

- Objective** : Support Educate Girls (India) in scaling up its work across Rajasthan, India
- Grant Overview** : £70,000 per annum for three years (£210,000 between 1 April 2012 and 31 March 2015)
- Beneficiaries Reached** : 68,172 children reached to date (Target 60,000 children)
- Donor Consortium** : The British and Foreign School Society, The Waterloo Foundation, and The Funding Network

The Challenge

- India has the largest illiterate population in the world; over 300 million (almost 26%) cannot read or write.
- It is also one of the most gender disparate; poverty, cultural and social barriers and poor quality public education mean only one girl in 100 completes secondary school.
- Illiteracy and disparity are higher in rural areas, especially in Rajasthan, a northern state with nine of India's 26 'gender gap' districts.
- In Rajasthan, around 10% of girls are not in school and 70% marry before 18 (the age of consent), and 56% (over 2.7million) of women are illiterate compared to 23% (almost 1.3 million) of men.

The Potential

Improving girls' education contributes to reduced birth rates, lower infant mortality, improved family health, lower rates of violence against women, increased family and national income, and an acceleration in overall literacy.

The Response

Educate Girls (EG) was established in 2007 **to improve access to quality education for girls in rural Rajasthan**. Working with local communities and government schools EG tackles social and cultural barriers to girls' education by leveraging existing structures, mobilising volunteers to change attitudes to education, and trains teachers and school administrative staff. **EG's work improves girls' enrolment and retention, and increases the quality of teaching and school facilities and levels of academic attainment.**

EG's Track Record

Between 2007 and 2013 EG's reach grew from 50 schools in one district to 5,000 schools across three districts: Pali, Jalore and Sirohi. EG has, to date, **reached 697,479 children, including 50,000+ out-of-school girls**, improving learning outcomes for over 200,000 children by approximately 20% in English, Hindi, and Mathematics. EG now plans to expand into 3 more districts in 2014, reaching 700,000 more children.

The British Asian Trust's Donor Consortium for Educate Girls: Supporting Bhinmal and Chitalwana blocks in Rajasthan's Jalore District

Jalore, in south-western Rajasthan, is **one of the state's most severe gender gap districts**. Since April 2012, through its work in Jalore, Bhinmal and Chitalwana blocks, EG has:

- Reached 68,172 school children
- Enrolled 4,358 out-of-school girls
- Supported 589 schools
- Recruited 277 Team Balika members (volunteer education advocates)



A School Management Committee (SMC) meeting © Educate Girls



Project : Enabling EG to work in Bhinmal, supported by The British and Foreign School Society
Grant : £35,000 per year (£105,000 over 3 years from April 2012 to March 2015)
Beneficiaries reached to date: 36,100 children reached so far, of the target 35,000

Overview of Progress

KPIs: The project is on schedule to meet its KPIs, and the overall goal of reaching at least 35,000 children in Bhinmal.

School Information Campaign: Data collection has been completed in all 288 primary and upper primary schools, and information has been gathered from all 97 villages. 13 new schools and 11 new villages have been added (for 2013-2014).

Recruitment: One Block Officer (BO), eight Field Coordinators (FC) and 133 Team Balika have been recruited. All staff underwent training in 2012, and again between April and September 2013 on roles and responsibilities, life-skill activities, Creative Learning and Teaching (CLT) activities, and problem solving in the field. Additionally, 245 teachers have been trained in CLT techniques.

Enrolment: A total of **3,027 out-of-school girls have been enrolled** since the start of the grant period. The Government's Child Tracking Survey (CTS) shows a total of 3,386 out-of-school girls in Bhinmal.

Retention: In Bhinmal block the retention rate is **98%**, meaning that for every 100 girls who enrolled in the 2012-2013 academic year, 98% re-enrolled and were attending school in the 2013-2014 academic year.

Infrastructure: EG supports infrastructure development through School Management Committees (SMCs) and School Improvement Plans (SIPs). SIPs are made at *Gram Siksha Sabha* (GSS - village education meetings) and SMC meetings to improve school infrastructure in the village's schools. **The most important improvements are separate girl's toilets and available drinking water.** A total of **3,415 SIPs have been prepared and 2,530 have been completed** with the help of EG staff from the start of the grant period.



An EG class
©Educate Girls

Challenges and lessons learnt April 2013 – March 2014

- Bhinmal block is characterized by desert terrain, scattered settlements and extremely low education and health indicators. The block lacks basic public transport facilities; villages and households are isolated and remote. The lack of roads is a serious challenge for EG as it tries to reach the farthest girl and school across the geography.
- Despite the challenges of the terrain and poor infrastructure, EG still manages to reach these villages and carry out regular visits to identify the need for sustained support at school and village levels. EG's monitoring team supports its field staff in CLT hand-holding and enrolment of girls. The team collects and verifies the data, and gives feedback to the programme, as well as training teams to improve programme implementation.
- Overnight stays by the EG team in villages and the KGBV have improved community and school relationship, resulting in better results for all concerned. Participation in the Sarva Shiksha Abhiyan programme (an Indian Government programme toward the universalization of elementary education) has improved enrolment and retention. Observations made during monitoring have been shared with the District Task Force (DTF) that meet to find solution to problems. Regular contact with Team Balika through EG's field team and EG's help-desk has helped the retention of Team Balika members.



An EG classroom ©Educate Girls

Case Study: Ponri

Ponri, the youngest of 8 siblings, is also the only one of them to have ever been to school. Her father was averse to her education, preferring for her to focus on household chores in preparation for married life ahead.

But Ponri was determined to study; at 13 she ran away from home twice, hoping to find a hideout at the Shiksha Mitra Kendra. **"If I wouldn't have run away, I would be married by now, tending goats out in the nowhere"**, Ponri says.

This is when Ranaram, an Educate Girls Field Coordinator found Ponri. He visited her family over and over again, and eventually her father agreed to let her go to school. **"Thanks to Ranaram's persistence, I could make my ambition turn into reality"** says Ponri, and with a shy smile on her face she admits: **"Even if I went through tough times, I know now, that it is worth fighting. I want to be a teacher to encourage other girls to fight for their education"**.

This ambitious girl has managed to catch up with the other 5th grade students in only 2 years. She claims that the life-skills training conducted by Educate Girls' Team Balika has helped her immensely. She is confident to speak her mind and opine freely. **Today Ponri leads the Bal Sabha group as "Bal Panch" and motivates other girls to fight for their own education.**

Project: Enabling EG to work in Chitalwana, supported by the Waterloo Foundation and The Funding Network
Grant: £35,000 per annum for 3 years (£105,000 between April 2012 and March 2015)
Beneficiaries reached to date: 32,072 children reached so far, of the target 30,000 children.

Overview of Progress

KPIs: EG is on target with the KPIs including staff training, organisational development, and programme activities and outcomes. More than 32,000 children (boys and girls), have benefitted from the project so far.

School Information Campaign: Data collection has been completed in all 301 primary and upper primary schools, and village-level data has been gathered from all 139 villages.

Recruitment: Recruitment of staff and Team Balika has been completed. The Block Officer, 11 Field Coordinators and 144 Team Balika underwent training in 2012 and 2013, and again between April and September 2013 on roles and responsibilities, life-skill activity, CLT activities and problem solving in the field. Plus, 291 teachers have been trained in CLT methodology.

Enrolment: A total of 1,331 out-of-school girls have been enrolled as of March 2014. The CTS shows a total of 1,457 out-of-school girls. In addition to this, 769 girls not appearing on the CTS list have been enrolled by EG, identified through EG's door-to-door surveys.

Retention: In Chitalwana block the retention rate is 95%, so for every 100 girls who enrolled in the 2012-2013 academic year, 95% re-enrolled and were attending school in the 2013-2014 academic year

Infrastructure: A total of 2,640 SIPs have been prepared and 1,622 have been completed with the help of EG staff since the start of the grant.



EG girls participating in class ©Educate Girls

Case Study: Padmini

Padmini, a 16-year old child bride was married off when she was just four, now lives with her parents and 5 siblings. She was enrolled at her village school but had to drop out after a few years due to her family's financial constraints.

A few years back, her parents were waiting for her to reach puberty so that they could send her to her in-laws. They had already started preparing her for this early and abrupt transition into married life.

Luckily for Padmini, a Team Balika member Varsha identified her as an out-of-school girl and approached her family. **Varsha explained the benefits of education to Padmini's parents and convinced them to send their daughter to school;** despite her child marriage status. Varsha's persistence eventually convinced Padmini's parents to delay sending her to her marital home.

With a little guidance and support, **Padmini has re-enrolled in school and is now in the 8th standard.** With Varsha's mentorship, Padmini is now confident and aware about her rights, personal health, and Government schemes that can benefit her.

Moreover, **Padmini has started participating in her school activities. She is now the head of a Bal Sabha – the Girls' Council.** She is determined to delay her moving into her in-laws' house and to study further.



"Educate Girls' CLT Kit makes learning fun for the children. Not only do the children learn faster, but, they like to attend school since the lessons are fun"
 Head Master of a school in Rah village

EG girls with their teachers
 ©Educate Girls

Challenges and Lessons Learnt

Chitalwana shared most of the same challenges and lessons as Bhinmal, but being even more remote also faced unique obstacles:

- Chitalwana, one of two sub-tehsil of the district, has low literacy and high inter-state migration levels.
- Chitalwana shares a similar geographic, public amenities, and social and economic profile as Bhinmal, is frequently flooded by the Luni river and the Narmada canal overflows. It lacks basic infrastructure, healthcare facilities and amenities.
- As in Bhinmal, EG's staff have struggled to reach villages and the remote *Dhanis* in Chitalwana.
- Girl enrolment in Chitalwana is vulnerable as communities such as *Rebari* believed girls' education to be unimportant and were completely against it. EG recruited FCs and Team Balika volunteers from the community, resulting in a positive response, with improved attitudes towards girls education and increased enrolment.

The Trust's Independent Assessment of Educate Girls' work in Bhinmal and Chitalwana

EG's lasting contribution and one that the organisation will be able to claim the entire credit for will be its army of Team Balika in the districts it is working in Rajasthan. Coming from the community, the Team Balika will play a critical role in changing the socio cultural dynamic of the gender gap districts. They are a unique brigade of volunteers committed to making a difference to school education in general, and girls education in particular, in a state steeped in orthodox mindsets with respect to gender and caste. Team Balika members are the primary 'change agents' within each village who can convince the older community members, inspire the young to go to school, provide classroom support to teachers and continue the good work when EG's direct intervention is slowly withdrawn. The outcome of the Pali (where EG first began its work in Rajasthan) phase out will be critical to see how the Team Balika continue their effort with a reduced light touch support from EG.

Lessons Learned

EG has steadily grown year-on-year and its ambition to scale-up across Rajasthan is taking shape. Its work in Pali, Jalore and Sirohi districts are in various stages of programme maturity. It has successfully bridged the gender gap in enrolment in Pali in Phase 1. Beginning June 2014, with Phase 2, EG interventions in Pali will be non-enrolment specific, and instead focused on community handholding and problem-solving. Jalore and Sirohi too will move into Phase 2 gradually during this period.

Sustainability

EG is training SMC members to manage government funding to implement SIPs. GSS are held to initiate and sustain change in girls' education, sensitize communities towards the work, and elects the School Management Committee. For EG, these meetings are an important starting point towards intervention.

Future Focus

Going forward, EG is adding 3 new districts (Ajmer, Bundi, and Rajsamand) in 2014, and then another 1 to 5 districts per year till 2018. With this growth, it aims to reach to approximately 1 million beneficiaries. It is on track to achieve programme interventions in 15 critical gender gap districts targeting almost 4 million beneficiaries by 2018.

- While the programme components remain consistent in 2014-15 with interventions targeted at all stakeholders, EG intends to strengthen its Impact Assessment frameworks.
- Phase 2 of mobile tracking will begin in 2014-15. This phase includes EG's ability to collect data directly from the villages (school level) via basic forms and uploading to EG's database. This will help EG have real-time dynamic data and support course correction or extra programme support when required.



The impact of Educate Girls' work is clear from the increase in confidence and aspiration of its many young beneficiaries

© Educate Girls

Educate Girls' Future Focus

Over the next 3 years, EG intends to reach 250,000 children across rural Rajasthan, working in Amjer, Jalore and Sirohi, three new districts of Rajasthan, with large gender gaps in education.

EG will operate in 8 blocks, reaching about 1,123 villages and 1,500-1,800 government schools. EG has secured USD 4.25m from The Queen of Qatar Foundation's Educate A Child Initiative over the next 5 years, covering half the cost of the new blocks in Sirohi (where EG is already working) and Ajmer.

EG has more than less met all their targets except SIPs and CLT. Therefore for 2014-15, it will continue to strengthen Team Balika to ensure retention; deliver the CLT classes to students who will be entering Grade 3, 4 and 5; monitor and evaluate and prepare to complete Phase 1 and enter Phase 2.

The Trust has worked with EG since 2011, supporting EG's capacity building following the Nurture – Grow – Recognise model and leveraging significant additional financial investment ensuring EG can continue to develop and reach many more children.

Financial Support

Donor	Grant	Purpose
The British and Foreign School Society	£105,000	Funding 3-year programme in Bhinmal, Jalore
The Waterloo Foundation, The Funding Network, and the Asian Media and Marketing Group	£105,000	Co-funding 3-year programme in Chitalwana, Jalore
Queen's Silver Jubilee Trust, Aviva and The Agarwal Foundation	£50,000	Funding 700 Bal Sabhas (Girl Councils) in Pali for 1 year
Total funding leveraged	£260,000	



EG's child-centric teaching methods are both effective and engaging @ Educate Girls

Impact of The British Asian Trust's Support

Support	Impact
Nurture (Building organisational capacity)	<p>Through the Trust's support, EG has worked with 700 Bal Sabhas (Girl Councils), reaching over 7,000 girls in Rajasthan's Pali district. The Trust is also supporting EG's work in the remote Bhinmal and Chitalwana areas of Jalore, another gender-gap district.</p> <p>The Trust has funded its capacity-building partner, Dasra, to support EG's organisational development as it prepares for expansion to other districts in Rajasthan. Dasra is advising EG on strategy and providing back office, HR and administrative support. Recent priorities have included supporting the development of EG's fundraising and operational plans to facilitate roll-out to new blocks and districts.</p>
Grow (Fundraise for Growth)	<p>The Trust has brought together 7 donors to support EG, raising over £260,000. Donors include: The Queen's Silver Jubilee Trust, The British and Foreign School Society, The Waterloo Foundation, The Agarwal Foundation, Aviva, The Funding Network and The Asian Media & Marketing Group.</p> <p>In 2012, the Trust co-hosted a Dragon's Den-style fundraising event for EG and a selection of other charities with The Funding Network. At this event, the Trust's celebrity ambassador, DJ Nihal, pitched EG to over 200 donors at Coutts.</p>
Recognise (Raise EG's profile)	<p>The Trust has showcased EG's work to the British Asian diaspora and UK donor community in partnership with the Asian Media & Marketing Group, who have fundraised for EG at several key events including The Asian Business Awards, the GG2 Leadership Awards and the Asian Trader Awards.</p> <p>At the recent launch of the Trust's Advisory Council, India, in Mumbai on 9 November 2013, attended by TRH Prince of Wales and The Duchess of Cornwall, EG was one of three recipients of awards for work in improving the lives of young girls.</p>

Progress against KPIs between April 2013 and March 2014

1. Leadership & Management

- a) **Strengthen Board and Governance:**
EG has recruited 3 new Board members expanding to a 5-member Board.
- b) **Recruit a senior management team:**
EG has successfully recruited a senior management team, covering roles in Finance and IT, Human Resources, and Development and Communications.
- c) **Strengthen Operating procedures:**
EG has created a Standard Operations Manual which has also been translated in Hindi for field personnel's convenience.

2. Programme Development

- a) **Programme Exit:**
Underway in Pali and roll-out in Sirohi: Pali exit strategy has been completed in consultation with Booz & Co, and phased exit has started.
- a) **Programme Development:**
EG plans to expand to 6 of Rajasthan's nine 'gender gap' districts (over 13,000 schools) by 2016. It has a Memorandum of Understanding with Sirohi's Government, and staff have been recruited and trained. 350 out of 428 Team Balika have also been recruited and trained; and the enrolment of Out-of-School Girls is ongoing.

3. Finances and Fundraising

- a) **Develop Fundraising Strategy:**
Raise 1:1 match funding in 2014; EG is building a pipeline of funding opportunities including Mulago Foundation, Jasmine Charitable Trust and Warburg Pincus and is on track to reach the match funding goal in 2014.
- b) **Increase Funding Networks:**
Applied for 501c(3) – US charitable status, and developed a strategic partnership with Smarter Good – a San Francisco based consulting firm that will help EG develop a US-focused fundraising strategy.
- c) **Achieve income of USD 2.4 m by 2015:**
Achieved budgeted fundraising target of USD 1.7 million

4. Monitoring and Evaluation

- a) **Roll-out mobile tracking in Pali, Jalore and Sirohi:**
EG is rolling out phase 1 in Pali and Jalore Districts, with the roll-out in Sirohi ongoing. Phase 2 will begin November 2014.



“The Trust is pleased to report that Educate Girls’ has made excellent progress against all KPIs this year.

We are confident that the programme is and will continue to be delivered effectively.”

Abha Thorat-Shah, Director, The British Asian Trust



Glossary

Term	Meaning
Block	See "Tehsil" below
BO	Block Officer - Educate Girls staff member leading programme implementation in a specific area
CLT	<i>Creative Learning and Teaching; child-focussed teaching that improves learning outcomes and retention</i>
CTS	Child Tracking Survey, conducted by the government
Dhanis	<i>Remote villages, often with poor or no transport infrastructure</i>
EG	Educate Girls, our charity partner
FC	<i>Field Coordinators - Educate Girls staff member focussing on reaching remote villages</i>
GSS	Gram Siksha Sabha - village education meetings
KPI	<i>Key performance indicator</i>
SIP	School Improvement Plans, establish by SMCs with EG's help. SIPs usually focus on infrastructure.
SMC	<i>School Management Committee - members of the local community working to improve schools</i>
Team Balika	Volunteer village-based youth leaders championing girls' education and school reform
Tehsil	<i>An area of land with a city or town that serves as its headquarters, sometimes with additional towns and often several villages. As an entity of local government, the tehsil office (Panchayat samiti) exercises fiscal and administrative power over these villages and municipalities. Some tehsils are called 'blocks'.</i>
The Trust	The British Asian Trust

Appendix: Data on Progress against KPIs in Bhinmal and Chitalwana

KPI	Bhinmal		Chitalwana		Cumulative		Notes
	3-year Target	Actual To Date	3-year Target	Actual To Date	3-year Target	Actual To Date	
Girls reached	35,000+	18,515	30,000+	15,782	65,000+	34,297	
Boys reached		17,585		16,290		33,875	
Children reached in total		36,100		32,072		68,172	
Out-of school girls enrolled	3,386	3,027	1,457	1,331	4,843	4,358	
Schools reached	288	288	301	301	589	589	
Learning outcomes improved with CLT	No Target	15,012	No Target	13,636	No Target	28,648	Children in grades 3, 4 & 5
Team Balika Members Recruited	97	133	139	144	236	277	
Team Balika Members Trained	97	130	139	144	236	274	
Team Balika Members Retained	49	133	70	130	118	263	Target to retain 50% year-on-year
Block Officers	1	1	1	1	2	2	
Field Coordinators	8	8	12	11	20	19	
Teachers trained	288	245	301	291	589	536	
Bal Sabha/KGBV formed	1	1	1	1	2	2	
Bal Sabha members trained	13	13	13	13	26	26	
SMCs	288	275	301	301	589	576	
SMC members trained	1,728	1,948	1,806	2,152	3,534	4,100	Including refreshers
Girls retained	Year 1 & 2 Data analysis in progress		Year 1 & 2 Data analysis in progress		0	0	School data collected in July & August
Boys retained					0	0	
Children retained	2,746	0	948	0	3,694	0	
SIPs	2,592	3,415	2,709	2,640	5,301	6,055	SIPs are ongoing
Total SIP completed	1,625	2,530	1,625	1,622	3,250	4,152	