



## QUARTERLY PROGRESS REPORT (October- December 2022) *Educate Girls Celebrates its 15<sup>th</sup> Foundation Day!*

Founder: Safeena Husain | 3 States | 18,000+ Villages | 18,000+ Team Balika Volunteers | 2,795 Employees

### Introduction

With a vision to ensure that every out-of-school girl (OOSG) from the most rural and marginalised villages in India goes to school, Educate Girls continued its efforts toward their enrolment, retention, and learning across all its program geographies this quarter (Q3: October-December 2022), which observed the delivery of our program activities in full swing for the first time since schools reopened after two whole years.

This quarter began with continued efforts to bring maximum girls back to school along with the implementation of our remedial learning curriculum, *Gyan Ka Pitara*, in schools and working with adolescent girls on Life Skills Education training. Our field teams worked ardently to achieve the following outcomes towards our core program objectives:

### Snapshot of Programmatic Activities:

Activities	Impact (Q3)	Impact (YTD)
No of OOSG enrolled	62,433	168,861
No of GKP schools	5195	6,017
No of GKP beneficiaries	182,945	279,586
No of SMCs formalised	2,540	6,026
No of SMC members trained	27,569	68,621
No of Bal Sabha formalised	2,293	2,293
No of Girls trained in Life Skills Education	29,809	29,809

Since this has been the first normal year post the pandemic, our field teams have faced even more challenges in a time where poverty has taken precedence over patriarchy. Through frequent knocking on

doors of parents of OOSG, mobilizing the village influencers and engaging with teachers towards ensuring enrolment of maximum OOSG, our field teams are reaching their goal of ensuring quality education to every identified OOSG. This quarter was the first quarter post the pandemic that saw the implementation of our learning intervention – Gyan ka Pitara (GKP) in schools.

This year as Educate Girls completed 15 Fantastic Years, we also conducted Foundation Day celebrations through events across all our program geographies. These celebrations commenced in the third quarter in Rajasthan and similarly have been planned for Madhya Pradesh and Uttar Pradesh in January and February. These events were conducted with all our Team Balika, Field Coordinators, Government bodies and all other stakeholders. We used this opportunity to once again highlight the importance of Girl Child Education and also to commemorate and acknowledge the efforts of our Team Balika (Community Volunteers) in order to not only help them feel appreciated but to also keep them motivated as they fight all odds relentlessly to ensure every OOSG is connected to the education system.

## I. PROGRAMMATIC UPDATES (October – December '22)

### ACTIVITIES FOR ENROLMENT OF OUT-OF-SCHOOL GIRLS (OOSG)

This quarter, our field teams geared up their efforts to mobilize communities and innovate different approaches on ground to bring girls back to school. Following is the summary of the activities and innovations in them that aided our enrolment efforts:

- **Community Mobilization Activities:**

The field teams leveraged support from village influencers like Panchayati Raj Institution (PRI) members, local village leaders (Pradhan), school teachers, Anganwadi workers, and other village influencers to mobilize parents and community members to bring a shift in their mindset towards girls' education. During the reporting period, we conducted Gram (village) Shiksha Sabhas (GSS) and Mohalla (neighborhood) Meetings (MM) to promote enrolment as well as retention. The discussion focussed on barriers to enrolment in their village, possible local solutions, and support required from community members and the whole village to ensure no girl is left behind in accessing education. ***This quarter we have successfully conducted 59 Gram Sabha meetings with 1,709 participants and 1,584 Mohalla Meetings with 20,445 participants***

- **Documentation Support for enrolment:**

It is mandatory for a child in our program geographies to have both National and State ID's to secure admission in a government school and become eligible for social security schemes, Direct Benefit Transfers (DBT), uniforms, scholarships, and other benefits. To ensure no girl is left behind from getting enrolled due to lack of documentation, the teams leveraged and encouraged local village leaders and authorities to put in a word with district administration to conduct government camps in villages with most girls in need of documentation. We also extended financial support to parents who are laborers to cover their travel and/ or their daily wages to go to the nearest block and secure their documents.

- **Extended support to teachers for SR completion**

Every school maintains a Scholar Register (SR) wherein every enrolled student is assigned a unique Scholar Number that serves as official evidence of their admission. If the mandatory government documents like National Id (Aadhaar) and State Id (SSSM-ID) are not in place, teachers do not complete official enrolment as these documents are necessary for students to be listed on government portals in order to access social schemes routed through schools. Therefore, we supported the teachers by ensuring that the official documents and necessary paperwork required for enrolment of OOSG is in place.

- **Parent and Child counseling**

Along with counseling parents to send their girls to school, our field teams also counseled girls who were hesitant to join or return back to school. Out-of-school girls, especially aged 9-10 years are hesitant and fearful of going to school for the first time, as they have never been exposed to a school and a classroom learning environment. Our field teams spent time explaining the benefits of mainstream education to them and also extended their support in helping them cope with the learning difficulties they face. ***This quarter, 62,433 OOSG were enrolled across our program geographies in the states of Rajasthan, Madhya Pradesh and Uttar Pradesh.***

### **Adolescent Girls Program (AGP)**

The community-based learning camps in AGP focus on helping Adolescent Girls get enrolled in Rajasthan State Open Schools (RSOS) to prepare for their exams and support them to complete their secondary education. Since most of them are first generation learners and have been away from schools for 2-3 years, these camps help to rebuild their self- esteem and confidence. The tutors for these camps receive regular training and we have leveraged some of our experienced Team Balika as well as tutors. ***This quarter, 2,589 adolescent girls were enrolled in Rajasthan State Open School. Additionally, 172 learning camps were conducted that benefited 2,188 Adolescent Girls in Rajasthan.***

### **ACTIVITIES FOR RETENTION**

One of the critical factors for successful enrolment is the retention of the OOSG in the form of continued attendance at school to complete their education. At Educate Girls, we track and ensure the retention of OOSG enrolled in that particular academic year. In order to ensure that the girls in school continue to attend school regularly, we work closely with the School Management Committees (SMC) for improving girl- friendly infrastructure in school and also impart Life Skills Education (LSE) to adolescent girls in school.

- **Formalization and Training of School Management Committee:** The Right to Education Act (RTE) of India mandates that every school should have a functioning SMC that looks after that school's governance and infrastructure needs. Equivalent to a Parent Teacher Association, this committee works towards creating school improvement plans, supporting enrolment and retention efforts and ascertaining quality education for children. As we were returning back to on-ground program implementation after two years, we made the active decision to conduct an assessment of schools through our School Assessment Charts (SAC) to check the current status of infrastructure and facilities in schools. Based on the results of this assessment, our field teams prioritized schools in need of the most critical RTE-mandated infrastructural needs. We then supported and handheld SMC members to prepare effective School Improvement Plans (SIP) that can be submitted by the

teacher to the District Task Force of the Government to unlock state funding required to make the necessary improvements. Additionally, our field teams mobilized SMC members to take ad-hoc accountability of ensuring that girls in their villages are enrolled in school, attending regular classes, and participating in GKP sessions. In some villages, SMC members were actively engaged in supporting our field teams during their enrolment – retention – learning drives in the villages.

***This quarter, 3,114 SMC have been formalised and 33,903 SMC members have been trained***

- **Life Skills Education (LSE) for Adolescent girls:** The LSE program intends to empower young girls with the confidence to voice their needs and rights and to provide a safe space and support system for these girls to build critical skills that will enable them to make decisions to further improve their lives. The module focuses on skills of Self Awareness, Resilience, Empathy, Interpersonal Skills, and Decision-Making skills in the first level of implementation followed by Critical Thinking, Problem Solving, Creativity, Negotiation, and Communication skills in the subsequent years. During the reporting period, Field and Team Balika training on LSE, the formation of Bal Sabhas (a 15-member council of Girl Leaders) in selected Upper Primary Schools, and implementing life skill sessions in the schools. ***This quarter, 2,293 Bal Sabha have been formalized and 29,809 girls have been trained in Life Skills Education***

#### **ACTIVITIES FOR IMPROVED LEARNING OUTCOMES THROUGH GYAN KA PITARA**

Going to school alone does not resolve the problem of access to quality education. It is critical that students are provided with quality education to learn well. Educate Girls caters to children from the most marginalized communities who are usually first-generation learners in their families and lack conducive learning environments at home. Therefore, we deliver our supplementary remedial curriculum i.e. Gyan Ka Pitara (GKP)- Repository of Knowledge- in schools to build micro competencies in foundational literacy and numeracy for children in grades 3, 4, and 5. During the reporting period, we focussed on implementing the remedial learning curriculum Gyan ka Pitara in schools across our program geographies once schools formally reopened. Since prolonged school closures worsened the learning lag among children (derived through the baseline results), the focus this time was to implement the most basic level of foundational literacy i.e. Level zero- L0. The GKP- Level 1 implementation commenced in January. ***This quarter, 1,82,945 children across 5,195 schools were benefited through GKP curriculum in our program geographies.***

#### **STAFF & TEAM BALIKA TRAININGS**

We continued our training and handholding support to our field staff and Team Balika to further equip them with skills, information and conceptual clarity to implement the program on ground and enable a shift in community mindset towards girls' education. As GKP and LSE are being implemented in schools for the first time since the schools have properly resumed post-COVID, we conducted frequent training for staff and Team Balika on various aspects of Bal Sabha (Girls Council), Life Skills Education, SMC meetings, and Gyan Ka Pitara to build their capacities for effectively implementing the activities on the ground while adhering to quality indicators. ***This quarter, we have successfully provided training to 2,108 Staff members and 8,822 Team Balika***

## VOLUNTEER ENGAGEMENT

As our cadre of 18,000+ Team Balika is at the core of our program on ground, it is critical for us to ensure meaningful engagement with our Team Balika (unpaid community-based volunteers) to keep them motivated and contribute to their professional and personal development. Following is the summary of initiatives and activities conducted for them during this quarter:

- **Humara Manch, Humari Baat:** In 2021, we initiated a series of online webinars called Samvad, to offer volunteers a platform to come together and share their experiences. This year we have renamed this initiative as Humara Manch, Hamari baat. Conducted on the occasion of International Girl Child Day, 11th October, the event facilitated the interaction of Team Balika with the leadership team to celebrate the achievements and reflect upon learnings from program delivery, thus far.
- **Seedha Samvad with Government Officials:** We organized a networking meet with district level education officials for our Team Balika to directly voice their challenges to the authorities and seek their support in resolving enrolment challenges.
- **Skill Development Courses:** We continued arranging skill development courses for our Team Balika to build their capacities in their areas of need and interests. The skill development courses include English speaking, Digital Literacy, Agriculture and allied courses, Digital Marketing, Business literacy, Tally, Basic Computer, Ladies tailoring and Leadership.
  - **Digital Literacy- 197**
  - **English speaking - 341**
  - **Other Skill Development Courses- 596**
- This year, we introduced education support for those Team Balika who aspire to complete their graduation or post-graduation but can't do so due to financial crunch. A total of 50 Team Balika have received support for their higher education this quarter.

## II. KEY ORGANIZATION-WIDE UPDATES

### FOUNDATION DAY CELEBRATIONS

This quarter, Educate Girls completed 15 fantastic years of ensuring enrolment, retention, and improved learning outcomes for marginalized girls in remote and rural villages of Rajasthan, Madhya Pradesh, and Uttar Pradesh. As a practice, we celebrate our Foundation Day on 5th December with all our staff, team, and other stakeholders. Since the day is also known as International Volunteer Day, this becomes the celebration of volunteerism for our Team Balika and acknowledges their contribution to girls' education.

To mark the milestone achievement of completing 15 years, we have planned District level events in all our operational districts across the states of Rajasthan, Madhya Pradesh, and Uttar Pradesh. The celebrations began on 5th December in Rajasthan with a mega event at Pali (our first program geography), followed by four other events in Udaipur, Rajsamand, Jhalawar, and Banswara. Over 6,000 Team Balika from Rajasthan actively participated in these five events between 5th December to 13th December 2022.

### III. KEY EVENTS/ CONFERENCES

Safeena Husain, our founder, spoke at the:

- Launch of GivingPi, a philanthropy network, hosted by Dasra
- 10-year completion event hosted by Social Venture Partners (SVP)

### IV. ORGANIZATION-WIDE CHALLENGES

Challenges	Mitigation
<p><b>Girls lack valid documents mandated by the state government for enrolment:</b></p> <p>Along with the central government's mandate of a unique ID (Aadhar Card), every state Government has introduced a requirement for a unique State ID for the enrolment of children in school, mainly to facilitate linking them to government's Direct Benefit Transfers post-COVID. As the process for getting national/state IDs is complex, many parents don't register their children to get the IDs. Additionally, the government-authorized centers for state IDs are located far from the villages, and going there takes one or two days from parents working on daily wages. Due to these reasons, many girls lack valid state-mandated unique IDs needed for enrolment in regular schools.</p> <p>Similarly, to enrol adolescent girls in open schools under AGP, obtaining the transfer certificate of adolescent girls from their previous school is very time-consuming and requires constant follow-up with schools. As per the mandate, a transfer certificate is needed to register an adolescent girl under RSOS (Rajasthan State Open School). Due to this, some of these girls miss out on the admission form submission timelines and are forced to pay late fees.</p>	<p>We organised documentation camps in villages and contract vendors for parents to get their children registered. We also provided transportation support to get the parents and their children to these documentation centres if they are far away and also provide monetary compensation to the parents missing out on their daily wage for that day. Between July through December, we successfully supported 42,805 out-of-school girls with their documentation.</p> <p>In AGP, our field team went an extra mile and visited the schools regularly to get transfer certificates for girls.</p>
<p><b>Seasonal Migration at a local level:</b></p> <p>During COVID-19, we observed an inward migration where the parents or community members had returned back to their native places for their safety and security, and due to lack of livelihood opportunities. However, this year, we again witnessed regular seasonal migration for livelihood opportunities that affected the attendance or participation of children in our GKP (Gyan Ka Pitara) sessions.</p>	<p>We provided information to parents on Government hostel facilities that are available free of cost for their children when they migrate to the neighborhood city for livelihood. Along with information, we also counseled them on the importance of continuing learning for their children and guiding them on the process of availing of hostel facilities.</p>

	We also enrolled some children in hostels.
<p><b>Mobilization of Adolescent Girls for Learning Camps:</b></p> <p>Mobilizing 15-20 adolescent girls from one village is difficult. Hence, we have to expand the area to more than one village to find 15-20 girls for the camps. Additionally, regularity of attendance has been a challenge.</p>	<p>Our field teams conducted regular home visits for these girls and provided academic support at home, as needed. We also networked and organized reliable and trustworthy modes of travel for these girls to access these camps. This helped to build a sense of security both for parents and girls, and added to the interest in learning for girls.</p>

**V. PLANS FOR THE UPCOMING QUARTER**

Keeping up with the vigor of our programme delivery in this quarter, following activities have been planned for Q4 to achieve the set targets:

- Continue Enrolment of OOSG
- Complete GKP Level 1 trainings and delivery in schools
- Conduct GKP endline
- Complete delivery of LSE(Life Skills Education) Program
- Continue organization of Community Mobilization Meetings in the form of GSS (Gram Shiksha Sabha) and MM (Mohalla Meetings) to enroll difficult to enroll girls
- Continued engagement with SMC to prepare SIPs