

IMPACT ASSESSMENT

April 2022



EDUCATION – FOUNDATIONAL LEARNING

Community based Education Programs

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Executive summary

Housing Development Finance Corporation (HDFC) supported **Foundation to Educate Girls Globally (FEGG)** to continue working towards **improving the enrolment, retention and learning cycle of children** across remote villages in Barwani and Khandwa districts of Madhya Pradesh, India. These districts feature high on poverty rate and low on literacy rates. The pandemic added to the already existing challenges, that required the organisation to realign their operational model to ensure continuity of learning.

OVERVIEW

Implementing organisation:	Foundation to Educate Girls Globally (FEGG)
Investment and project overview:	<ul style="list-style-type: none"> Project investment of INR 1.81 crore Project aimed at improving the enrolment, retention and learning cycle of children across villages in Barwani and Khandwa in Madhya Pradesh, India through the following project activities: <ul style="list-style-type: none"> Ensuring improved learning outcomes Camp Vidya, in-community learning model was introduced to ensure children continued to learn despite closure of schools owing to the pandemic Community mobilization and empowerment Implementation partner focused on mobilizing community members through community ownership by leveraging support from Team Balika (volunteers) Enrollment of out-of-school girls (OOSGs) Implementation partner utilized door-to-door contact and follow-up home visits, along with engagement with community members to identify and enroll OOSGs Retention of enrolled girls To sustain retention of girls in school, the project introduced life skills education for adolescent girls and conducted meetings with School Management Committee (SMC) members
Project locations:	<ul style="list-style-type: none"> Khandwa and Barwani districts, Madhya Pradesh
Project duration:	<ul style="list-style-type: none"> October 2020 – March 2021

ASSESSMENT METHODOLOGY

The high-level objective of the impact assessment conducted by Deloitte was as follows:

- To conduct primary data collection from a sample of representative stakeholders and beneficiaries across intervention locations

- To use sector specific tools and evaluation framework customization e.g., OECD DAC framework for impact assessment
- To understand the existing baseline data through sample survey and advise as the client undertakes to evaluate progress against the same
- To study the direct/indirect impact of the CSR initiatives on the lives of the targeted communities and beneficiaries, pertaining to the project
- Analysis of the strategic strengths of the CSR initiatives, models of implementation and performance of the projects
- Suggesting potential ways forward to fine tune and improve the CSR initiatives carried out in the future

Deloitte used a mixed research design to conduct the impact assessment. The research questions were designed along the principles suggested by OECD's Donor Assistance Committee (DAC) for Development Assistance. The data for the impact assessment was collected by using customized data collection tools through document review, and key stakeholder and beneficiary interactions (on a sample basis). The primary data was collected through a field visit conducted in project locations, Khandwa and Barwani districts of Madhya Pradesh in the month of January 2022. The data collection was followed by a phase of analysis and documentation of observations and findings. The research team covered a total of **380 stakeholders through field visit and virtual interactions and 587 beneficiaries (Camp Vidya and Enrolment-ready girls) through document validation**. The key stakeholders included Camp Vidya students, Team Balika, Adolescent girls, Parents, SMC members, Anganwadi Workers, Government officials, and Implementing Organisation team (Field, Programme Management and Leadership).

IMPACT ASSESSMENT FINDINGS

Below is a summary of Deloitte's observations and findings of the impact assessment of the support to Foundation to Educate Girls Globally (FEGG):

Relevance/need for project:

- The project **supports the cause of girl's education** which continues to be a cause of concern in the country.
- The **pandemic has introduced unique challenges in the educational sector**, more so in rural geographies where access to resources to continue education is limited or absent. The **project locations, Barwani and Khandwa are rural districts with high poverty rates and low literacy rates**.
- The project is relevant to the targeted geography – **Madhya Pradesh, that takes the 28th position in terms of literacy rate** and has seen a decline in children aged 6 – 14 years enrolled in school (currently at 3.5%).
- The beneficiaries **(children) supported under the project belong to underserved social communities and are primarily first-generation learners**.
- The **project covers Sustainable Development Goal (SDG) 4** which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Impact created:



84,738 total beneficiaries impacted (**exceeded target of 54,596 by 55%**). Total beneficiaries include OOSGs, SMC members, children benefitted from Camp Vidya.



2,179 Camp Vidya organized in 1,844 villages (**exceeded target of 1,117 by 95%**).

31,123 children benefitted from Camp Vidya



12,427 girls benefitted (Khandwa)
5,922 girls benefitted (Barwani)



8,165 boys benefitted (Khandwa)
4,609 boys benefitted (Barwani)

Majority Camp Vidya students were from socio-economically marginalized groups:
15% Scheduled Caste (4,610), and 61% Scheduled Tribe (19,066)

Enrollment-ready school girls



25,661 enrolment ready out-of-school girls registered



50% out-of-school girls identified and enrolled from migrant families who returned to the village during the pandemic



82% of enrolment-ready school girls have been enrolled

Learning levels



Literacy skills (Hindi) grade level increase: 12.5% children moved 3 levels upward, 21% moved 2 levels upward, 35% moved 1 level upward and 27% stayed at the same level



Numeracy skills (Maths) grade level increase: 3% children moved 3 levels upward, 25% moved 2 levels upward, 32% moved 1 level upward, 30% stayed at the same level



Increase in learning levels in literacy skills: Baseline average score of 2.2 to end line average of 3.17



Increase in learning levels in numeracy skills: Baseline average score of 2.21 to end line average of 2.9

Life skills education adolescent girls




94% girls covered during the study reported increase in confidence and motivation gained through life skills education sessions




Behavioural change observed in adolescent girls post life skills education sessions, reported by **85%** parents



96% adolescent girls covered during the field visit were steadfast in their resolve to **complete higher education**

 While all parents of primary school girls responded affirmatively, **82% parents of secondary school girls were open to the idea of continued education.** However, they were concerned about challenges including proximity to schools and safety concerns which heightened their apprehensions.

 **90% parents** abreast with the changes in government policies and girls' rights including information about the prohibition of child marriage (Amendment) Bill, 2021.

Pivots to the implementation model due to Covid-19:

- **FEGG moved to a community-based learning model** from a school-based learning model. Camp Vidya was conceptualized to ensure continuity of learning numeracy and literacy skills. The camp comprised of two-hour sessions facilitated and led by Team Balika and supported by Field Coordinator.
- Community mobilization and empowerment, an essential component of the model benefits greatly from the Team Balika (community volunteer from each village). Hence, **effort was laid towards capacity building, and soft skills training of Team Balika**, to motivate and prepare them for the new mode of teaching and learning.
- To continue enrolment of out-of-school girls, **FEGG moved to a hyper-local focus with increased frequency of door-to-door contact** to understand the belief system of parents towards education and engage with them to identify out of school girls. Team Balika also took support from government school teachers and Anganwadi workers in this process.
- To work towards **retention of school girls**, the team moved to a community-based life skills sessions for all adolescent girls in the village as opposed to a democratically elected Bal Sabha. During school closures, the

SMC meetings were conducted in community spaces to discuss aspects of girls' education and issues pertaining to the pandemic. Pre-pandemic mandate called for one SMC meeting every month, however, during the pandemic, the frequency of the SMC meetings reduced to once in two months or was held need-basis.

Highlights of the programme:

- **Activity-based learning implemented** through **incorporation of natural elements** such as twigs and leaves to teach counting, addition and subtraction, and inclusion of cultural specificities to engage students including games such Dal Bhaati (Hindi adaptation of Simon Says), an energizer used by Team Balika before beginning the sessions.
 - Camp Vidya **benefitted students beyond those captured** in the list of registered students.
 - Team Balika (community volunteer) and government school teachers worked together to effectively run community-based learning in the villages.
 - **All** camps practiced gender agnosticism.
 - Focus on **community ownership and responsibility** through door-to-door contact, SMC meetings, awareness, and enrolment drives.
 - SMC played a key role in **creating the awareness and motivating parents** to send their children for Camp Vidya.
 - Initial hesitation towards camps from parents, placated through door-to-door counselling by Team Balika.
 - Lesson plans and extensive trainings provided to Team Balika to facilitate Camp Vidya effectively.
 - The camps facilitated **life skills education sessions for adolescent girls through a game-based model**. Focus was laid on socio-emotional wellbeing of the adolescent girls through the games played during the sessions. **Emotionally engaging content** using positive psychology concepts such as savouring used in life skills education (LSE) sessions.
 - **Digital mode of monitoring progress in camps** using a digital PMS accessible to the field coordinators on the ground.
 - **Continued emphasis and effort towards enrolment ready girls** to ensure identification of enrolment ready girls continues despite school closures.
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Recommendations:

- As schools begin to reopen, **focus can be extended towards retaining girls in schools**. Efforts can be laid towards helping build and sustain a positive attitude towards education.
 - **Elements of Camp Vidya (in-community) intervention model can be retained** and continued during school breaks to provide continued engagement and learning among natural elements. Camps can be segregated based on the grades of the students to facilitate grade appropriate learning.
 - **Additional support can be provided to Team Balika members to build capacities**. A reward mechanism can be instituted for Team Balika to enhance their retention in the programme.
 - **Team Balika members can be provided with access to certain components of the Project Monitoring System (PMS)** to ensure field data collection is fast tracked.
 - **Continued comparative analysis for life skills education sessions** can be conducted to measure the impact it has had on the lives of adolescent girls.
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4	14	24	34	44	54	64	74	84	94
5	15	25	35	45	55	65	75	85	95
6	16	26	36	46	56	66	76	86	96
7	17	27	37	47	57	67	77	87	97
8	18	28	38	48	58	68	78	88	98
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बाद, खाले से पहले हाथ साबन से धोये

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SHAPES



शिक्षा का अधिकार

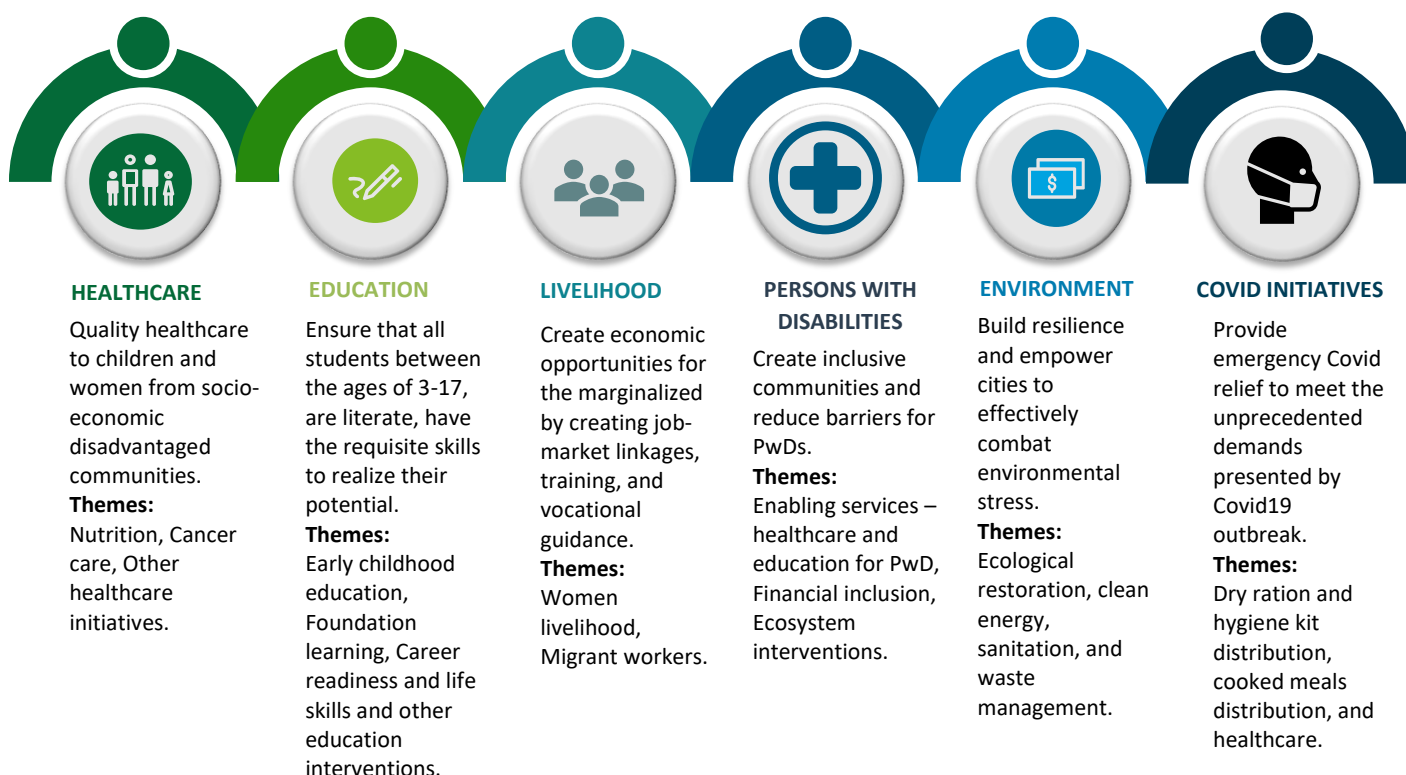
समिती पर्व



Background

1.1. About HDFC's CSR initiatives

Housing Development Finance Corporation Limited (HDFC) – Housing Development Finance Corporation Limited is an Indian financial services company based in Mumbai, India. It is a major housing finance provider in India that also has a presence in banking, life and general insurance, asset management, venture capital, realty, education, deposits, and education loans.¹



H T Parekh Foundation (HTPF) – The H T Parekh Foundation, a section 25 registered charitable institution, is the philanthropic arm of Housing Development Finance Corporation (HDFC). HTPF's philanthropic activities are aimed at enhancing the quality of life of people from marginalized and vulnerable communities and creating a stronger and inclusive society. It has a sustained focus on community development programs that promote equity and dignity and advance opportunities for all.²

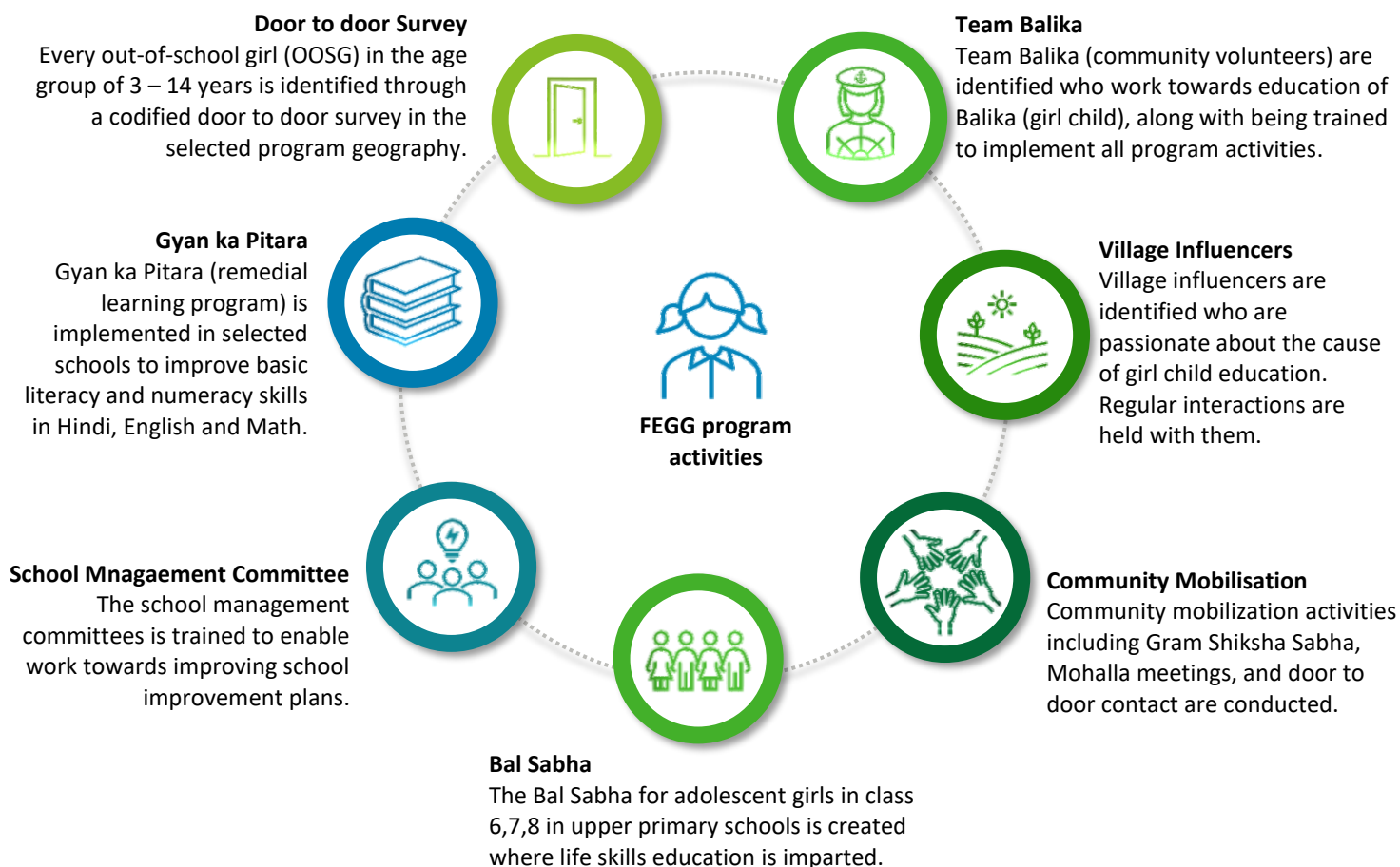
¹ HDFC website - <https://www.hdfc.com/> accessed on 1st December 2021

² HT Parekh Foundation website - <http://www.htparekhfoundation.com/index.html> accessed on 1st December 2021

1.2 About the implementing organisation – Foundation to Educate Girls Globally (FEGG)

The organisation works towards ensuring that all girls get access to elementary and secondary education by mobilizing public, private and community resources. This is carried out with the spirit to bring awareness and self-sufficiency within the communities towards the right to education of girls while consequently empowering them to improve their enrolment, retention and learning outcomes in schools. The operational model is unique in the sense that it engages community members and empowers young girls. This is carried out through recurrent interactions with community members, along with several community mobilization activities and training sessions, where the idea is to create a sense of ownership and responsibility within the community which will continue to embody the spirit and cause of educating girls.

The following is a comprehensive list of the major activities that FEGG conducts during their presence in a specific geography³:



³ Documents received from HDFC

1.3. About the initiative

	Investment (INR)	MoU Period	Project Location	Project Overview
Grant support to Foundation to Educate Girls Globally	1,81,00,000	October 2020 to March 2021	Madhya Pradesh, Khandwa, and Barwani Districts	Project aimed at improving the enrolment, retention and learning cycle of children across villages in Barwani and Khandwa in Madhya Pradesh, India

The onset of Covid19 led to the closure of schools, and the significant impact it had on the learning of children, required Foundation to Educate Girls Globally (FEGG) to pivot their legacy model towards an in-community intervention by establishing community-based learning program (CBL) through Camp Vidya during the academic year 2020-2021. The camp was introduced with the objective to ensure that children receive a safe space and environment for continued learning and to pursue motivating the parents to provide their children education once schools commence. Each camp admitted a limited group of 15 children to ensure efficient following of Covid19 social distancing norms.

Primarily, the project aimed to provide support to educate girls in Barwani and Khandwa, districts of Madhya Pradesh with the goal to improve enrolment, retention and learning outcomes of girls.⁴ The aspiration was also to:

- Create an environment conducive for learning to ensure the levels of learning numeracy and literacy skills can be improved.
- Create a safe environment within the communities for children to meet regularly and interact with peers while continuing to work on their learning.

Overall, the target of the project was to:

- Enrol 26,136 out-of-school girls
- Retain at least 85% of enrolled girls
- Organise 1,117 community-based learning camps across Khandwa and Barwani districts to improve learning of children
- Impact lives of 54,596 beneficiaries across Khandwa and Barwani districts

The three broad outcomes envisioned for the project included:

- Increased enrolment of out-of-school girls (OOSGs)
- Retention of 85% of girls enrolled during the term
- Improve learning levels of children in 3, 4 and 5

⁴ Details of Program Model, provided by Foundation to Educate Girls Globally

For each of the project outcomes mentioned above, different activities were conducted as highlighted below⁵:

Enrollment of Out-of-School girls (OOSGs)	<ul style="list-style-type: none"> • Door to door contacting of parents to counsel and motivate them • Alignment with state government priorities for enrolment • Coordinate with the government to reach out to OOSGs basis the data collected by them • Community engagement to identify out-of-school girls. • Periodic check-ins and follow ups with teachers to collate valid enrolments in school records • Designing and implementing Camp Vidya
Retention of enrolled girls	<ul style="list-style-type: none"> • Formalising and training the school management committee (SMC) • Creating the Bal Sabha and providing them life skills training
Improved learning outcomes	<ul style="list-style-type: none"> • Community-based learning through Camp Vidya

1.4 Objectives of the engagement

The primary objective of the engagement was to conduct an impact assessment of CSR grant support to ‘Foundation to Educate Girls Globally’. The high-level objective of the impact assessment conducted by Deloitte was as follows:

- To conduct primary data collection from a sample of representative stakeholders and beneficiaries across intervention locations
- To use sector specific tools and evaluation framework customization e.g., OECD DAC framework for impact assessment
- To hold discussion with client’s identified stakeholders to understand their requirements and sampling plan finalized for primary research
- To obtain relevant data from primary stakeholders through surveys, FGDs
- To conduct data and document analysis including MIS/Reports submitted by NGO
- To understand the existing baseline data through sample survey and advise as the client undertakes to evaluate progress against the same
- To study the direct/indirect impact of the CSR initiatives on the lives of the targeted communities and beneficiaries, pertaining to the project
- Analysis of the strategic strengths of the CSR initiatives, models of implementation and performance of the projects
- Suggesting potential way forward to fine tune and improve the CSR initiatives carried out in the future

⁵ Proposal, provided by Foundation to Educate Girls Globally



Approach and methodology

2.1 Approach

Our approach to this project was conceived in line with the objectives and scope of work as well as our prior experience in similar engagements. Our approach was consultative and grounded, based on interactions with key stakeholders, aided by focused primary and secondary research, complemented by domain knowledge.

2.2 Methodology

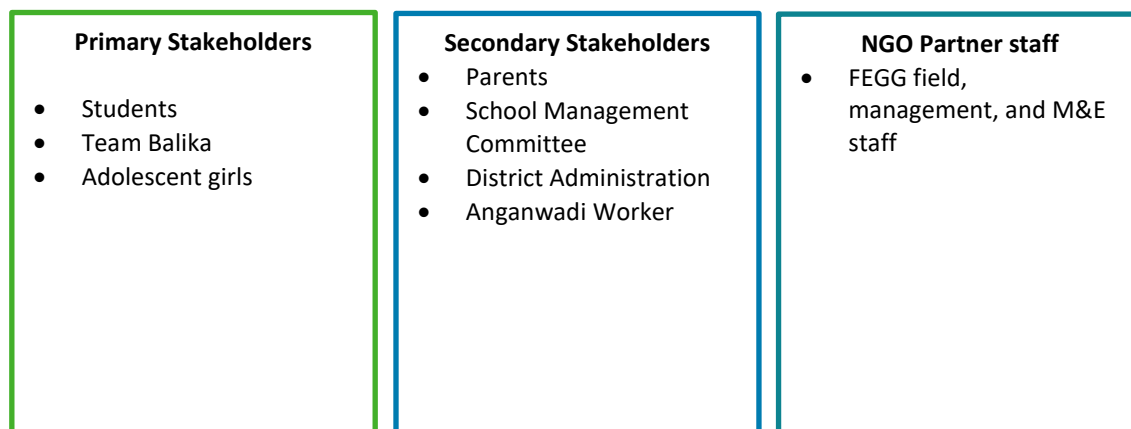
An impact assessment study of a development project is an analysis of the change, positive and negative, brought about in the lives of intended or unintended beneficiary either directly or indirectly due to the implementation of the said project.⁶ The impact assessment for Foundation to Educate Girls Globally utilized both qualitative and quantitative research methods to evaluate the impact the project has had on the lives of stakeholders. This impact assessment mapped the progress of the programme across the outcomes outlined and provided recommendations of best practices that can be implemented in future projects of similar nature. Some of the indicators that we evaluated through the project include the following:

Indicators			
Inputs	Processes	Outputs	Outcome and impact
<ul style="list-style-type: none"> Door-to-door surveys Camp Vidya 	<ul style="list-style-type: none"> Identification of OOSGs Community mobilization Tracking migrant families Orientation and support to Teachers and SMC members Pre and post assessment of student learning levels Monitoring and reporting Training OOSGs in Bal Sabhas Training and support to Team Balika 	<ul style="list-style-type: none"> Enrollment/ access No. of surveys completed & findings Capacity building sessions No. of enrolment ready OOSGs Ratio of girls to boys who attended Camp Vidya Contribution of SMC members 	<ul style="list-style-type: none"> Learning levels and grade appropriateness Community awareness of girls' rights Behavioral changes (students and parents) Social and emotional learning Social inclusion Impact of Covid -19 on adolescent girls

⁶ International Fund for Agricultural Development (IFAD), Evaluation Manual, Feb 2015.

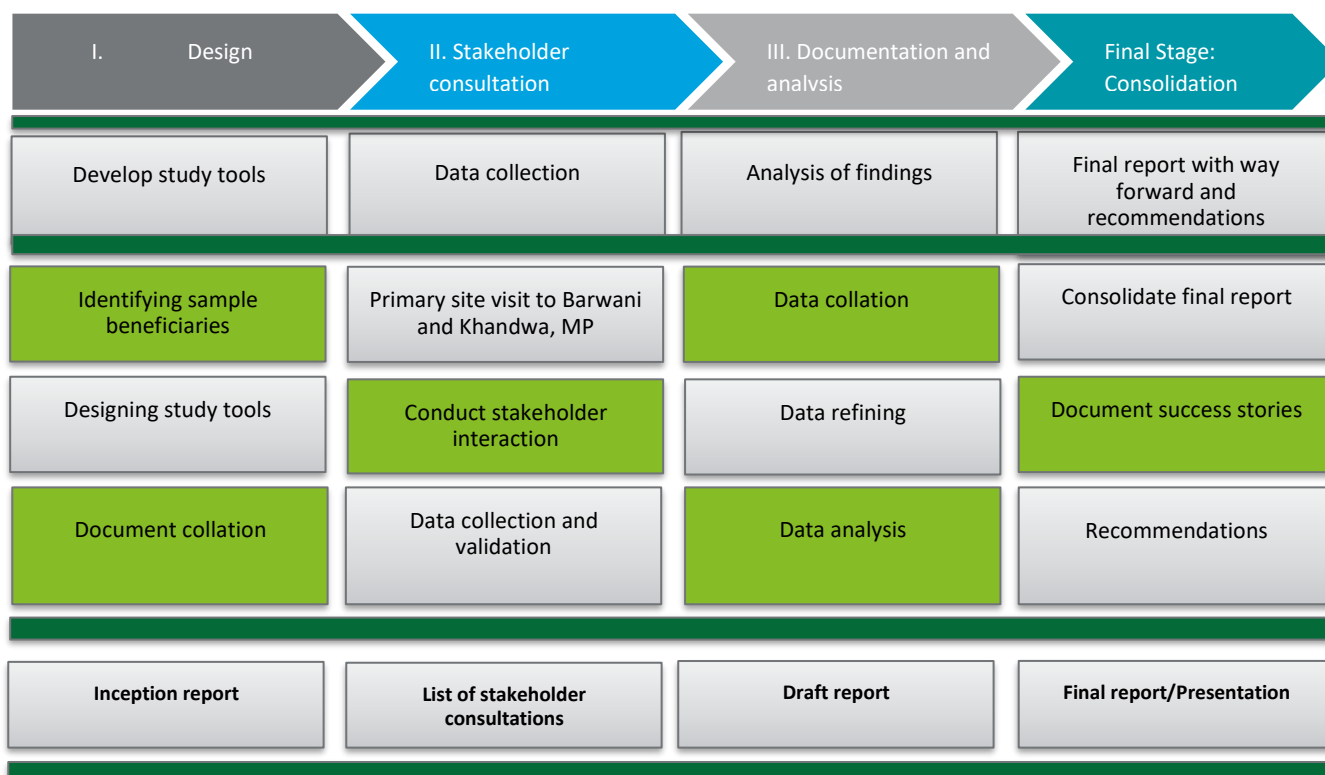
The impact assessment for the Foundation to Educate Girls Globally project was conducted through a desk review and field visit to the programme sites in Madhya Pradesh. The indicators listed were studied using both qualitative and quantitative methods to ensure a holistic understanding of the project impact.

2.2.1 Stakeholder mapping



2.3 Study design

The assessment was carried out in following stages –



Desk review and secondary research

The study team had an introductory call with select members of the NGO team to understand the nuances of the programme. As a next step, the team undertook an in-depth desk review of the available documents to understand the project at length. Available data sources were identified, utilized, and reviewed to identify specificities to be explored during the primary process of data collection.

Below is a list of documents that were reviewed as part of the assessment (non-exhaustive) –

- Proposal and MoU
- Camp Vidya Framework and Curriculum
- Camp Vidya sample session plan
- Foundation to Educate Girls Globally program update report
- Enrolment and attendance register
- Team Balika online training content + photographs
- Skill development of Team Balika
- Process documentation for mapping enrolment-ready girls
- SMC meeting notes/records
- List of life skills engagement sessions + list of participants in each session
- Grade gain: collated marksheets for literacy and numeracy

Field level stakeholder interactions

The assessment was conducted using qualitative and quantitative methods. Field visit to the villages accounted for the primary research component. The qualitative tools included focus group discussions, key informant interviews, and case study.

• Focus Group Discussion (FGD)

A focus group discussion is a qualitative research method used for collecting data in which a homogeneous group of individuals are facilitated by a moderator towards exploring and unearthing a given topic in-depth.⁷ The method helps in understanding the thoughts, perceptions, and attitudes of the group on several concerns in the interaction that allows the researcher to delve deeper into both the individual experience along with the collective narrative of the group. The FGD utilizes a semi-structured set of questions that guide the discussion where the moderator encourages equal participation to the discussion.

• Key Informant Interviews (KII)

A key Informant interview is a tool where the researcher can closely interact with the critical members or “key informants” of the project implementation team. The Key informant interview utilizes semi-structured guidelines to gather insights and observations made by the informant on a wide range of concerns related to the project implementation. These observations are then validated across different stakeholders.⁸

• Survey

A survey is a research method which involves collecting information or data from a sample of elements drawn from a well-defined population using questionnaire or interview schedules⁹ to infer the characteristics of a defined

⁷ Eeuwijk and Angehrn (2017). How to...conduct a focus group discussion (FGD). Methodological Manual.

⁸ MN Marshall (1996). The key informant interview technique.

⁹ Visser, Krosnick and Lavrakas (2000). Handbook of research methods in social and personality psychology.

population or universe.¹⁰ For the purpose of this study, the survey questionnaire will be used to understand the feedback of primary beneficiaries on Camp Vidya.

- **Case study**

Case study method is an in-depth study of a particular situation or a subject or refer to study of a small group of persons or events regarding analyzing the same in depth. It is a method used to narrow down a very broad field of research into one easily researchable topic. The case studies look intensely at an individual or small participant pool and draws conclusions only about that participant or group and only in that specific context.¹¹

Validating outcomes

The study team undertook document validation and verification on a sample basis of following –

- Enrolment-ready girls (Admission register, Form 6)
- Attendance and retention (Admission and Attendance register)
- Learning outcomes (Baseline-End line test results)
- List of Camp Vidya Beneficiaries
- FEGG Program Model
- List of enrolment ready girls
- List of Team Balika's
- Baseline and End line results
- Camp Vidya Framework
- Program Report
- Camp Vidya Sample Curriculum
- Camp Vidya Sample Session Plan
- FEGG Program Model
- FEGG Proposal
- Camp Vidya Learning Outcomes
- Camp Vidya Curriculum
- Life Skills Education Game Cards

The **learning levels of students were validated on the field using modified ASER methodology**, on the lines of the tool used by Foundation to Educate Girls Globally team, during their baseline and end line surveys. During Camp Vidya, students were segregated into three groups: green, orange, and red, basis their learning levels. Hence, to understand the learning levels of students, in each village, the research team asked the Team Balika to segregate the student's basis the color codes assigned to them that implied their current learning level post which the team asked students to answer questions pertaining to both literacy (Hindi) and numeracy skills (Math), which was then analyzed to draw inferences about learning levels of students. The research team deployed an interactive, play-based methodology involving games like the ones students played in the camps (e.g., Langdi Taang to identify alphabets and numbers) to evaluate the learning levels of students. The students belonged to the age group of 7 to 12 years.

Furthermore, to understand the experiences of adolescent girls (age group – 11-15 years), aspirational mapping was used to understand their career plans and aspirations.

¹⁰ Kerlinger (2009). Foundations of Behavioral Research.

¹¹ (egyankosh.ac.in)

2.4 Sampling Plan

The sampling technique varied basis the population at hand. The assessment employed proportionate sampling for selection of primary beneficiaries and purposive sampling for secondary stakeholders. The overall sample also took into consideration that the programme outreach has been higher in Khandwa, hence the split between the districts was proportionate to the total outreach numbers from respective districts. Through a 5-day field visit, the team covered a total of 14 villages across Khandwa and Barwani districts, Madhya Pradesh and interacted with primary and secondary stakeholders using a mix of research tools.

During the field visit, the team encountered two critical challenges which influenced the total number of interactions: (a) the field visit coincided with the third Covid19 wave (Omicron) due to which parents were hesitant to send their children for the interactions, (b) the field visit was conducted on days nearing a regional festival during which women leave their homes to visit their families. Despite these challenges, the research team was able to effectively conduct stakeholders' interactions across Khandwa and Barwani as follows:

S.no.	Stakeholder type	Outreach	Sample covered	Method
Primary stakeholders				
1	Students (Camp Vidya)	31,123	225 Khandwa – 150, Barwani – 75	Survey, KII, FGD, Case study
2	Team Balika	-	14 Khandwa – 9, Barwani – 5	KII, FGD, Case study
3	Field Coordinator	-	7 Khandwa – 4, Barwani – 3	KII, FGD, Case study
4	Adolescent girls	12,060	85 Khandwa – 60, Barwani – 25	KII, FGD, Case study
Secondary stakeholders				
1	Parents		12 Khandwa – 7, Barwani – 5	FGD, KII, Case study
2	School Management Committee		18 Khandwa – 13, Barwani – 5	FGD, KII
3	District Administration		1 (Khandwa)	FGD, KII
4	Anganwadi workers, ASHA		4 Khandwa – 2, Barwani – 2	FGD, KII
FEGG Team				
1	Field, Management and M&E team		14	FGD, KII
Document validation			Camp Vidya beneficiaries learning outcomes: 299 Enrolment ready girls: 288	

Relevance of the initiative



Relevance of the initiative

The challenge

Despite being an essential right for all children in India, many girls across the country continue to suffer when it comes to gaining access to resources in the realm of education. Even though there has been an increase in enrolment of girls in India there are several obstacles that impede their progress and access to resources including financial constraints, household responsibilities, early and forced marriages, discriminatory attitudes towards education, lack of functional toilets along with long distance to schools.¹² It is a well-established fact, that early childhood experiences (ages 0-8 years) form the basis for the child's overall growth and development and pave way for lifelong learning. However, despite RTE Act's appeal to begin enrollment of children to schools at the age of 6, national level trends indicate that there is a lack of allegiance to the enrollment norms laid by RTE.¹³

More recent reports (ASER 2020) show that between 2018 – 2020, the proportion of children in the age group of 6 – 14 years who are not currently enrolled in school has risen from 2.5% to 4.6%¹⁴ and it remains the same through the year 2021.¹⁵ Moreover, considering the country has had one of the longest school closures in the world¹⁶, the advent of the pandemic, has not only exacerbated the concerns relating to education in India, but has also introduced unique challenges including an urgency to address the gaps in access to technology, confront learning loss, provide access to learning resources while also tackling the deleterious impact it has had on education for girls for whom, the closure of schools has meant a sudden termination of a safe space where they could usually express themselves freely in front of peers and teachers.¹⁷

Digital divide – an operational nightmare

Access to technology and the internet became one of the primary prerequisites to meet the unique challenges presented by Covid19 for stakeholders across the education sector. As teaching and learning activities were forced to move online due to closure of schools, according to a report, close to 60% children in India were bereft of virtual modes of learning opportunities. The reasons varied from lack of accessibility to devices, several siblings using the same device along with obstacles in learning how to use ed-tech applications.¹⁸ Moreover, at present, against the national average of 51%, rural internet penetration is at 29%. For many low-income households with an income of less than INR 150 per day, internet access translates to approximately 3% of their monthly income.¹⁹

Furthermore, due to prevailing societal gender norms, gendered digital divide also emerged as a challenge, especially in rural locations²⁰, where women are less likely to get access to mobile devices. This is further escalated due to intrahousehold discrimination, where boys are given priority in accessing digital devices.²¹ Considering the extant digital divide in India stands, there was an urgent need to build education models that sustain learning in the rural and remote areas of the country, devoid of technological access to ensure minimal learning loss.

Education in Madhya Pradesh

¹² Oxfam, India. Importance of Girl Child Education, Empowering Girls Through Education

¹³ Annual Status of Education Report, Rural, 2018

¹⁴ Annual Status of Education Report, Rural, 2021

¹⁵ Annual Status of Education Report, Rural, 2021

¹⁶ Annual Status of Education Report, Rural, 2021

¹⁷ Deloitte, India and GCNI (2021). Covid19 and New Gender Equations

¹⁸ Azim Premji University (2020), Myths of Online Education, Field Studies in Education

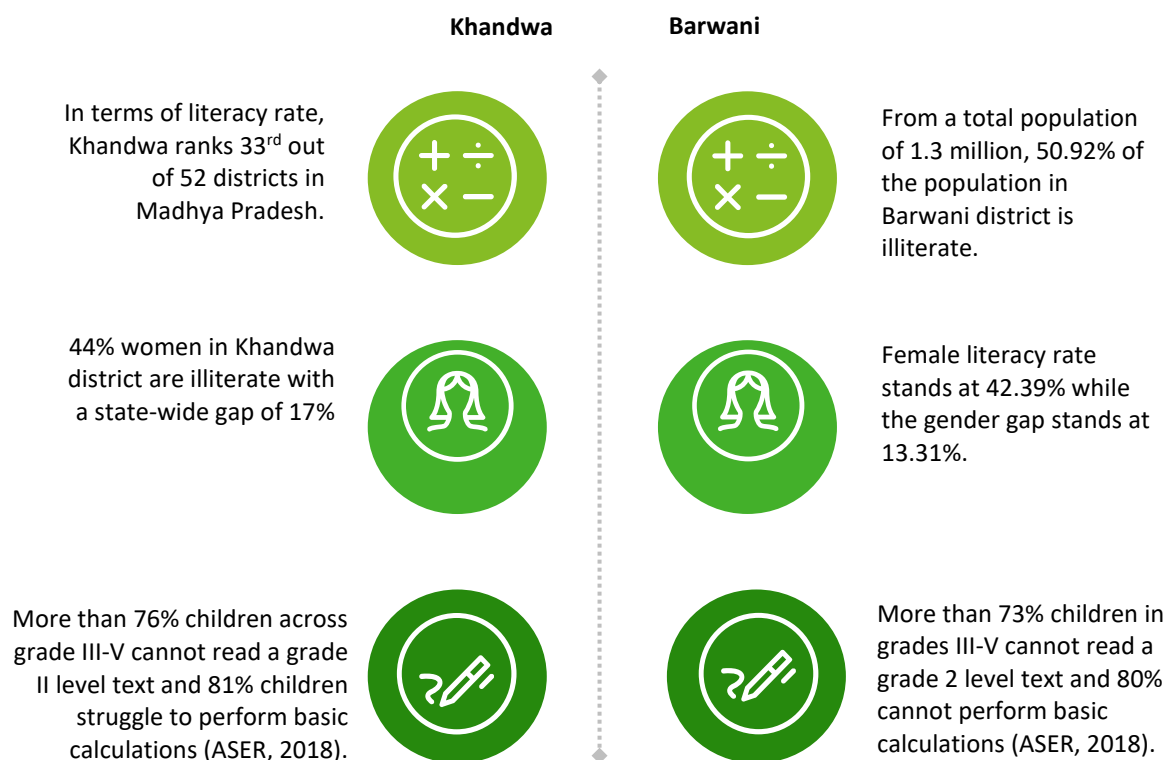
¹⁹ Observer Research Foundation (2021), India's gendered digital divide: How the absence of digital access is

²⁰ National Family Health Survey, India

²¹ Observer Research Foundation (2021), India's gendered digital divide: How the absence of digital access is

Madhya Pradesh takes the 28th position in terms of literacy rate among the 36 states/union territories in India with a literacy rate of 69.32%²². It has a low gender parity index and a low female literacy rate that stands at 60% compared to male literacy rate which is 80.5%. With respect to enrollment in school, the percentage of children aged 6 -14 years currently not enrolled in school stands at 3.5%, while 3.1% girls are not currently enrolled at a school in Madhya Pradesh²³.

The percentage of children not enrolled in school between age 6 – 10 has become steeper in the year 2020 (3.4%) as compared to 2018 (1.9%).²⁴ Moreover, Madhya Pradesh has a high concentration of educationally backward districts. For instance, a study by ASER (2018) shows that close to 74% of students studying in Grade V in Madhya Pradesh cannot read a Grade 2 level text and 84% of them cannot perform basic division. More than 80% of children studying in Grade V cannot even identify basic letters or read simple sentences in English.²⁵ Furthermore, for students who are enrolled in school, close to 15.4% of children in grade 1 – 3, and 10.5% of children in grade 3 – 5, do not have access to textbooks for their current age grade²⁶ and with respect to access to smartphones at home, 41.8% enrolled children in government schools, do not have access to them.²⁷



²² Indian Census (2021)

²³ Annual Status of Education Report, Rural, 2021

²⁴ Annual Status of Education Report, 2020

²⁵ Information received from HDFC

²⁶ Annual Status of Education Report, Rural, 2020

²⁷ Annual Status of Education Report, Rural, 2020

Impact assessment findings

	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
ली	-	-	-	7	6	13	3	2	5	-	-	-	10	8	18
सरी	-	-	-	7	5	12	-	1	1	-	-	-	7	6	13
सरी	-	-	-	6	7	13	-	2	2	-	-	-	6	9	15
थी	-	-	-	5	6	11	2	-	2	-	-	-	7	6	13
पंचि	-	-	-	12	11	23	-	-	-	-	-	-	12	11	23
योग	-	-	-	37	35	72	5	5	10	-	-	-	42	40	82

बोर्ड की कोई टाच - लकड़ा।



Impact assessment findings

How the project addressed the education challenge

Intervention model

The closure of schools owing to Covid19 brought into the picture, unique circumstance and challenges for the education sector that demanded swift action to ensure children continued their education. The challenge was even greater for rural children as they were unexpectedly bereft of organized formal education for an extended period without easy access to virtual modes of learning including, computers, mobile devices, or tablets. Hence, Foundation to Educate Girls Globally (FEGG) devised a unique model of community-based learning to safeguard the essence of learning in communities in Khandwa and Barwani, Madhya Pradesh and to ensure that the learning loss children endured, was next to minimal. FEGG drew focus on four essential components during the project period, namely: **(a) Community Mobilization and Empowerment (b) Enrollment of out-of-school girls (OOSGs) (c) Retention, and (d) Learning outcomes of children.** Each of the four components were strategically carried out through different activities adapted to meet the evolving demands of the pandemic along with the overall vision and mission of the project.

The following is a comprehensive representation of the major activities that FEGG conducted during their presence in Khandwa and Barwani during the period October 2020 to March 2021.

- **Key activities of the intervention model**



Inputs and Processes

1. Community Mobilization and Empowerment

An important aspect of the intervention model was to mobilize community members to enable them to make pertinent decisions regarding education in the villages. Foundation to EG Globally aimed to do this through community ownership and community mobilization.



- Team Balika:** Usually the most educated youth from a specific village, Team Balika is selected from each village to work as torchbearers of the project to champion the cause of girls' education in their respective villages. As the chief pillar of the project, Team Balika works in tandem with multiple stakeholders including the FEGG team along with the children, parents, and teachers in the village to create a sense of ownership and responsibility towards education of the girl child. After undergoing thorough training, Team Balika is responsible for all aspects of the program including identification and enrollment of out-of-school girls, supporting School Management Committee, helping teachers implement curriculum in schools and carrying out the training of Bal Sabha.

Pivot during the Covid19: Although FEGG team experienced challenges in implementing the in-school aspects of the intervention due to the continuance of school closures, FEGG adapted swiftly to ensure that activities could move towards an in-community mode of delivery. To ensure this, focus was laid on providing training to Team Balika's across project locations in Madhya Pradesh which included:

- (a) Capacity building trainings** held online to ensure Team Balika's felt ready to implement the program on field.
- (b) Soft skills training for Team Balika**, in addition to the regular training, to hone their leadership skills through a 10-session module.
- (c) Aspirational Mapping** was conducted for Team Balika's to aid them in identifying their ambitions, post which some Team Balika's were also registered for online courses.

- Gram Siksha Sabha (GSS):** To facilitate long term sustainable attitudinal and behavioral change in the villages, community mobilization is carried out to sensitize, educate and divide responsibilities between village leaders, elders, school administration and Team Balika, through the Gram Siksha Sabha also known as Village education meets and Mohalla meetings.

Pivot during the Covid19: Due to the lockdown, Gram Siksha Sabha was not held in the villages.

2. Enrollment of out-of-school girls (OOSG)

Identification and enrollment of out-of-school girls is integral to the program which is done through primary and secondary sources including door-to-door surveys along with information captured through governments Child Tracking survey (CTS) and District Information System for Education (DISE).



- Door to door contact and follow up home visits:** Through home-visits efforts are extended by Team Balika and field coordinators to understand the belief system of the parents regarding girl's education, along with counselling and motivating them to send their identified out-of-school daughter(s) to school. **Pivot during the Covid19:** Due to prolonged closures of schools, FEGG adapted to a hyper-local focus to continue their endeavor to identify and enroll out-of-school girls in the communities. The revised strategy entailed increasing the frequency of door-to-door contact to understand the belief system of the parents towards education of their daughters along with emphasis on engaging with the community to identify more girls. Support was also taken from teachers to attain scholar numbers from the village registers. Hence, the concerted efforts helped FEGG prepare a list of enrolment ready girls who would be enrolled as soon as schools reopen. For **enrollment-ready girls**, parents who have agreed to enroll after door-to-door contact initiated by Team Balika or Field Coordinator, their information has been sent to the headmaster or teacher at a school, and documentation for admission has been prepared and school number has been provided.
- Engagement with community members:** Team Balika utilized primary and secondary sources including door-to-door survey and governments child tracking survey to identify out-of-school girls. Post identification of girls, Team Balika visit homes to speak to parents and persuade them to send girls to school. **Pivot during Covid19:** Team Balika and field coordinators engaged with community members to understand and identify any girls who may be missing out on school due to reasons including reverse migration, householder responsibilities or support to families for livelihood. Since village registers are considered valid enrolments in school, Team Balika also communicated with teachers to identify the scholar numbers from village registers.

3. Retention

Retention of girls in school, i.e., their regularity in school and continued enrollment in school is fundamental to the project's implementation and sustainability which is carried out through life skills training for adolescent girls and through formalization and orientation of the School Management Committee.



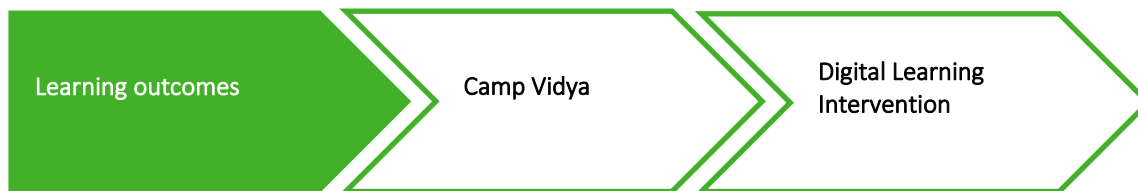
- Life skills training for Adolescent Girls:** To motivate girls to continue their education, the staff initiates the formation of a 13-member democratically elected girls' council known as Bal Sabha which provides girls in grades 6 – 8 leadership positions in school. Along with the ability to lead, the Bal Sabha benefits from trainings rendered by Team Balika to increase their confidence, improve communication skills along with other essential life skills including critical thinking, health, sanitation, and problem-solving skills throughout their academic year. **Pivot during the Covid19:** As schools remained closed, FEGG's team adapted to the new circumstances and reevaluated their strategy to meet the emerging demands of the pandemic by shifting towards community-based life skills sessions (LSE) for adolescent girls open to all girls in the village.
- Formalization and Orientation of School Management Committee (SMC):** The School Management Committee (SMC) consisting of 15 members including parents, teachers and village leaders plays a pivotal role in facilitating the project objectives of ensuring girls are enrolled and are attending school and improving school infrastructure. The SMC conducted regular meetings in the school premises to develop School Improvement Plans (SIP) and ensure governance and administration of their schools.

Pivot during the Covid19: During the school closure, the school management committee members were mobilized to community spaces to conduct monthly meetings. The nature of issues discussed by SMC members also changed and became more context and time specific issues.

4. Learning outcomes

Improving learning outcomes in schools where there are challenges or concerns including low learning levels and lack of teachers are a key aspect of FEGG program in Madhya Pradesh. To improve the numeracy (Math) and literacy skills (Hindi) in children, FEGG field staff implement a curriculum for children in grades 3, 4 and 5 with use of specially designed kits called Gyan ka Pitara (GKP); a school-based model (SBL). The GKP is a 3000+ piece kit with learning tools focusing on building the skills of children in English, Hindi, and Math, which focus on the micro-competencies of children through 250 worksheets per child. This is also followed by a baseline and end line evaluation based on the ASER tool, to evaluate the efficacy of the program and the learning levels of the children at the end of the academic year.

Pivot during the Covid19: Due to closure of schools, FEGG moved towards a community-based learning (CBL) intervention called Camp Vidya. The curriculum content focused on addressing foundational learning of Math and Hindi and did not include English.



- **Camp Vidya:** Based on the framework of community-based learning (CBL), camp vidya was conceptualized to ensure children continued to learn despite closure of schools in a safe environment. The camp comprised of two-hour sessions facilitated and led by Team Balika and supported by Field Coordinators to improve the learning levels of children in literacy and numeracy skills. The camps were held in locations where the Gyan Ka Pitara curriculum was implemented, where the number of out-of-school girls was high and where Team Balika members who had been trained for the GKP curriculum were available. The content developed for the community-based program aimed to move beyond improving learning but also aimed to increase the engagement levels of children through activity-based methods.

Structure of Camp Vidya:

- Each camp covered 16 sessions for a period of one month, and each session was held for a period 2 hours. In total, 3 camps were held through October 2020 to March 2021.
 - Through a baseline assessment conducted at the beginning of Camp Vidya, using tools based on the ASER methodology, children were assessed on their extant level of learning. Based on their output during the baseline assessment, students were segregated into three groups: red, orange, and green.
 - Sessions for children in all the three groups were held at the same location, at the same time and Team Balika would ask the children to be seated based on the color they were assigned. Since the learning levels of children varied, Team Balika used an approach where they could focus on each group singularly. They did this by attending to one group at a time while the other groups would be involved in an activity or individual work.
- **Digital Learning Intervention:** To make for the hinderance closure of school caused to the learning levels of children, FEGG incorporated and leveraged the use of digital learning app called DigiLEP, an online platform that provides courses and classes through various platforms in all government schools.

COVERAGE SNAPSHOT



31,123 children impacted across Khandwa and Barwani, Madhya Pradesh.

20,592 in Khandwa, **10,531** in Barwani

84,738 total beneficiaries impacted*

Gender wise split of children benefitted from Camp Vidya



Total no. of girls benefitted from Camp Vidya

12,427 in Khandwa

5,922 in Barwani

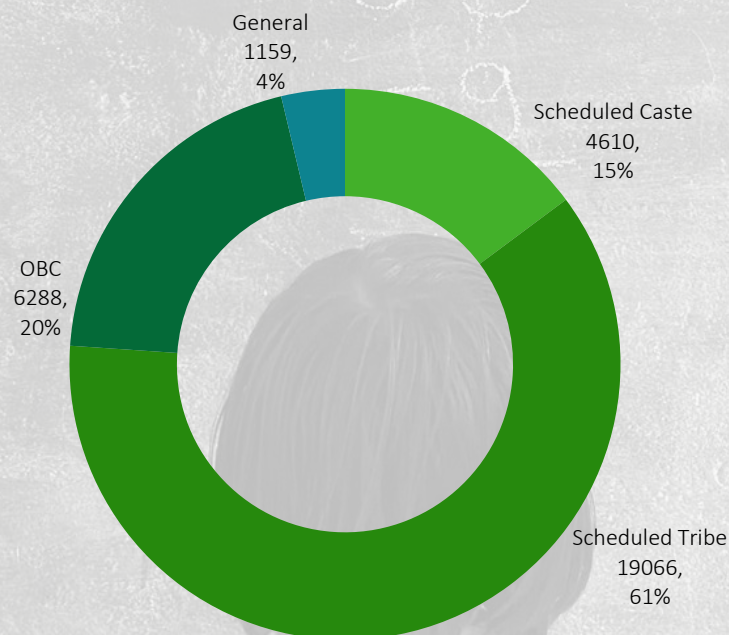


Total no. of boys benefitted from Camp Vidya

8165 in Khandwa

4609 in Barwani

Camp Vidya impacted children from disadvantaged sections –



*Total beneficiaries include OOSGs, Adolescent girls, SMC members, children benefitted by the Camp Vidya.

Camp Vidya



No. of Camp Vidya villages covered
855 in Khandwa, **989** in Barwani



No. of Camp Vidya organized
1,120 in Khandwa, **1,059** in Barwani



Numeracy Skills*

(Where highest grade is A and lowest grade is E)

- **12.5%** children moved 3 levels upward
- **21%** children moved 2 levels upward
- **35%** children moved 1 level upward
- **27%** children stayed at the same level



Literacy Skills*

(Where highest grade is A and lowest grade is E)

- **3%** children moved 3 levels upward
- **25%** children moved 2 levels upward
- **32%** children moved 1 level upward
- **30%** children stayed at the same level

Enrollment-ready girls



12,873 enrollment-ready girls in Khandwa
12,788 enrollment-ready girls in Barwani

Life Skills Education Adolescent Girls



8,896 adolescent girls impacted in Khandwa
3,164 adolescent girls impacted in Barwani

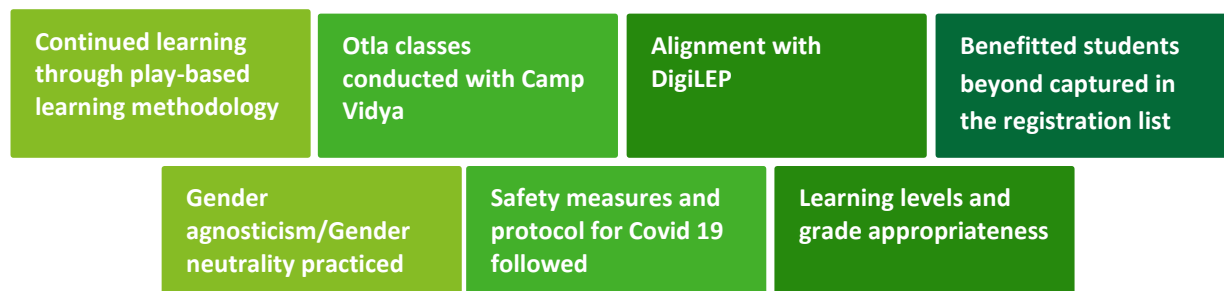
"The camp was a lot of fun. During the initial lockdown, I could not study as much but after going to the camps, I was able to revise so many things I had learned before. I also learned many new things and met my friends after long! Didi used to teach us Math and Hindi in a very fun way. I enjoyed the classes a lot and hope the camp is organized again."

- CBL Student

*Based on data from sample villages covered during the field visit.

Key findings

Camp Vidya



Continued learning through play-based learning methodology	<ul style="list-style-type: none"> The research team noted that learning through play was an essential component of 100% of the camps visited, which was evident in the way children were able to easily demonstrate and recall the types of games they learnt basic concepts of numeracy skills and literacy skills through. Interestingly, some of these games were adapted to the regional specificities. For instance, a game called <i>Simon Says</i>, commonly played in schools during elementary years to formulate rapport, was referred to as <i>Dal Bhaati</i> in villages in Khandwa and Barwani. This game was used as an ice breaker by Team Balika at most villages. <i>Langdi, a popular Indian game</i> was commonly played across villages to learn identification of different alphabets and numbers. Natural elements were utilized as tools to teach concepts such as addition and subtraction. For example, children were asked to collect twigs or stones around the premises of the Camp post which they were asked to assemble them and solve math problems such as: “If you have 5 twigs and if your friend gives you 2 of her twigs, how many twigs do you have?”
Otlā classes conducted in consonance with Camp Vidya classes	<ul style="list-style-type: none"> It was noted that although schools were closed, in most villages, schoolteachers continued taking classes in a concept referred to as by the students as <i>Otlā</i>. <i>Otlā</i> can be understood as porch facing a shared open space. In 43% villages Otlā classes were held in the village along with Camp Vidya classes, and there was a camaraderie between the schoolteachers and Team Balika to effectively run community-based learning in the villages.
Alignment with DigiLEP	<ul style="list-style-type: none"> It was found that DigiLEP – Learning Enhancement Programme, an online learning website launched by Madhya Pradesh’s chief minister to promote online studies in the state, was leveraged by Team Balika and the field coordinator during the Camp Vidya sessions in 64% of the villages. It was reported that since most children and parents in the villages did not have smartphones or relevant devices to access content online, Team Balika or Field Coordinator availed the content available on DigiLEP through the DigiLEP WhatsApp group and utilized it during regular Camp Vidya

	<p>sessions. For those parents who had access to the smartphones, Team Balika forwarded the content to parents as videos or notes for children to utilize at home.</p>
Safety measures and protocol for Covid19 followed	<ul style="list-style-type: none"> It was noted that sessions in all villages started with a reminder of the protocols that need to be followed for Covid19 along with an icebreaker activity. The team also observed that the children were aware of importance of maintaining social distancing and had memorized jingles like “do ghaz ki doori, mask zaroori (distance of two yards, wearing mask is necessary)”. However, it was mentioned that at times it was difficult to practice social distancing norms effectively during the camps due to lack of space, compounded by the fact that other children from the village also used to observe the sessions.
Benefitted students beyond those captured in the list of registered students	<ul style="list-style-type: none"> Although Team Balika was supposed to register 20 children for the camp, it was found that the camps attracted more children. Since most classes were held at community spaces, which were easily accessible, children from in and around the premises of the village joined in. Since parents were eager to see their children continue their studies, and with the fear that they may be left behind, many parents sent their children to the camps. Hence, the overall impact and audience catered to was higher than targeted and captured.
Gender agnosticism/neutrality was practiced	<ul style="list-style-type: none"> It was reported that the girls and boys attended camps together, in a co-ed set up in 100% of the villages visited. They were seated together without any firm demarcations or segregations. Ratio of Girls and Boys: 1.5:1
Increase in the learning levels of children in literacy and numeracy Skills	<ul style="list-style-type: none"> Based on sample interactions, it was observed that in 71% of the villages, Team Balika evaluated the children once every week to understand their progress and status. It was also noted that the learning levels and grade appropriateness of students who attended Camp Vidya was conducted using the ASER methodology. As per the analysis conducted by Deloitte on the data provided by Foundation to Educate Girls Globally, the learning level of the children were as follows: <ol style="list-style-type: none"> 44% increase in learning outcomes in literacy skills from baseline average score of 2.2 to end line average score of 3.17 <ul style="list-style-type: none"> 12.5% children moved 3 levels upward 21% children moved 2 levels upward 35% children moved 3 levels upward 27 children stayed at the same level 31.2% increase in learning outcomes in numeracy skills from baseline average score of 2.21 to end line average score of 2.9 <ul style="list-style-type: none"> 3% children moved 3 levels upward 25% children moved 2 levels upward 32% children moved 1 level upward 30% children stayed at the same level <p>(Validated through results of Baseline and End line Survey for 299 CBL students).</p>

	<ul style="list-style-type: none"> During the field visit, based on primary assessment conducted by Deloitte, we noted that the children attending Camp Vidya belonged to ages 7-11 years. Through a mix of play-based methods including games such as Langdi Tang, dog and the bone, collection of twigs and stones, along with blackboard-based questions attempted by students, we noted that with respect to literacy skills 80% of children could correctly identify 4 out of 5 letters and could correctly read 4 out of 5 words. 10% displayed below average performance where they were unable to correctly identify 4 out of 5 letters. With respect to numeracy skills, 100% children performed well on basic identification of numbers, however, only 40% could correctly solve two subtraction operations.
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Life skills education for adolescent girls



Increase in confidence and ability to take decisions	Focus on socio-emotional wellbeing through game-based sessions	No reported evidence of child marriage or abuse noted
Positive attitudinal and behavioral changes	Negative impact of Covid19 on mental and emotional wellbeing of adolescent girls	Increased motivation to continue studying

Increase in confidence and ability to take decisions	<ul style="list-style-type: none"> It was noted that 94% girls had increased confidence levels post the life skills sessions. They also mentioned seeing an improvement in their decision making and reasoning abilities. For instance, one of the adolescent girls mentioned that she felt more prepared to speak to her parents about her life decisions and ambitions without hesitation.
Focus on socio-emotional wellbeing through game-based sessions	<ul style="list-style-type: none"> The sessions were facilitated using a unique game-based model involving 5 different games that piqued interest and promoted emotional engagement within the girls. Through the interactions, it was mentioned that the games were thought provoking and helped the girls analyze situations and scenarios critically. The girls mentioned that the lessons learned through the games left a deep impact on their psyche and continued to help them in their day-to-day life. They also found themselves to be more empathetic and considerate towards their peers, siblings, and parents.
No reported evidence of child marriage or abuse noted through verbal accounts	<ul style="list-style-type: none"> No instance of abuse was reported during the interactions with the girls. With respect to thoughts about marriage, the girls mentioned that their families are supportive of their career aspirations and that there are no talks about marriage at present. They also mentioned

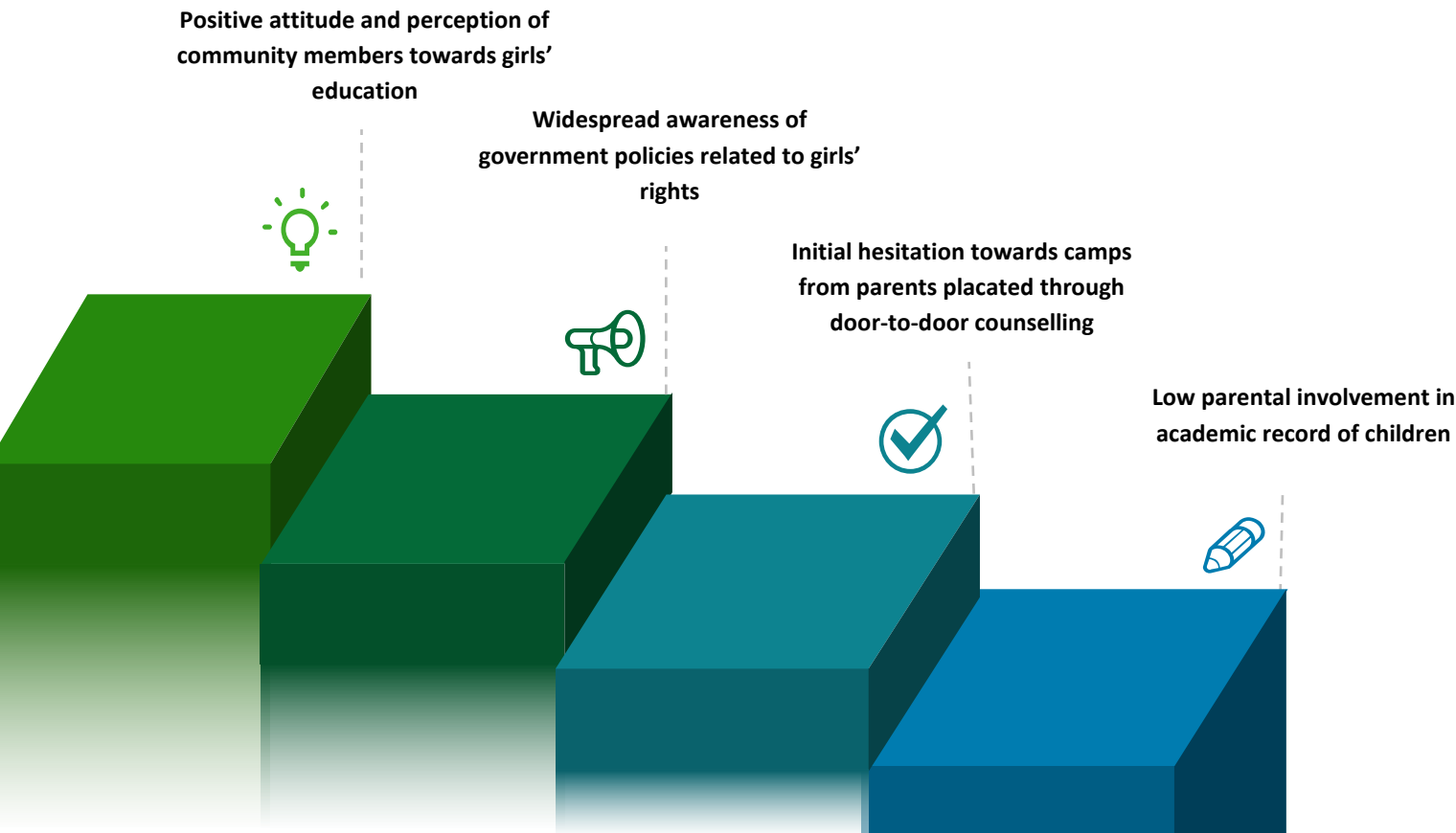
	no instance of talks about marriage during the lockdown. Girls across the villages mentioned that they are given the choice and freedom to decide what they want to do in the future and are supported for it.
Positive attitudinal and behavioral changes observed by parents	<ul style="list-style-type: none"> It was noted that 85% parents saw a behavioral change in their daughters/students after attending LSE sessions. They felt that their daughters became more responsible and mature after attending the sessions.
Negative impact of Covid19 on mental and emotional wellbeing of adolescent girls	<ul style="list-style-type: none"> Based on sample interactions, 29% adolescent girls experienced distress during Covid19 and the ensuing lockdown because of social isolation and increased household and caretaking responsibilities. Due to lack of peer support, they felt constrained which impacted their emotional and mental health.
Increased motivation to continue studying	<ul style="list-style-type: none"> More than 96% of the girls interacted with were steadfast in their resolve to continue and complete their higher education. They were also resolute to enroll themselves in colleges to pursue their career aspirations which were mapped during the field visit through aspirational mapping. The most sought-after careers were doctor, nurse, collector, teacher, and police officer. The girls were also aware of the efforts they will have to make to pursue their career aspirations.

School Management Committee (SMC) is a 15-member council including parents, teachers, and village leaders.

Indicator	Activities conducted prior to Covid19	Activities conducted during Covid19
Frequency of meetings	<ul style="list-style-type: none"> Every month one meeting was held as per government norms. 	<ul style="list-style-type: none"> The frequency of meetings went down. During the lockdown, no meetings were held, however once the lockdown was lifted, the SMC meetings moved to a community-based format which were held once in 2 months, or on a need basis.
Roles and responsibilities	<ul style="list-style-type: none"> Drew focus on the governance and administration of schools. Used a School Assessment Chart (SAC) to bring to light areas of concern within the school should be done for the school based on which a School Improvement Plan (SIP), for example improving infrastructure including separate toilets for girls, electricity, water etc. was developed. 	<ul style="list-style-type: none"> SMC played a key role in educating community members about Covid19 and reiterated the importance of sending the children to Camp Vidya to prevent children from experiencing learning loss. The focus was on the current situation and the members brainstormed to facilitate and continue education of their village children during Covid19. It was mentioned that the SMC members discussed matters related to Camp Vidya, clarified any concerns community

		members had and focused on improving safety measures.
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Community Mobilization and Empowerment



Positive attitude and perception of 90% community members towards girls' education	<ul style="list-style-type: none">• It was observed that 90% parents of both primary and secondary school girls were eager and enthusiastic about education of their daughters and held no apprehensions or hesitation toward sending them to school or ensuring completion of their education. However, a major impediment they saw coming was the lack of availability of quality higher secondary schools near their villages. Parents were dedicated towards the cause of sending their girls to school and showed no verbal indication to get their daughters married early or have them involved in household chores/caretaking responsibilities during school hours.• It was also noted that at present, approximately 19% parents and girls experienced limited access to high schools due to considerable distance from the village with no access to transportation, making it difficult for the girls to continue education. Regardless, they were motivated to find solutions to ensure their children do not face
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	<p>obstacles in attaining quality high school education. For instance, some parents, chose to send their daughters to a secondary school in Khandwa, however, this option was only available to those who could meet the living costs accompanied by such solutions.</p>
Widespread awareness of government policies related to girls' rights	<ul style="list-style-type: none"> It was noted that 90% parents were abreast with the recent developments of the prohibition of child marriage (Amendment) Bill, 2021 which seeks to increase the legal age of women to marry at 21 years of age. They understood the importance of the amendment, the way it would impact their daughters and their lives and had no qualms against it.
Initial hesitation towards camps from parents placated through door-to-door counselling	<ul style="list-style-type: none"> Due to rise in Covid19 cases, the team was informed that there was initial hesitation that parents (92%) expressed towards the camps. However, through concerted efforts and reassurance extended by Team Balika and the Field Coordinator, parents were eventually convinced to send the children for the camps. Overall, they expressed satisfaction with the outcome of the camps. The camps also alleviated concerns of the parents who were quite anxious and disturbed about the future of the children with closure of schools.
Low parental involvement in academic record of children as 92% are first-generation learners	<ul style="list-style-type: none"> It was noted that 92% children of the camps were first generation learners. Hence, parental involvement and contribution in the child's studies was limited, although their motivation and determination to educate their children was high.

Out-of-school girls

Tracking of migrant families	<ul style="list-style-type: none"> It was found that the pandemic saw an increase in reverse migration in Khandwa. Through interactions with FEGG's field team, the team noted that approximately 70% families returned to the village during the lockdown primarily due to loss of livelihood among other factors. From the migrant population, 50% out-of-school girls were identified during door-to-door survey.
Enrollment-ready school girls and participation in Camp Vidya	<ul style="list-style-type: none"> The focus of Camp Vidya was to address learning gaps of children due to prolonged school closures. The beneficiaries were mostly enrolled children. However, 6.7% of the girls who attended the camps were enrollment-ready girls across villages in Khandwa and Barwani districts. During the project period (October 2020 – March 2021), the emphasis was on continuation of learning, hence, the primary focus was that all children had access to education through Camp Vidya. FEGG field team provided handholding support to community members towards documentation related to enrolment of out of school girls such as the Form 6. Through data validation, the team noted that 82% of enrollment-ready school girls have been enrolled (Validated through Form 6 of a sample of 278 enrollment-ready girls). Covid19 related delays impeded the enrollment process, however, FEGG team ensured enrollment of identified girls.
Anganwadi Workers' support	<ul style="list-style-type: none"> Considering the Anganwadi Worker (AWW) was usually aware of the whereabouts of the girls in the community, it was noted that in 50% of the villages visited, the AWW worked as a channel to link Team Balika to families whose girls may be

in mapping out-of-school girls	out-of-school. The anganwadi worker assisted and accompanied Team Balika and Field Coordinators during the door-to-door surveys to convince and motivate parents to send their children for the camp.
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Team Balika

Capacity Building Sessions	<ul style="list-style-type: none"> It was found that 71% Team Balika were able to recall the topics covered as part of capacity building and training sessions at the beginning of the camps held to prepare them in seamlessly running the sessions. The trainings were held online initially during the lockdown which later moved to offline mode as the lockdown lifted.
Challenges iterated by Team Balika	<ul style="list-style-type: none"> Based on sample interaction, the team observed that 36% Team Balika had to withdraw from their responsibilities due to reasons including migration, marriage, personal responsibilities, higher education, or career aspirations. In such villages, Team Balika was either replaced by another community member who was passionate about the cause and was motivated to teach children, or the responsibilities were transferred to the field coordinator. For instance, the team noted that while Team Balika was more active in Khandwa, in Barwani, the field coordinators took on a more active role.
Lesson plans provided to Team Balika	<ul style="list-style-type: none"> Three module curriculums were provided to Team Balika for Camp Vidya. These contained the daily session plan for each subject (numeracy and literacy skills). Each session plan listed the objective of the session along with the list of materials required. The session plan also had details of icebreaker activity to be conducted, along with the way in which the session learnings needed to be consolidated. For life skills education for adolescent girls, Team Balika was provided with colorful, explanatory cards that outlined the games to be played during the sessions.
Gender equity	<ul style="list-style-type: none"> Both men and women took on the role and responsibilities of Team Balika member.



शा. प्रा. वि. चिरणपुरा
मध्याह्न भोजन

मध्याह्न भोजन

क्र.	दिन	भोजन
1.	सोमवार	रोटी,
2.	मंगलवार	खीर,
3.	बुधवार	चनेक
4.	गुरुवार	वेजी
5.	शुक्रवार	दुग्ध
6.	शनिवार	मिठ

जय आर्य स्व. रा.

Stories from the field

CAMP VIDYA: THE ANTIDOTE FOR A MOTHER'S ANXIETY

Jyoti, Simran's* mother lives in Piplyatahar, Khandwa with her husband, three daughters and son. Her eldest daughter has completed grade 10, and her youngest one has difficulty studying due to which she is unable to attend school. Her daughter, Simran was regular to school and enjoyed the time she spent with her teachers and peers. Initially, at the beginning of the pandemic, and as schools closed, Jyoti was anxious about the future of Simran's education and wondered what she would do without going to school, however, her nerves were put to rest when she found out about Camp Vidya being organized in her village. Simran attended Camp Vidya sessions regularly and thoroughly enjoyed studying through the community-based medium of education. Jyoti was glad to know that Simran's education would continue and that they would find time to learn and grow even during the pandemic. At present, Jyoti hopes Simran works hard in school and studies till grade 12.

*Name changed to protect the identity of the student

WHERE THERE IS A WILL, THERE IS A WAY

Shweta* is 11 years old and lives in a remote village in Barwani district of Madhya Pradesh. As the government imposed the lockdown in 2020 owing to Covid19, her family had to move back to the village from a city her family had migrated to earlier in search of work. However, on coming back to the village her life changed drastically such that she was now limited to household chores and other responsibilities.

However, to Shweta's surprise, the Field Coordinator came in as a sigh of relief during the door-to-door survey after the lockdown was lifted. He tried to counsel Shweta's mother and asked her to let Shweta study again. Although uncertain initially, her mother finally agreed to send her to the Camp for weekly sessions. Shweta attended the camps daily and even tried to persuade her friends to join her. She said, "I like studying, and I will not quit, my parents have agreed to leave me with my paternal grandmother so that I can continue studying".

*Name changed to protect the identity of the student

THE RISE OF THE NEW AGE FATHER

Mr. Rawat works as a farmer in Barwani and lives in with his family including eight daughters, a son, and his wife. He is determined to see his daughters' study and grow in life and is willing to do all it takes to support them in their education. He has also given complete freedom to his daughters to choose subjects and careers that they are interested in without enforcing any form of control over their decision making. Of course, he mentioned, he does discharge authority over them when they get distracted from their studies and although he felt guilty about speaking angrily with them thereafter, he did so to ensure they do not waiver. When asked about his thoughts on getting his daughters married, he promptly replied saying that he is in no rush to get them married and that he will only do so when his daughters are prepared and willing to move out. At present, one of his daughters is on her way to become a nurse and the others are enrolled in schools in Barwani studying across different classes.

TWO'S A TEAM

Vanshika and Ananya*, two siblings from a village in Khandwa, loved going to school, but when Covid 19 came unannounced and school were shut, their lives became dull and boring. Staying at home meant they would have to contribute to the household chores and discontinue studying at least for a while. Although they loved helping their mother, they just did not like being at home all the time – both felt isolated and wanted to play with their friends.

One fine day, while playing in their house, Vanshika and Ananya overheard a conversation their parents had with a Bhaiya. When the conversation got over, they hurried towards their parents to ask what the conversation was about. Their mother told them about the Camps that were being held in the village and subsequently expressed her disapproval towards the Camps, she said that it was not safe to go anywhere at that point. Although excited at the thought of finally going back to study with their friends, they were sad for not getting permission to do so.

Vanshika and Ananya kept thinking about the Camps for a few days they kept discussing about the Camp between themselves and were resolute in convincing their parents. One fine day they asked their parents to at least visit the camps with them to see how the classes are being held. Understanding the situation of her children, Vanshika and Ananya's mother went to the camp and saw it through her own eyes. "I was really impressed", she said. "The protocols were being followed and children were enjoying themselves." That's when she decided to send her daughters to the camp.

On hearing their mother's approval, Vanshika and Ananya were thrilled beyond words. They couldn't wait to go for the camp together, just like they went to school.

*Name changed to protect the identity of the student

WHEN OPPORTUNITY KNOCKED ON THE DOOR

Nikita, a resident of Khandwa district in Madhya Pradesh, got to know about the opportunity to become a part of the FEGG campaign through a door-to-door campaign, when she met the Field Coordinator from FEGG team. She undertook the capacity building and life skills training provided by FEGG and saw a great change in her personality. Earlier, Nikita saw herself as an introverted, shy person, who was often reserved, however, she feels that her fear of interacting with people has completely vanished.

She has also supported and facilitated the enrolment process of 16 girls from her village and has inspired many through her conduct in the community. During Covid 19, she taught children in the camp using DigiLEP, and the educational tools provided by FEGG. She is proud of being associated with FEGG and for being given the platform to make a change.

- **Quotes from the field**

“When we were not going to school and were confined to our homes, I had to work more than usual because of which I used to feel stressed and upset.”

- *Camp Vidya Beneficiary*

“I really enjoyed going to class and learning through different games like Langdi Tang.”

- *Camp Vidya Beneficiary*

“We learnt many new things during the camps that were held. I have become more self-confident, and I have begun to believe in myself. During life skills classes, we were taught many useful things about life for instance, the importance of planning for the future and the importance of thinking about others along with the importance of being helpful in nature.”

- *LSE Adolescent Girl*

“Parents use to come and see what the children are learning when the camps were being held.”

- *Team Balika*

“In this village, sometimes parents are not too eager to teach their children because the school is quite far and there is no conveyance available. Some parents also take their children for mazdoori and child rearing responsibilities.”

- *Team Balika*

“During the LSE sessions I learned how I can independently take decisions about important issues in life. I also learned how important it is to keep looking forward in life and moving on.”

- *LSE Adolescent Girl*

“Some parents also asked why we want to hold classes when the school are closed.”

- *Team Balika*

“Girl’s education is very important for this village; the parents are very enthusiastic about that.”

- *Team Balika*

“Children were very excited to learn, they keep asking when another camp will be held.”

- *Team Balika*

“Didi used to take our classes when the schools were shut. I really missed going to school when the lockdown was initiated but when I got to know about the camp, I was happy that I will get the chance to be with my friends again. I also got the opportunity to revise concepts that I had learned in school. Didi taught us both Math and Hindi. I wish we continue to have such camps.”

- *Camp Vidya Beneficiary*

"Sir came to my house to inform us about the camp. He said it will operate just like a school and that all Covid19 related protocol will be followed, hence I agreed to send my child to the camp."

– Parent

"We were very happy when the camp was organized as it maintained continuity for the students, we were fearful initially".

– Parent

"Sir is doing a commendable job, he also gave our children stationery, and goodies. He even gave us masks and handwash."

– SMC Member

"They put a large board and taught using it, they made it just like a school."

– Parent

The children used to come home and practice. They also spoke well and told us to follow Covid norms. It felt great knowing our children were in good hands even during the pandemic.

- Parent

"I used to go with Team Balika to educate parents about the importance of education. I am educated till class 12 and have ensured my girls also complete their higher education. Even after that, I urge them to take up college and study further. Studying is very important these days. It is the only way we can progress further."

- Anganwadi Worker

"All girls in the school in our village are around 10th pass, some even go to Khandwa to learn further."

– Field Coordinator

"We were very happy when the camp was organized as it maintained continuity for the students, we were fearful initially."

– Parent

"We thought that if the kids stayed at home for too long, they would forget everything they had learned and retained so far. Hence, when I got to know about the camp, I was very happy. It was essential for children in a crucial situation like Covid19 to continue learning. Therefore, I asked all parents in my village to send their children to the camp".

- SMC Member

"I want my kids to learn and study as much as they want to."

– Parent

"School is far (2 – 3 kms), but the girls will go there for their 8th grade to study."










– Parent







Strategic differentiators and way forward

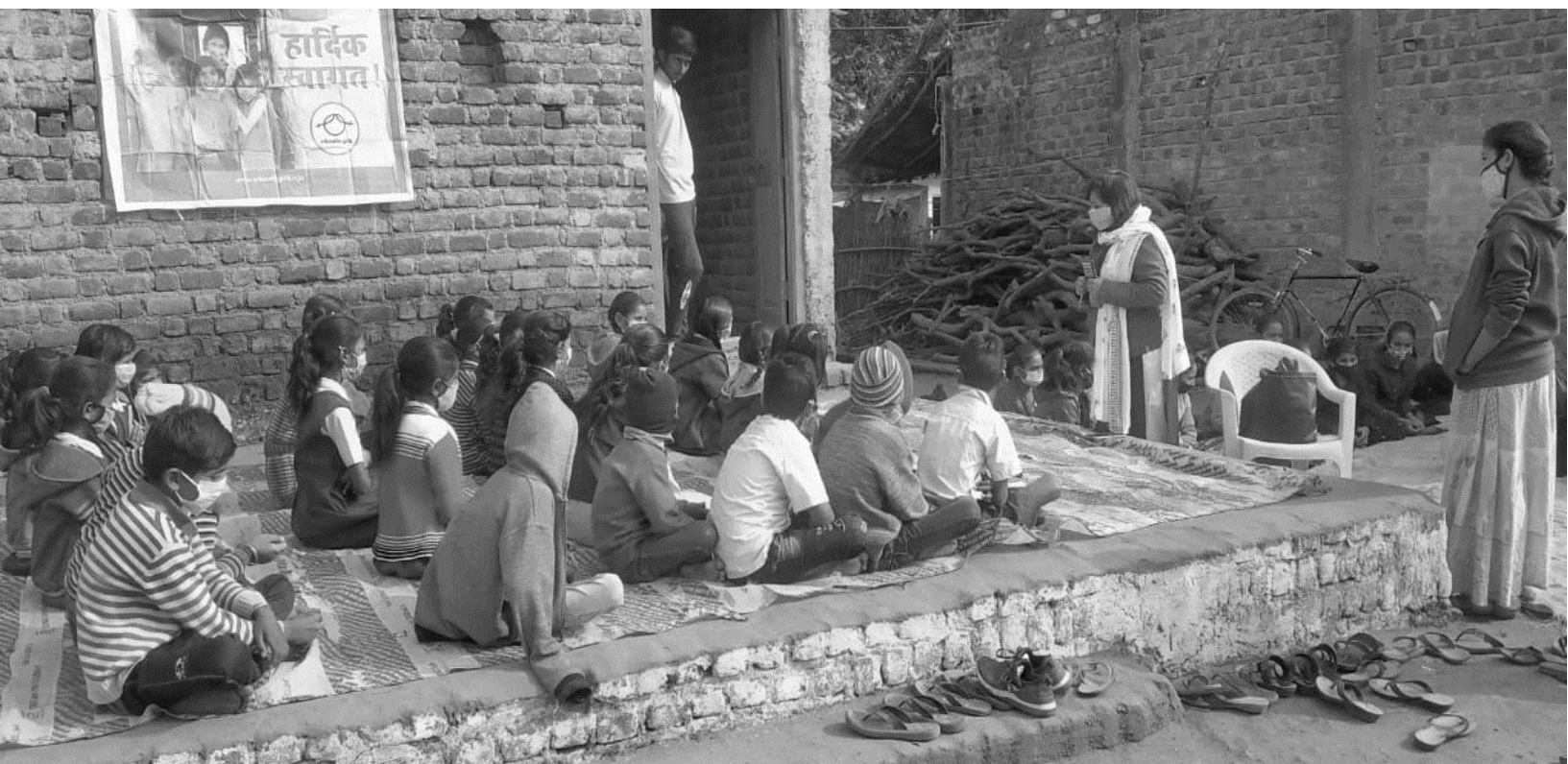


Strategic differentiators and way forward






Strategic differentiators

	Community-based learning model	Community-based learning program (CBL) , a one-of-a-kind approach utilized to mobilize students at a common location to ensure continuous learning and prevent learning loss .
	Activity-based learning	Implementation of activity-based learning for children incorporating natural elements available around the vicinity of the Camp location.
	Gender neutrality	Learning level-based division of children into gender neutral subgroups to ensure seamless delivery content.
	Deploying and utilizing digital content	Focus on leveraging digital learning apps such as DigileP , endorsed by State Government of Madhya Pradesh to mitigate the issue of lack of access to smartphones seen in the rural geographies.
	Cultural sensitivity	Adapting and innovating icebreaker activities in line with cultural underpinnings .
	Foundational literacy	Scope of engagement went beyond improving learning levels and focused on tackling foundational learning of numeracy skills and literacy skills through activity-based engagement methods.
	Assessments based on ASER framework	Baseline and end line assessment conducted using tools in line with the ASER framework .
	Emotionally engaging content	Incorporation of positive psychology related concepts in Life Skills Education games and sessions to emotionally engage adolescent girls and draw focus on their socio-emotional wellbeing .
	Rigorous support and capacity building	Significant support and handholding provided to Team Balika from field coordinators and FEGG's team through capacity building workshops and trainings .

	Digital mode of monitoring progress in camps	Utilization of digital app (PMS) to document and capture activities on ground with the help of the field coordinator.
	Covid 19 relief activities	Provision of items including a stationery kit (notebook, pencils, erasers etc.) along with items like handwash and sanitizers to promote Covid19 appropriate behavior .
	Community ownership and responsibility	Focus on community ownership and responsibility visible through recurrent use of door-to-door contact, continued SMC meetings, awareness, and enrollment drives .
	Enrollment readiness	Continued emphasis on the concept of enrolment ready girls to ensure enrollment persists even as schools remain closed .
	Monitoring and evaluation	Trace verifications, cross verification in the form of cross checks and spot checks conducted at regular intervals to monitor project activities.
	Multistakeholder project	Cooperative multistakeholder model of implementation.



Way forward

S.no.	Aspect	Recommendation
	Focus on retention	As schools begin to reopen, focus can be extended towards retaining out of school girls. Efforts can be laid towards helping girls build and sustain a positive attitude towards education.
	Retention of model components and emphasis on grade appropriateness	Elements of the model can be retained and continued for children to remain engaged with education during summer and winter breaks or on weekends. Since Camp Vidya focused more on foundational literacy and engagement of children with learning, emphasis can now be laid on grade appropriateness of the students in the camps. For this, the camps can be held based on grades children are in, to facilitate grade appropriate learning.
	Strengthening Team Balika	Since Barwani has a largely tribal population, and it was observed that Team Balika were not as active in the villages in Barwani as compared to Khandwa, increased support can be provided to Team Balika to sustain their efforts and build their capacities. A reward mechanism can be instituted for Team Balika to enhance their retention in the programme.
	Documentation on field	Team Balika can be provided access to certain sections of the PMS through which data can be directly uploaded and the collection process is fast tracked.
	Continued comparative analysis for LSE girls	To understand the extent and nature of change the life skills education sessions bring in the lives of students, a baseline and end line can be considered for adolescent girls using quantitative and qualitative methods.



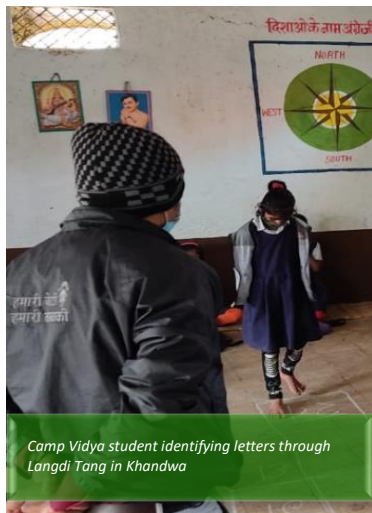


Appendix

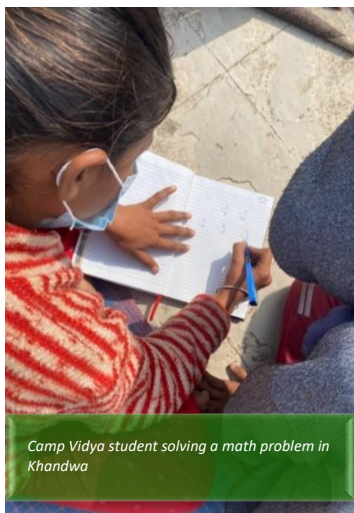
- **List of abbreviations**

Abbreviation	Full Form
ASER	Annual Status of Education Report
AWW	Anganwadi Worker
CBL	Community-based Learning
CSR	Corporate Social Responsibility
CTS	Child Tracking Survey
DAC	Development Assistance Committee
DigiLEP	Digi Learning Enhancement Program
DISE	District Information
FEGG	Foundation to Educate Girls Globally
FGD	Focus Group Discussion
FY	Financial Year
GKP	Gyan Ka Pitara
GSS	Gram Siksha Sabha
HDFC	Housing Development Financial Corporation
HTPF	H T Parekh Foundation
IFAD	International Fund for Agricultural Development
INR	Indian Rupee
KII	Key Informant Interview
M&E	Monitoring and Evaluation
MIS	Management Information System
MoU	Memorandum of Understanding
NGO	Non-governmental Organisation
OBC	Other Backward Classes
OOSG	Out-of-school girl
PwD	Persons with Disabilities
RTE	Right to Education
SAC	School Assessment Chart
SBL	School Based Learning
SDG	Sustainable Development Goals
SIP	School Improvement Plans
SMC	School Management Committee

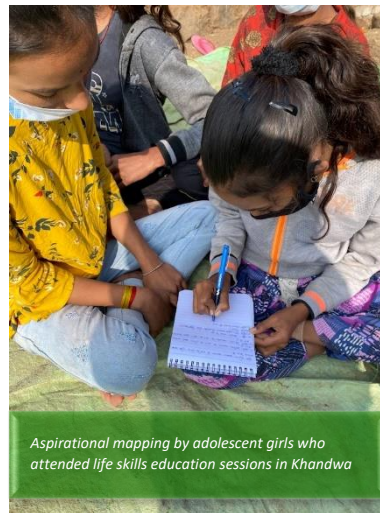
- **Pictures from the field visit**



Camp Vidya student identifying letters through Langdi Tang in Khandwa



Camp Vidya student solving a math problem in Khandwa



Aspirational mapping by adolescent girls who attended life skills education sessions in Khandwa



Assessing learning levels of Camp Vidya students through play-based method in Khandwa



Assessing numeracy skills of Camp Vidya students in Khandwa



Interaction with life skills education girls in Khandwa



Interaction with parents of children who attended Camp Vidya in Khandwa



Interaction with life skills education girls in Khandwa



Interaction with parents of children who attended Camp Vidya in Khandwa



Interaction with Camp Vidya students in Barwani



Interaction with parent of Camp Vidya beneficiary in Barwani



Interaction with parent of Camp Vidya beneficiary in Barwani



Evaluating learning levels of students of Camp Vidya at Barwani



Interaction with Anganwadi worker in Barwani



Interaction with Camp Vidya students in Barwani

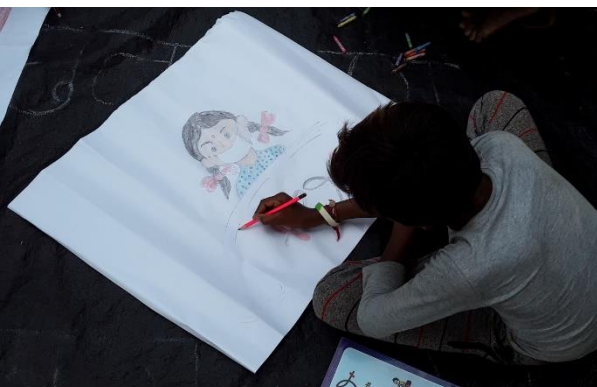


Interaction with Parents in Barwani



Camp Vidya student attempting a math problem on the blackboard

- Pictures from the camps (shared by Foundation to Educate Girls Globally)



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