
Presently Mentor in i-Saksham, Jamui**



A Mentor's Perspective: The Journey of a Decade

As I look back on the journey of i-Saksham over the past decade, I am filled with deep gratitude and pride. What began as a humble effort to bridge gaps in education has grown into a movement of learning, empowerment, and leadership—especially for young women. These young women are not only stepping out to become income-earning members of their families but are also emerging as strong voices of their communities—taking seats in panchayats and civil societies, influencing local decisions, and driving change across social dimensions.

This evolution is a testament to a simple belief: when a girl child is educated and empowered, and when communities are trusted and invested in, they can become the architects of their own progress.

This journey began as an idea shared by Ravi, Aditya, Shravan, and Ranita over a dinner table, has been brought to life by – meticulous execution by buddies, mentors and the entire i-Saksham team, dedication of our fellows, trust of our partners, and resilience of the communities we serve. Together, they have shown that sustainable change is built from within—step by step, year by year. I am confident that the next 10 years will see this movement grow into a formidable force—transforming India from a nation of untapped youth potential into a society led by empowered, educated, and active changemakers.

- Sandeep Uppal, Board Director, i-Saksham
& MD, Acuvon Consulting



Our Support Network

Our heartfelt gratitude goes to generous partners whose support is the bedrock of i-Saksham's work. The leadership capacity of these young women is amplified by partners who provide the critical skills and specialized training necessary to navigate challenges and drive transformation.

Capacity Building



Nature of Support

- Equipping Edu-Leaders with essential life skills, career guidance, and leadership capabilities to mentor adolescents.
- Fostering 21st-century digital media and rural journalism using smartphones.
- Providing immersive learning opportunities, exposure visits, and broader perspectives on opportunities.
- Workshops to enhance mental health and emotional resilience.

Placement & Higher Education



- Opening pathways for higher education, internships, and research collaborations.
- Providing job-readiness skills and placement support.
- Recognizing talent and opening doors for graduating fellows.

Tech & AI



- Strategic support in delivering critical AI literacy and digital tools to bridge the digital divide and build team capacity in AI
- Transforming classrooms into interactive spaces, boosting engagement, and reducing dropout rates.
- Providing technological infrastructure to streamline operations and data management.

Mentoring



- Mentorship and professional guidance on leadership, agency, and job-ready skills

Donors



What our partner says



We deeply admire the work i-Saksham is doing in Bihar. What stands out is their team's genuine eagerness to learn AI and thoughtfully use it to augment their on-ground work. They see technology not as a replacement, but as a tool to amplify impact. Their focus on giving girls a real voice and choice is both meaningful and necessary. By combining social commitment with a learning mindset, iSaksham is building confidence, agency, and new possibilities for young girls. I fully support their mission and wish the team continued growth and impact.

Shabbir Haider, Futurelab Ikigai Private Limited

What initially drew me to support i-Saksham was its strong vision of empowering youth through education and leadership. The clarity of purpose and the commitment of the team gave me confidence that this work would create meaningful change at the grassroots level.

Over time, what has stayed with me is the passion and resilience of the fellows. Their journey of transformation—growing as individuals and as changemakers in their communities—has been deeply inspiring. I have seen each cohort bring fresh energy and ideas, and the initiative itself continuously evolve. Over the years, the program has not only nurtured fellows but has also created a wider ripple effect, influencing communities and the ecosystem around them

I continue to believe in i-Saksham's mission because it builds leaders from within communities, ensuring that the change is lasting, inclusive, and deeply rooted. It is heartening to witness such impact, and I feel proud to be associated with this journey.

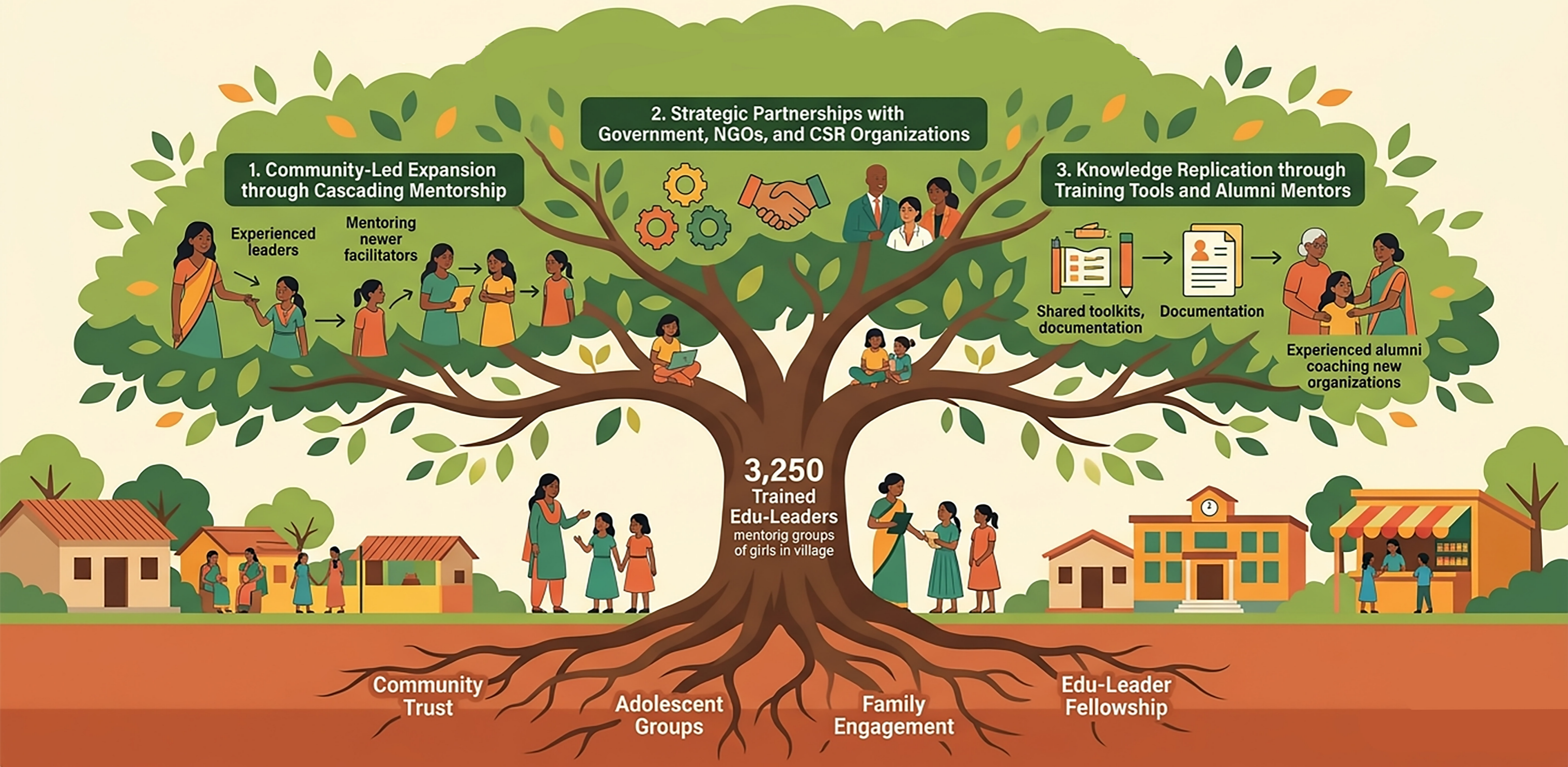
Ankit Shrivastava, Medha

Media Coverage

This year, the stories of our Edu-Leaders resonated far beyond Bihar, capturing the attention of state and national media. From features in The Economic Times and The Times of India on our innovative use of AI with partners like Google and Microsoft, to articles in The Hindu and The Indian Express highlighting our unique model of grassroots women's leadership, our work has been recognized as a powerful example of community-led change. This media coverage is more than just recognition; it is a vital platform that amplifies the voices of our leaders, validates our impact-driven approach, and brings the urgent conversation about gender equality in rural India to a national stage.



Mission 2030 : 10,000 Women Leaders Influencing Over 1 Million Girls & Women Across Bihar



Looking Ahead: Mission 2030

By 2030, i-Saksham aims to catalyze a network of 10,000 young women leaders, whose leadership and role modelling influence the aspirations, choices, and opportunities of over one million girls and women across Bihar. i-Saksham's scale strategy is designed to expand reach without diluting community ownership or program quality. Scale is achieved through three reinforcing levers:

1. Deepening Scale Through Community-Led Expansion

i-Saksham strengthens a cascading mentorship model in which approximately 10% of Edu-Leaders and adolescent girls transition into next-generation mentors. Over time, this creates a self-renewing leadership pipeline within villages.

i-Saksham aims to support the development of roughly 3,250 Edu-Leaders through direct implementation by 2030, targeting at least 5 active Edu-Leaders per village.

By nurturing 10% of mentored adolescents to become next-generation leaders, i-Saksham anticipates developing an additional ~6,750 Peer Leaders by 2030, achieving the total target of 10,000 change leaders.

This ensures sustained, community-led leadership density without a proportional increase in organizational footprint.

2. Expanding Influence Through Strategic Partnerships

i-Saksham leverages partnerships with government agencies (e.g., JEEViKA, Department of Education), NGOs, and CSR partners to:

- Create education, livelihood, and civic pathways for Edu-Leaders
- Extend the program's reach to new geographies and populations

Through these collaborations, the cumulative influence of Edu-Leaders and adolescent Peer Leaders is expected to reach an estimated 1 million adolescents across Bihar by 2030, reinforcing both educational and socio-economic inclusion at scale.

3. Replicating Impact Through Knowledge and Human Capital

To enable broader adoption of the model:

- Core processes, tools, and training modules are documented by i-Saksham's Knowledge and Research Team
- Experienced Edu-Leader alumni ('buddies') support interested partner organizations to adapt and apply the model in their own programs

Through adoption by government and NGO partners, i-Saksham aims to help partner organizations spread the vision of 'Voice and Choice For Every Woman' across communities.



Financial Summary

For the year ended 31 March, 2025

Amount in thousands

Consolidated Statement of Balance

31/03/2025

31/03/2024

Balance Sheet As at 31st March 2025

(I) EQUITY AND LIABILITIES

Shareholder's Funds

a) Sources of Funds	100.00	100.00
b) Corpus Funds	8888.08	6367.92
c) Reserves and Surplus	26540.87	25001.24
	35,528.95	31,469.16

Current Liabilities

a) Trade Payable	173.51	-
b) Other Current Liabilities	8713.15	8004.45
	8,886.66	8,004.45
Total	44,415.61	39,473.61

(II) Assets

Non - Current Assets

a) Property, Plant and Equipment	1875.46	2668.31
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Current Assets

a) Short Term Loans and Advances	33.00	-
b) Other Current Assets	508.71	602.35
c) Cash and Cash Equivalents	41998.44	36202.95
	42,540.15	36,805.30
Total	44,415.61	39,473.61

Statement of Profit & Loss	31/03/2025	31/03/2024
Grants and Contributions	55314.37	45480.24
Other Income	2035.61	1628.73
Total	57,349.98	47,108.97

Total Income (A)

Expenditure

Employee Benefit Expense	4117.56	2308.7
Program Expense	47676.02	39654.37
Depreciation & Amortization	1616.26	829.08
Other Expenses	2400.5	1821.59
Total Expenses	55,810.34	44,613.74

Excess of Income over Expenditure (A - B)	1539.63	2,495.23
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Surplus / (Deficit) for the period	1,539.63	2,495.23
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FCRA Summary

For the year ended 31 March, 2025

Amount in thousands

Foreign Contribution Account

31/03/2025

31/03/2024

Balance Sheet As at 31st March 2025

(I) EQUITY AND LIABILITIES

Shareholder's Funds

a) Sources of Funds	-	-
b) Reserves and Surplus	7,306.71	5,794.73
	35,528.95	31,469.16

Current Liabilities

a) Trade Payable	146.51	-
b) Other Current Liabilities	4,660.09	1,597.13
	4,806.60	1,597.13
Total	12,113.31	7,391.86

(II) Assets

Non - Current Assets

a) Property, Plant and Equipment	360.29	611.37
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Current Assets

a) Other Current Assets	6.83	6.77
b) Cash and Cash Equivalents	11,746.20	6,773.72
	11,753.03	6,780.50
Total	12,113.31	7,391.86

Statement of Profit & Loss	31/03/2025	31/03/2024
Grants and Contributions	11,357.59	18,964.62
Other Income	292.17	339.78
Total	11,649.75	19,304.40

Total Income (A)

Expenditure

Employee Benefit Expense	862.42	791.73
Program Expense	8,478.64	16,562.61
Depreciation & Amortization	288.38	174.35
Other Expenses	508.33	571.70
Total Expenses	10,137.77	18,100.39

Excess of Income over Expenditure (A - B)	1,511.98	1,204.02
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Surplus / (Deficit) for the period	1,511.98	1,204.02
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Statutory Documents Details

Area	Sub-area	Compliance Question	i-Saksham Remarks	Validity
Statutory /legal	12AB	Organisation has 12AB certification and has been renewed in the past 4 years	AADCI7829KE20214; Yes	AY 2026-27
Statutory /legal	80G	Organisation has re-registered for 80G certification and has been renewed in the past 4 years	AADCI7829KF20214; Yes	AY 2026-27
Statutory /legal	FCRA	Organisation has a valid FCRA	231661906	27.03.2027
Statutory /legal	CSR/ MCA registration	Organisation has a unique CSR number issued by the Ministry of Corporate Affairs (MCA)	CSR00000430	NA
Statutory /legal	Registration	Organisation has been registered as a Trust/ Society/ Section 8 Company for at least three years	Registered as Section 8 Company in 2015	-
Statutory /legal	AoA / MoA	Organisation has Articles of Association / Memorandum of Association / Trust deed	Yes	-
Statutory /legal	Accrediting bodies	Organisation is accredited by at least one of the following: NGO Darpan, GuideStar, and CAF	Darpan ID: DL/2017/0154597	-
Finance and accounting	PAN	Organisation has a PAN card	AADCI7829K	-
Finance and accounting	GST registration	Organisation is registered under GST (if applicable)	NA	-

How Can You Support?

Join these young women in creating a future where every young girl has a voice and a choice.
You can contribute through:

- » Mentoring
- » Financial Support
- » Innovations and Partnership



Team

FOUNDERS



Ranita Uppal

Co-Founder and CHRO

With over two decades of HR leadership experience, worked with McKinsey & Company, GE, and American Express



Ravi Dhanuka

Co-Founder and CEO

An IRMA alumnus and former PMRD Fellow with grassroots experience and leveraging deep expertise in rural livelihoods and educational transformation.



Aditya Tyagi

Co-Founder and CTO

An JNU alumnus, former PMRD Fellow, worked with McKinsey and World Bank; passionate about leveraging technology to solve systemic educational challenge



Shravan Jha

Co-Founder and CKO

A Symbiosis alumnus, former PMRD Fellow building scalable models for youth leadership and gender equity in Bihar; Masters from BHU

OUR BOARD



Sandeep Uppal
MD, Acuvon Consulting



Sweta Anand Arora
Founder, The Core Quest In



Ravi Dhanuka
CEO, Ex-BASIX, Ex-PMRDF
PGDRM, IRMA

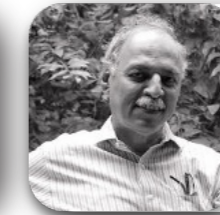
KEY ADVISORS



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Mentor, Knowledge



Prince Singh
Mentor, Partnership



Namrata Sharma
Mentor, Post-Fellowship



Aman Pratap Singh
Mentor, Programs



Dr Rupal Tyagi
Mentor, Communication

A 100+ member field team, with 80% fellowship alumni—bringing deep community roots and lived experience.



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