



PROJECT COMPLETION REPORT

Educate Girls 500 schools project in the Pali district

January 2010

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1 Introduction

‘Many governments and NGOs want to mobilize communities to help with education. Educate Girls has found one way that works. At a cost of 1% of government’s budget, it helps government schools reach nearly all children and dramatically improve learning.’

Barbara Herz, Author “What works in Girl Education”, Former head of World Bank’s Women in Development Division

Educate Girls (EG) is a non-profit organization based in Mumbai and founded in 2007. We work toward improving girls’ enrollment, retention and academic performance in government schools by leveraging existing community and government resources.

Educate Girls is transforming the school system by engaging girl leaders, their communities and the government. The key success factors have been leveraging the power of existing village committees, meetings and “Bal Sabhas”. This approach is scalable nationwide.

The Government of Rajasthan has asked EG to scale up and extend the model to every government school in the district during the next phase, beginning March 2010, which demonstrates the effectiveness of our model.

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

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.

- 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
- Barriers caused by armed conflict

As Co-Partner of the Rajasthan Education Initiative (REI), Educate Girls has reached out to 70,000 children (including 37,000 girls), their families and communities in over 200 villages in three blocks of the Pali District in Rajasthan through various program interventions.

During the project period in these 500 schools of the Pali district in Rajasthan, Educate Girls has contributed to 99% girls' enrollment, higher attendance and improvement in learning levels.

2 Education in India

Across India, particularly in rural societies, girls are not always educated and many have minimal understanding of their own rights. The national average shows that there are twice as many uneducated women as there are men across India.

India has some of the worst gender disparity issues in the world. It is estimated that girls average less than four years of education in a lifetime and 40% leave school before they reach the fifth grade. With around seven million girls out of school in India, the situation for girls' education is dismal.

This state of education stems from an array of interrelated factors that reduce access to, and retention in, schools. Rural communities are often completely unaware of the benefit or even concept of educating girls. For every 100 rural girls, only one reaches the 12th grade. With only 55% of schools in India having girls' toilets and only 42% of teachers being female, enrolling marginalized girls poses an immense challenge

Rajasthan has 9 of the 26 most backward districts in India. The gender gap in these districts is so immense that the females are lagging behind their

male counterparts in all spheres of life. The Pali District has around 10% gender gap at primary school level and an alarmingly high 25% gender gap at upper primary school level.

This situation stems from low-quality education, shortage of teachers, poverty, limiting attitudes towards gender roles and a lack of support from parents and the community.

Educate Girls has systematically challenged and addressed these structural, cultural and socio-economic barriers through strong program interventions and strategies that work in partnership with parents, communities, teachers and the government. EG programs have empowered girls by providing them access to quality education and development opportunities.

Educate Girls uses the following strategies in order to achieve its mission:

- Emphasizing strong parental and community participation as the key to getting girls back into 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, and creating a political constituency to support and sustain the reform of primary and secondary schools.

The Educate Girls' mission has emerged from the organization's strong conviction that when women are educated, a transformation begins. Education and active participation in schools enables women to become central agents of social change, changing the future for their children.

Women who have attended school are 50% more likely to immunize their children. Around 40% of global progress in reducing malnutrition over the last 25 years is attributed to gains in female schooling².

² World Bank: Engendering Development, 2002

Importance of Education

Educating girls has a multitude of positive effects for the wider community, as well as the individual woman. Extensive research by the UN and the World Bank shows that when girls are educated:

- **Birth rates fall and each four years of schooling reduces family size by one.**
- **Family health improves and child mortality falls; educated mothers are 40% more likely to immunize their children.**
- **Literacy accelerates in future generations as educated mothers are five times more likely to educate their children.**
- **Regions stabilize as violence and extremism declines.**
- **Both Family and national income grow by 10% for each additional year of schooling.**

There are girl children in many communities who are not easily reachable and thus remain excluded from the benefits of education. This is especially true in tribal regions.

Educate Girls has implemented a program strategy in three blocks of the Pali District in collaboration with the government and local communities to ensure that all girls have access to quality education and self-development opportunities.

Educate Girls programs have provided opportunities for girls in the region to see and discuss more than their own village or culture, thus enabling them to imagine, dream and utilize the available resources.

It is well researched that educating a girl has a ripple effect, impacting health, population control, next generation school enrollment and the potential to earn. Education enables girls to reason, make informed decisions and most importantly, live healthy, productive lives.

The state harnessed innovation and community participation to usher in educational changes. The now internationally acknowledged Lok Jumbish and Shiksha Karmi

Projects mobilized the community on a large scale to bring about qualitative changes in education in rural areas.

The DFID-assisted Shiksha Karmi Project channeled the energies of educated youth in remote rural areas and utilized their talents to bring the children to schools.

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. Under

NPEGEL, blocks with female literacy rate below 46.13% and gender gap higher than 22.5% have been identified as Educationally Backward Blocks.

Through EG's work, schools in Rajasthan have higher girl attendance, more girl's toilets, female teachers and nutritious mid-day meals. Educate Girls' project interventions in three blocks of the Pali District contributed to 99% girls' enrollment, higher attendance and improvement in learning levels in the 500 schools.

A steady rise in the literacy rate but persistent gender gap

The rise in male literacy levels in Rajasthan to above the national average and the doubling of female literacy in the last decade speaks to the concerted efforts made in recent times for educational development in the state.

Though the Constitution of India grants equality to both the sexes and does not discriminate on the basis of sex, the reality is different. The progress in the two sexes has been at a varying pace in the field of education with the females lagging behind their male counterparts.

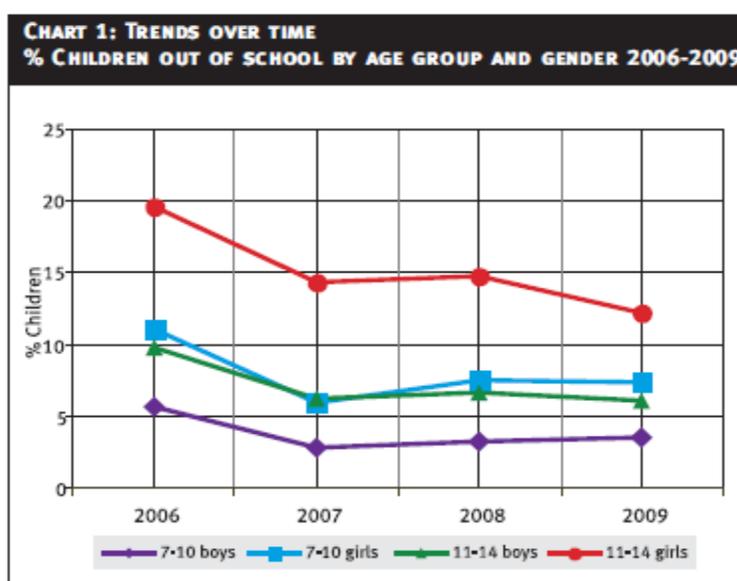
Education for girls is a crucial matter in Rajasthan. Rajasthan is known to have adverse figures of girl student enrollment and retention in schools.

Literacy Rate in Rajasthan

Year	Male Literacy %	Net rise in decade	Female Literacy %	Net rise in decade
1951	14.44		3	
1961	28.08	13.64	7	4
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	23.9

Source : Based on Census Reports

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



The following observations can be made on the basis of available statistics:

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

3 Educate Girls' Partnership with the Rajasthan Education Initiative (REI)

Ensuring "Education for All" has become a global priority as a fundamental human right that enhances individual freedom as well as provides significant benefit to society as a whole. The global community agreed to devote two of the Millennium Development Goals to education, to ensure that all children 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 of education in the country. Under the overarching 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 for education. Over a period of time, REI has shown the potential to transform public education and bring about a long-term positive impact on the development of human resources in the State of Rajasthan.

Briefly, REI serves as an umbrella under which innovative multi-stakeholder partnerships are catalyzed by engaging the global and local private sector, foundations, charitable organizations and other grassroots level NGOs in support of Rajasthan's education objectives. Partners from the private sector have brought resources, including technology, training, knowledge and expertise, to meet the specific needs of students, teachers and schools. At the same time, REI has engaged with NGOs and foundations to mobilize, sensitize and involve the communities in educational processes, strategies and outcomes. 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 are to be scaled up from pilot initiatives, and rolled out across the state in order to have a significant impact on the education system. Only a few partnerships could scale up their activities. Educate Girls was one of them.

Educate Girls launched its Girl Child Education pilot project in Rajasthan in October 2005 under the umbrella of REI. Educate Girls signed a MoU with Government of Rajasthan on September 24th, 2005, to develop and test a replicable model for improving girls' education in 25 government schools in the districts of Jalore and Pali.

On completion of the pilot project in December 2007, EG scaled up the project to 500 schools in the Sumerpur, Bali and Rani Blocks of the Pali District of Rajasthan. The Pali District has around a 10% gender gap at the primary school level. However, the situation is alarming at the upper primary school level. The district has more than a 25% of gender gap in education.

4 Background of the 500 Schools Project

Pali is one of the most prominent districts lagging behind other districts in Rajasthan in terms of girls' education. As per the 1991 Census, the total literacy of the district was almost 55%. While female literacy stood at 36.7%, male literacy was at 73%.

Pali has 10 development blocks. Educate Girls was allocated three blocks in the Pali District (Bali, Rani and Sumerpur). The project area is a part of the Marwar region. The Bali block has a difficult hilly terrain and remote areas that are difficult to access.

The population in the three blocks consists of people from various castes. The caste distribution of population is approximately OBC (40%), SC (32%), ST (15%) and General (13%). The Bali block has a sizeable tribal population, mainly the Dewasis. The upper castes, like Rajputs, dominate the socio, economic, and political eco-system of the area.

The main occupation of the population in this project area is rain-fed agriculture. Soil is unfertile and there is often a shortage of water. Over 60% of them are cultivators and agricultural laborers. Many of them are engaged in milk production and sheep rearing.

Because the project area is drought prone and a large section is a tribal population, many, especially the Dewasis, migrate from the region on the onset of summer. They migrate with their entire families and cattle for 6-8 months and travel up to the Malwa region in Madhya Pradesh. Traditionally, a large section of population from Marwar migrates to other parts of the country and returns only on occasions of family celebration. The migration makes it impossible to retain these children in schools. The children drop out when their families migrate.

The region is full of male-dominated communities, which accord low status to women, who often face early marriages. Educating girls is not valued and considered

irrelevant by many community males. Many times, girls' education is seen to conflict with accepted gender roles in the local community and hence resisted. Even if girls go to school, they would be withdrawn during or after primary schooling due to social and cultural reasons.

The total literacy rate in the Pali District as per 2001 Census is 61%. The female literacy rate for the Pali District was 44%, compared with a 76% male literacy rate. The gender bias also finds reflection in the schools.

Pali district is one of the districts of Rajasthan with the highest gender disparity. The gender gap in schools for the age group 6 — 14 years was 12.67% as per 2006-2007 DISE data. As per the DISE 2006, the gender gap in EG's project areas of Bali, Sumerpur and Rani Blocks in the Pali District is shown in the table below:

Gender gap									
	6-11 yrs			11-14 yrs			6-14 yrs		
Place	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

As per the MoU, Educate Girls was allotted the following number of schools (Primary and Upper Primary) per block:

#	Name of Block	Number of Schools
1	Bali	284
2	Sumerpore	143
3	Rani	73
Total		500

These 500 schools are spread over 200 villages in three blocks and four municipalities (Falna, Rani, Takhatgarh and Sumerpur). Out of 500 schools, there are 323 upper primary schools and the remaining 177 are primary schools. In addition, Educate Girls is intervening in three Kasturba Gandhi Balika Vidyalayas (KGBVs) in three blocks.

5 Objectives & Intervention Strategies

Educate Girls is working in the state of Rajasthan in India under the Rajasthan Education Initiative, co-sponsored by the Government of Rajasthan and the World Economic Forum. Educate Girls launched its Girl Child Education pilot project in Rajasthan in October of 2005 under the umbrella of Rajasthan Education Initiative.

A Memorandum of Understanding (MoU) was signed in 2005 with the Government of Rajasthan, to develop and test a sustainable, scalable model for improving girls' education.

The pilot project started in 25 government schools in Jalore and Pali. In December 2007, EG scaled the project to 500 schools and 70,000 children in Sumerpur, Bali and Rani in the Pali District.

Educate Girls is currently working with 2,342 schools in the entire district, covering over 125,000 girls.

As per the MoU signed between the Government of Rajasthan and Educate Girls, the project had the following objectives.

- **Enhance enrollment and retention of girls through individual tracking, community mobilization and quality improvement**
- **Reduce the gender disparity in schools and project areas and improve the level of life skills and competency of girl children**
- **Address the various critical needs of girls**
- **Improve the learning skills and academic performance of students**
- **Ensure increased participation of children, families and communities in plans and actions for holistic education**

In order to achieve the project objectives, Educate Girls adopted various intervention strategies. Staff members conducted door-to-door surveys in all the villages in the 500 schools area to identify the out-of-school girls, employed Creative Learning and

Teaching (CLT) techniques for the teachers and organized Bal Sabhas (children's parliament) for the girls.

Educate Girls achieved its project objectives through the following intervention strategies:

School Information Campaign (SIC)

Under the School Information Campaign (SIC), Educate Girls collected vital information to establish reliable data as a baseline for the schools. Information including school infrastructure, student-teacher ratio, attendance, etc. was collected to identify the 'critical needs' of the schools.

Community Mobilization, Gram Shiksha Sabhas (GSS), SMCs and School Improvement Plans (SIP)



Educate Girls projects mobilize community members to ensure that communities are involved and participate in enrolling girls who are not in school. Gram Shiksha Sabhas (GSSs) organized in tandem with the School Development and Management Committees (SDMCs) result 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

Educate Girls helped form Bal Sabhas in all 500 schools. The formation of the democratically elected Bal Sabhas stimulated girls' participation in matters related to their growth and development so as to build confidence, leadership and self-esteem. Educate Girls imparted ten skills to 6,500 Bal Sabha members. The girls are thus equipped with life skills through participation in the Bal Sabha.

There are ten life skills as identified by WHO

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

Creative Learning and Teaching (CLT) techniques



EG trained the DIET master trainers, 12 KGBV teachers and 324 schoolteachers in Creative Learning and Teaching (CLT) techniques. After the training, EG provided technical guidance and classroom handholding support to teachers to implement the CLT in selected schools. The feedback from teachers was that CLT helped them in explaining the concepts to their students, who not only enjoyed the classroom process more, but learned at a faster pace.

6 Project Outcomes

Educate Girls adopted a project management approach that is intended to plan for and achieve the desired project results (outputs, outcomes and impact). 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 mean longer-term changes (institutional and behavioral), which result from the achievement of a number of outputs. Impacts are long-term changes (changes in the lives of people) produced by the combination of a number of outcomes. It is often seen that impacts take longer (5-10 years) to become visible, often taking longer than the project period. Therefore it may not be easy to measure them effectively.

Educate Girls carried out the baseline and endline surveys 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 EG program in the 500 schools, the results were compared with a control group in the same area.

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

EG's activities have been focused on reducing female dropout rates, increasing retention and enrollment of students and enhancing scholastic performance.

The following sections capture the results and outcomes of the EG project in the intervention areas. A critique of performance in the 30 program schools and 30 non-program schools is also presented for a better understanding of the results and impact.

99% girl enrollment in Educate Girls project area

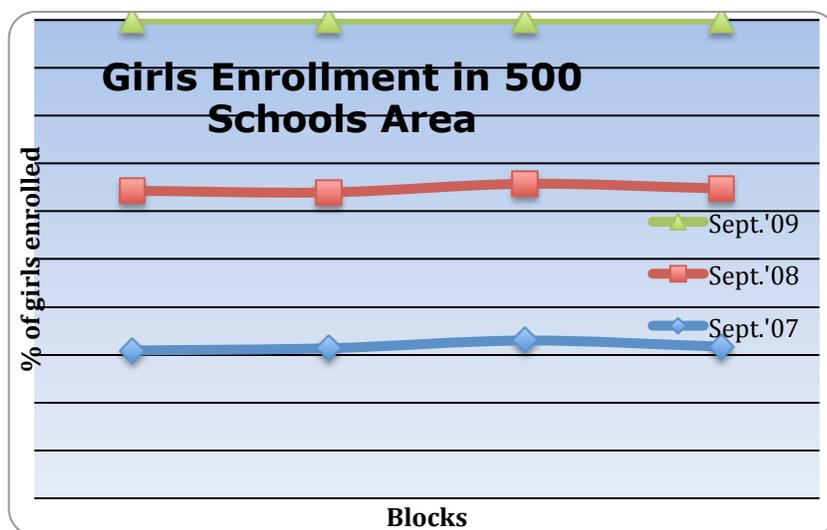
Educate Girls carried out the door-to-door household survey in the villages covered under the project as part of the School Information Campaign (SIC) at the beginning of the project. The number of out-of-school girls from the total population of girls (32,640) from the ages of 6-14 years, in the catchment areas of the 500 schools (200

villages) was found to be 3,839 (11%). EG validated the baseline data through SMC meetings in each village.

The data was submitted to government officials along with a plan to mainstream those girls, who included both never enrolled and dropouts. Educate Girls got 3,560 out-of-school girls enrolled or re-enrolled in schools during the project period. Girls were enrolled in schools even in most remote and tribal areas (*Annexure 1*). Only 1% of girls (279) remained out of school as per the end-line survey in December 2009.

	# out of school girls	% out of school girls
March, 2008	3,839	11%
April, 2009	2,205	6.30%
December, 2009	279	1%

Since 99% girl enrollment has been observed in one of the most difficult areas, with the highest percentage of hard to reach children, EG has clearly shown the success, effectiveness and replicability of its program strategies and interventions. Communities have not only been mobilized, sensitized and encouraged to send their girls to the schools, but are also actively participating in school activities. There is a distinct and visible shift in the perception and behavior of parents and community members.



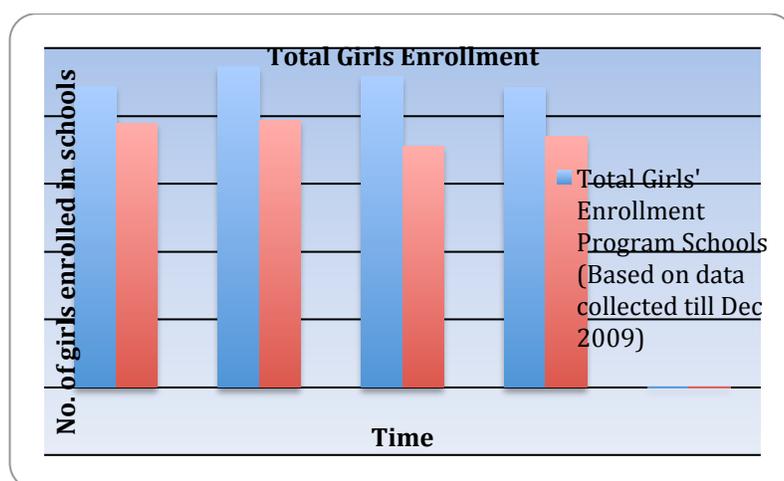
The Educate Girls project interventions in three blocks of the Pali district contributed to an increase in the enrollment of girls in the schools. The DISE statistics reveal an increase of 11% in girl enrollment. Individually, Bali, Rani and Sumerpur have registered an increase of 16%, 15% and 4% respectively in the number of girls

enrolled in schools over the project period. Interestingly, the Pali District registered an increase of only 2% in the number of girls enrolled in school from September 2007 to September 2008 as per the DISE data (Annexure 1).

Increased girl enrollment in Educate Girls program schools compared with control group of non-program schools

More girls were enrolled in program schools than in non-program schools. Educate Girls achieved this result through effective community mobilization and motivation of parents and 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 (*Annexure 2*).

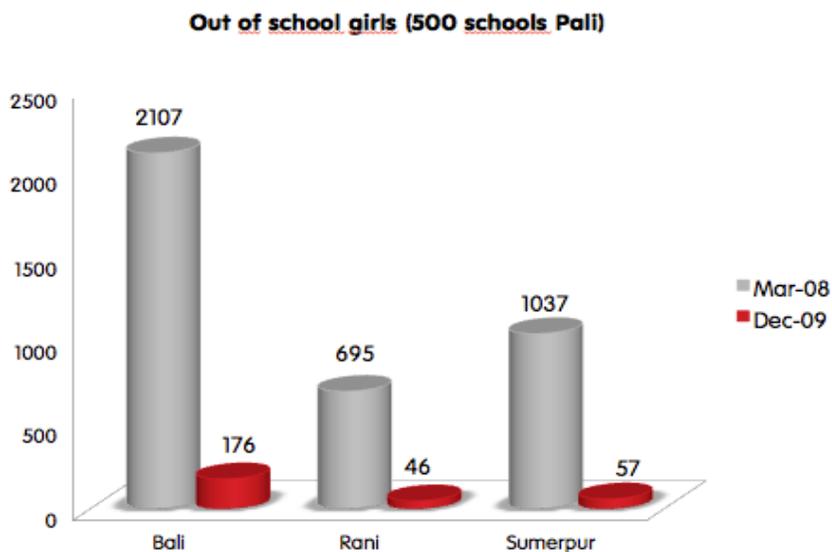


➔ Girl enrollment increased from 90% to 99%

Sharp decline in number of out-of-school girls in Educate Girls project area

As shown in the following figure, the endline 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 decreased from 695 to 46 (93%) in the 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, there was a decrease of 93% (*Annexure 1*).



Only 279 girls remained out of school as per the endline survey in December of 2009.

- Out of 279 girls, Educate Girls identified 168 girls, who could appear at the Open Board examination. Unfortunately, SSA could provide only 35 application forms, resulting in the remaining 135 girls being deprived from appearing at the examination and joining mainstream education.
- Educate Girls identified another 70 girls to attend bridge courses before mainstreaming them in regular schooling. However, SSA could not organize any bridge camp courses during the year.
- SSA also failed to organize Shiksha Mitra Kendra (Classes) in Jogi Basti, Falna for the 44 identified out-of-school girls due to internal problems . An additional 13 out-of-school girls who migrated from Jogi Basti, Sumerpur and 17 girls from the Devasi and Meena communities, who migrated from Hawaii Patti Falna, could not join Shiksha Mitra Kendra and remained out of school. Thus, 279 (135+70+44+13+17) identified out-of-school girls could not join mainstream education due to unfortunate circumstances.



3,839 out-of-school girls – only 279 remaining

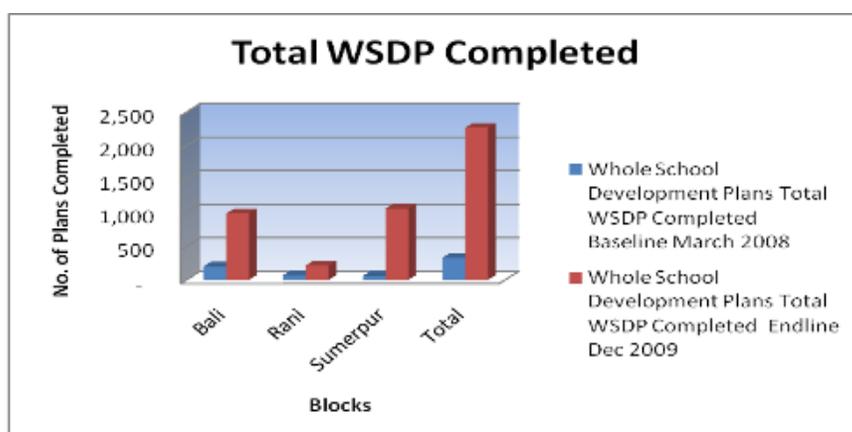
Community Mobilization, Gram Shiksha Sabhas and SIPs in Educate Girls program area

Community mobilization is the first and foremost strategy of the Educate Girls model to promote girls education. A community's participation in educational planning, strategies and outcomes is the key to ensure sustainability and community ownership of the change process. The community is involved in a discussion about the issues faced by their children. With EG's support, community members have worked towards improvement of those issues. The contributions from individual donors (Bhamashahs) and the community increased significantly. The contributions came both in cash and kind (Annexure 3).

One of the first steps toward community involvement is the formation of village forums called Gram Shiksha Sabha (GSS). These meetings are organized to sensitize communities on the issues of girls' education and to help the process of community interaction with the schools towards strengthening the process of education. Natural leaders in the community have played a significant role in GSS meetings and the success of EG's campaign for bringing girls back to schools. The main issues discussed in the GSS meetings were the enrollment of dropout and never enrolled girls in formal schools and the Kasturba Gandhi Balika Vidyalayas (KGBVs), or bridge courses. Apart from this, EG also focused on developing a girl friendly environment and infrastructure in schools.

At the output level, 1,722 Gram Shiksha Sabhas were organized in tandem with the School Management Committees (SMCs) in all villages. GSS meetings resulted in the preparation of 2,906 School Improvement Plans (SIPs).

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

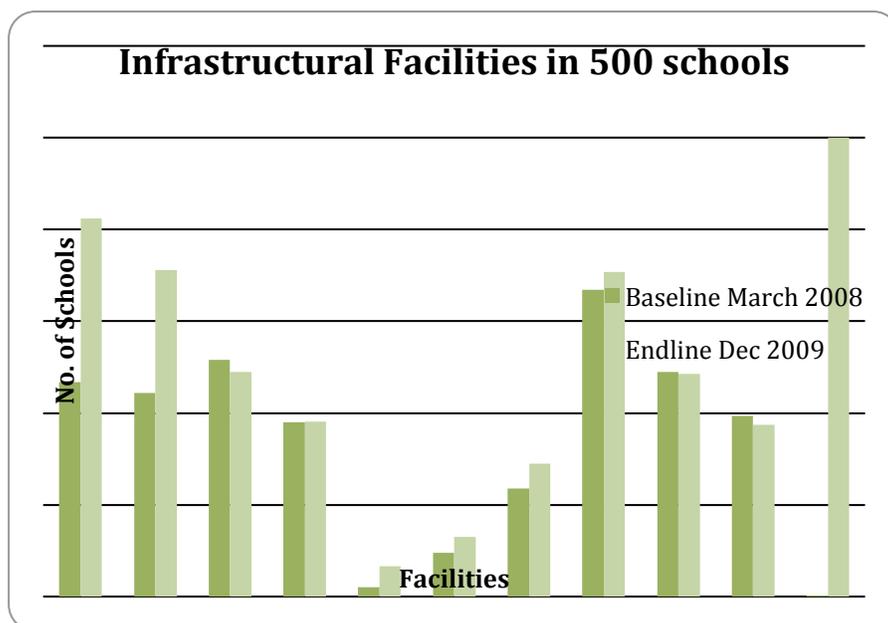


The action plans focused on the following issues according to needs of the schools:

- Toilets
- Drinking water facilities
- Computer sets
- Electricity
- Tree plantation in the school compound
- Kitchen shed for cooking of mid-day meals
- Silverware for mid-day meals
- Enrollment of never enrolled and dropout girls into Bridge Course Camps
- More teachers for single teacher schools
- Boundary walls

A comparative analysis of baseline and endline statistics of 500 schools shows a significant outcome in the improvement of infrastructure facilities due to the completion of School Improvement Plans and contributions from the community (Annexure 3).

Improved facilities have rendered these schools more girl-friendly. Even the number of teachers (both male and female) increased in 500 schools during project period after SIPs were submitted by GSS/SMCs to the government for filling up the vacancies. The total number of creative programs for girls also demonstrated improvement as per the baseline and endline data available.



The increased interest and participation of the community, SMC members and parents with support from Educate Girls 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 an increasing number of creative programs for the girls. This included cultural events, sports, quizzes and other activities, which boosted the confidence and spirit of teamwork among the girls (*Annexure 4*). An increase of 168% was registered in the number of creative programs for girls at the output level from March 2008 to December 2009.

“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

“Educate Girls reached to every household in the block and identified the out-of-school girls. EG 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. EG needs to upscale the program in the entire district: - Mr. V.R. Bawal, District Education Officer and ADPC, SSA, Pali

“I believe education is the most important thing to be provided to children for their future. Educate Girls has greatly developed their opportunities for education so we will strive to give our full support to EG and the SDMC.” –

Head Master Ashok, SDMC Member

Where	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 EDUCATE GIRLS programs compared with non-program schools (control group)

EG program schools attracted high levels of community support. This community involvement leads them to identify problems and find solutions for improving the schools. It has also ensured an increase in monitoring of the school resources and staff. In fact there has been an increase in contribution (cash and kind) from individual donors (Bhamashahs) and the community (Annexure 3).

Comparison of Community Participation:	30 Program Schools <i>(Based on 6 months of data collected July 2009-Dec 2009)</i>	30 Non-Program Schools <i>(Based on 6 months of 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

4. Creative Learning and Teaching (CLT) techniques: methodology training for teachers

Creative Learning and Teaching techniques are a critical part of the EG project model. These techniques have the potential to improve the learning levels of children, provided teachers integrate the techniques into classroom processes.

CLT is aimed at classroom processes, which are girl friendly and child centric. The emphasis is on accelerated learning methods so that children can learn quickly and enjoy the process of learning. Girl friendly teaching and learning practices go a long way to ensure that girls do not drop out of school.

As per the MoU, EG 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. 12 members of the DIET were trained by EG Consultant, Dr. Brendan MacCarthaigh. The

methodology emphasizes the importance of group work or peer group activities, which build a sense of confidence among the children. It also lessens the amount of work pressure the teachers face.

EG trained 12 KGBV teachers and 324 project area teachers in Creative Learning and Teaching at the output level. After the training, EG provided technical guidance and support to teachers to implement the techniques in selected schools. The details of blockwise 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

EG carried out pre- 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, showed that CLT helped them in explaining concepts to their students, who not only enjoyed the classroom processes, but also learned at a faster pace. Use of CLT in the classroom processes also generated greater interest, teamwork and confidence among the children. Children's abilities in subjects like Hindi, English and Math increased dramatically according to the test scores as shown in the following tables (Annexure 5).

Hindi Reading Levels: - All classes				
	Pre Test		Post test	
Level	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				
	Pre Test		Post Test	
Level	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%				

- **Hindi reading (paragraphs): up from 42% to 59%**
- **English reading (paragraphs): up from 15% to 43%**
- **Maths (two digit addition and subtraction): 26% to 57%**

5. Bal Sabhas in Educate Girls project schools (500)

Children and young people often represent over 40% of the societies in which they live, yet they have traditionally been excluded from decision-making all over the world. EG 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 the **UN Convention on Child Rights** to empower children to bring about changes in their own lives and to build a better future. According to the 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 full development; 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 also as a group, which aspires towards a better and happier society. The motivation for developing participation comes from the growing emphasis on child rights and good community development practices that enable people to address their own problems. This encouragement of strengths enables hidden leadership qualities to emerge, and the existing talents to become more polished.

Within Rajasthan, the concept of a Bal Sabha enhances child participation and boosts 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 EG model, the Bal Sabha members are all girls elected through open democratic processes in the school. There are lots of activities that the Bal Sabha members conduct. With special encouragement from teachers and EG staff, some Bal Sabhas have even gone beyond the routine activities. This has been possible due to the encouragement and interests of the teachers and Educate Girls staff which gives the children confidence to create new projects.

Some of the Educate Girls initiatives are:

- **Enrollment Initiatives: Encouraging dropout girls to return and never enrolled girls to join school.** In some villages, girls participated in **campaigns** for encouraging the 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	Number 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 the attendance of girls who may not be attending regularly and following up with those girls to see why they are not coming to school. Educate Girls supplied attendance charts to all the schools.
- **Life Skill Games:** The unique feature of the Educate Girls project is imparting and equipping girls with life skills through the platform of Bal Sabhas. EG developed a Life Skills curriculum. The Bal Sabha members were trained by EG staff in the activities and games.
- **Leadership in School:** Bal Sabha members are seen as leaders of the girls and the school and therefore organize cultural activities and participate actively in the SDMC and GSS meetings.
- **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.



Few girls have the confidence to reveal their natural abilities. But **Toral**, a student of 8th Standard in KGBV, Khaud, Rani, is not afraid to share her talents. She sang a couple of songs beautifully and without hesitation.

Toral comes from a poor family in the Choti Rani village and has 11 siblings in her family. She joined KGBV after attending the bridge course, thanks to efforts of EGG. There are other schoolgirls who have also shown leadership qualities. They all want to continue their studies and fulfil their dreams.

“I want to study and become a teacher” – Dimple, Class VII, Girls UPS, Ramnagar, Sumerpur

“We like to participate in the activities of Bal Sabha. We can now speak well with unknown people” — Renuka, Priyanka, Puja, Ujjwal, Neeru, Khushbu, Amita, Kanchan, Deepika, Nita, Girls UPS, Ramnagar, Sumerpur and Badi, KGBV, Khetralli, Falna

“We like to help other students and enjoy working on computer. We want to become engineer” — Radha and Fancy, Govt. Balika UPS, Khivadi

“Through Bal Sabha, we have learnt about hygiene and help younger siblings to stay clean. We like to study and would like to be teacher” — Sangita, Teena, Hemlata, Girls UPS, Barawa, Bali

“I like to work with children in Bal Sabha and teach them. Life skills have helped girls in many ways. They are performing better now in class” — Sangita Rajpurohit, BA, Natural Leader, Barawa, Bali

“Educate Girls helped me to re-enroll and buy supplies for school and find accommodation nearby. I was so happy to be back in school. Now I am studying really hard. I will make sure that my children do not face the same obstacles that my sisters and I do.

Case Study: Kumari Bhanwari Kumawat

A 15-year-old girl from a rural village has shown what is possible through child participation in Bal Sabha membership. Her name is Bhanwari, her parents are farmers and she has two brothers and one sister. Her parents weren't really interested in educating her, but Bhanwari's potential convinced her parents that she could be more than just be a farmer's daughter.

Bhanwari became a Bal Sabha Panch on her election through democratic voting organized by Educate Girls. Her classmates elected her because of her dynamic personality. Through the Educate Girls orientation she gained a new perspective on child participation in matters relevant to her. For her initiative, supported by Educate Girls, she took her school's Bal Sabha beyond the routine activities. Teachers were compelled to support her in the initiatives after seeing her confidence and excitement.

Bhanwari took the initiative of getting together with the Educate Girls team and other local supporters to bring back the out-of-school and dropout girls to school and to ensure their retention. Her personal efforts led to the enrollment of 7 village girls into mainstream schooling. She also participated in the Panchayat and School Development and Management Committee meetings to advocate for enrollment issues and the need of facilities in the school such as classrooms, female toilets and a common room for girls. She developed as a leader and became a confident girl with the potential to serve as a role model for her juniors.

Bhanwari topped the final exams of the 8th standard and is now privileged to study in standard 9, a big achievement considering her socio-economic and family background. She has been a leader in the Independence and Republic Day Parades, and wants to complete her education and become a police officer. She continues to face challenges as her family plans to have her married as soon as she completes the 10th class.

Bhanwari is a very good example of child participation. She set a bold example of good community participation and community ownership in her village and school. After leaving the school, she continues to be persistent in her efforts and has aligned with the local Anganwadi workers as well.

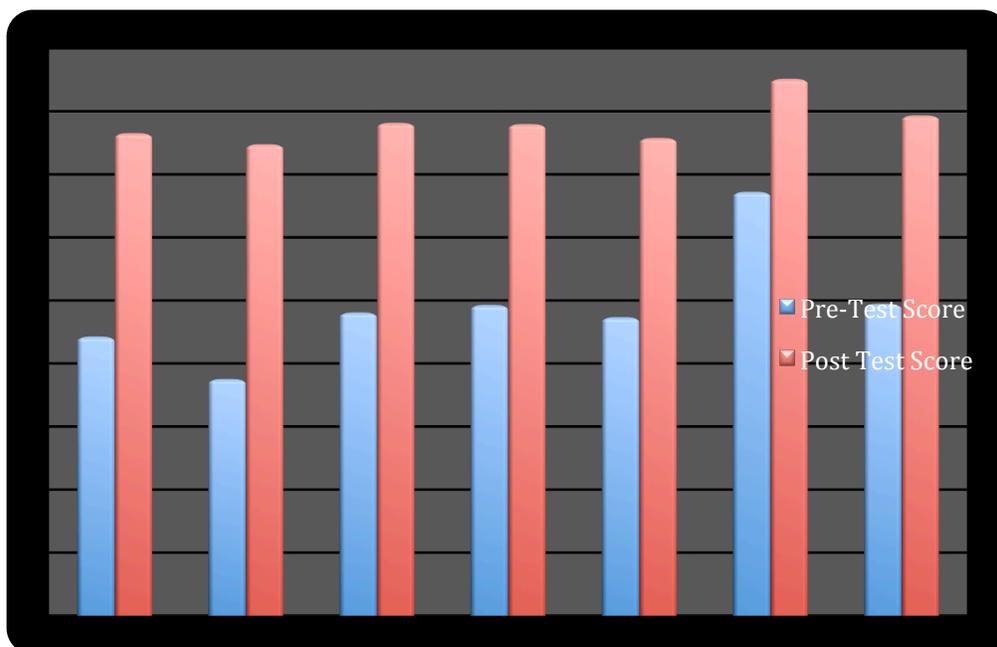
6. Impact of Life Skills on girls

In the traditional social and cultural framework of Rajasthan, girls grow up within preset gender roles and develop a demeanor in compliance with these expectations. Life Skills classes had the objective to encourage child participation and boost the confidence and self esteem of girls, especially in backward and rural areas.

Educate Girls 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 (Annexure 5), 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. Their ability to deal with the world was lacking emotionally. Suppression of personal feelings and denial of the importance of their emotions could leave the girls unhappy with themselves as they get older, eventually perhaps suffering from feelings of worthlessness.

The post-training test results reflect that the girls have an improved ability to express their feelings and are able to better articulate themselves. They also display enhanced ability to cope with emotional situations, suggesting that the life skill inputs provided by teachers and trainers were crucial in affecting their conduct. The girls showed an improvement of 99% and 63% in the areas of inter-personal relationships 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 Skills 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 Skills training in Educate Girls program schools compared to non-program schools are presented in Annexure 6.

The impact of life skills tracked by Educate Girls has been significantly positive. Changes in the behavior of girls is visible in schools. They have gradually become aware of their identities and environment. The girls have realized the importance of education. They have started communicating with outside people confidently, are willing to share their future aspirations, and consistently demonstrate leadership qualities.

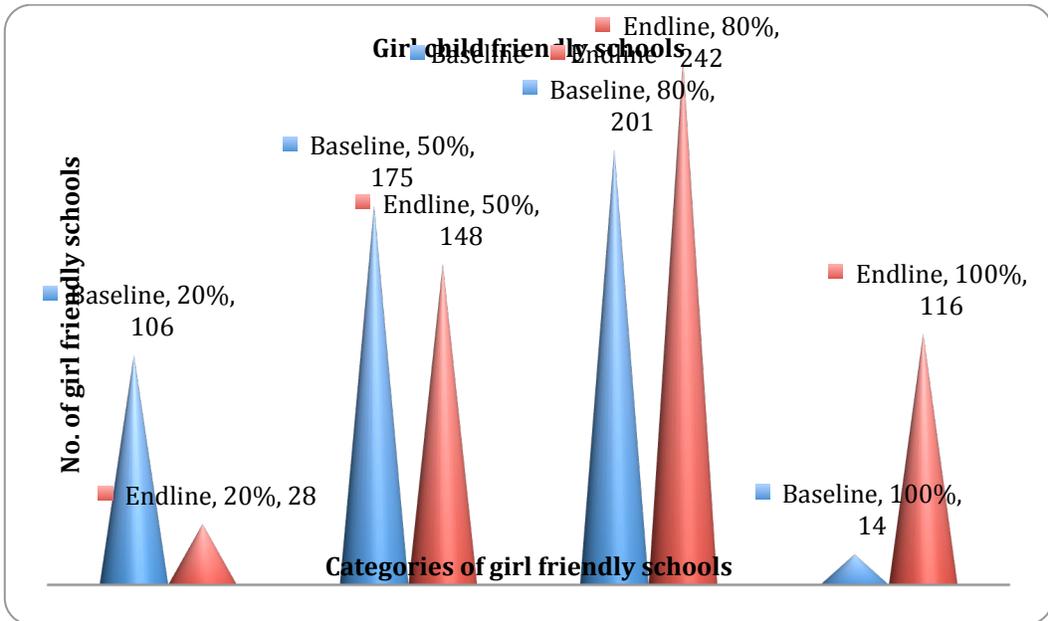
A brief evaluation of girls carried out by clinical psychologist Dr. Trupti Jayin confirms the paradigm shift in girls in terms of confidence and self esteem. A few girls have emerged as natural leaders and convinced parents in the local communities to send their out-of-school daughters to schools.

7. Girl friendly environment in Educate Girls project schools (500)

Educate Girls works towards making the school infrastructure and environment girl friendly. This includes female teachers and various facilities, such as separate toilets for girls and drinking water. These elements play a crucial role in girl child retention in the school. Weights were assigned to various elements in declaring schools girl friendly.

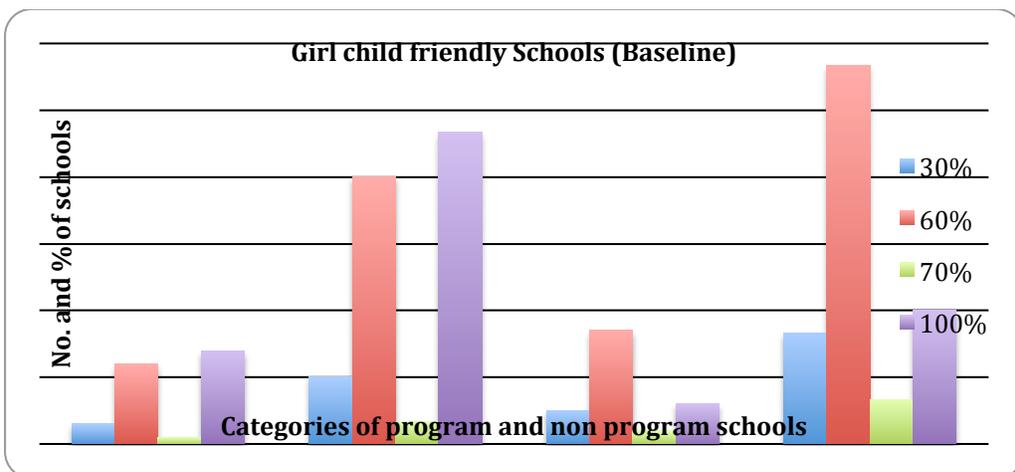
Creative programs for girls	20%
Girls toilet	20%
Drinking water	20%
Girls common room	10%
Female teacher	20%
Active Bal Sabha	10%
Total	100%

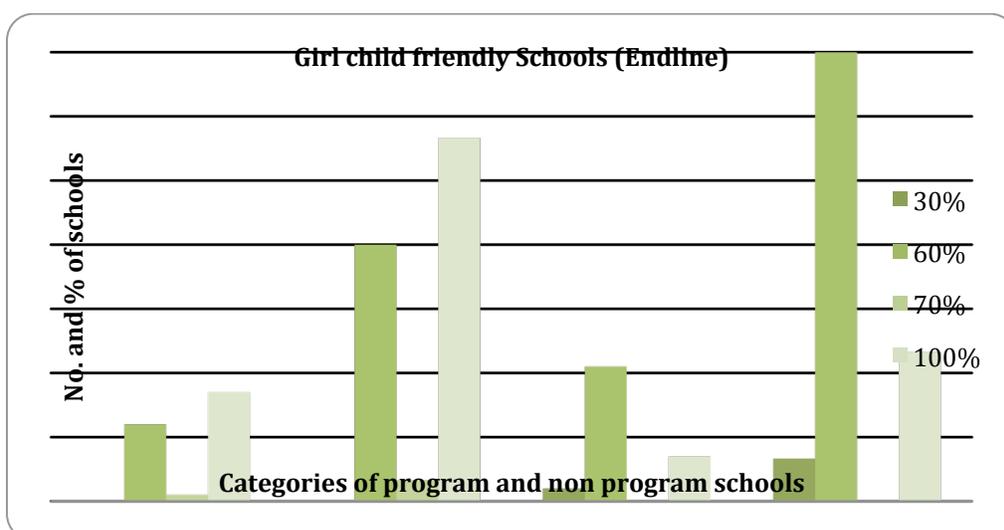
As shown in the following figure, Educate Girls schools have improved in infrastructure and environment, as per the endline survey in 500 schools. As the weight for female teachers is 20%, those schools at 80% just need adequate female teachers to reach 100%, something beyond the control of EG. The figure shows that the increased number of girl friendly schools to 80% and 100% is a significant achievement of the EG project.



Girl friendly environment in Educate Girls program schools compared to control group of non-program schools

As indicated in the following two figures, program schools demonstrate significant growth in creating a girl friendly environment over non-program schools as per endline data (Annexure 7). 56% of program schools had reached 100% in January 2010, against 46% schools in July 2009. In contrast, non-program schools demonstrated a marginal increase of only 3% in the same category over the same period of time. Obviously the Educate Girls project has successfully intervened to convert a higher number of government schools to girl friendly.





- Number of schools with separate girl's toilets rose from 44% to 71%
- Number of schools with drinking water rose from 46% to 82%

8. Higher girls attendance

Educate Girls program strategies emphasized 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. Girls have begun to realize 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 challenges in the EG program areas.

Educate Girls program schools demonstrated consistently higher attendance compared to non-program schools. EG tracked girls' attendance in the schools by head count and 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%
Educate Girls Headcount	76%	68%
Dec.'09		

School Register Data	92%	83%
Educate Girls Headcount	92%	82%

Girls' attendance increased from 67% to 82%

9. Teacher attendance and availability

Research has 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.

CLT offers a child-centered classroom learning environment and creative activities, and Educate Girls' holistic educational approach addresses the issues of teacher attendance, shortages (especially of female teachers), teacher morale and development.

Educate Girls' strategy of mobilizing the community, parents and SDMC members; sensitizing teachers and advocating with government officials for implementation of WSDPs has brought overall positive changes in teacher motivation, commitment and attendance in schools in three blocks of the Pali District. The attendance of teachers has generally improved in all schools in those blocks. In addition, there was marginally improved attendance and availability of teachers in the EG program schools. (Annexure 2).

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

10. Gender sensitization through Meena Manch

As per the MoU with UNICEF, Meena Manch training was organized in June of 2009. A total of 40 CRCFs and 50 Meena Facilitators were trained. They were responsible for effective implementation of Meena Activities in 500 schools through the formation of a Meena Manch, or Meena Cabinet.

In order to sensitize the community on gender issues and develop awareness about girls' education, the facilitators carried out Meena Manch activities. As part of the activities, Jan Jaagrati Rallies were organized in selected villages where there were more out-of-school girls.

Meena Film show

In order to sensitize the community on gender issues, Meena CD shows were organized in 102 villages (Bali — 48, Sumerpur — 29 and Rani — 25). Community volunteers, field coordinators and APO in their respective clusters, along with schoolteachers and CRCF, organized the village meetings. Since this was during school vacations, the period was allocated for building links with the communities through village meetings and door-to-door contact.

Educate Girls – Making a Difference

Educate Girls is playing an important role in educational and social development in the project areas. EG makes it possible for girls to access the rights, opportunities and resources they need to improve their lives through education. EG makes strategic interventions and collaborations with the Government of Rajasthan in ensuring education for all and supports the Sarva Shiksha Abhiyan agenda in the state.

Educate Girls enables the hardest to reach girls to access education, learn, grow, boost their economic prosperity and improve quality of life for themselves, their families and their communities. EG focuses on capacity building and knowledge reception, advocacy and dissemination of successful practices and experiences in promotion of girls' education with the government and other stakeholders. Finally EG generates the formation of improved human.

In fact, the EG program model offers better opportunity cost when it comes to providing access to education for all girls. This goes beyond simple educational statistics to include the empowerment of girls and women, community mobilization and improved learning and teaching performance in the schools. Rajasthan is witnessing a silent but significant change, taking place in the field of girls' education, despite it being one of the most difficult areas in the state.

The returns from EG's program investment in 500 schools turned out to be much higher than the government's investment in same number of schools, shown through a comparative study. While the government spends Rs. 7,177 per child in providing education, the cost per child in the EG model is a meager Rs. 57.

Cost efficiency is an important aspect that highlights the relevance, effectiveness and impact of the EG model. The following table shows the comparative advantage and returns of the model in the Pali District schools. The details of estimated government costs 500 schools are provided in Annexure 8. Additionally, the costs for professional staff and expert consultants, the use of relevant teaching-learning methodologies, project management and financial systems, and appropriate support and supervision of staff enable EG to be more efficient and effective for its beneficiaries.

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

7 Lessons Learnt and Recommendations

According to observations made by the 8th Joint Review Mission of SSA (2008), in terms of pedagogical practice, more instructional time is spent on traditional teaching practices (listening, reading aloud etc.) and this trend increases even more from grade 2 to grade 6. Less classroom time is spent on child-centered practices such as active learning, discussion, projects and creative activities etc. The Educate Girls model has tried to address these issues through CLT and introduced child-centric teaching and learning processes. The results have been encouraging, showing a positive impact on student learning.

The Educate Girls model has proved to be successful at a large scale in one of most difficult and remote areas of Rajasthan. The government-run schools are not in a position to mobilize communities and ensure their participation, Hence a model as effective as EG's should be adopted and replicated in various states to achieve similar project results.

Girls have become agents of change after realizing the value, necessity and benefits of education. They have reached out to their friends and relatives, ensuring that other girls will also benefit the way they have. Bal Sabhas and Life Skills classes have instilled confidence and zeal in girls and who are now better equipped to cope with the challenges of life.

However, it has not been an easy road for EG's project, which experienced several challenges and constraints. Some of the major challenges faced by EG were unavailability of timely support and also a lack of dedicated and responsible people to facilitate government aspects. The shortage of teachers, especially female teachers, has been one of the major reasons for low enrollment of girls in the project schools. Lack of facilities and girl friendly schools is the biggest hindrance to getting girls back to school. It has also been difficult for EG to motivate teachers to introduce new teaching techniques and continue using them.

Educate Girls has provided technical and staff support in imparting life skills to the girls. Teachers have been trained in Creative Learning and Teaching (CLT) techniques. It is suggested to designate a school in each block to serve as the Resource Center and Model School, which has the teachers (Master Trainers) trained in CLT and can show good results.

Conclusion

Educate Girls project schools have seen increases in girls' enrollment and attendance, improved academic performance and significant action towards building 'girl-friendly' schools. Most importantly EG has seen a surge in community ownership and political constituency, key factors in guaranteeing the success of the project.

Working with the state ministry of education in Rajasthan, Educate Girls has completed the first two stages of its project. Now it is in the third and final developmental stage, expanding into every school in the Pali District, more than 2,300 schools, and serving about 260,000 children.

The Educate Girls business model has succeeded in achieving a greater degree of sensitization among the community towards the need to make girls' education a priority. Schools have made efforts to improve infrastructure, increase enrollment, decrease absenteeism and prevent dropouts.

ANNEXURE-1 OUT-OF-SCHOOL GIRLS DATA FOR 500 SCHOOL AREA

Total Out of School Girls - EDUCATE GIRLS Survey				
	Baseline (March 2008)	Endline (Dec 2009)	Difference	%
Bali	2,107	176	(1,931)	-92%
Rani	695	46	(649)	-93%
Sumerpur	1,037	57	(980)	-95%
Total	3,839	279	(3,560)	-93%

DETAILED BREAKDOWN OF ALL OUT OF SCHOOL GIRLS IN THE 500 SCHOOL AREA						
Name of Block	Total Dropouts Identified	Total Never Enrolled Identified	Total Girls out of School	Total identified in Villages or Anganwadi centers for new admissions in Class 1 for 2008-09 (5+ years old)	Total identified in Villages or Anganwadi centers for new admissions in Class 1 for 2009-10 (4+ years old)	Total girls identified for reenrollment into school system or other educational services
BALI	1222	885	2107	870	851	3828
RANI	478	217	695	390	304	1389
SUMERPUR	663	374	1037	642	650	2329
Total	2363	1476	3839	1902	1805	7546

Girls Enrollment in 3 Blocks (DISE)

Girls Enrollment	DISE*	DISE	DISE	Two Year	% Increase
	Sep-07	Sep-08	Sep-09	Difference	
Bali	13,171	14,211	15,219	2,048	16%
Rani	4,172	4,327	4,792	620	15%
Sumerpur	10,343	10,263	10,744	401	4%
Pali District	99,751	101,536		1,785	2%
Total	127,437	130,337	30,755	4,854	4%

DETAILS OF RE-ENROLLMENT OF ALL OUT OF SCHOOL GIRLS IN THE 500 SCHOOL AREA

Name of Block	Total girls identified for re-enrollment into school system or other educational services	Out of school Girls whose age could not be verified by SDMC and village meetings	Girls who became over 14 years of age and/or migrated out of the area and could not be tracked for re-enrollment in 2009	Total Out of School Girls Re-enrolled in mainstream Schools till 31 August 2008 (Never Enrolled + Dropout)	Admitted in KGBVs*	Girls appearing for open School (VIII class exam - Application Forms submitted for March 2010)	Girls who have joined "Shiksha Mitra" & Other Optional Classes run outside the school system	Till Date total New Admissions in Class 1 in 2009	Balance Out of school Girls as on Dec 2009
Total	7546	394	580	2383	109	35	59	3707	279

COMPARISON OF GIRLS ENROLLMENT BASED ON GOVERNMENT DISE DATA AND EDUCATE GIRLS DATA:

Girls' Enrollment as per DISE Data for 500 schools Sept 2008	28801
Total girls reenrolled by EDUCATE GIRLS in school till Aug 31 2009	2383
New admissions in Class I by EDUCATE GIRLS staff	3707
School data on girls who left school completing the 8th grade	3876
Current Drop outs being tracked by EDUCATE GIRLS	279
Total Expected Girls' Enrollment in 2009 - 2010 by EDUCATE GIRLS data	30736
Girls' Enrollment as per Government DISE Data for 500 schools Sept 2009	30755

ANNEXURE-2

ENROLLMENT AND ATTENDANCE IN EDUCATE GIRLS PROGRAM SCHOOLS COMPARED TO NON-PROGRAM SCHOOLS

Total Girls' Enrollment

Item	Program Schools	Non-Program Schools
	<i>(Based on data collected till Dec 2009)</i>	<i>(Based on data collected till Dec 2009)</i>
As on May 2008	2216	1949
As on July 2008	2361	1971
As on Jul '09	2293	1779
As on Dec '09	2211	1847
% increase/decrease	0%	-5%

% Girls' Attendance

% Attendance on day of visit	Program Schools	Non-Program Schools
July '09	n/a	n/a
<i>School Register Data</i>		
<i>EDUCATE GIRLS Headcount</i>	85%	75%
Aug '09	76%	68%
<i>School Register Data</i>	82%	78%
<i>EDUCATE GIRLS Headcount</i>	82%	76%
Sept '09	85%	80%
<i>School Register Data</i>	82%	76%
<i>EDUCATE GIRLS Headcount</i>	81%	75%
Oct '09	76%	64%
<i>School Register Data</i>	92%	83%
<i>EDUCATE GIRLS Headcount</i>	92%	82%
Nov '09	79%	74%
<i>School Register Data</i>	79%	73%
<i>EDUCATE GIRLS Headcount</i>		

	n/a	n/a
Dec '09		
<i>School Register Data</i>	85%	75%
<i>EDUCATE GIRLS Headcount</i>	76%	68%
Jan-10	82%	78%
School Register Data	96%	93%
EDUCATE GIRLS Headcount	96%	92%

% Teacher Attendance

% Attendance on day of visit	Program Schools	Non-Program Schools
July '09		
<i>School Register Data</i>	96%	95%
<i>EDUCATE GIRLS Headcount</i>	94%	94%
Aug '09		
<i>School Register Data</i>	93%	87%
<i>EDUCATE GIRLS Headcount</i>	89%	78%
Sept '09		
<i>School Register Data</i>	88%	91%
<i>EDUCATE GIRLS Headcount</i>	85%	91%
Oct '09		
<i>School Register Data</i>	87%	88%
<i>EDUCATE GIRLS Headcount</i>	87%	84%
Nov '09		
<i>School Register Data</i>	89%	93%
<i>EDUCATE GIRLS Headcount</i>	89%	84%
Dec '09		
<i>School Register Data</i>	100%	96%
<i>EDUCATE GIRLS Headcount</i>	99%	96%
Jan-10		
School Register Data	96%	93%
EDUCATE GIRLS Headcount	96%	92%

ANNEXURE- 3

Community Mobilization and WSDPs

Bhamashah Contribution	Community Contribution (Villagers)
<ul style="list-style-type: none"> • Land • Classroom / Office • Furniture / Fans / Elec. Fittings / Table / Chairs • Drinking Water • Girls' Toilets • Stationary / Uniforms / Books • Library Books • Tree Guards • Computers • Donation for Waqf Peeth • Kitchen sed • Gas Connection • Mattresses • Boundary Wall • Socks / Sweaters • Kitchen Utensils • Water Connection • Electrical Connection • Tube Well for Water Supply • School Building • Repair Work • Iron Box • Large Hall • Tap Recorder /Sound Set / Drums • All Building Extension 	<ul style="list-style-type: none"> • Rewards • Efforts to Increase Teachers • Sweets for Independence and Republic Day • Stationary • Tree Guard / Plantation • Sports Competition • Sound Set • Iron Box • Mattresses • Kitchen Utensils • Water Tank • Water Tank • Table / Chairs

- Main Gate

Total Community/Bhamasha Contribution				
	Baseline March 2008	Endline Dec 2009	Difference	% Increase
Bali	320	766	446	139%
Rani	127	264	137	108%
Sumerpur	264	416	152	58%
Total	711	1,446	735	103%

Total Village Contribution				
Bali	52	383	331	637%
Rani	-	240	240	#DIV/0!
Sumerpur	37	130	93	251%
Total	89	753	664	746%

Whole School Development Plans				
Total WSDP Completed				
	Baseline March 2008	Endline Dec 2009	Difference	% Increase
Bali	200	989	789	395%
Rani	70	216	146	209%
Sumerpur	61	1,063	1,002	1643%
Total	331	2,268	1,937	585%

Status of Infrastructure in 500 Schools				
	Baseline March 2008	Endline Dec 2009	Difference	% change
Drinking Water	234	412	178	76%
Separate Toilet for Girls	222	356	134	60%
Enough Tables	321	216	(105)	-33%
Enough Chairs	327	338	11	3%
Mattress	323	312	(11)	-3%
Play Material	258	245	(13)	-5%
Play ground	190	191	1	1%
Computers	10	33	23	230%
Common room for Girls	48	65	17	35%
Electricity	118	145	27	23%
Blackboard	477	479	2	0%
Monthly Health Checkup	334	354	20	6%
Boundary Wall	245	243	(2)	-1%
Library	197	187	(10)	-5%
EDUCATE GIRLS 's Meena Manch Library	1	500	499	49900%

Total WSDP made for adding teachers male and female	
	Endline Dec 2009
Bali	54
Rani	15
Sumerpur	26
Total	95

ANNEXURE-4

Creative Programs

- Sports Competition
- Cultural Songs
- Debate and Mehandi Competition
- Tree Planting
- Balvikas Fair and Festival
- Vocational Training (Tailoring)
- School Cleaning
- Bal Sabha Activity
- Life Skill Activity
- Educational Tour
- Leadership
- Drawing activities
- Yoga
- Computer Education

ANNEXURE-5

Adapt Life Inventory (ALI)

Life skill evaluation checklist

The various life skill areas have been depicted in 17 pictures in which situational questions elicit responses.

Picture	Life skill	Scoring
1 - Why do you want to go to school?	Critical thinking	3- Choice indicating personal growth will help when she grows. 2- parents want it 1- I don't know why?
2 - What do you want to be when you grow big?	Decision making	3- indicating personal growth in vocation 2- anything 1- I don't know
3 - What should you do before eating your food?	Self awareness	3- wash/clean your hands with soap. 2- Good you reminded me, teacher too says that. I will do it now. 1- I don't know. No I am not going to. Anyway after eating I have to wash my hands.
4 - There is work at home so don't go to school.	Decision making	3- No I must go to school because I like to. 2- I want to go because my friend is going. 1- Ok. I won't go.
5 - Go and get water.	Decision making	3- I am studying, I will do it later. 2- Ask someone else mum, I am busy. 1- Ok.
6 - Don't make a noise; your father is sleeping.	Empathy	3- Ok, mum I will go and play outside. 2- We will not make a noise but I will play here. 1- No I will continue playing.
7 - You hit me and I am no longer your friend.	Interpersonal relation	3- I am sorry, please give me another chance, it won't happen again. 2- Ok will you play with me later? 1- Don't play, I don't care.
8 - Have you had a bath?	Self awareness	3- yes I have a bath everyday 2- I don't like having a bath, will have it later. 1- Will have a bath tomorrow.
9 - Why have you broken my doll?	Coping with emotions	3- Sorry, it won't happen again/ I will buy you a new doll/ take my doll. 2- So what, it's ok, you can buy a new one. 1- Don't play with me, I don't care.
10 - Give me back my cycle.	Interpersonal relations	3- Ok, in a minute/ you can take your turn/ will you allow me to ride it later. 2- I am riding it now, wait for some more time. 1- No I will finish and then only give it to you/ not now later.
11 - Which moment in your life has been sad/ unhappy?	Critical thinking	3- Clear and defined about self needs. 2- Blames others for the feeling. 1- I don't know. Who cares?
12 - Being a girl, how can you enjoy yourself?	Critical thinking	3- Personal happiness and satisfying her needs. 2- Helping others so they allow her to do what she likes. 1- nothing/ I can never do anything that makes me happy/ mum will get angry.
13 - What do you like in school?	Problem solving	3- responses about study/ learn/play 2- nothing 1- I don't like school.

14 - What is the work that you can do that your brother can't?	Problem solving	3- Everything that he can do I can do too. 2- You don't allow me or can do everything. 1- Just cooking / cleaning.
15 - Which moment in your life is most satisfactory?	Self awareness	3- Some answer that indicates personal needs. 2- Helping others so that she is looked after. 1- I never feel good.
16 -Which action of your teacher did you not like at all?	Empathy	3- I don't blame her/ next time she will be good to me/ she must have had a bad day. 2- Rude / hit me / does not love me. 1- I can't tell you/ teacher will get angry.
17 - You are a very good boy; this is for you.	Coping with emotions	3- Adjusting positively to her mother giving her brother a gift. 2- Congratulating her brother. 1- Why not me/ I want it too.

The score 0-17 indicates that the person is socially/ emotionally less adaptive.

(< Adaptiveness)

The scores 17-34 indicate that the person is in the process of adapting. (Average)

The scores 34-51 indicate that the person is able to adapt to various situations well.

(> Adaptiveness)

ANNEXURE-6

Impact of Life Skills

LIFE SKILLS PRE- AND POST-TEST DATA FROM 120 UPPER PRIMARY SCHOOLS COVERING 1500+ GIRLS

Life Skills Scores			
1528 girls from 120 program Schools (upper primary)	Jul-09	Dec-09	
Questions	Pre-Test Score	Post-Test Score	Percentage Change
My friend beat me so she is not my friend	1878	3740	99%
Did you have a bath today	3945	4364	11%
Why do you go to school	3800	4340	14%
What do you want to be when you grow up	3879	4392	13%
Why did you break my doll	2406	3910	63%
Give me your bicycle	2299	3861	68%
What do you like in your school	3512	4278	22%
What work can you do which your brother cannot	2369	3790	60%
What will you do before eating food	3690	4346	18%
There is work at home, don't go to school	3261	4179	28%
This toy is for your brother because he is a boy	2405	3802	58%
Go and fetch water	2215	3828	73%
Don't make noise, your father is sleeping	2606	3979	53%
When do you feel sad	3066	4202	37%
How can you enjoy when you are a girl	2466	3900	58%
When do you feel happy	3363	4259	27%
When teacher shouts at you why do you feel bad	2474	3969	60%
TOTAL	49,634	69,139	39%

Life Skills Scores			
319 Girls from 25 Program schools			
Questions	Pre-Test Score	Post-Test Score	% Change
Date of Test	Jul-09	Dec-09	
My friend beat me so she is not my friend	388	738	90%
Did you have a bath today	849	903	6%
Why do you go to school	856	898	5%
What do you want to be when you grow up	871	929	7%
Why did you break my doll	496	820	65%
Give me your bicycle	431	787	83%
What do you like in your school	778	888	14%
What work can you do which your brother cannot	513	886	73%
What will you do before eating food	801	923	15%
There is work at home, don't go to school	709	867	22%
This toy is for your brother because he is a boy	554	789	42%
Go and fetch water	437	790	81%
Don't make noise, your father is sleeping	508	792	56%
When do you feel sad	665	848	28%
How can you enjoy when you are a girl	558	837	50%
When do you feel happy	752	883	17%
When teacher shouts at you why do you feel bad	561	791	41%
TOTAL	10,727	14,369	34%

Life Skills Scores			
319 Girls from 25 Program schools Compared with 319 number of girls from 25 non-program schools in Dec 2009			
Questions	Program Schools	Non-Program Schools	% Difference
Date of Test	Dec-09	Dec-09	
My friend beat me so she is not my friend	738	90	-88%
Did you have a bath today	903	215	-76%
Why do you go to school	898	237	-74%
What do you want to be when you grow up	929	255	-73%
Why did you break my doll	820	124	-85%
Give me your bicycle	787	165	-79%
What do you like in your school	888	176	-80%
What work can you do which your brother cannot	886	197	-78%
What will you do before eating food	923	252	-73%
There is work at home, don't go to school	867	156	-82%
This toy is for your brother because he is a boy	789	119	-85%
Go and fetch water	790	126	-84%
Don't make noise, your father is sleeping	792	86	-89%
When do you feel sad	848	155	-82%
How can you enjoy when you are a girl	837	118	-86%
When do you feel happy	883	162	-82%
When teacher shouts at you why do you feel bad	791	77	-90%
TOTAL	14,369	2,710	-81%

Results for All Classes (3, 4, 5, 6 and 7) - 25

MIS Program Schools					Non-Program Schools	
Hindi Reading	Pre Test		Post Test		Hindi All Classes	
Level	Number of Children	Percentage	Number of Children	Percentage	Number of Children	Percentage
No Response	28	5%	1	0%	28	6%
Reads Words	94	16%	44	8%	179	41%
Reads Sentences	154	27%	179	31%	113	26%
Reads a Paragraph	245	42%	342	59%	118	27%
Total	577	100%	577	100%	438	100%
<i>Percentage Gain: 40%</i>						
English Reading	Pre Test		Post Test		English All Classes	
Level	Number of Children	Percentage	Number of Children	Percentage	Number of Children	Percentage
No Response	58	10%	3	1%	80	18%
Recognizes Alphabets	185	32%	53	9%	201	46%
Reads Words	154	27%	134	23%	107	24%
Reads Sentences	93	16%	139	24%	33	8%
Reads a Paragraph	87	15%	248	43%	17	4%
Total	577	100%	577	100%	438	100%
<i>Percentage Gain: 185%</i>						
Basic Math	Pre Test		Post Test		Math All Classes	
Level	Number of Children	Percentage	Number of Children	Percentage	Number of Children	Percentage
No Response	34	6%	0	0%	24	5%
Recognizes Numbers (single digit)	77	13%	17	3%	119	27%
Recognizes Numbers (to Three Digits)	178	31%	71	12%	139	32%
Addition (to two digits)	136	24%	158	27%	72	16%
Addition and Subtraction (to two digits)	152	26%	331	57%	84	19%
Total	577	100%	577	100%	438	100%
<i>Percentage Gain: 119%</i>						

PRE- AND POST-TEST DATA FROM 53 PROGRAM SCHOOLS

Results for All Classes (3 to 7) - 953 Children

Hindi Reading Levels	Pre-Test			Post-Test		
Level	Bali	Rani	Sumerpur	Bali	Rani	Sumerpur
No Response	59	2	7	3	1	0
Recognizes Alphabets	53	13	36	21	1	13
Reads Words	91	26	78	49	7	57
Reads Sentences	63	39	125	81	46	117
Reads a Paragraph	78	54	229	190	79	288
Total	344	134	475	344	134	475
English Reading Levels	Pre-Test			Post-Test		
Level	Bali	Rani	Sumerpur	Bali	Rani	Sumerpur
No Response	81	9	43	3	2	1
Recognizes Alphabets	131	47	131	63	10	62
Reads Words	91	54	126	131	27	117
Reads Sentences	23	22	85	78	53	98
Reads a Paragraph	18	2	90	69	42	197
Total	344	134	475	344	134	475
Basic Math Levels	Pre-Test			Post-Test		
Level	Bali	Rani	Sumerpur	Bali	Rani	Sumerpur
No Response	59	8	8	2	0	0
Recognizes Numbers (single digit)	92	20	63	20	2	17
Recognizes Numbers (to three digits)	116	34	165	73	9	76
Addition (to two digits)	52	48	97	83	37	122
Addition and Subtraction (to two digits)	25	24	142	166	86	260
Total	344	134	475	344	134	475

Total Number of Female Teachers

	Program Schools <i>(Based on data collected until September 2009)</i>	Non-Program Schools <i>(Based on data collected until September 2009)</i>
May 2008	42	15
July 2009	37	17
August 2009	40	18
September 2009	45	17
October 2009	43	16
November 2009	41	15
December 2009	42	17
January 2010	43	15
% increase	2%	0%

Girl Friendly Environment — July (Baseline)

Category	Program Schools	Percent	Non-Program Schools	Percent	Total	Percent
30%	3	10	5	16.67	8	13.33
60%	12	40	17	56.67	29	48.33
70%	1	3.33	2	6.67	3	5
100%	14	46.67	6	20	20	33.33
Total	30	100	30	100	60	100

Girl Friendly Environment — January 10th (Endline)

Category	Program Schools	Percent	Non-Program Schools	Percent	Total	Percent
30%	0	0.00	2	6.67	2	3.33
60%	12	40.00	21	70.00	33	55.00
70%	1	3.33	0	0.00	1	1.67
100%	17	56.67	7	23.33	24	40.00
Total	30	100.00	30	100.00	60	100

ANNEXURE-8

Success Stories

SUMITHRA, 13, Re-enrolled



When Sumithra's father died, her family plunged into poverty. "My father died when I was in grade 5," Sumithra recounts, tugging on the sleeve of a jumper that is too big for her. The family struggled to cope without his income. "We moved to Mumbai in search of livelihood so I had to drop out of school. While my mother and my brother went out to work, I had to stay at home and try to manage the domestic work. It was very hard to manage all the chores by myself. I was very lonely too."

After a year in Mumbai, things had not improved, so the family decided to return to its village and stay with a grandmother. Sumithra's friends were now ahead of her at school. She stayed at home to work, until a community volunteer from Educate Girls visited her family. After many visits he finally convinced them of the future benefits education could bring to the entire family. "After many days," she says smiling shyly, "they agreed to allow me to re-enroll in school. I am so glad that Educate Girls helped me to go back to school. This is where I am most comfortable. I am happy to be with my friends and most of all I love learning in my class."

DIMPLE, 14, Re-enrolled



At age 13, Dimple's desires were very different from her parents. She wanted to continue with school, while her parents thought she should get married. "At home I felt lonely," she says. "I longed for the chance to be with girls my own age. I didn't want to get married yet." But Dimple was afraid of what would happen if she didn't respect her parents' wishes. They forced her to drop out of school and began to plan her marriage.

When an Educate Girls community worker came to her home and began speaking with her parents, Dimple was finally able to express her wishes and re-enroll. "Since Educate Girls has talked to my parents, they are convinced that a girl like me can attain a higher position just like a boy. I was really happy when they let me come back to school."

Dimple still faces challenges that her brothers do not. She still worries about marriage because her parents continue to discuss it. Although she faces many barriers, she is determined to continue her education. "Education gives me confidence to know which way I should go," she says. "That is why I strive so hard in my studies".

DIMPLE, 14, Re-enrolled

Dimple has big dreams for the future. "I want to study hard and become a doctor," she says. "My example will make it easier for other girls to study in the future". At fourteen years old, Dimple knows this is no easy task. With help from Educate Girls, these dreams have started to become possible.



Dimple had spent a year away from school when EG community workers first visited her home. "When I left school all I did was housework," she recounts, "but I desperately wanted to return to school. I was so lonely. I longed for the chance to be with girls my own age. I missed my classes, especially the computer skills class."

Educate Girls workers came to Dimple's house more than four times, talking with her parents and trying to convince them to let their daughter go to school. And eventually, they did. Now Dimple wakes up early in the morning and works late at night to balance housework with her studies. She is confident her efforts will pay off. "My parents thought that girls are just meant to be at home," she says, "so there was no point in me going ahead in my education. But now they agree that girls can get educated and go for jobs just like boys. They even believe I will get a job someday."

RENUKA, 14, Bal Sabha member

"Everything changed when I joined the group of Bal Sabha," Renuka says. She gained enough self-esteem and confidence to make her voice heard at school and at home. She has greater respect for others and says that she is motivated to become "a more active citizen."

As a Bal Sabha member Renuka teaches life skills games to other students outside the Bal Sabha, so "they can profit from what I have learned. I've made so many new friends in this way!" Renuka says proudly.



"The problem for girls in our village is that the majority has to stay home and do domestic work instead of going to school. My goal is to re-enroll all of the girls who have dropped out in my village." In the future she wants to become a teacher and work towards better educational opportunities for girls. "I believe that a good leader is able to inspire others to participate and be active," she says. "A good leader should give everyone a voice."

NARINGI, 13, Re-enrolled



"If Educate Girls hadn't helped me get back to school I would have got married soon and been doing household work forever!" Naringi says.

As the eldest of her sisters, it fell to Naringi to take care of the household chores when her mother was hospitalized last year. "My parents didn't think I should be in school anyway so I stayed at home and did all the housework. I was so unhappy staying back, away from my friends. I was convinced that school was the right place for me to be."

"Educate Girls worked with respected people in my village to convince my dad to let me re-enroll. I was so happy to be back at school! I love studying and being with my friends again."

Naringi's mother is still not well so she gets up early and works late to have time for cooking, cleaning and fetching water along with her schoolwork. "Housework has always been a burden for me," she says.

Naringi hopes her education will help her escape this daily struggle. "I will continue to work hard to educate myself. I want to get a job when I am older, like the lady teacher at my school. I will be able to earn something to support myself and bring a good name to my family through my efforts. If I achieve all these things, I will not have to work so hard in the house!"

SEETHA, 14, Re-enrolled



Only one year ago the financial condition of Seetha's family made it seem she would have to give up school forever, despite her love for learning.

"All my siblings and my parents had to work to earn money so I had to stay at home to cook and fetch water and graze the cattle though all the others my age were going to school. I always liked school. I had so many friends and I missed them while I was at home. I knew that study would improve the standard of life for me and my whole family. I wanted to get to a higher position so I could earn enough money to sustain ourselves. I did not want to be like my mother!"

Without EG's guidance and support, Seetha may never have been able to pursue these plans. She began to work to save money to pay her way through school. "As well as the housework I began to cut wood to sell in the market until I had enough savings to support myself," she recounts. Seetha is now happily in school, dedicated to her studies and doing well.

Seetha wants to be a kindergarten teacher so that more women can earn an income to support themselves while she cares for their children. She is determined that she and her community will come out of poverty one day. "Education with help me escape this daily struggle to get by," she says.

Mamta, 14, Bal Sabha member

"I know I have learned so much since I joined the Bal Sabha," Mamta says. "Now I know the reasons why I should keep myself and my environment clean and I can teach other children in my school about hygiene. I even tell my family about the things I am learning."

"I am very proud to be part of the Bal Sabha," she says. "I have better relationships with my family and friends now that I can communicate better."

Mamta's new skills are benefiting the wider community as well as herself. "I am glad to have a position where I can help encourage dropped out girls to return to school just like I did," she says. "I spoke confidently with my parents and convinced them to send all my brothers and sisters back to school too".



DURGA,13, Bal Sabha member

"I love having a space where we can share things and learn together," Durga says. "It gives us confidence and we have a chance to express our hopes for the future and what we want to become."

"I share what I learn in the Life Skills games with other children who aren't in the Bal Sabha. Now my class has respect for me and I have earned a lot of recognition."

"The games and songs are fun and they teach us to be responsible in our society and our environment. We learn to be more active in our school and home and community".

"I think I will always use what I have learned in the Bal Sabha," she says. "I want to become a doctor and help my community by healing in my village".



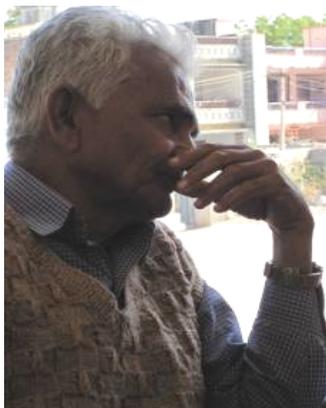
SUGANTHI, natural leader



"I can see the difference in the girls who have attended school and girls who have not," Suganthi says. "This is why I want every girl in my village to attend school. It is difficult to convince people sometimes. I have to explain the good impact of educating girls."

"Educate Girls supports all of the girls who have dropped out and helps them get back to school. The Educate Girls workers involve the whole community, talk to parents to get support and guide the girls through the process of re-enrolling because often the paperwork is complicated. They understand that it is essential to have the support of the community to succeed in bringing all girls back to school. Each person can influence other villagers to change their views," she says.

"I think every village should have Educate Girls!"



Retired Headmaster Bhatti, SDMC member

"We have noticed great changes in our school since Educate Girls started working here. The enrollment rate is much higher and the School Development Management Committee now has weekly meetings to work on improving the school."

"As a part of the committee, I try to motivate the parents to understand the value of educating their daughters. We are trying to bring girls who have dropped out back to school."

"Since the beginning of the EG program, the committee has already constructed two classrooms, a boundary wall and a water tank for the school. Our goal is to raise the funds to build a high school just for girls and to increase the number of teachers at our school. At the moment there are not enough teachers for the students".

"EG's support has made it possible for us to make these improvements to our school and our community as well as our future".

Radha Devi

"Girls should certainly study for a bright future," Radha says. "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."

"For any change to be accepted education should be accepted and provided to the children. All girls should be enrolled for a bright future. Girls are so vulnerable that they face a lot challenges including early marriage and domestic work that stops them from coming to the school. People have to be mobilized and awareness should be created on girls education so that everyone comes forward to enroll their children."



"Educate Girls has been really supportive to our village girls by re-enrolling the dropouts and building leadership skills among the children in the school."

"Even after the exit of Educate Girls," she says, "I will work in our village to see that all girls are enrolled and complete schooling."

Ashok, School Principal as well as SDMC member

"Generally in our villages the literacy rate is very low," Ashok says. "Though the children are interested in education, the school system fails to meet their interest. There are lack of facilities including furniture, toilets, drinking water facilities at the schools. There are no computer labs or science labs that can help us to equip the children to present requirements."



"Educate Girls has helped us a lot in developing the children's knowledge. The program has made a lot of efforts to re-enroll the girl children and is quite successful due to the intense follow up done by the staff members. Anything introduced new creates a lot among the children and EG has been doing it frequently for the children. EG has gone to a lot of effort to attain what it has desired to do."

"The SDMC has now got more importance in the schools. The effective SDMC is keen to know about the SSA budget and takes efforts to make efficient use of the same. We have done the kitchen repairs after the efforts of the SDMC. In future we wish the SDMC will get the school more computers, furniture and most importantly teachers. We are also trying to establish a higher secondary education at our school."

"Education is the most important thing to be provided to children at the right time and through the right source," he says, "so we will strive to give our full support to Educate Girls and the SDMC."

ANNEXURE-9

Tentative Management Cost of UPS/PS	
Total PS	174
Total UPS	326
Total	500
For Primary School (per year)	Cost in INR
Salary (Rs. 8000*6 teachers*12 months)	575,000
Electricity and related expenses (Rs.500*12)	6,000
Sports and other cultural and outdoor expenses	6,000
Furniture, dari patti and answer sheets	12,000
Mid-day meals (80 student per year@ 2.08/day)	60,736
Examination (Rs. 100 per child), Stationary, pen, pencil (Rs. 50,per child) (80*Rs.150)	12,000
Grand Total	671,736

For Upper Primary School	Cost in INR
Salaries	
1 headmaster (Rs. 12,000 * 12 months)	144,000
8 teachers (Rs. 8,000 * 12 months)	768,000
1 class IV employee (Rs. 6,000 * 12 months)	72,000
Electricity and other expenses (Rs.2000*12)	24,000
Sports and other cultural and outdoor expenses	9,600
Midday meals (150 student per year @ 2.60/day)	142,350
Other expenses (150 no. * Rs. 150)	22,500
Grand Total	1,182,450

Total Cost for 500 Schools	
Primary Schools	116,882,064
Upper Primary Schools	385,478,700
Total Estimated Government Expenditure in 500 Project schools annually	502,360,764

Note: Source is REI website (<http://www.rei.org.in/resources/estimated-project-costs>)



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