

PROMOTES GIRLS EDUCATION

Foundation to
Educate Girls
GLOBALLY

ANNUAL REPORT 2009-10

FEGG Project in 500 schools in
Pali District



In collaboration with



Foreword

Education is the right of all children - girls and boys, rich and poor. Investing in education – and especially in girls’ education – remains our best hope of accelerating progress towards the wider goals in human development that the country has pledged to meet.

Girls’ education is now a state priority in Rajasthan, owing to efforts by the Rajasthan Government, Government of India and other actors, including non-governmental organizations. Quality education for all girls is a basic right and Foundation to Educate Girls Globally (FEGG) is working to provide them access to quality education and self development opportunities through community ownership of government schools.

FEGG has collaborated with the Government of Rajasthan. As Co-Partner of Rajasthan Education Initiative, FEGG has reached out to 70,000 children, including 37,000 girls, their families and communities in over 200 villages in three blocks of Pali District in Rajasthan through various programme interventions.

FEGG model has proved to be successful at large scale in one of most difficult and remote terrains of Rajasthan. FEGG has effectively involved government and communities to create a model that truly promotes and supports girls’ education. This is demonstrated by the profound project results.

The report is a testimony of the hopes, aspirations and struggle of thousands of girl children, who are not only going to schools, but have learnt life and work skills. The girls have shown strong determination and leadership to bring positive changes in their own lives and also in the lives of their families and communities. I believe that FEGG model that works effectively even in the most difficult situations will accomplish country’s mission of Right to Education.

Safeena Hussain
Executive Director

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Foreword

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EXECUTIVE SUMMARY

Foundation to Educate the Girls Globally (FEGG), a Mumbai based non-profit organization founded in year 2007, is the **co-partner in Rajasthan Education Initiative (REI)** and has the mission to promote the education of girls in developing countries through community ownership of Government schools. **FEGG is the Indian arm of Educate Girls Globally, San Francisco, California, USA.**

FEGG works towards improving girls' enrolment, retention and academic performance in government schools by leveraging existing community and government resources. As **Co-Partner of Rajasthan Education Initiative (REI)**, **FEGG has reached out to 70,000 children, including 37,000 girls, their families and communities in over 200 villages in three blocks of Pali District in Rajasthan** through various programme interventions.

Overview of Girls' Education in Rajasthan and FEGG's initiative:

Rajasthan was considered to be a state facing huge educational challenges. Nevertheless, efforts made by the State have shown encouraging results. The status of female education in Rajasthan continues to be a matter of serious concern. Pali district has around 10% gender gap at primary school level. However, situation is alarming at upper primary school level as the district has the dubious distinction of having over 25% of gender gap in education. FEGG was allocated three blocks in Pali district, viz., Bali, Rani and Sumerpur. The project area is part of Marwar region. Bali block has a difficult hilly terrain and remote areas, which are difficult to access.

The **Rajasthan Education Initiative (REI)**, launched by the Government of Rajasthan in year 2005, is one of the innovative initiatives in the field of Education in the country. Over a period of time, REI has shown the energy and potential to transform public education and bring about a long term positive impact on the development of the human resources of the State of Rajasthan. **FEGG is in partnership with Rajasthan Education Initiative (REI) to ensure enrolment, retention and quality education.**

FEGG Project in Pali District –

The project area is in draught prone area. The main occupation of population in project area is rain-fed agriculture. Larger section of population is tribal. The society is bound by rigid tradition, male dominated communities and low status of

women, who face early marriages. In spite of this, Educating girls is not seen irrelevant by community males.

On completion of a pilot project in 50 schools in December 2007, FEGG scaled up the project to 500 (five hundred) schools in Sumerpur, Bali and Rani Blocks of Pali district in Rajasthan under the umbrella of REI. The FEGG implemented a programme strategy in three blocks of Pali district in collaboration with government and local communities to ensure that all girls have access to quality education and self development opportunities.

The allocated 500 schools are spread over 200 villages in three Blocks and 4 Municipalities (Falna, Rani, Takhatgarh and Sumerpur). Out of 500 schools, the number of upper primary schools is 323. Rests of the schools (177) are primary schools. In addition, FEGG is intervening in 3 Kasturba Gandhi Balika Vidyalayas (residential girls schools) in three blocks.

Project Objectives and Intervention Strategies

As per the MoU signed between Government of Rajasthan and FEGG, the project had the following objectives:

- To enhance enrollment and retention of girls through individual tracking, social mobilization and quality improvement
- To reduce gender disparity in the schools and project areas and improve the level of life skills and competency of the girl child.
- To address the various critical needs of the girl child.
- To improve the learning skills and academic performance of students.
- To ensure an increased participation of children, families and communities in plans and actions for holistic education.

FEGG aimed to achieve project objectives through following intervention strategies:

- School Information Campaign (SIC)
- Community Mobilization, Gram Shiksha Sabhas, SDMCs and WSDPs
- Bal Sabhas and Life skills for girl children
- Creative learning and teaching techniques (CLT) for teachers

FEGG's interventions and Project Outcomes:

• 99% Girls Enrollment in FEGG Program Schools

This clearly demonstrates the success, effectiveness and replicability potential of FEGG programme strategies and interventions as 99% girls enrollment has been registered in one of the most difficult areas, with high percentage of hardest to reach children. FEGG's project interventions in three blocks of Pali district contributed to an increase in the enrollment of girls in the schools. Only 1% (279) girls remained out of school as per end-line survey in December, 2009

The DISE statistics reveal an increase of 11% in enrollment of girls. Individually, Bali, Rani and Sumerpur have registered an increase of 16%, 15% and 4% respectively in the number of girls enrolled in schools over project period.

- **93% Decline in Number of Out of School Girls**

The end-line data collected demonstrate a sharp decline (93%) in out of school girls in all three blocks. While Bali witnessed a decline (92%) in number of out of school girls from 2,107 in March, 2008 to 176 in December, 2009, the number came down from 695 to 46 (93%) in Rani block during this period. In Sumerpur, the number of out of school children came down to 57 (95%) in December, 2009 from 1,037 in March, 2008

- **Increased Community Support and Ownership in Government Schools**

FEGG program schools attracted high level of community support for the school. This community involvement leads them to identify problems and find solutions for improving the schools. Community participation has also ensured increased monitoring of the school resources and staff. There has been an increase in contribution (cash and kind) from individual donors (bhamashahs) and community.

- FEGG trained DIET members in the ***Creative Learning and Teaching (CLT)*** methodology with an objective to transfer the know-how to the DIET members, who in turn would be responsible for training the teachers of the selected schools. FEGG carried out pre training and post training tests with students in the intervention schools in order to assess the impact of CLT on the performance of children. The results were highly encouraging. The feedback from teachers, who were trained in CLT, was that CLT helped them in explaining the concepts to their classes, which not only enjoyed the classroom processes, but learned at greater pace. Use of CLT in classroom processes also generated greater interest, team work and confidence among the children. Children's abilities in subjects like Hindi, English and Maths increased dramatically according to the test scores.

- **Significantly positive impact of Life Skills on Girl Children**

FEGG formed Bal Sabhas in all 500 schools. The Bal Sabha members were elected through open democratic processes in the schools. There are lots of activities that the Bal Sabha members conduct in the school. FEGG imparted 10 life skills to Bal Sabha members.

FEGG conducted pre and post training tests with girls in order to measure the impact of life skills. The post training test results reflect that the girls have improved ability to express their feelings and are able to articulate themselves better. They also display enhanced ability while coping with emotional situations, suggesting that the life skill inputs provided by teachers/trainers were crucial in affecting their conduct. The Girls showed an improvement of 99% and 63% in the areas of inter-personal relationship and coping with emotions respectively.

- **Girl Friendly Environment**

FEGG works towards making school infrastructure and environment girl child friendly. This includes provision of female teachers and various facilities, such as

separate girls' toilets and drinking water. These elements play a crucial role in girl child retention in the school. Improvements were witnessed in FEGG program schools. FEGG schools have graduated to higher category as per comparison between base-line and end-line survey in 500 schools.

56% of program schools were in 100% category in January, 2010 against 46% schools in July, 2009. In contrast, non-program schools demonstrated a marginal increase of 3% only in the same category over the same period of time.

- **15% improvement in Girls Attendance in FEGG schools**

FEGG program schools demonstrated consistently higher attendance of girls compared to non-program schools. FEGG tracked girls' attendance in the schools by head count and from school attendance register. As per available results, girls' attendance improved by 10-15% in program areas

- **Teachers' Absenteeism declines**

FEGG's holistic educational approach also includes addressing the issues of teacher's attendance, shortage of teachers, especially female teachers, teachers' morale and development. The attendance of the teachers has generally improved in all schools in three blocks. However a marginally improved attendance and availability of teachers is visible in FEGG program schools.

- **FEGG Model – A Value Addition**

FEGG plays an important role in the educational-socio development in the project areas and is creating values. FEGG has made it possible for all girls to access rights, opportunities and resources they need to improve their lives through education. In fact, FEGG program model offers better opportunity cost when it comes to agenda of providing access to education for all girls. This goes beyond the simple educational statistics to include empowerment of girls and women, community mobilization and improved learning and teaching performance in the schools

Importantly, the returns from FEGG's programme investment in 500 schools turn out to be much higher than the Government's investment in same number of schools as per a comparative study. Also, ***while the Government spends Rs. 7,177 per child in providing education, the cost per child in FEGG model is a meager Rs. 57.***

Major challenges and Recommendations

- **Major challenges** included delays in decisions due to prolonged government systems and procedures, shortage of teachers, especially of female teachers, one teacher schools, remote project areas in tribal belt and lack of resources, including trained human resources.
- It is **recommended** that, to ensure the sustainability of the results of the project, the Government of Rajasthan should own good practices now. It is suggested to designate a school in each block as the Resource Center/Model School, which has the teachers trained in CLT and shown good results. The other option might be to engage with and train few community based organizations

(CBOs) in the program areas, which would then provide necessary technical support to all other schools in the block. FEGG may provide necessary training to CBOs.

- FEGG should **strengthen the M&E** component of the program and develop indicators for quality, efficiency and effectiveness (inputs, outputs, outcomes and impacts) at the time of planning for next phase. Based on the experiences of previous project, MIS reporting formats and data collection methods need to be improved.
- FEGG will have to appoint trained staff for the next phase of program so that excessive resources and energies do not go into training.

INTRODUCTION

Foundation to Educate the Girls Globally (FEGG), founded in Mumbai, India in year 2007, has emerged as a leading non-profit organization working to promote the education of girls through community ownership of government schools. FEGG works towards improving girls' enrolment, retention and academic performance in government schools by leveraging existing community and government resources. As Co-Partner of Rajasthan Education Initiative, FEGG has reached out to 70,000 children, including 37,000 girls, their families and communities in over 200 villages in three blocks of Pali District in Rajasthan through various programme interventions.

The FEGG model brings a cultural shift, away from defeatist passivity to an active, creative mind that gives girls the opportunities to take control of their lives. The FEGG goal is simple and focused. FEGG aims to get more girls back to school. The fact that Government of Rajasthan has asked FEGG to upscale and extend the model to every government school in the district in the next phase starting from March, 2010, demonstrates the acceptability and effectiveness of the model.

Girls are often counted as one of the hardest to reach children. Girls face numerous barriers in their efforts to acquire formal education. These barriers have been grouped into nine major categories¹.

- Social and cultural barriers
- Economic barriers
- Psychological barriers
- Institutional barriers
- Barriers caused by poor teaching-learning conditions in schools
- Barriers caused by family circumstances
- Geographic barriers
- Mental and physical barriers

¹ Review of Research Literature on Girls Education in Nepal, prepared for UNESCO Bangkok by Dr. Min Bahadur Bista for the Regional GENIA Meeting: Linking Research Findings and Policy-Making, 20-22 September 2004, Seoul, Korea.

- Barriers caused by armed conflict

The constant support, encouragement and specific program strategies are required to not only bring them into the schools, but also to retain them there. FEGG has systematically challenged and addressed these structural and cultural-socio-economic barriers through strong programme interventions and strategies in partnership with parents, communities, teachers and Government. FEGG programme has empowered girls by providing them access to quality education and self development opportunities.

FEGG uses the following strategies in order to achieve its mission:

- *Emphasizing strong parental and community participation as the key to getting girls back in school.*
- *Improving the quality of education by reforming schools to focus on creative life and work skills, away from rote memorization.*
- *Involving parents in the education process, creating a political constituency to support and sustain the reform of primary and secondary schools.*

FEGG works with governments, communities and parents to achieve its goals. FEGG focuses on education that empowers and opens window for girls to the outside world. Girls learn life and work skills, which helps them and their parents immediately, as well as in the foreseeable future. Creative learning enables girls to associate their education with what matters to them every day. They, their parents and their community can see the results, which begins a self-sustaining transformation.

1. EDUCATION OVERVIEW IN RAJASTHAN:

Rajasthan is a state facing huge educational challenges. In spite of a difficult geographical terrain, Rajasthan has achieved an impressive coverage of habitations in rural areas with schooling facilities at primary stage within one kilometer. Due to implementation of *Sarva Shiksha Abhiyan* (SSA) in the State, the goal of providing physical access of a primary school in almost every square kilometer is more or less achieved by now. The State witnessed a growth of 44.85% in terms of number of schools from 72,508 in year 2001-02 to 105,031 in year 2007-08. The growth was seen in the number of school teachers also from 177,160 in 2001-02 to 259,121 in 2007-08 as per Government statistics.

Kasturba Gandhi Balika Vidyala (KGBV) and National Programme for Education of Girls at Elementary Level (NPEGEL) continue to be central schemes for enhancing educational opportunities for girls at primary and upper primary levels. The

guidelines and scope of these schemes have been enlarged and made more flexible to respond to emerging needs. Under NPEGEL, blocks with female literacy rate below 46.13% and gender gap higher than 22.5% have been identified as Educationally Backward Blocks.

The education of the girl child is a crucial area in Rajasthan. Rajasthan has been known to have adverse figures of girl child enrolment and retention. Despite the fact that the female literacy was only 3% against 14.4% of the males in 1951, the pace of improvement in the literacy rate of females has been slow as compared to the males.

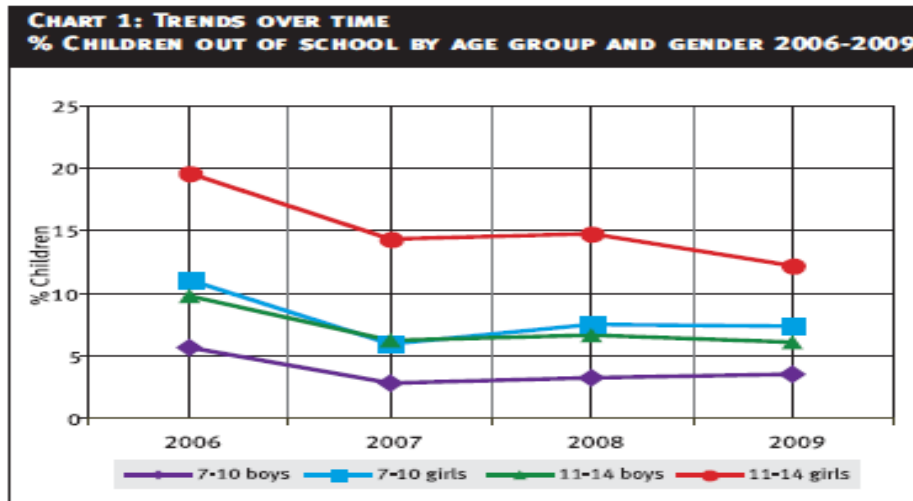
Literacy Rate in Rajasthan

Year	Male Literacy Percentage	Net point rise in the decade	Female Literacy Percentage	Net point rise in the decade
1951	14.44		3.0	
1961	28.08	13.64	7.0	4.0
1971	33.87	5.79	10.01	2.91
1981	44.76	10.89	13.99	3.98
1991	54.99	10.23	20.44	6.45
2001	76.46	19.86	44.34	23.90

Source : Based on Census Reports

Pratham's ASER Report, 2009² captures the status and improvement in out of school girls in the state of Rajasthan from 2006 to 2009.

² <http://www.pratham.org/M-20-3-ASER.aspx>



Following observations may be made on the basis of available statistics.

- (i) the boys outnumber the girls both at primary and upper primary level; in other words gender gap appears to be a chronic problem reflecting the gender bias of the parents in enrolment of boys and girls;
- (ii) the gender gap is more pronounced at the upper primary level as compared to the primary level;
- (iii) though improvement is visible in the enrolment figures of the girls as a result of the efforts made by the Government, still vigorous and sustained efforts are needed to bridge the wide gap; and,
- (iv) sharp decline in the number of girls at the upper primary level is a matter of concern.

Thus, despite an impressive improvement in literacy rate since the independence of the country, status of female education continues to be a matter of serious concern. There are girl children in several communities, who are hard to reach and remain excluded from the benefits of education. This is especially true in tribal regions. It is not enough that girls get enrolled into the schools, an enabling environment, good quality education and community ownership in educational processes, strategies and outcomes are required to retain girls in schools.

The FEGG has implemented a programme strategy in three blocks of Pali district in collaboration with government and local communities to ensure that all girls have access to quality education and self development opportunities. FEGG programme has opened the windows of opportunity for girls in three blocks to see the bigger picture of the world outside their cultural milieu, thus enabling them to imagining and dreaming and realizing available opportunities and resourc

2. FEGG'S PARTNERSHIP IN RAJASTHAN EDUCATION INITIATIVE (REI)

Ensuring Education for All has become a global priority as a fundamental human right. The global community agreed to devote two of the Millennium Development Goals to education (to ensure that all boys and girls complete a full course of primary schooling, and to eliminate gender disparity at all levels of education).

The Rajasthan Education Initiative (**REI**), launched in year 2005, is one of the innovative initiatives in the field of Education in the country. Under the over arching vision of the Millennium Development Goals, and the specific thrust of Sarva Shiksha Abhiyan (Education for All), the REI was conceived to harness the potential of multi-stakeholder partnerships in the field of education.

Briefly, REI serves as an umbrella under which innovative multi-stakeholder partnerships are catalyzed by engaging the global and local private sector, foundations, charitable organisations and other grass roots level NGOs in support of Rajasthan's education objectives. The partners from private sector have brought resources, including technologies, training, knowledge and expertise to meet specific needs of the students, teachers and schools. At the same time, REI has engaged with NGOs and Foundations to mobilize, sensitize and involve the communities in the educational processes, strategies and outcomes. The REI articulated its role to support and complement the Sarva Shiksha Abhiyan (SSA) actions and strategies in the State.

REI realized that innovative and successful strategies and practices needed to be scaled up from pilot initiatives and rolled out across the state in order for them to impact significantly on the education system. Only a few partnerships could scale up their activities. FEGG is one of them. It is the **co-partner of Rajasthan Education Initiative (REI)** and has the mission to promote the education of girls in developing countries through community ownership of Government schools.

FEGG launched its Girl Child Education pilot project in Rajasthan in October, 2005 under the umbrella of Rajasthan Education Initiative. FEGG signed a MoU with Government of Rajasthan on September 24, 2005, to develop and test a replicable model for improving the girl education in 25 Government schools each in the two districts of Jalore and Pali.

4. FEGG PROJECT IN PALI DISTRICT:

Pali is one of the districts lagging behind other districts in the state in terms of girls' education. As per the 1991 Census, the total literacy of the district was almost 55%, while female literacy stood at a low of 36.7% as against 73% male literacy. is the **co-partner in Rajasthan Education Initiative (REI)** and has the mission to promote the education of girls in developing countries through community ownership of Government schools.

Pali has 10 development blocks. FEGG was allocated three blocks in Pali district, viz., Bali, Rani and Sumerpur. The project area is part of Marwar region. Bali block has a difficult hilly terrain and remote areas, which are difficult to access. The population in three blocks consists of people from various castes. Forty percent of the population is Other Backward Castes, 32% of population is SCs, 15% of population are STs, mainly Dewasis, and General population are only 13%.

The main occupation of population is rain-fed agriculture. Soil is unfertile and there is shortage of water. Over 60% of them would be cultivators and agricultural labourers. Rest of them engaged in milk production and sheep rearing. With the onset of summer the Dewasis migrate and go to Malwa region in Madhya Pradesh. Migration in this region is quite prevalent. One of the major reason of dropout in the school is migration. Due to socio cultural reasons girls are often withdrawn from the school. The total literacy rate of Pali district as per 2001 Census is 61 per cent. The female literacy rate for Pali district was 44 per cent as against 76 per cent male literacy rate. The gender bias also finds reflection in the schools.

Pali district is one the districts of Rajasthan with a high gender disparity gap. The gender gap in schools for the age group 6 – 14 years for Pali district was 12.67% as per 2006- 2007 DISE data. As per the DISE 2006, the Gender Gap in FEGG's Project areas of Bali, Sumerpur and Rani Blocks in Pali District in the following table.

GENDER GAP									
	6-11 yrs			11-14 yrs			6-14 yrs		
Place Name	SC	ST	All	SC	ST	All	SC	ST	All
Pali	9.36	16.31	7.91	26.97	46.57	25.15	13.82	22.66	12.67
Rani	4.35	17.68	7.33	12.8	52.84	23.93	6.88	26.85	12.61
Bali	5.42	19.54	9.24	15.35	45.07	20.37	8.39	24.69	12.45
Sumerpur	7.12	9.38	7.61	22.93	39.24	15.69	11.66	16.51	10.18

On completion of the pilot project in December 2007, FEGG scaled up the project to 500 (five hundred) schools in Sumerpur, Bali and Rani Blocks of Pali district in Rajasthan. Pali district has around 10% gender gap at primary school level. However, situation is alarming at upper primary school level as the district has the dubious distinction of having over 25% of gender gap in education. FEGG accepted the challenge to reverse this trend through its programme intervention in February 2008 for a period of two years. **As per the MoU, EGG was allotted the following number of schools (Primary and Upper Primary) block wise:**

Sl.No	Name of Block	Number of Schools
1	Bali	284
2	Sumerpore	143
3	Rani	73

	Total	500
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These 500 schools are spread over 200 villages in three Blocks and 4 Municipalities (Falna, Rani, Takhatgarh and Sumerpur). Out of 500 schools, the number of upper primary schools is 323. Rests of the schools (177) are primary schools. In addition, FEGG is intervening in 3 Kasturba Gandhi Balika Vidyalayas in three blocks.

5. PROJECT OBJECTIVES AND INTERVENTION STRATEGIES

As per the MoU signed between Government of Rajasthan and FEGG, FEGG project had the following objectives:

- *To enhance enrollment and retention of girls through individual tracking, social mobilization and quality improvement*
- *To reduce gender disparity in the schools and project areas and improve the level of life skills and competency of the girl child.*
- *To address the various critical needs of the girl child.*
- *To improve the learning skills and academic performance of students.*
- *To ensure an increased participation of children, families and communities in plans and actions for holistic education.*

FEGG aims to achieve project objectives through following intervention strategies:

◆ School Information Campaign (SIC):

The School Information Campaign (SIC) is designed to be an entry point into the schools. It serves as the primary instrument of collecting vital information to establish reliable data as a baseline for the schools. Information collected has to do with issues like school infrastructure, student teacher ratio, and attendance, etc. Thus, SIC identifies "critical needs" in the schools.

◆ Community Mobilization, Gram Shiksha Sabhas, SDMCs and WSDPs:

Egg project mobilizes community members to ensure that communities are involved and participate in enrolling the girls out of school. Gram Shiksha Sabhas (GSSs) organized in tandem with the School Development and Management Committees (SDMCs) results in the preparation of quality improvement plans or Whole School Development Plans (WSDP). The plans cover issues of infrastructure and quality improvement in schools.

◆ Bal Sabhas and Life skills for girl children:

The formation of Bal Sabhas in schools is aimed at stimulating child participation in matters related to their growth and development and build confidence, leadership and self-esteem of the girl child. The girls are equipped with Life Skills through Bal Sabha. **There are the ten life skills as identified by WHO. These are as follows:**

- Problem solving
- Critical thinking
- Decision making
- Communication skills
- Self awareness
- Creative thinking
- Interpersonal relationships skills
- Coping with stress
- Coping with emotions
- Empathy

- ***Creative learning and teaching techniques (CLT) for teachers:***

The project aims at training DIET members in creative learning and teaching techniques. Consequently, the DIET will be responsible to train a minimum of one teacher from the identified five hundred schools in the methodology to improve the learning and teaching in the schools

6. METHODS OF PROJECT INTERVENTIONS & OUTCOMES:

FEGG adopted a project management approach that is intended on planning for and achievement of project results (outputs, outcomes and impact). While outputs are short-term changes (products and services – knowledge and skills), which result from the completion of a number of activities within a development intervention, outcomes connote to medium-term changes (institutional/ behavioural), which result from the achievement of a number of outputs. Impacts are Long-term change (changes in the lives of people) produced by the combination of a number of outcomes. It is often seen that impacts take a long time (5-10 years), often beyond the project period and it may not be easy to measure them effectively.

FEGG carried out the baseline and end-line survey covering 500 schools in three blocks under project intervention in March, 2008 and December, 2009 respectively. To get a better and deeper understanding of the impact of FEGG's program in the 500 schools the results were compared with a control group in the same area.

A sample of 30 program and 30 non-program schools, randomly selected by the Government, were tracked on *monthly basis* for enrollment, girls' attendance, girl child friendliness of the schools and community participation and involvement. This helped FEGG to understand what needed to be changed (course corrections) in order to ensure things occurred as planned in the project.

FEGG's activities have been focused on reducing female drop-out rates, increasing retention and enrollment of students, and enhancing their scholastic performance. The following sections capture the results and outcomes of the FEGG project in the intervention areas. A critique of performance in 30 program and 30 non-program schools is also presented for better understanding of results and impact.

6.1 PROJECT OUTCOMES:

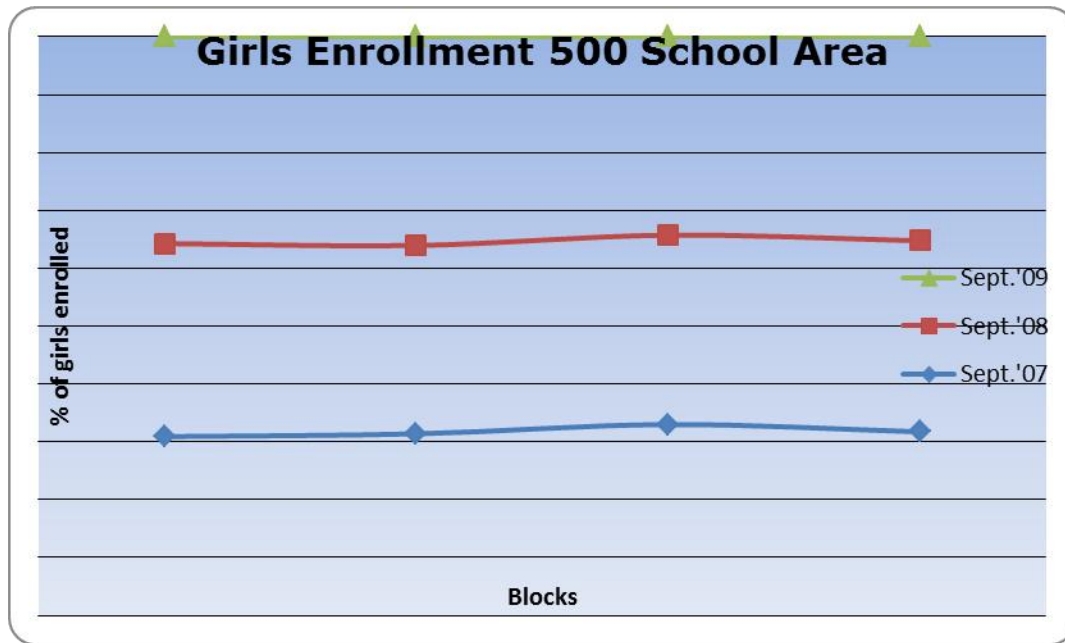
◆ 99% girls' enrollment in FEGG Project Area (500 schools)

FEGG carried out the door to door household survey in the villages covered under project as part of School Information Campaign (SIC) at the beginning of the project. The number of out of school girls from the total population of girls (32,640) in the age of 6-14 years in the catchment areas of 500 schools in 200 villages was found to be 3,839 (11%). FEGG validated the baseline data through SDMC meetings in each village.

The data was submitted to Govt. officials along with a plan to mainstream these girls. These included both never enrolled and drop outs. FEGG got 3,560 out of school girls enrolled/re-enrolled in schools during the project period. Girls were enrolled in schools even in most remote and tribal areas. Only 1% (279) girls remained out of school as per end-line survey in December, 2009.

When	Number of Out of School Girls	% of out of school girls
March, 2008	3,839	11%
April, 2009	2,205	6.3%
December, 2009	279	1%

This clearly demonstrates the success, effectiveness and replicability potential of FEGG programme strategies and interventions as 99% girls enrollment has been registered in one of the most difficult areas, with high percentage of the hardest to reach children. This achievement is very significant as communities have not only been mobilized, sensitized and encouraged to send their girls to the schools, they are also actively participating in school activities. There is a distinct and visible shift in perception and behavior of the parents and community members.

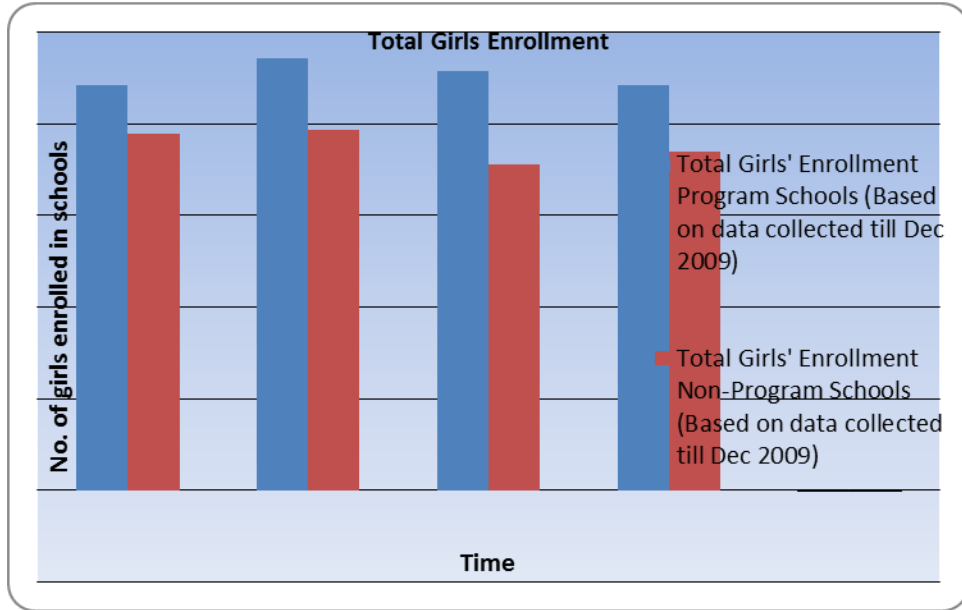


FEGG's project interventions in three blocks of Pali district contributed to an increase in the enrollment of girls in the schools. The DISE statistics reveal an increase of 11% in enrollment of girls. Individually, Bali, Rani and Sumerpur have registered an increase of 16%, 15% and 4% respectively in the number of girls enrolled in schools over project period. Interestingly, Pali district registered an increase of 2% only in number of girls enrolled in schools from September 2007 to September, 2008 as per DISE data.

Higher Girls Enrollment in FEGG Program Schools vis-à-vis control group of Non-Program Schools

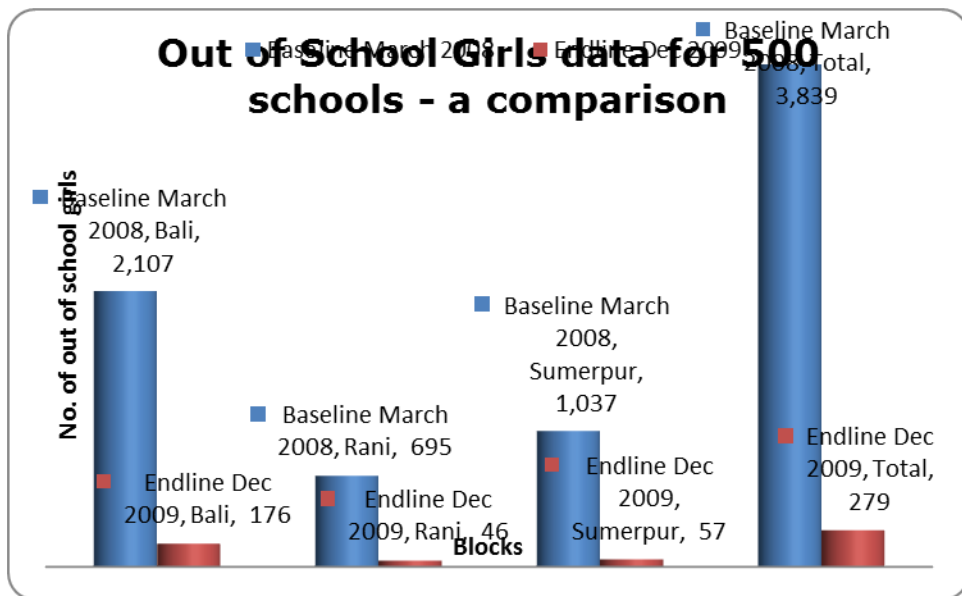
Higher number of girls was enrolled in program schools than in non-program schools. FEGG achieved this result through effective community mobilization and motivation of parents as well as girls in each village.

The following figure shows the status of girls enrolled in program and non-program schools at different points of time. While there was a 5% dip in the number of girls enrolled in non-program schools over the period, program schools showed consistent positive results in retaining the girls in schools.



◆ **Sharp Decline in Number of Out of School Girls in FEGG Project Area (500 schools)**

As shown in the following figure, end-line data collected demonstrate a sharp decline (93%) in out of school girls in all three blocks. While Bali witnessed a decline (92%) in number of out of school girls from 2,107 in March, 2008 to 176 in December, 2009, the number came down from 695 to 46 (93%) in Rani block during this period. In Sumerpur, the number of out of school children came down to 57 (95%) in December, 2009 from 1,037 in March, 2008. All blocks together, the decline was 93%.



Only 279 girls remained out of school as per end-line survey in December, 2009.

♦ **Community Mobilization, Gram Shiksha Sabhas and WSDPs in FEGG Program Area (500 schools)**

The community mobilization is the first and foremost strategy of FEGG model to promote girls education. The community's participation in educational planning, strategies and outcomes is key to ensure sustainability and ownership of the change process by the community. The community is involved to understand the issues facing their children. With support from FEGG, community members have worked towards improvement of the situation. The contributions from individual donors (Bhamashahs) and community in the villages increased significantly. The contributions came both in cash and kind.

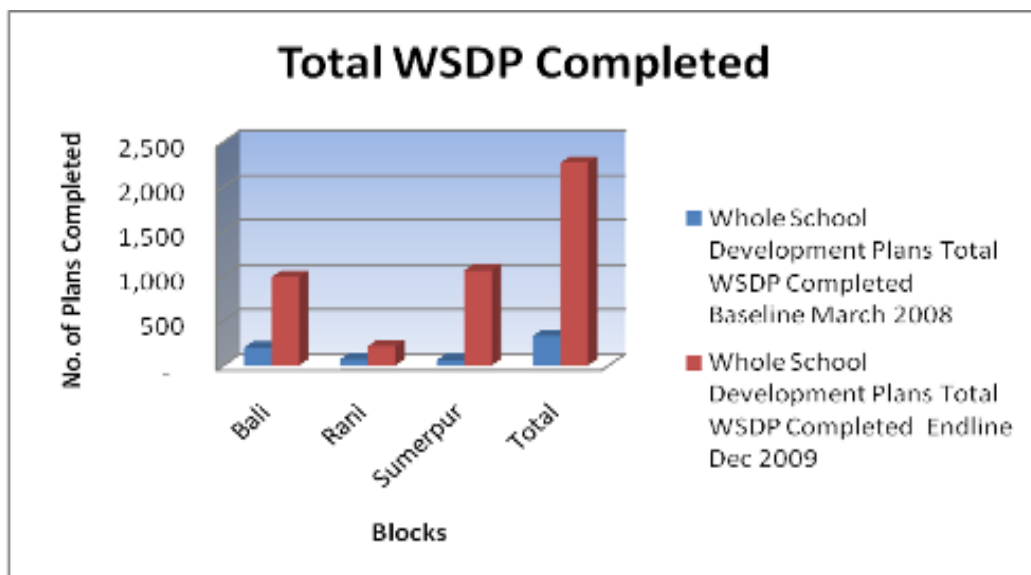
A step in this direction is formation of community forum called Gram Shiksha Sabha (GSS), which are organized to sensitize community on the issues of girls' education and to help the process of community interface with the schools and towards strengthening the process of education. Natural leaders in the community have played a significant role in the success of EGG's campaign for bringing girls back to schools. The main issues of discussion in the GSSs were – enrollment of Drop-out and Never-enrolled girls in formal schools and the Kasturba Gandhi Balika Vidyalayas (KGBVs). Apart from this, FEGG also focused on development of girls' child friendly environment and infrastructure in schools.

At the output level, 1,722 Gram Shiksha Sabhas were organized in tandem with the School Development and Management Committees (SDMCs) in all villages. GSS meetings resulted in preparation of 2,906 quality improvement plans or Whole School Development Plans (WSDPs).

Members of the School Development and Management Committee

"Girls should certainly study for a bright future. Girls also should be provided equal education as provided to the boys. Girls can grow to higher level and break out of the vicious circle only after they take education and get into a good job. Girls should get educated to educate their own children too"

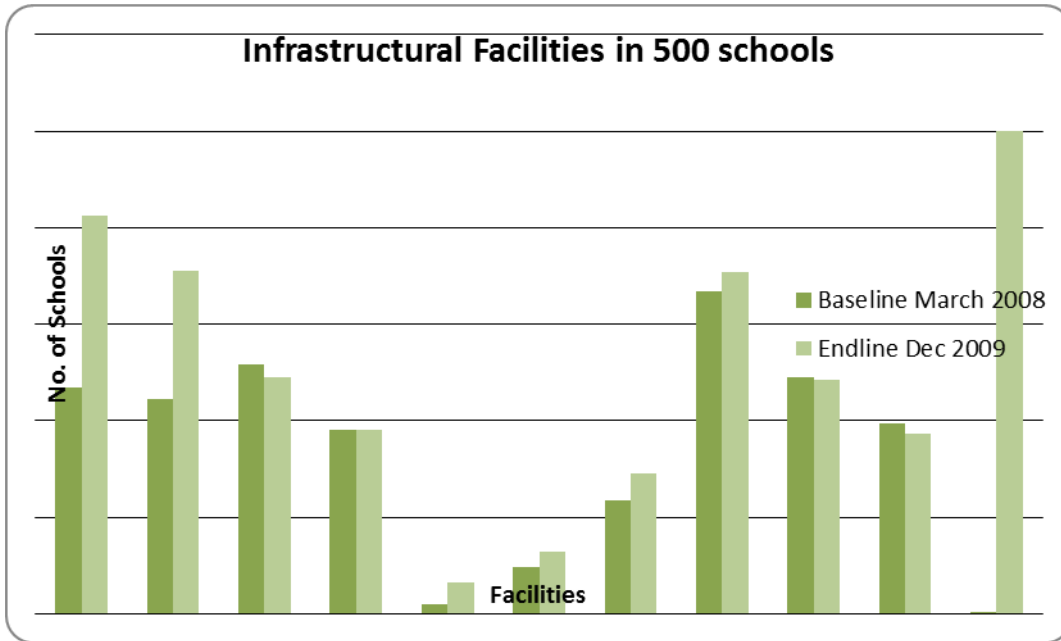
Overall, 2,268 WSDPs were completed as per end-line survey in December, 2009 against the baseline figure of 331 in March, 2008, registering a phenomenal increase of 585%.



The Action Plans focused on the following issues according to needs of the schools:

- Construction of toilet
- Drinking water facility in school
- Installation of computers sets
- Provision for electricity in the schools
- Tree Plantation in the school compound
- Construction of Kitchen shed for cooking of mid-day meals
- Procurement of utensils for mid-day meals
- Enrolment of Never Enrolled and Drop –Out girls into Bridge Course Camps
- Provision for more teachers in single teacher schools
- Construction of boundary walls

A comparative analysis of baseline and end line statistics on 500 schools shows a significant outcome in the form of improvement in infrastructure facilities due to completion of Whole School Development Plans and contributions from the community. Improved infrastructural facilities have rendered these schools more girl friendly. Even number of teachers (both male and female) increased in 500 schools during project period after WSDPs were submitted by GSS/SDMCs to the Government for filling up the vacancies. Total number of creative programmes for girls also demonstrated improvement as per the baseline and end line data available.



The increased interest and participation of community, SDMC members and parents with support from FEGG ensured that schools and teachers were more sensitized and attentive to the needs of girls. A change in teachers' attitude and commitment was witnessed at the outcome level. The schools organized increasing number of creative programs for the girls. This

"I believe education is the most important thing to be provided to children for their future. FEGG has greatly developed their opportunities for education so we will strive to give our full support to FEGG and the SDMC." - Head Master Ashok, SDMC Member

"Community is mobilized to contribute to the schools. The feeling is that girls should also study. The change in attitude is due to FEGG".

- Vakta Ram Rathor, Keshor Singh, Ward Panch and Bhuwan Singh (retired teacher) Khivadi Village

included cultural events, sports, quiz and other activities, which boosted the confidence and team work spirit among the girls. An increase of 168% was registered in number of creative programmes for girls at the output level from March, 2008 to December, 2009.

Total Creative Programs for girls			
	Baseline March 2008	End-line Dec 2009	Difference
Bali	1,734	4,751	3,017
			174%

Rani	646	1,665	1,019	158%
Sumerpur	1,026	2,708	1,682	164%
Total	3,406	9,124	5,718	168%

Higher Community Support for FEGG Program Schools vis-à-vis Non-Program Schools (control group)

FEGG program schools attracted high level of community support for the school.

"FEGG reached to every household in the block and identified the out of school girls. FEGG has very good rapport with the community and convinced parents to send their daughters to school. The results in the schools have been very good. FEGG needs to upscale the program in the entire district: - Mr. V.R. Bawal, District Education Officer and ADPC, SSA, Pali

"FEGG has been helpful to us. When we have to reach to community, we prefer to do that through FEGG. They have activated SDMC and increased community participation in schools. CLT has really helped the teachers and students" - Bhanwar Singh (Resource Person), Ayub Ali Syed (CRCF), Otaram Chandar (Resource Person)

This community involvement leads them to identify problems and find solutions for improving the schools. Community participation has also ensured increased monitoring of the school resources and staff. In fact there has been an increase in contribution (cash and kind) from individual donors (Bhamashahs) and community.

Comparison of Community Participation:	30 Program Schools <i>(Based on 6 months data collected July 2009-Dec 2009)</i>	30 Non-Program Schools <i>(Based on 6 months data collected July 2009-Dec 2009)</i>
Number of SDMC/ GSS (Gram Shiksha Sabhas - Village meetings) held in the School	347	114
Whole School Development Plans Made	459	175
WSDPs Completed	280	83
Total Community and SDMC Attendance at the meetings held in the Schools	5,606	1,222

◆ Creative Learning Techniques (CLT) methodology training for Teachers

Creative Learning and Teaching Techniques are critical part of EGG project model as these have the potential to improve the learning levels of children, provided teachers integrate the techniques in classroom processes. The CLT is aimed at classroom processes, which are girl child friendly and also child centric. The emphasis is on accelerated learning methods so that children can learn quickly and at the same time it is interesting and fun for them. Girl Child friendly teaching and learning practices go a long way to ensure that girls do not drop out from school.

"CLT has helped us in explaining the subjects/ concepts in a better way. Children work in groups, help each other and learn from peers. There is greater team spirit and confidence in children" – Mrs. Leela Panwar (HM) and Mahendra Singh (teacher), who attended CLT training, Govt. Girls UPS, Barawa, Bali

As per the MOU, FEGG trained DIET members in the Creative Learning and Teaching (CLT) methodology. The objective of the training was to transfer the know-how to the DIET members, who in turn would be responsible for training the teachers of the selected schools.

The first CLT training was held from the 12th – 14th May 2008. Twelve members of the DIET were trained by FEGG Consultant, Dr. Brendan MacCarthaigh. The methodology emphasizes the importance of group work or peer group activity, which in turn builds a sense of confidence among the children. It also takes away a substantial amount of work pressure from the teachers.

FEGG trained to 12 KGBV teachers and 324 project area teachers in Creative Learning Training at the output level. After the training, FEGG provided technical guidance and support to teachers to implement the creative learning techniques in selected schools. Details of Block wise trained teachers under Creative Learning and Teaching methodology.

Name of the Block	No of teachers trained	No of schools implementing CLT
Bali	191	28
Rani	45	8
Sumerpur	88	16
Total	324	52

FEGG carried out pre training and post training tests with students in the intervention schools in order to assess the impact of CLT on the performance of children. The results were highly encouraging.

The feedback from teachers, who were trained in CLT, was that CLT helped them in explaining the concepts to their classes, who not only enjoyed the classroom processes, but learned at greater pace. Use of CLT in classroom processes also generated greater interest, team work and confidence among the children. Children’s abilities in subjects like Hindi, English and Maths increased dramatically according to the test scores as shown in the following tables.

Hindi Reading Levels: - All classes

Level	Pre Test		Post test	
	Number	Percent	Number	Percent
No Response	68	7.10%	4	0.40%
Recognises Alphabets	102	10.70%	35	3.70%
Reads Words	195	20.50%	113	12.10%
Reads Sentences	227	23.80%	244	26.70%
Reads a Paragraph	361	37.90%	557	57.60%
Total	953	100%	953	100%

Percentage Gain: 52%

English Reading Levels: - All classes

Level	Pre Test		Post Test	
	Number	Percent	Number	Percent
No Response	133	14%	6	0.60%
Recognises Alphabets	309	32.40%	135	14.50%
Reads Words	171	28.40%	275	29.40%
Reads Sentences	130	13.60%	229	24.50%
Reads a Paragraph	110	11.50%	308	30.90%
Total	953	100%	953	100%

Percentage Gain: 169%

Basic Maths Levels: - All classes

Pre Test

Post test

Level	Number	Percent	Number	Percent
No Response	75	7.90%	2	0.20%
Recognises Numbers (Single Digit)	175	18.40%	39	4.20%
Recognises Numbers (Up to Three Digits)	315	33.10%	158	16.9%
Can Do Addition Upto Two Digits	197	20.70%	242	25.90%
Can Do Addition and Subtraction Upto Two Digits	191	20%	512	52.80%
Total	953	100%	953	100%

Percentage Gain: 164%

◆ **Bal Sabhas in FEGG Project (500) Schools**

Children and young people often represent over 40 percent of the societies in which they live, yet they have traditionally been excluded from decision-making all over the world. FEGG reversed this trend by forming **Bal Sabha (Children's Parliament)** in schools in its project area in Pali.

This has been done in the true spirit of **UN Convention on Child Rights** to empower children to bring about changes in their own lives, to build a better future. According to Convention, children have the right to freedom of expression, to form and join associations and to seek and receive appropriate information. There is a need to work closely with children to make sure that they have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life.

The objective of a Bal Sabha (Children's Parliament) is to encourage child participation in matters relevant to their growth and development, not only as individuals but as a group who aspire for a better and happier society. The motivation for developing participation comes from the growing emphasis on **Child Rights and good community development practice** that enables people to address their own problems. This awakening to new strengths enables hidden leadership qualities to emerge, and the existing talents to become more polished.

In the context of Rajasthan, the concept of a Bal Sabha would enhance child participation and boost the confidence and self esteem of girls, especially in backward and rural areas. In the traditional social and cultural framework of Rajasthan, girls grow up with preset gender roles in their mind and develop a demeanor in compliance with these expectations. Therefore it is a big achievement for these girls to stand up and speak with confidence in a male dominated society.

In the FEGG model, the Bal Sabha members are all girls and are elected through open democratic processes in the school. There are lots of activities that the Bal

Sabha members conduct in the school. With special encouragement from teachers and FEGG staff, some Bal Sabhas have gone beyond the routine activities to make a mark of their own. This has been possible due to the encouragement and interests of the teachers and FEGG staff which gives the children confidence to take initiative.

Some of these initiatives are:

- **Girls Enrolment Initiatives: Encouraging drop out and never enrolled girls to return to school.** In some villages, girls participated in **campaigns** for encouraging enrollment of out-of-school and dropout girls.

Members of the Bal Sabha in several villages achieved **enrollment** of 11 dropout girls in the mainstream school, supported by the efforts of friends and local leaders. Some Bal Sabhas have been active and aware enough to send the names of dropout girls for the 6 month Enrollment Camp organized near their villages.

Name of Bal Sabha Members	Name of Villages	No. of girls enrolled
Jaina d/o Vikram	Ouna	3
Geeta Khimaran	Dalawaton Ka Kheda	2
Sangita	Kuran Khadara	1
Shumitra Bharadwaj	Pawa, Sumerpur	4
Kamla Garwal		1

- **Attendance Chart:** Tracking attendance of girls to see who may not be attending regularly and following up with those girls to see why they are not coming to school. FEGG supplied attendance charts to all the schools.
- **Life Skill Games:** The unique feature of FEGG project is imparting and equipping girls with life skills through the platform of Bal Sabhas. FEGG developed a curriculum on Life Skills. The Bal Sabha members were trained by FEGG staff in the Life Skills games.
- **Leadership in School:** Bal Sabha members are seen as leaders of the girls and the school and must take the lead in organizing cultural activities and participating actively in the SDMC meetings and GSS.
- **Innovative Activities:** Girls have also enjoyed Bal Sabhas and have come together for various **innovative activities**. During a volunteer visit, girls of a local village school got together and made greeting cards out of waste material to give as gifts to their new friends.

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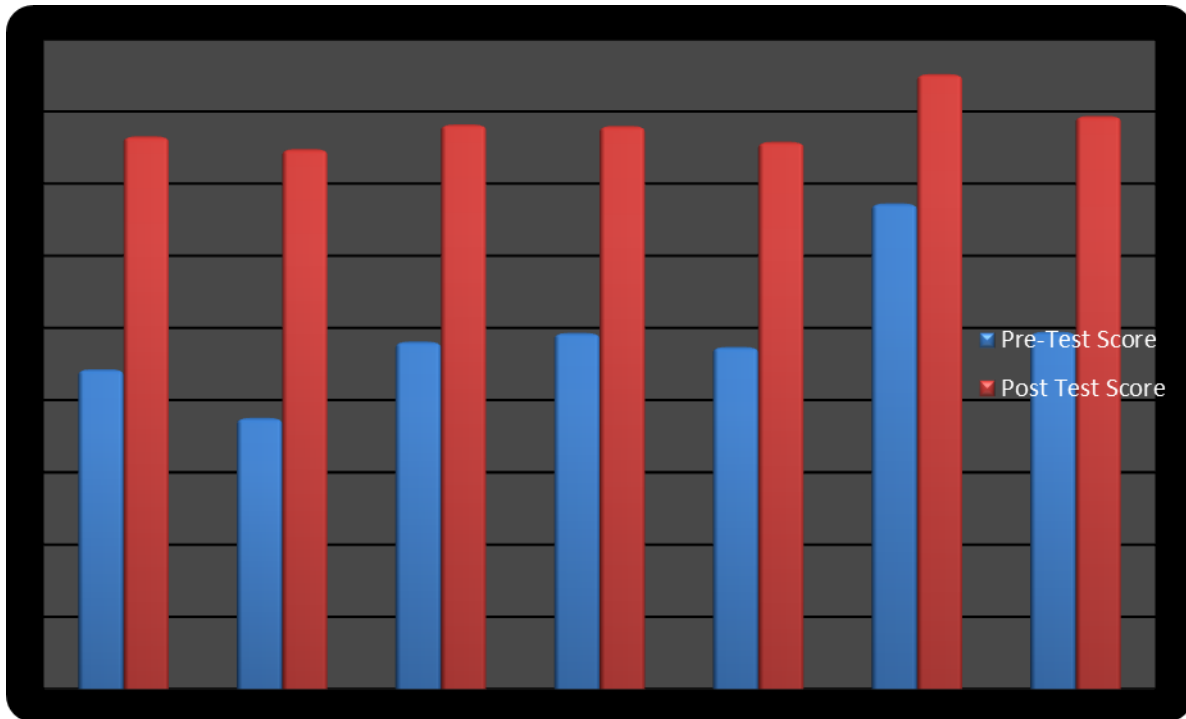
Impact of Life Skills on Girls:

In the traditional social and cultural framework of Rajasthan, girls grow up with preset gender roles in their mind and develop a demeanor in compliance with these expectations. The life skills were imparted with an objective to encourage child participation and boost the confidence and self esteem of girls, especially in backward and rural areas.

FEGG conducted pre and post training tests with girls in order to measure the impact of life skills. The various life skill areas were depicted in 17 pictures, having situational questions which elicited responses from the girls. The sampled data was divided into 3 groups - high, average and low scoring.

The pre-training test scores demonstrated that when it came to dealing with the world outside, the girls preferred not to express themselves and denied their feelings. The ability to deal with the world is present but not emotionally. Suppression of personal feelings and denying that they are important to deal with could well leave the girls as they grow up unhappy with themselves and suffer from feelings of worthlessness.

The post training test results reflect that the girls have improved ability to express their feelings and are able to articulate themselves better. They also display enhanced ability while coping with emotional situations, suggesting that the life skill inputs provided by teachers/trainers were crucial in affecting their conduct. The Girls showed an improvement of 99% and 63% in the areas of inter-personal relationship and coping with emotions respectively.



The above figure presents a distinct change visible in girls in some of the life skill areas. 1,528 girls were interviewed in 120 program schools before and after life skill training. Interviewed girls secured a score of 49,634 in the test prior to training in July, 2009. A drastic improvement of 39% was witnessed in their score as these girls secured a score of 69,139 in the test after the training in December, 2009. The details of pre-test and post-test results of life skill training in FEGG program schools compared to non-program schools are presented in **Annexure 6**.

The impact of life skills on girls tracked in FEGG program has been significantly positive. The change in girls' behaviour is visible in schools. They have gradually become aware of their identities and environment. The girls have realized the importance of education. They have not only started communicating with outside people confidently and sharing their future aspirations, but they have also demonstrated leadership qualities.

A brief evaluation with girls carried out by clinical psychologist Dr. Trupti Jayin confirms the paradigm shift in girls in terms of confidence and self esteem. Few girls have emerged as natural leaders and convinced parents in the local communities to send their out of school daughters to schools.

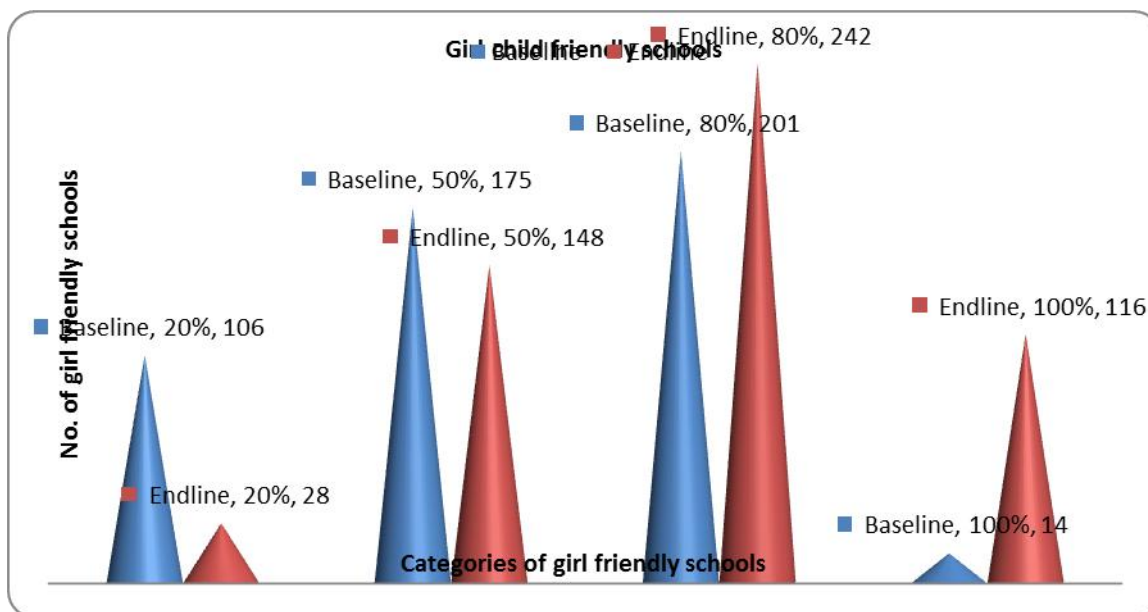
Girl child Friendly Environment in FEGG project schools (500):

FEGG works towards making school infrastructure and environment girl child friendly. This includes provision of female teachers and various facilities, such as separate girls' toilets and drinking water. These elements play a crucial role in girl

child retention in the school. Weightage were assigned to various elements in declaring schools girl child friendly.

Creative programs for girls	20%
Girls toilet	20%
Drinking water	20%
Girls common room	10%
Female teacher	20%
Active Balsabha	10%
Total	100%

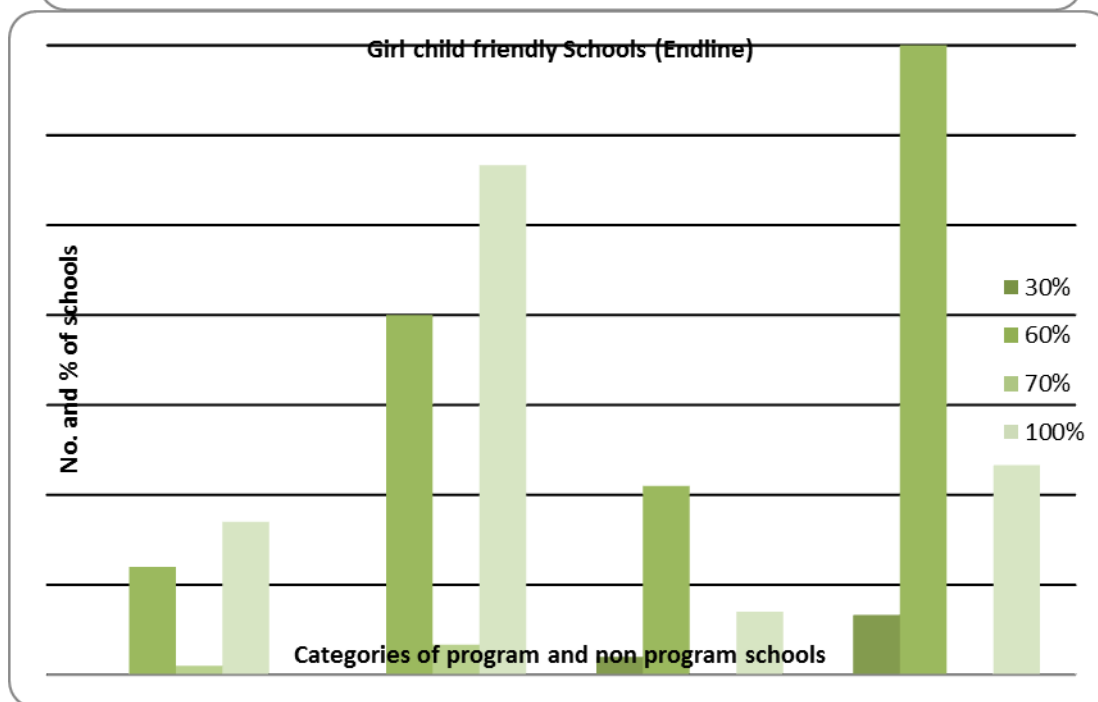
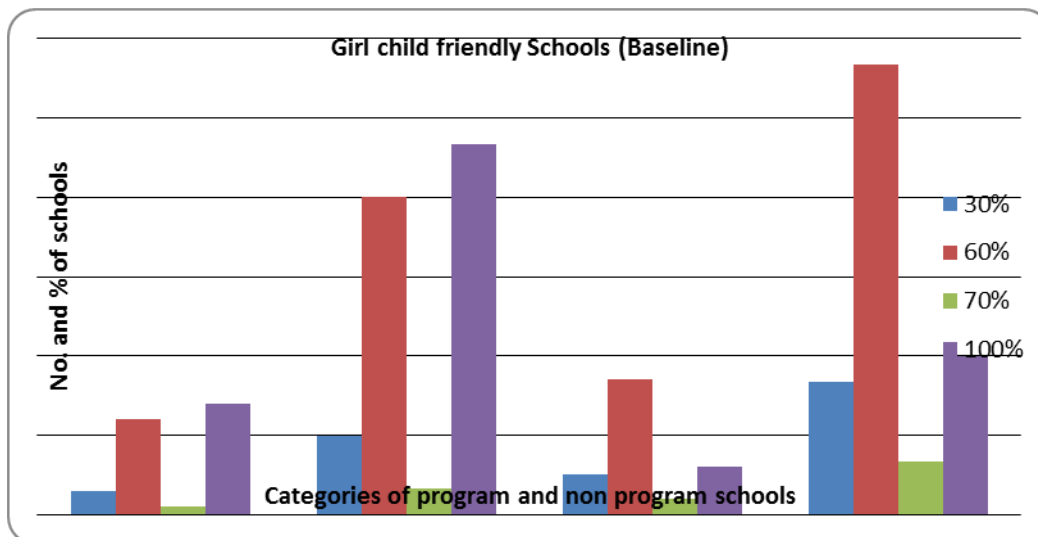
As shown in the following figure, FEGG schools have graduated to higher category as per end-line survey in 500 schools. As the weightage for female teachers is 20%, those schools which are at 80% just need adequate female teachers to reach 100%, which is beyond the control of FEGG. The figure clearly shows that increased number of girl child friendly schools in 80% and 100% is a significant achievement of the FEGG project.



Girl Friendly Environment in FEGG program schools vis-à-vis control group of non-program schools

As indicated in following two figures, program schools demonstrate significant growth in creating girl child friendly environment vis-a-vis non program schools as per end-line data. 56% of program schools were in 100% category in January, 2010 against 46% schools in July, 2009. In contrast, non-program schools

demonstrated a marginal increase of 3% only in the same category over the same period of time. Obviously FEGG project has successfully intervened to convert higher number of government schools as girl child friendly.



Higher Girls Attendance

FEGG programme strategies emphasized on community mobilization and sensitization of parents towards regular schooling of girls. The Bal Sabhas have

stimulated feelings of self esteem, aspiration and zeal in girls for learning and to lead the community and society in different spheres. They have realized the significance and potential of education in reshaping their lives. Girls, considered to be the hardest to reach, are registering higher attendance in schools amidst odds and challenges in FEGG program areas in three blocks.

However, FEGG program schools demonstrated consistently higher attendance of girls compared to non-program schools. FEGG tracked girls' attendance in the schools by head count and from school attendance register. As shown in the following table, girls' attendance improved by 10-15% in program areas (**Annexure 2**).

% Girls' Attendance

% attendance on day of visit	Program Schools	Non-Program Schools
Aug.'09		
School Register Data	85%	79%
FEGG Headcount	76%	68%
Dec.'09		
School Register Data	92%	83%
FEGG Headcount	92%	82%

Teachers' Attendance and Availability

The researches have shown that teacher attendance has an impact on student learning and quality of education. Again if school quality is low, it has a direct impact not only on learning levels but also on access-related indicators such as student attendance, retention and transition.

While CLT has offered child-centered class room learning environment and creative activities, FEGG's holistic educational approach addressed the issues of teacher's attendance, shortage of teachers, especially female teachers, teachers' morale and development.

FEGG's strategy of mobilizing community, parents and SDMC members, sensitizing teachers and advocating with government officials for implementation of WSDPs has brought overall positive changes in terms of teachers' motivation, commitment and attendance in schools in three blocks of Pali district. The attendance of the teachers has generally improved in all schools in three blocks. However a marginally improved attendance and availability of teachers was visible in FEGG program schools.

% Teacher Attendance

% Attendance on day of visit	Program Schools	Non-Program Schools
July '09		
<i>School Register Data</i>	96%	95%
<i>FEGG Headcount</i>	94%	94%
December '09		
<i>School Register Data</i>	100%	96%
<i>FEGG Headcount</i>	99%	96%

Gender Sensitization through Meena Manch

As per MoU with UNICEF, Meena Manch training was organized in June 09. Total 40 CRCFs & 50 Meena Facilitators were trained. They were made responsible for effective implementation of Meena Activities in 500 schools through formation of Meena Manch /Meena Cabinet.

In order to sensitize the community on gender issues and developing awareness among the community to focused on girl's education; Meena Manch activities were carried out. As part of the activities, Jan Jaagrati Rallies were organized in selected villages where the out of girls were found in more numbers. In order to sensitize the community on gender issues, Meena CD shows were organised in 102 villages (Bali – 48, Sumerpur – 29 and Rani – 25).

7. ACHIEVEMENTS OF FEGG:

- According to observations made by 8th Joint Review Mission of SSA (2008), in terms of pedagogical practice, more instructional time is spent on traditional teaching practices such as listening, reading aloud etc and this trend increases further from grade 2 to grade 6. Less classroom time is spent on child-centred practices such as active learning, discussion, projects/creative activities etc. FEGG modal has tried to address these issues through CLT and introduced child-centric teaching and learning processes in the classrooms. The results have been encouraging, showing positive impact on student learning.
- FEGG model has proved to be successful at large scale in one of most difficult and remote terrains of Rajasthan. FEGG has effectively involved and empowered various stakeholders to create a model that truly promotes and supports girls' education. This is demonstrated by the encouraging project results. The government run schools are not in a position to mobilize communities and ensure their participation in the schools. The FEGG model has made this possible.

- FEGG is playing an important role in the educational-socio development in the project areas and is creating values. FEGG has made it possible for all girls to access rights, opportunities and resources they need to improve their lives through education. FEGG has made strategic interventions and collaborations with the Government of Rajasthan in ensuring Education for All and provides great value addition to the Sarva Shiksh Abhiyan agenda in the State.
- Value is created when initiatives or practices promoted by FEGG enables the hardest to reach girl children to avail opportunities to access education, learn and grow, augment economic prosperity and improve the quality of life for themselves, families and communities. FEGG also creates value by focusing on capacity building and knowledge creation, advocacy and dissemination of successful practices and experiences in promotion of girls' education with Government and other stakeholders and finally generates improved human capital formation.
- FEGG applies the same value creation rigor to its fundraising and overhead costs as it does to the programme intervention selection. In fact, FEGG program model offers better opportunity cost when it comes to agenda of providing access to education for all girls. This goes beyond the simple educational statistics to include empowerment of girls and women, community mobilization and improved learning and teaching performance in the schools. In fact, Rajasthan is witnessing a silent change taking place in the area of girls' education in one of the most difficult areas in the State.
- Importantly, the returns from FEGG's programme investment in 500 schools turn out to be much higher than the Government's investment in same number of schools as per a comparative study. Also, while the Government spends Rs. 7,177 per child in providing education, the cost per child in FEGG model is a meager Rs. 57.
- This is an important aspect to highlight the relevance, efficiency, effectiveness and impact of FEGG model. The following table shows the comparative advantage and returns from FEGG model in 500 project schools in three blocks in the Pali District. Additionally, costs such as an educated and professional staff and expert consultants, the use of relevant teaching-learning material and methodologies, sound project management and financial systems, and appropriate support and supervision of staff enable FEGG to enhance value addition for its beneficiaries.

For Rs 50 crores* the government achieves	Govt.	For Every 100 girls	For 1% of the investment FEGG helps the government	% change

			reach the following	
Total Girls 6-14 in catchment area	37,339	100%	37,339	100%
Total Girls Enrolled in 500 schools	33,500	90%	37,060	99%
Out of School	3,839	10%	279	0.75%
Not Attending Regularly approx 25% of total enrollment	8,375	25%	5,559	15%
Balance Completing Regular School	25,125	67%	31,501	84%

Percentage Gain for the increased number of girls now connected to the school system and attending regularly:

25%

- Girls have become agents of change after realizing the value, necessity and benefit of the education. They have reached out to their friends and relatives, ensuring other girls can benefit in the same way as they have. Bal Sabhas and Life Skills have instilled a confidence and zeal in girls and they are better equipped to cope with the challenges of life.

8. RECOMMENDATIONS:

- FEGG has provided technical and staff support in imparting life skills to the girls. Teachers have been trained in Creative Learning Techniques (CLT). To ensure the sustainability of the results of the project, the Government of Rajasthan should own good practices now. It is suggested to designate a school in each block as the Resource Center/Model School, which has the teachers (Master Trainers) trained in CLT and shown good results. The other option might be to engage with and train few community based organizations (CBOs) in the program areas, who would then provide necessary technical support to all other schools in the block. FEGG may provide necessary training to CBOs.
- FEGG should strengthen the M&E component of the program and develop indicators for quality, efficiency and effectiveness (inputs, outputs, outcomes and impacts) at the time of planning for next phase. Based on the experiences of previous project, MIS reporting formats and data collection methods need to be improved.

- FEGG will have to appoint trained staff for the next phase of program so that excessive resources and energies do not go into training.
- Finally, FEGG should celebrate the success of its program by disseminating its success stories, good practices and strategies. This requires improved communication strategies and activities.

9. Limitations of the Project & Conclusion:

Limitations of the Project:

- Only 279 girls remained out of school as per end-line survey in December, 2009. Out of 279 girls, FEGG identified 168 girls, who could appear at Open Board examination. Unfortunately, SSA could provide only 35 application forms, resulting in remaining 135 girls being deprived from appearing at the examination and joining mainstream education.
- FEGG identified another 70 girls to attend bridge course before mainstreaming them in regular schooling. However, SSA could not organize any bridge camp course during the year.
- SSA again failed to organize Shiksha Mitra Kendra (Classes) in Jogi Basti, Falna due to internal problems for 44 out of school girls identified to join the Kendra. Additional 13 out of school girls who migrated from Jogi Basti, Sumerpur and 17 girls from Devasi and Meena communities, who migrated from Hawaii Patti Falna, could not join Shiksha Mitra Kendra and remained out of school. Thus, identified 279 (135+70+44+13+17) out of school girls could not join mainstream education under unfortunate circumstances.
- However, it has not been an easy road for FEGG project, which experienced several challenges and constraints. Major challenges included delays in decisions due to prolonged government systems and procedures, shortage of teachers, especially of female teachers, one teacher schools, remote project areas in tribal belt and lack of resources, including trained human resources.

CONCLUSION:

FEGG project in three blocks of Pali district has impacted the schools positively. Community mobilization, GSS, SDMC meetings, identification and nurturing of "Natural Leaders" has ensured continued community involvement and participation.

The community in general has shown a greater degree of sensitization towards girls' education and understands the need to make girls' education a priority. Schools have made efforts to improve infrastructure, increase enrollment, decrease absenteeism and drop outs.

These are small but very significant steps towards improving girls' education in an area which has traditionally been one of the most backward in female literacy. These are real and quantifiable signs of hope that are now being carried forward by the community themselves.