

Consolidated Budget Proposal Summary
Educate Girls
2026-2027

Key Measurable Impact (KMI) for FY 2026-27	Asha Silicon Valley Chapter	Asha Detroit Chapter
State	Madhya Pradesh	Madhya Pradesh
Number of Adolescent Girls and Young Women (aged 15-29) enrolled through camp approach	435	360
Number of camps	29	24
Learners per camp	15	15
Duration of programme	12 months (second half of 24-month programme)	12 months (second half of 24-month programme)
Number of community-based mentors (Preraks)	29	24
Budget Heads	Amount (INR)	Amount (INR)
Prerak Honorarium & Travel	₹ 1,844,400	₹ 1,526,400
Implementation Team Staff Costs	₹ 225,719	₹ 186,802
Staff & Prerak Training	₹ 45,458	₹ 37,620
Teaching Learning Materials & Other Programme Costs	₹ 384,018	₹ 313,764
Central Programme Support Cost @ 10% on Programme Cost	₹ 249,959	₹ 206,459
Total Cost	₹ 2,749,554	₹ 2,271,045



Educate Girls x Asha for Education Silicon Valley Proposal

Supporting 435 Adolescent Girls and Young Women through Educate Girls' Pragati Learning Camps

Pragati Camps | Sidhi, Madhya Pradesh | FY 2026-27



Executive Summary

Despite significant gains in primary education in India, millions of adolescent girls and young women are still being left behind at the secondary level, creating one of the most urgent and under-addressed gaps in global education today. Educate Girls is addressing this gap through Pragati, a second-chance education model that enables out-of-school adolescent girls and young women to complete secondary education and unlock pathways to employment and independence.

Asha for Education Silicon Valley has been a trusted and generous partner in this work, and the results from FY 2025-26 speak to what that partnership has made possible. Across Rajasthan and Chhattisgarh, your support directly placed Pragati Kits in the hands of 300 learners and their Preraks, providing the workbooks and practice materials that support learners' return to education. In Bihar, your funding also supported the enrolment and examination fees for 1,200 girls to appear for their Grade 10 exams. The outcomes were striking: in Rajasthan, 85% of regular camp attendees sat for their Grade 10 exams, achieving a 62% pass rate against a state average of 40%. In Chhattisgarh (Pragati's first-ever pilot in that state) 65% of regular attendees cleared their examinations on the very first attempt.

This proposal for FY 2026-27 invites Asha for Education Silicon Valley to support 435 adolescent girls and young women in the Sidhi district of Madhya Pradesh through year two of their 24-month Pragati journey. This period carries learners through the second half of structured Prayaas camp sessions (exam preparation, mock exams, transferable skills, and career awareness) through to exam-day logistics, post-exam support for learners with pending subjects, and a culminating community Graduation

Ceremony that celebrates each girl's achievement. We are requesting **₹2,749,554** to fund these 29 Pragati camps in Sidhi for the remainder of these girls' journeys, supporting them to build the academic and life skills that will carry them forward to, and through, their Grade 10 certification.

Rationale for Geographic and Programmatic Shift

Over the past year, our partnership with Asha for Education Silicon Valley supported Pragati learning camps' exams and kits: a foundational contribution that helped hundreds of adolescent girls access second-chance learning opportunities. As we look ahead to this year's proposal, we're recommending two shifts, both of which reflect where we believe your partnership can have the greatest impact and run most smoothly operationally.

Why Madhya Pradesh

Madhya Pradesh is currently one of the geographies where Pragati has the greatest unmet need for donor support. While Rajasthan and Bihar continue to benefit from strong, sustained investment from a range of partners, Madhya Pradesh is a growth geography for the program, where additional support is most needed. Sidhi, the district this proposal focuses on, is part of Educate Girls' FY 2025-27 expansion into Madhya Pradesh, enabled by a new MoU with the state government. As we establish Pragati in this new, high-need geography, Asha's partnership would be particularly valuable in helping us build the program's foundation and reach girls who currently have limited access to second-chance education opportunities.

Why full-program support for camps, rather than exams and kits

As shared in last year's report, the exam cycle for some of the learners Asha supported was delayed by the government in Bihar, which pushed key milestones beyond the original fiscal year and complicated clean reporting against the grant period. That experience was a useful signal: components tied to external, government-linked exam timelines are harder to plan and report against with precision, however important they are to the girls' journey.

This year, we'd like to propose a shift to full support for Pragati camps in Madhya Pradesh — the component of the program most directly within our operational control from start to finish. Camps have predictable delivery windows, direct facilitator oversight, and clear, verifiable attendance and progress tracking, which means Asha's support can be planned, delivered, and reported on more cleanly within a single fiscal year. Rather than a narrower ask, we see this as a deepening of the partnership: full ownership of a core program component in a new geography, with tighter visibility than a single line item could offer.

A natural next step in the partnership

Having seen the impact of a targeted contribution last year, we see an opportunity for Asha to step into a more comprehensive role in bringing Pragati to Madhya Pradesh, one that reflects both the strength of this partnership and the reality of where girls currently need it most.

Background on Educate Girls

Established by Safeena Husain in 2007, the Foundation to Educate Girls Globally (Educate Girls) is a non-profit registered under Section 8 of the Indian Companies Act, 2013, dedicated to promoting girls' education in some of India's most underserved communities. Our vision is to catalyze behavioral, social, and economic transformation for all girls, envisioning an India where every child has equal access to quality education. Over the past 18 years, Educate Girls has expanded from a 50-village pilot in Rajasthan to operations spanning more than 31,000 villages across four states, working in regions where it is often the sole development organization addressing the needs of the most underserved communities. In 2025, Educate Girls became the first Indian organisation to receive the Ramon Magsaysay Award, widely regarded as Asia's Nobel Prize.

About Pragati

Pragati is Educate Girls' second-chance education programme for adolescent girls and young women (aged 15-29) who have dropped out of the formal education system with no clear pathway back. Many have been out of school for years, some for a decade or more, facing compounding barriers including early marriage, household responsibilities, and limited community support for continued education.

Launched in 2021 with 300 learners in Rajasthan, Pragati has grown into one of India's largest second-chance education programmes, having now reached over 53,000 learners across Rajasthan, Bihar, Madhya Pradesh, and Chhattisgarh. Pragati is delivered through village-based learning camps led by trained local female mentors (Preraks) that enable learners to complete their secondary education through government open schooling. This 24-month model is designed to be hyperlocal, inclusive, and outcome-oriented, addressing not only academic gaps but also the deep-rooted social barriers that prevent girls from returning to education. Pragati's 24-month cycle has three core phases:

1. Mobilisation Phase (Months 1-3): This foundational phase establishes the programme in target geographies and builds the ecosystem of local actors essential for successful implementation.

- Programme Coordinator (PC) and Prerak Onboarding & Training: Districts with high concentrations of out-of-school girls are identified through secondary data. Programme Coordinators are recruited and trained to oversee implementation across multiple villages. Locally rooted village-based mentors, known as Preraks, are selected through a rigorous process and trained in learner support, peer-led instruction, and community mobilisation.
- Community Engagement through Pragati Sabhas: Through structured village gatherings, awareness and local ownership is built. These events bring together local government members, families, frontline workers, and government officials to challenge gender norms, reduce stigma around older girls returning to school, and spark community advocacy for girls' education.

2. Learning & Delivery Phase (Months 4-16): This is the core programme phase, delivering approximately

120 structured sessions focused on academic preparation, life skills development, and logistical support to ensure learners succeed in their Grade 10 open school exams. Camps are scheduled at 7-10am or in the evening to accommodate household responsibilities and caregiving duties. Each learner receives learning materials which includes workbooks, modules aligned with state-specific Grade 10 requirements, chapter summaries, practice questions, and QR-enabled content (video tutorials, audio explanations). Camp sessions are broken into two parts:

1. Neev (Pre-Camp Readiness) Sessions: A six-week preparatory module designed to bridge foundational learning gaps in literacy and numeracy. Learners receive support in subject selection, build aspiration roadmaps, and enhance digital, financial, and social protection literacy. Mock tests and a 'Scheme Mela' are conducted to prepare them for exams and introduce government support options.
2. Prayaas (Main Camp) Sessions: Over the next six months, learners attend structured sessions aligned to Grade 10 open school curricula. Preraks guide them through academic content, exam preparation (including mock exams using past papers), and mandatory requirements such as Practical File submissions and Personal Contact Programmes. Additional sessions explore career awareness and potential future options. Woven throughout are modules for learners to develop transferable skills in communication, negotiation, and problem-solving. As exams approach, learners are assisted with logistical needs: travel coordination, document verification, admit card downloads, and confidence-building sessions to ensure every learner reaches the exam hall.

Throughout this phase, Preraks are far more than instructors. They track attendance, conduct home visits, maintain close relationships with families, coordinate childcare where needed, and negotiate with households when family pressure threatens to pull a girl away. Their presence in the village, as trusted, locally respected women, is what makes sustained participation possible for girls navigating the competing demands of daily life.

3. Post-Exam Transition Phase (Months 17-24): This phase supports learners in clearing pending subjects (if there are any they did not pass the first time), celebrates their academic achievements, and facilitates onward pathways to higher education or employment.

- Results & Subject Yet to Clear (SYC) Support: For learners who need to re-appear for specific subjects they did not pass the first time, Pragati provides structured revision sessions, targeted academic support, and continued emotional encouragement. Result guidance, re-evaluation processes, and re-registration support ensure that no girl who has come this far is left to navigate any part of the system alone.
- Graduation Ceremony: Every learner's journey concludes with a community Graduation Ceremony: a public celebration that honours her achievement, reinforcing the value of education and acting as a public endorsement of girls' academic success.

The 435 girls in Sidhi supported through this grant were identified and enrolled in December 2025, and have already completed Phase 1 (Mobilisation) and the first half of Phase 2 (Learning & Delivery). This proposal funds the remaining twelve months of their journey (Months 13-24) covering the second half of

Phase 2 through to the completion of Phase 3 (Post-Exam Transition).

About Sidhi, Madhya Pradesh

Sidhi is a predominantly rural district in eastern Madhya Pradesh with high rates of out-of-school girls at the secondary level and limited school infrastructure. It falls within Educate Girls' FY 2025-27 pilot expansion into MP, supported by a new MoU with the state government.

The 435 girls now in the 2025-2027 cohort dropped out years ago, some due to distance from secondary schools, others due to early marriage pressure, household responsibilities, or learning gaps that made continuing feel impossible. Community mobilisation and trained Preraks identified and enrolled these young women in December 2025. With the completion of the mobilisation phase they have now begun learning across 29 village-based learning camps. They are bridging foundational literacy and numeracy gaps, developing life skills and moving towards academic preparation. Foundations are being rebuilt, confidence is growing, and the academic pathway ahead is taking shape.

This proposal covers the second half of their Pragati journey: the phase where academic preparation is most intensive and the practical and financial barriers to completion are greatest. Girls are most vulnerable to disengage in the months immediately before examinations, when exam anxiety, family pressure, and logistical demands converge. Preraks' continued mentorship serves as a critical buffer, conducting home visits, coordinating transport to zonal exam centres, managing documentation, and providing sustained encouragement.

These 435 learners have already overcome so much: returning to education after years away, confronting family resistance, and rebuilding academic confidence from the ground up. The investment already made—in training, mobilisation, and the beginning of camp delivery—only yields its full return if these girls are able to reach their Grade 10 exams. These adolescent girls and young women need twelve more months of continued support for the sessions, materials, and Preraks who are showing them that learning is for them, and that they can dare to dream.

Proposed KMIs & Budget

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Central Programme Support Cost @ 10% on Programme Cost	₹ 249,959
Total Cost	₹ 2,749,554

Sustainability & Systems Change in Madhya Pradesh

Pragati is not a parallel education system. It is a programme designed to strengthen the public infrastructure that already exists. Pragati learners earn their Grade 10 certification through a government-administered State Open School: the same qualification, examining body, and credential recognised by employers, universities, and financial institutions across India. State Open Schools were established precisely to ensure that no learner is permanently excluded because of age or interrupted schooling. However, it is a system that has been historically inaccessible for adolescent girls and young women from rural marginalised communities. Pragati is therefore working to bridge that gap and make the system more accessible, affordable, and inclusive.

In Madhya Pradesh, Educate Girls has formalised this relationship through an MoU with the state government and a Technical Assistance Unit (TAU) embedded within MP's education department. The TAU provides technical and strategic support to implement key reforms within MP's open school system. This partnership has resulted in the introduction of two new subjects, Entrepreneurship and Indian Culture, into the State Open School curriculum, expanding subject choice and relevance for learners like those in Sidhi. Additionally, comprehensive textbook revision has been initiated (the first since 2011)

aligned with NEP 2020, NIOS, and NCERT frameworks, ensuring that what these girls study is genuinely suited to their learning needs. Vocational and skill-based subjects are being integrated into the curriculum in parallel. The chatbot developed by our TAU IT team has also been operationalised and formally handed over to the state, enabling real-time query resolution for learners across Madhya Pradesh. Furthermore, the MP State Open School website is now fully functional for registration and digital services, with learning content being progressively integrated, removing one of the most common administrative barriers that prevent girls from completing enrolment.

By creating both demand (through village-based camps) and supply (by strengthening state open schools), Educate Girls is uniquely positioned to deliver a scalable, sustainable solution for secondary education. The work being done in Sidhi today is already shaping what Madhya Pradesh does at scale tomorrow.

Conclusion

Mamta left school after 8th grade because of the barriers so many girls in rural areas face: secondary school distance, household responsibilities, and limited opportunities for continued education. Through Educate Girls' Pragati programme, she not only returned to learning, but excelled, scoring 85% in her State Open School 10th Grade exams and ranking among the top students in the state. With the support of her mentor, she is now pursuing her dream of becoming a teacher. Mamta's journey is not an exception; it represents what becomes possible at scale when girls are given structured second chances. With your support, 435 girls like Mamta can reclaim their education and future.



We invite Asha for Education Silicon Valley to partner with Educate Girls through a grant of INR **₹2,749,554** to support **435** adolescent girls and young women in **Sidhi, Madhya Pradesh** through the second half of their Pragati journey. By addressing immediate educational gaps and investing in long-term infrastructure, Educate Girls aspires to transform India's secondary education system and break the cycle of intergenerational poverty and patriarchy, empowering girls to take control of their lives and futures. Thank you for your partnership and consideration.



Educate Girls x Asha for Education Detroit Proposal

Supporting 360 Adolescent Girls and Young Women through Educate Girls' Pragati Learning Camps

Pragati Camps | Sidhi, Madhya Pradesh | FY 2026-27



Executive Summary

Despite significant gains in primary education in India, millions of adolescent girls and young women are still being left behind at the secondary level, creating one of the most urgent and under-addressed gaps in global education today. Educate Girls is addressing this gap through Pragati, a second-chance education model that enables out-of-school adolescent girls and young women to complete secondary education and unlock pathways to employment and independence.

This proposal for FY 2026-27 invites Asha for Education Detroit to support 360 adolescent girls and young women in the Sidhi district of Madhya Pradesh through year two of their 24-month Pragati journey. This period carries learners through the second half of structured camp sessions (exam preparation, mock exams, transferable skills, and career awareness) through to exam-day logistics, post-exam support for learners, and a culminating community Graduation Ceremony that celebrates each girl's achievement. We are requesting **₹2,271,045** to fund these 24 Pragati camps in Sidhi for the remainder of these girls' journeys, supporting them to build the academic and life skills that will carry them forward to, and through, their Grade 10 certification.

Unlocking Education for Every Girl

For decades, millions of girls in India, especially in rural and remote regions, have been excluded from education. Deep-rooted social norms, poverty, early marriage, and domestic responsibilities have consistently pushed girls out of classrooms. In many communities, this exclusion has been so pervasive

that it is seen as normal. Recognising this reality, Safeena Husain founded Educate Girls in 2007 with a mission to ensure that every girl in India has equal opportunity to access quality education. Through its flagship program **Vidya**, Educate Girls works closely with government schools and communities to identify out-of-school girls (aged 6-14), support their enrollment, and improve the foundational literacy and numeracy of children in grades 3-5. Over the past 18 years, these efforts have expanded to more than **30,000 villages** across **four states**, supported by **55,000+** local (Team Balika) volunteers, mobilising over **2.2 million** girls for enrollment and supporting **2.6 million** students through Educate Girls' remedial learning curriculum, Gyan ka Pitara. In 2025, Educate Girls became the first Indian organisation to receive the Ramon Magsaysay Award, widely regarded as Asia's Nobel Prize.

The Changing Landscape of Girls' Education in India

Over the past two decades, India has made significant progress in expanding access to education for girls, particularly at the primary levels. Initiatives such as the Right to Education Act (2009), Samagra Shiksha Abhiyaan, and Beti Bachao Beti Padhao have significantly improved enrollment and retention of children in primary grades, with over 98% of girls continuing in grades 1-2 and 85% in grades 3-5. Yet as girls move beyond the primary years, the path to continue schooling becomes much harder: retention drops to 78% in middle school and sharply to 47% in secondary school, particularly affecting girls in rural and marginalized communities.

For many of those girls, poverty, early marriage, and household responsibilities force them to drop out, and ending their education becomes their only option. Even when girls want to continue, education beyond the primary grades in government schools is not free, and the practical and financial demands—books, uniforms, tuition, travel, and exam fees—make it difficult for many families.

Adding to it, secondary schools in India are scarce and distant, and those that exist often lack teachers and basic facilities such as separate toilets. Girls must travel long and unsafe distances without proper public transport, and even when they reach school, many struggle to keep up. ASER¹ and UDISE+² data show that girls in rural areas often fall behind in basic reading and mathematics, leaving learning gaps that make returning or continuing even harder.

Alternative pathways provide little relief: most state open school systems are fragmented, inaccessible, or expensive, and the National Institute of Open Schooling (NIOS) enrolls only 300,000 students annually, with girls making up only 33% of the total enrollment. The result is devastating: millions of girls drop out and are left with no pathway to continue their education. Each year, an estimated 9 million children in India drop out before completing secondary education (UNESCO UIS; World Bank), with girls disproportionately affected at the transition to secondary school. Today, an estimated **91 million adolescent girls and young women (aged 15-29) in India** are out of education, employment, or training.

¹ *Annual Status of Education Report, a nationwide survey that measures learning outcomes and school participation among children in India.*

² *UDISE+ – Unified District Information System for Education Plus, a comprehensive database maintained by the Ministry of Education, Government of India, that tracks school-level data on enrollment, infrastructure, teachers, and learning outcomes.*

This represents one of the largest systemic leakages in the education system, where years of investment fail to translate into meaningful life outcomes. Without completing at least secondary education, girls face restricted economic opportunities, heightened vulnerability to early marriage and domestic violence, and reduced ability to participate fully in society.

About Pragati

A Second Chance Program for Adolescent Girls and Young Women

Pragati offers a way back. Pragati is Educate Girls' **second-chance education program for adolescent girls and young women**. Pragati empowers girls aged 15-29 to return to education and access future opportunities. It addresses the barriers marginalized girls in rural areas face in continuing secondary education. By facilitating enrollment in state open schools, Pragati builds academic and life skills while raising awareness of further education and career opportunities. Launched in 2021 with 300 learners in Rajasthan, Pragati has grown into one of India's largest second-chance education programmes, having now reached over 53,000 learners across Rajasthan, Bihar, Madhya Pradesh, and Chhattisgarh.

Unlike traditional second-chance programs that are urban, centre-based, and costly, Pragati is **designed for scale in rural contexts**, bringing flexible, community-based learning directly to girls' doorsteps at a fraction of the cost. Pragati's effectiveness is grounded in three design principles: **community ownership**, **government integration**, and **cost-efficient** delivery, allowing the model to scale sustainably while maintaining strong outcomes.

Pragati takes a dual approach to tackle these challenges. First, through village-based learning camps, Pragati generates awareness, increases enrollment in Grade 10 of open schools, and equips girls with essential academic and life skills. Second, through government partnerships, Pragati embeds Technical Assistance Units (TAUs) in state education ministries to support state governments in improving the reach and functionality of state open schools, making them more accessible, affordable, and inclusive. *This proposal focuses on the community-based learning camp model, which provides a practical, local pathway for girls to re-enter education and supports them step-by-step in reclaiming their education, agency and future.*

The Pragati programme's 24-month model is designed to be hyperlocal, inclusive, and outcome-oriented, addressing not only academic gaps but also the deep-rooted social barriers that prevent girls from returning to education. Pragati's 24-month cycle has three core phases:

1. Mobilisation Phase (Months 1-3): This foundational phase establishes the programme in target geographies and builds the ecosystem of local actors essential for successful implementation.

- Programme Coordinator (PC) and Prerak Onboarding & Training: Districts with high concentrations of out-of-school girls are identified through secondary data. Programme Coordinators are recruited and trained to oversee implementation across multiple villages. Locally rooted village-based mentors, known as Preraks, are selected through a rigorous process

and trained in learner support, peer-led instruction, and community mobilisation.

- Community Engagement through Pragati Sabhas: Through structured village gatherings, awareness and local ownership is built. These events bring together local government members, families, frontline workers, and government officials to challenge gender norms, reduce stigma around older girls returning to school, and spark community advocacy for girls' education.

2. Learning & Delivery Phase (Months 4-16): This is the core programme phase, delivering approximately 120 structured sessions focused on academic preparation, life skills development, and logistical support to ensure learners succeed in their Grade 10 open school exams. Camps are scheduled at 7-10am or in the evening to accommodate household responsibilities and caregiving duties. Each learner receives learning materials which includes workbooks, modules aligned with state-specific Grade 10 requirements, chapter summaries, practice questions, and QR-enabled content .

These structured learning materials are the primary vehicle through which girls rebuild academic skills, catch up on years of missed learning, and prepare for Grade 10 certification. For Preraks, the Prerak Handbook provides step-by-step guidance on camp structure and learner engagement techniques, ensuring Preraks are equipped to deliver consistent, meaningful mentorship. For learners, the learning materials cover foundational literacy, numeracy, and core subject content to rebuild academic skills and confidence, alongside chapter summaries and practice questions aligned to state curricula for direct Grade 10 exam preparation. Throughout the programme, the kit's QR-enabled content (including video tutorials, audio explanations, and access to the Pragati Didi WhatsApp chatbot) further supported doubt resolution and self-study. Since many learners balance camp attendance with caregiving, wage labour, and domestic responsibilities, having their own learning materials enables girls to study at home as well as during camps and maintain progress during periods of migration or disruption.

Camp sessions:

1. Neev (Pre-Camp Readiness) Sessions: A six-week preparatory module designed to bridge foundational learning gaps in literacy and numeracy. Learners receive support in subject selection, build aspiration roadmaps, and enhance digital, financial, and social protection literacy. Mock tests and a 'Scheme Mela' are conducted to prepare them for exams and introduce government support options.
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3. Post-Exam Transition Phase (Months 17-24): This phase supports learners in clearing pending subjects (if there are any they did not pass the first time), celebrates their academic achievements, and facilitates onward pathways to higher education or employment.

- Life Skills Sessions: After completing their examinations, learners participate in the **Unnati Phase**, which focuses on life skills, career awareness, digital literacy, financial literacy, and future education and livelihood pathways, enabling them to make informed decisions beyond secondary education. This phased approach equips learners with the knowledge, confidence, and essential life skills required to successfully complete Grade 10 and transition towards higher education, employment, or entrepreneurship.
- Results & Subject Yet to Clear (SYC) Support: For learners who need to re-appear for specific subjects they did not pass the first time, Pragati provides structured revision sessions, targeted academic support, and continued emotional encouragement. Result guidance, re-evaluation processes, and re-registration support ensure that no girl who has come this far is left to navigate any part of the system alone.
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The 360 girls in Sidhi supported through this grant were identified and enrolled in December 2025, and have already completed Phase 1 (Mobilisation) and have begun Phase 2 (Learning & Delivery Phase). This proposal funds the remaining twelve months of their journey, covering the remainder of Phase 2 through to the completion of Phase 3 (Post-Exam Transition).

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More details on each budget head can be found in the Annex

Sustainability & Systems Change in Madhya Pradesh

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By creating both demand (through village-based camps) and supply (by strengthening state open schools), Educate Girls is uniquely positioned to deliver a scalable, sustainable solution for secondary education. The work being done in Sidhi today is already shaping what Madhya Pradesh does at scale tomorrow.

We invite Asha for Education Detroit to partner with Educate Girls through a grant of INR **₹2,271,045** to support **360** adolescent girls and young women in **Sidhi, Madhya Pradesh** through the second half of their Pragati journey. By addressing immediate educational gaps and investing in long-term infrastructure, Educate Girls aspires to transform India's secondary education system and break the cycle of intergenerational poverty and patriarchy, empowering girls to take control of their lives and futures.

Thank you for your partnership and consideration.

ANNEX

(1) Prerak & Learner Profiles

Prerak Profiles:

A **Prerak** is a community-based facilitator who serves as the primary link between the Pragati programme and its learners. Preraks identify and mobilise out-of-school adolescent girls and young women, support their enrolment in the State Open School system, and lead structured learning sessions through village-based Pragati camps. They provide ongoing academic support, exam preparation, counselling, and encouragement to help learners successfully complete Grade 10.



Preraks also work closely with families and community leaders to address the barriers that often prevent girls from returning to education. Through home visits, community meetings, and partnerships with Panchayat representatives, Anganwadi workers, ASHAs, teachers, and other local stakeholders, they help build support for girls and young women to continue their education.

Preraks are trusted members of the communities they serve — almost always women from the same village or a nearby area. Many come to the role with previous experience in community mobilisation, education, or government-linked programmes. Some have worked as Village Coordinators helping families access government schemes, as Gram Saathins under state women's empowerment programmes, or as Anganwadi workers. Others come from teaching backgrounds, including educators who have worked in government schools, provided informal learning support during COVID-19 school closures, or participated in fellowships supporting children who were struggling academically.

What they share is deep community trust and a personal connection to the challenges girls face in accessing education. Many have overcome educational barriers themselves and draw on their own experiences to motivate learners and reassure families. Before beginning outreach, each Prerak undergoes training to prepare her for the role. Over time, they become not only educators and mentors, but visible role models in their communities — demonstrating what girls and young women can achieve when they have the opportunity to continue their education.

Prerak Profile in Practice: Uma

Uma is a graduate and long-time community leader in a remote village in Pali district. Between 2012 and 2018 she served as a Village Coordinator helping residents access government schemes, and since 2021 she has worked as a Gram Saathin (Village Assistant) under the Department of Women Empowerment. She became a Pragati Prerak in 2024 after hearing about Educate Girls' work.



In her village, many girls had dropped out young due to long distances to school and financial strain at home, and had taken up odd jobs to support their families. Uma organised a Pragati Sabha with village elders, school staff, and community leaders, making the case directly to families that completing Grade 10 could open the door to better jobs and a better future — not just for their daughters, but for the village as a whole.

Her sustained outreach paid off: she enrolled a substantial number of girls from her village into the Rajasthan State Open School and now runs Pragati learning camps.

"I feel very good when I help students prepare for their grade 10 exams. There is a lot of change in the students — their writing skills have improved a lot, their memorising ability has also increased, and they are all trying their best to pass in the first attempt." — Uma, Prerak

Learner Profiles:

A **Pragati learner** is an adolescent girl or young woman who has dropped out of education and is no longer eligible to return to formal schooling, but still is looking for a way to continue her education. Learners are typically between the ages of 15 and 29 and come from rural marginalized communities across Rajasthan, Bihar, Chhattisgarh, and Madhya Pradesh. Most dropped out of school around Grades 8-10, although some have had even less formal education.

Many learners face multiple, overlapping barriers to education. Some marry young and take on household or childcare responsibilities. Others live far from secondary schools or examination centres, making travel difficult or unsafe. Families may also depend on girls' contributions to household work, agriculture, or wage labour, while social norms can limit girls' mobility and prioritise marriage and domestic responsibilities over continued education.

Pragati provides these girls and young women with a flexible second chance. Through village-based learning camps and support from their Preraks, learners can prepare for Grade 10 through the State Open School system without having to leave their communities.

Learner Profile in Practice: Payal

Payal Kumari grew up in a low-income family in a remote village. She left school after Grade 8 because of financial difficulties and the long distance to school. For Payal, continuing her education seemed out of

reach. That changed when **Divya, an Educate Girls Pragati Prerak**, visited her village and introduced families to the Rajasthan State Open School — offering girls and women like Payal a pathway back to education.

Through the Pragati Camp, Payal and her friends could prepare for their Grade 10 examinations close to home. Returning to her studies was challenging at first, as she had been away from school for several years. With Divya's guidance and support from the Pragati Chatbot, Payal gradually rebuilt her confidence and worked hard to strengthen her learning. After months of dedication, Payal passed her Grade 10 examinations. Today, she hopes to continue her education and become an **Anganwadi worker**, supporting young children and mothers in her community. Her journey demonstrates what can become possible when girls and young women are given a practical pathway back to education — and the support to succeed once they return.

Learner Profile in Practice: Mamata



Mamta left school after Grade 8, facing several of the barriers that prevent girls in rural communities from continuing their education, including the distance to secondary school, household responsibilities, and limited opportunities to return to learning.

Through Educate Girls' Pragati programme, Mamta was able to resume her education and quickly distinguished herself academically. She went on to score **85% in her State Open School Grade 10 examinations**, ranking among the top students in the state.

With the support of her mentor, Mamta is now continuing to pursue her dream of becoming a teacher.

(2) Additional Budget Details*

Prerak Honorarium & Travel: This is the largest component of the programme budget and directly supports the 24 trained female Preraks who lead the Pragati learning camps. Preraks receive an honorarium for facilitating regular learning sessions, providing individual academic mentoring, supporting learners with exam preparation, and conducting the community and family outreach needed to help girls remain engaged in their education. The budget also covers Preraks' travel associated with programme delivery, including home visits and community engagement. Because Preraks are recruited from the communities they serve, they are able to build trusted relationships with learners and their families and provide consistent support close to home.

Implementation Team Staff Costs: This budget supports the programme staff responsible for coordinating and overseeing implementation at the district level. This includes Project Coordinators, District Managers, and other district-level team members who provide ongoing supervision and support to Preraks, monitor

programme implementation, coordinate with local stakeholders, and ensure that learning camps and learner support activities are delivered effectively and consistently. *Still waiting to hear from programme teams on the specific number of individuals.*

Staff & Prerak Training: Training equips Preraks and programme staff with the knowledge and practical skills to support learners throughout their Pragati journey. It covers building trust with learners and families, creating supportive learning environments, strengthening foundational academic skills, using engaging learner-centred methods, encouraging regular self-study and participation, and developing 21st-century and life skills. Training also prepares them to support Grade 10 exam preparation, address barriers to participation, maintain accurate programme records, and mobilise girls who are currently out of school by engaging their families and communities.

Teaching Learning Materials & Other Programme Costs: This budget supports the design, printing, and distribution of comprehensive learning materials that provide Preraks and learners with the content and tools they need for both village-based learning sessions and self-directed study. Materials for Preraks include a Prerak Handbook, which provides step-by-step guidance on the structure and delivery of learning camp sessions and supports facilitators in planning and conducting lessons effectively. Learner materials include content covering foundational literacy, numeracy, and core subjects, alongside chapter summaries and practice questions aligned with state curricula. The learning kit also incorporates QR-enabled digital content, including video tutorials and audio explanations, as well as access to the Pragati Didi WhatsApp chatbot. Other programme costs support the operational requirements associated with delivering the learning camps and ensuring that learners and Preraks have the resources they need to participate effectively.

Central Programme Support Cost: This cost, calculated at 10% of programme costs, supports the central functions required to design, manage, monitor, and sustain programme delivery at the state and national levels. Educate Girls' central team provides oversight and technical support to state and district teams, including programme management, quality assurance, monitoring and learning, financial and operational management, and coordination across programme geographies. Central support also enables Educate Girls to develop and strengthen programme approaches, and provide the organisational infrastructure needed to deliver the programme effectively. This investment ensures that the resources reaching learners and Preraks are backed by the systems, expertise, management, and accountability required for high-quality programme implementation.

**further budget breakdown forthcoming*

(3) Additional Q&A

(A) If a girl drops out of the program, what happens to the remaining money budgeted for her? Is she still counted as a beneficiary?

A girl becomes a Pragati beneficiary once she enrolls in the programme. A camp becomes active once at least 15 learners are enrolled. From enrolment, each girl is tracked through Pragati's five phases — Mobilisation, Neev, Prayaas/Exam Strategy and SYC — to understand how many progress through each stage.

If a girl stops attending, including due to migration or other mobility-related reasons, she is still tracked and the team continues to make efforts to re-engage her. For reporting, we count each enrolled girl only once in the overall beneficiary number, and then report her progression stage-wise — how many are active in camps, how many sit for the exam, and how many pass. If she drops out at any stage, she is counted up to the stage she reached, but not in the subsequent stages.

Budget utilisation is at the camp/cohort level, not per girl. Once a camp reaches 15 learners and becomes active, resources are used for the cohort — including Prerak time, learning materials, camp operations, assessments, exam support and continued tracking and engagement. Therefore, if some girls drop out, there is no individual “unspent” budget attached to them; the camp continues to operate for the remaining learners while the team continues efforts to re-engage those who have dropped out.

(B) What happens with girls who drop out, don't make it to the exams, or fail the exams, how are they treated in the numbers and engaged with? How do we track these different outcomes?

A lot of Pragati's work is in mobilization, and we understand that girls' educational journeys aren't linear — girls move in and out of engagement due to marriage, migration, family/economic pressure, health, etc., and often re-engage later. Because of that, we keep deep records of all out-of-school girls identified through community mobilization, not just those currently active in a camp — so tracking isn't a hard funnel that drops girls once they stop attending. The record includes:

- Enrolled → Retained through camp → Appeared for exam → Passed exam, with dropout and non-appearance disaggregated by reason (recorded by Preraks through their community follow-up)
- Girls who fail exams are retained in the program for re-attempt support in the next cycle, not dropped from tracking
- Girls who drop out of camp attendance remain in our records as identified out-of-school girls under continued community engagement, since re-enrollment is common and part of how the model is designed to work

This mobilization-first, non-linear approach is exactly why beneficiary counts stay meaningful through dropout, versus a stricter model where a dropout would simply disappear from the numbers.

(C) What indicators will be reported? Is it possible to have the specific names and images of the girls supported?

Standard indicators to report at aggregate/cohort level: girls enrolled, exam appearance rate, exam pass rate, learning outcome gains (if pre/post assessed), number of camps run, geographic coverage (village/block/district)

We completely understand the desire to know more about the specific girls this grant will support. However, to safeguard their privacy and safety — and in compliance with our Youth Protection Policy and India's Digital Personal Data Protection (DPDP) Act — we're unable to share identifying details about individual learners. What we can offer are profiles of girls who have given their consent to share their stories, which we hope still offer a meaningful window into the impact this programme has on the young women it serves, while protecting their identities.

(D) How will the camps be funded if Asha Detroit does not fund them?

These camps are already part of our planned programme footprint, based on Educate Girls' need-based approach — we prioritise locations where the need is greatest. Asha's support would therefore help us fund these planned camps and sustain the programme at the scale we have designed, rather than determine whether the camps happen at all. Where funding is not yet committed, we are able to bridge the gap through unrestricted resources, but continued donor support is important to ensure we can fully fund the planned programme and direct unrestricted resources to other emerging needs. We would therefore greatly value Asha's support for these camps and look forward to incorporating their decision into our funding plan.