



Program Evaluation Report of IIFL Foundation's Sakhiyon ki Baadi Program

January 2019



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Declaration

As the assessment team of Sattva Consulting for the evaluations of the interventions carried out on the behalf of IIFL, it is hereby declared that there have been:

- a. No contraventions of independence requirements or transparency in the collection, analysis and report of data; and
- b. No contraventions of any applicable code of professional conduct in relation to the evaluation.

This declaration is in respect of Sattva and the entities it monitored during this period.

Executive Summary

Introduction

IIFL Foundation commissioned Sattva to conduct an impact evaluation study for their Sakhiyon Ki Baadi program in Rajasthan. As an immediate goal, program aims to provide education to the tribal girls who are either irregular, drop out or never enrolled while changing the narrative around girl child's education in long term. Sakhiyon Ki Baadi is a community school started in the village where atleast 30 girls in the age group of 4 years to 14 years are found to be out of school (never enrolled and dropped out). Starting in 2016 with 100 SKB's and 3000 out of school girls, IIFLF today has started 1156 SKB's in 12 Districts of South Rajasthan with over 34,000 girls are enrolled in the program

Methodology

Sattva designed a mixed method research study that included a quantitative survey of student beneficiaries and Daksha. In addition to this, beneficiary students were assessed on their Students were assessed on their ability to read and comprehend English and Hindi text and their ability to carry out basic arithmetic. Beneficiary students were also assessed on their level of aspiration and confidence. A dipstick Daksha demographic interview was carried out which was followed by an observation of the adherence to processes mentioned in the manual. The qualitative data collection included a 1-1 Sarpanch interview, Daksha interview and Focus Group Discussion with the parents. Sattva customised the OECD designed DAC framework to suit the requirements of the study. A multistage stratified random sampling approach was used to select the sample size of the beneficiaries using a 95% Confidence Interval and 7% Margin of Error. Sattva's on-ground data collection team of 6 investigators was trained to carry out the quantitative data collection activity. Sattva in-house team travelled across Baadi to carry out qualitative interviews with key stakeholders.

Key Findings

Impact

- Sakhiyon Ki Baadi programme has improved basic reading and letter identification skills in English and Hindi and number recognition and basic Mathematic skills
 - Hindi language skills development is faster than English among beneficiaries
 - 36% of beneficiaries are at letters level (2nd level) and 28.3% at the beginner's level (1st level) in case of Hindi language
 - While in the case of English, 35% in the letter level (2nd level) 52% girls in the beginner level
 - 84% of the beneficiaries are at the number identification level (second level) in case of basic mathematics skills
- More than 90% of parents and community stakeholders attended the FGDs report that there has been a visible improvement in the learning outcomes of the children
- More than 80% of the parents interviewed report that the girls are more confident to voice out their opinions in public.
- Students in Good and OK SKBs perform better than students in the Needs Improvement SKBs

- About 23% the students in Good SKB are able to read a Hindi story. The corresponding figures for OK and N.I SKB stand at 12% and 5% respectively
- In the Math assessment, Good and OK SKBs have performed better than the OK and N.I SKBs as a higher proportion of students in these SKBs are at higher competencies as compared to N.I SKBs

Relevance

- Sakhiyon Ki Baadi project addresses the pressing need for girls education in Rajasthan
 - As per census 2011, male literacy rate in Rajasthan stands at 79.2% while female literacy rate is a full 27%age points behind at 52.1%
 - ASER 2019 Report pegs Rajasthan among the bottom five states in learning outcomes-reading, writing and arithmetic.
- Beneficiary selection process is comprehensive and includes primary data collection triangulated by consultation with key community stakeholders
 - Process of selecting beneficiaries has been documented and created centrally at IIFLF level, thoroughly checked by the IIFLF program team for consistency across NGO partners

Effectiveness

- Well defined operation's manual (blueprint) standardize the delivery across regions and Baadi
- A multi-layer Monitoring and Evaluation system has been designed.
 - SKBs have been divided into Clusters with each Cluster being overseen by a Cluster Head. The Cluster Head is required to oversee SKB operations, provide support to Daksha and liaison with community and external stakeholders wherever required.
 - Cluster Heads report to the Block Heads who are responsible for the overall operation of SKBs within the block.
 - In addition to the layer of Cluster and Block Heads, Whatsapp groups are regularly monitored and updated to get a real-time status of SKBs
- It was observed that Daksha in SKBs are motivated to run the SKBs. Most SKBs opened on time and Daksha went out of his/her way to call students to the SKB, sometimes even convincing the parents to send their kids to the Baadi.
- However, at the Daksha level, the adherence to prescribed processes is low. At the same time, it was observed that operation team is yet to acquire absolute clarity on program objective
 - Overall, on an average there is around 36% adherence to key points under child-wise tracking. This increases to 73% in school-wise tracking indicator
 - It was observed that at the operation team level, the idea of mainstreaming girls has not been clearly understood

Sustainability

- Program ensures community ownership among community stakeholders.
 - Community stakeholders have stepped in to provide necessary infrastructure support in addition to better-off community members

Recommendations

- Revamp Daksha training model to include a strong focus on following program processes and build capacity of Daksha and Cluster Heads to impart better lesson delivery while also increasing their subject matter expertise
- Evolve a strategic approach to external communication to stakeholders such as Parents, Sarpanch and Govt. Officials.
 - All external communication from the implementation team should follow the guidelines underlined within this
 - Focus on strategic messaging across stakeholders shall lead to a faster attainment of the program' objective of mainstreaming girls to formal education systems
 - Focus on external communication will help focus on process adherence leading to increased effectiveness that will further magnify on-ground impact
- Strengthen SKB classification process by incorporating a comprehensive list of indicators for the same
 - Current SKB classification of Good, O.K and Needs Improvement takes into account the attendance of students in the SKB, regularity with which the SKB opens and the nature of TLM and infrastructure within the SKB.
 - This classification does not take into account important indicators like students learning outcomes, parents engagement, students' progress and change in the aspiration in addition to the no. of students mainstreamed
 - Enlarging the scope will provide a robust classification indicator that will help track growth in the quality of an SKB in a more holistic manner

Chapter 1: Overview

Introduction

India has one of the youngest populations in an aging world. By 2020, the median age in India will be just 28, compared to 37 in China and the US, 45 in Western Europe, and 49 in Japan. Demographics can change the pace and pattern of economic growth. However, for that change to take place, the population must be properly educated and trained to meet the requirements of an ever-changing world. Looks at the education statistics in India, the reality is a grim. India is home to millions of illiterate and out of school girls – as per 2011 census over 81.5 lakh children are out of school – around 61 lakh of these have never been to school. When one looks at state-wise statistics, the one state that stands out for its abysmally low enrollment and learning outcomes is Rajasthan.

Education Status in Rajasthan:

Rajasthan is India's seventh most populated state (68.5 million) with 24% of its population between ages 6 and 14 years. Around 12% of these girls (~ 9, 78,000) are out of school. Rajasthan is the only state in India where school dropout rate is increasing with each year. The proportion of Out of school girls between the age of 11-13 years rose from 8.9% in 2011 to 11.2% in 2012 to 12.1% in 2013. This declined marginally but still stands at a high 9.7% as per the ASER 2016 Report. With such a large proportion of the girls being out of school, it is definitely a cause for concern. Unless this problem is tackled on a war footing there could be serious repercussions and it will be a matter of time before the demographic dividend becomes a demographic disaster.

IIFL Foundation

IIFL Foundation is the CSR arm of IIFL Group, a financial services conglomerate, started in 2015 to contribute to address the most pressing problems of vulnerable communities. IIFL foundation undertakes long term, high impact projects that creates sustainable change and transforms lives. Some of the flagship initiatives by IIFL Foundation comprise of the followings:

- **Tribal Development:** IIFLF has adopted three villages in Jawhar Taluka of Palghar district in 2014 for a holistic turnaround by working on the six core pillars of income and livelihood, water and sanitation, agriculture and food safety, education, health and environment.
- **Disaster relief and rehabilitation program:** IIFLF chips in with necessary post disaster relief and rehabilitation support.
- **Sports development:** IIFLF through its Eka program conducts international level tournaments in chess, tennis and golf for children below the age of 14 years
- **Preventive health:** IIFLF carries out two large health camps, one each in Pandharpur, Maharashtra and the other in Barsana, Uttar Pradesh.
- **Financial Literacy:** IIFL Foundation through its program FLAME (Financial Literacy Agenda for Mass Empowerment) conducts financial literacy programs and follows this up with financial inclusion by supporting the poor in connecting them with banks as well as educating them on using smart phones and apps like BHIM and UPI etc. and become digitally literate.
- **Education Program:** IIFL Foundation has made it its mission to change the destinies of young children especially girls through education. IIFL Foundation has implemented three programs to fulfil its mission:
 - **IIFLF Chouras:** started by IIFL Foundation to provide access to education and learning for the out of school children of construction workers who migrate from different villages

across India to large booming metropolis to build homes and offices. The program first started in 2017 in Noida.

- **Program on Government school revival:** objective is to revive the glory of Government schools and create temples of learning where children enjoy attending and learn to the best of their abilities.
- The third program is the **Sakhion ki Baadi Program**

Sakhion ki Baadi Program

'**Sakhion ki Baadi**' program is a community school model implemented in villages where at least 30 girls in the age group of 4 years to 14 years have been found to be out of school (never enrolled or dropped out). Community is mobilized at the most convenient/central location and the most educated person, preferably a woman from the village is appointed as the teacher, and trained within the IIFL SKB program to impart education to the girl child. Program commenced in 2016 with 100 SKB's and 3000 out of school girls with current spread of the program in 12 districts of South Rajasthan with over 34,000 girls enrolled in the program.

Objectives of the Sakhion ki Baadi Program

The basic purpose of this program is to provide education to the illiterate and out of school girls across Rajasthan with following short term, medium term and long term objective delineated in detail:

Short Term: (By 2020)

1. All illiterate and out of school girls in age group of 4 - 14 yrs. are enrolled in the SKB
2. Each girl is learning well and progressing successfully through the different competency levels.
3. Girls are regular in school and community is well engaged and participates in the school operations.
4. Girls are giving back to the community

Medium Term: (2020 – 2025)

1. Mainstream girls in formal education system where such a possibility exists.
2. In areas where mainstreaming is not possible, ensure that girls are following Rajasthan Board curriculum and are progressing well.
3. Support girls to take the class five examination of Rajasthan Board

Long term: (By 2030)

1. Eradicate girl child illiteracy from Rajasthan. No girl in any part of Rajasthan remains illiterate due to lack of access to education.
2. Change narrative around girl child education in Rajasthan.

Target Group for the Sakhion ki Baadi Program

Tribal girls in the age group of 4-14 years, who are either irregular, drop out or never enrolled in any formal education system. The program is currently being implemented across 12 districts in Rajasthan. While IIFL foundation directly implements the program across 9 districts, the program is being implemented across 3 districts by the NGO partner GSS and Srushti.

Chapter 2: Methodology and approach

In this chapter, the approach adopted by Sattva towards the Program evaluation exercise. Sattva adopted a mixed method approach to the sampled study conducted across three districts where SKBs are operational. The mixed method approach allowed Sattva to conduct quantitative surveys with beneficiary girls while conducting detailed 1-1 interviews with the implementation team and Sarpanch in addition to SGDs carried out with the parents of beneficiary girls.

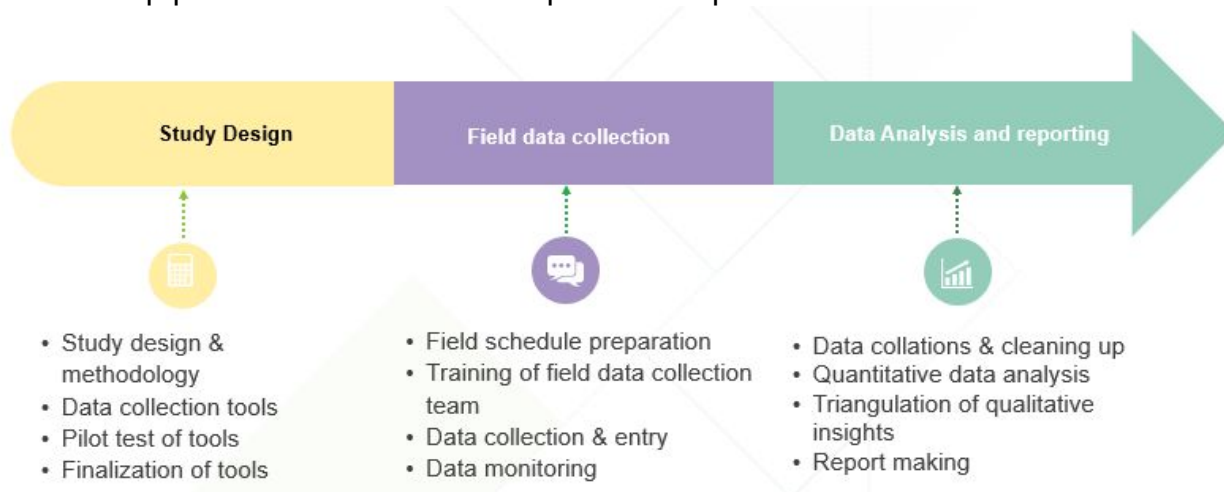
Objectives of Program Evaluation

The key objectives of the Program Evaluation study are two-fold:

- To measure and understand the on-ground impact of Sakhiyon Ki Baadi program on the beneficiaries through:
 - Assess the improvement in English, Hindi and Mathematics skills in the beneficiaries
 - Assess the perception of empowerment among beneficiaries girls increase confidence and motivation to undertake solutions to everyday social problems faced in the community, take responsibility of their lives and develop communication skills to engage effectively with other community stakeholders
 - Change in perception of community (parents, beneficiaries and community leaders) members towards girls' education
 - Extent of mainstreaming achieved by the program in terms of their ability to engage with Hindi and English speakers and their enrollment to the formal education system
- To provide actionable recommendations to program design and implementation to maximize the impact

Process followed for the Program Evaluation

A three-step process is followed to complete the impact evaluation exercise.



Framework for Program Evaluation

Sattva used the Development Assistance Committee (DAC) framework, which has been formulated by the Organization for Economic Cooperation and Development (OECD). The framework has been adapted and customized to suit the needs of the project that IIFL Foundation

is implementing. The table below summarizes the areas that the study touches upon and the key hypotheses that have been tested to evaluate the program

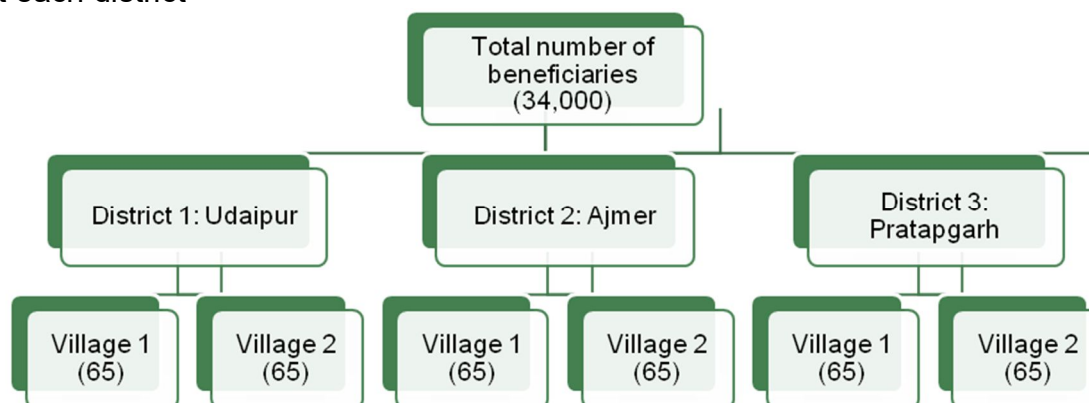
Area of Evaluation	Hypothesis	Sub-Hypothesis	Indicators
Impact	IIFL's intervention has improved English, Hindi language and mathematics skills among SKB- compared to non-SKB girls	<ul style="list-style-type: none"> Beneficiaries of IIFL's SKB intervention are able to put analytical, reading and comprehension skills learnt in the program to everyday usage Community (parents and community leaders) recognize the improvement in foundational competencies of reading, comprehension and analytical skills of the beneficiaries 	<ul style="list-style-type: none"> Improved Hindi, English and Mathematics skills Usage of Hindi, English and Maths skills in day to day life Parents receiving support from children in day to day activities
	Improvement in reading, comprehension and analytical skills has increased confidence and self-belief among SKB- compared to non-SKB girls	<ul style="list-style-type: none"> Beneficiaries are now able to discuss social issues and problems with their friends, household elders and with the community members Beneficiaries are confident enough to be self-reliant in dealing with key community stakeholders 	<ul style="list-style-type: none"> Increased interaction with male members Going out of the village raising voice in public platform Self-responding in case disturbed by anyone
	Increase in confidence has led to a sense of empowerment among SBK-girls in the community. Increased confidence led the girls to take up mainstream education system and society	<ul style="list-style-type: none"> Beneficiaries have started re-joining schools and have begun to undertake vocational/income-generating activities Beneficiaries perceive a better future for themselves in terms of income and education aspirations Community recognizes the importance of girls education demonstrated through the empowerment in beneficiaries 	<ul style="list-style-type: none"> Re-join and joining the formal education system Increased career aspiration Aspiration to earn money and support the family Increased willingness among community to send girls to schools
Relevance	A systematic Need Assessment has improved the chances of on-time outcome realization	<ul style="list-style-type: none"> A systematic and scientific methodology was used to undertake to understand the needs and expectations of the target beneficiaries A systematic and documented methodology was used to select beneficiaries for the program Project objectives and activities have been mapped to the needs of the target group 	<ul style="list-style-type: none"> Need assessment survey report Secondary data about the girls status of education Community agrees to the need of SKB and education overall
Effectiveness	The Sakhiyon ki Baadi program has been designed in a way to maximize the quality and rigor of implementation on ground	<ul style="list-style-type: none"> Project processes are defined, and consistent across management and the team have absolute sync and clarity on it A well-defined LFA is available and team is aligned M&E Framework system is built and institutionalized within the organization Project team visibility of the key risks influencing the achievement or non-achievement quality and predictability of delivery Potential risks to a successful implementation have been mapped 	<ul style="list-style-type: none"> Standardized ambience, teacher learning materials, child wise tracking records, and school wise reporting methods across SKBs i standardized schedule and content for teacher training and selection is available Consistent weekly plan across SKB Regular Competency test Play way method of

		and a mitigation plan for the same has been created	teaching is followed as laid out in annexure <ul style="list-style-type: none"> girls ask questions in the classroom Daksha is able to clear the doubts of girls
Sustainability	Steps have been taken to on-board community in-order to bring about sustainability within the program	<ul style="list-style-type: none"> Projects have created local ownership among the community stakeholders to raise, pool financial resources for running the project even after the funding support is over Projects have created community owned institutional strategy that increases the likelihood of institutional sustainability even after the funding support is over Project have defined community owned operational strategy that increases the likelihood of operational sustainability even after the funding support is over 	<ul style="list-style-type: none"> Current roles of parents in SKB Any specific responsibility undertaken by community for SKB program

Sampling approach

Sattva followed a stratified random sampling approach. The sampling was carried out at the state level to select representative set of samples from each district, by the method of 95% confidence interval and 5% Margin of Error. The number at the state level was divided equally amongst the sampling districts for the beneficiary selection process.

Sattva selected 3 districts out of 11 districts to execute the study. The district has varied characteristic and demographic differences. At a district level, this sample was distributed across SKBs in a way that the proportion of different types of SKBs to the total SKBs in the district were found and SKBs selected on the basis of that proportion. Mentioned below is the sample size of the study at each district



Team composition and fieldwork

A total of 6 data collectors and 2 people from Sattva were involved in the data collection activity. Data collectors were trained on the data collection tool by Sattva while all qualitative discussions with the Sarpanch, Daksha, NGO partner and IIFL program team were led by Sattva in-house team.

The fieldwork spanned across two phases. In phase 1 of the fieldwork, pilot of the tools was carried out at Rajsamand. The data collection tool was iterated and contextualized to the unique field conditions. Phase 2 of the data collection activity began immediately with Dhariyawad district

while phase 3 of the data collection activity was carried out at SKBs located in Pratapgarh and Lasadiya blocks.

Design and selection of data collection tools

- *Primary research*
 - Qualitative data has been collected through FGDs and interviews with key stakeholders of the project including the NGO Partner team, Sarpanch and CSR team of IIFL to validate the relevance, effectiveness, impact and sustainability of the program
 - Quantitative survey was been carried out to collect impact/outcomes from the direct beneficiaries
- *Secondary research*
 - Detailed review of the program implementation documents has been done for factual data points

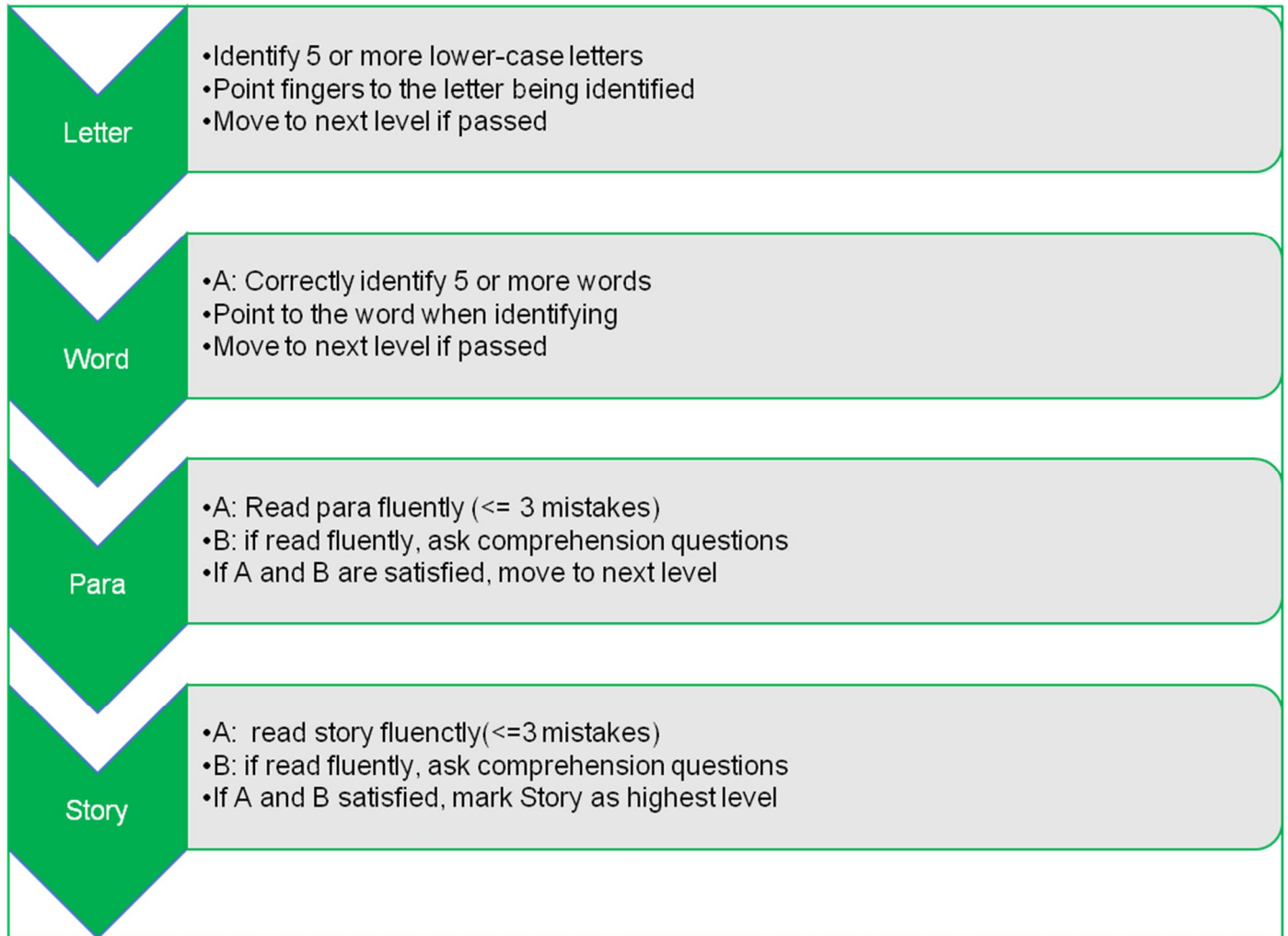
To verify each of the hypotheses, evidence has been collected through the tools mentioned below:

Stakeholder	Stakeholder type	Number of stakeholders		Data Collection Tool
		Planned	Achieved	
Beneficiary girls	Primary	390	385	Quantitative Interviews
SKB trainer (Daksha/Teacher)	Secondary	-	34	Quantitative Interviews
Girls' parents	Secondary	-	90	FGD
Sarpanch	Secondary	-	6	1-1 Interview
NGO partner	Secondary	2	2	1-1 interview
Implementation partners (Program staff, Program managers, Heads)	Secondary	-	1	1-1 Interview

Testing approach

The assessment tool used for testing the students on English, Hindi and Maths language fluency and competency levels was designed in a way to elicit the highest level of the student. Basing itself on the model of ASER English assessment tool, the tool aims to identify the highest learning level of the child. The testing tool was designed in a manner that would identify the highest level of a child in a few minutes on a 1-1 oral basis.

ENGLISH



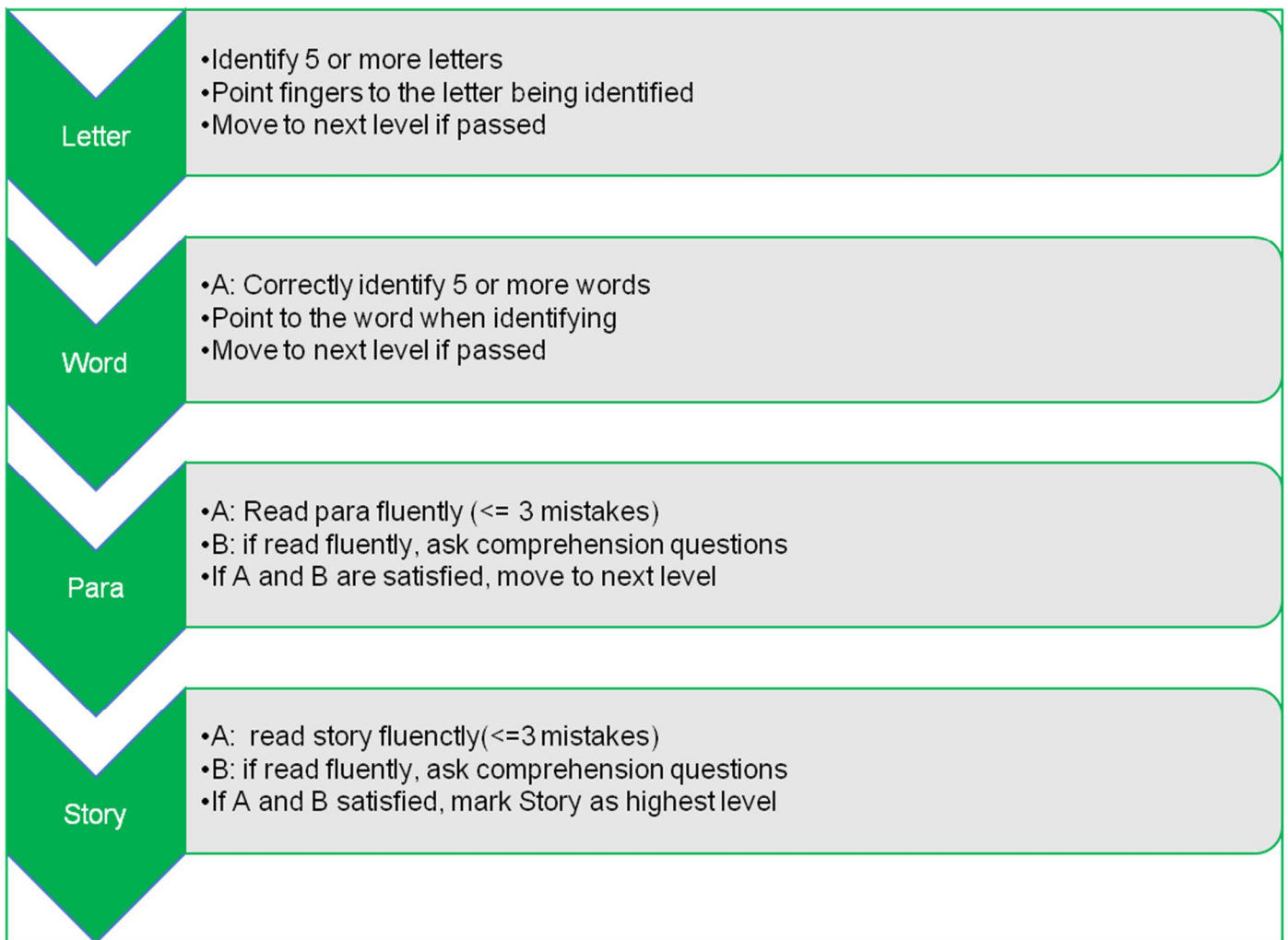
Every student was asked to identify 5 letters from one of the three samples, having a grid containing 12 English letters in lower case. Successful identification led to the promotion to the next level while an unsuccessful identification would relegate the student to the Beginner level. At the next higher level, student was asked to identify 5 words from a grid containing 10 words. If a child fails in identification of 5 words the highest level is marked as Letter, otherwise, he/she is moved to the 'Para' level and tested for the same. For the 'Para' level a child is asked to read a std. 3 level text consisting of multiple lines. If the student reads the text fluently he/she is asked two comprehension questions based on the text. If the child is successfully able to answer the comprehension questions, he/she is tested for the story level. In the event of an unsuccessful attempt at 'Para' level, the student is marked at the 'Word' level. However, if the student has successfully cleared the 'Para' level, he/she is asked to read a std. 3 level text. In the event of a fluent reading, the student is asked two comprehension questions based on the text. If the student is able to read the text fluently and answers the two comprehension questions correctly, he/she is marked at the 'Story' level while an unsuccessful attempt leads to the highest level being marked as the 'Para' level. For the purpose of standardization, a text read with three or less than three mistakes is considered to be read fluently. A total of three samples of comparable level of difficulty were designed and surveyors were instructed to change the sample when assessing each successive student.

MATHS

Beginner	<ul style="list-style-type: none">•Identify 5 or more numbers•Point fingers to the letter being identified•Move to next level if passed
Reverse counting	<ul style="list-style-type: none">•Reverse counting•Move to next level if passed
Forward counting	<ul style="list-style-type: none">•Forward counting•Move to next level if passed
Single Digit Addition	<ul style="list-style-type: none">•Single Digit Addition•Move to next level if passed
Double digit Addition	<ul style="list-style-type: none">•Double digit addition•Move to next level if passed
Two digit Subtraction	<ul style="list-style-type: none">•Double digit subtraction•Move to next level if passed

Every student was asked to identify 5 numbers from a grid containing 9 numbers. Successful identification led to the promotion to the next level while an unsuccessful identification would relegate the student to the Beginner level. At the next higher level, student was asked to do reverse counting for around 20-30 numbers from a random range. On successful counting he/she is moved to the 'forward counting' and tested for the same. For the 'forward counting' a student was asked to do forward counting for around 20-30 numbers from a random range. If the child is successfully able to answer, he/she is tested for single digit addition level. In the event of an unsuccessful attempt at single digit addition level, the student is marked at the 'Forward counting' level. However, if the student has successfully done the 'single digit addition', he/she is asked to perform a double digit addition. In the event of a successful addition, the student is asked to do two digit subtractions. If the student is able to do that, he/she is marked at the 'subtraction' level while an unsuccessful attempt leads to the highest level being marked as the 'double digit addition' level. A total of three samples of comparable level of difficulty were designed and surveyors were instructed to change the sample when assessing each successive student.

HINDI



Every student was asked to identify 5 letters from a grid containing 10 letters. Successful identification led to the promotion to the next level while an unsuccessful identification would relegate the student to the Beginner level. At the next higher level, student was asked to identify 5 words from a grid containing 10 words. If a child fails in identification of 5 words the highest level is marked as Letter, otherwise, he/she is moved to the 'Para' level and tested for the same. For the 'Para' level a child is asked to lead a std. 3 level text consisting of multiple lines. If the student reads the text fluently he/she is tested for the story level. In the event of an unsuccessful attempt at 'Para' level, the student is marked at the 'Word' level. However, if the student has successfully cleared the 'Para' level, he/she is asked to read a std. 3 level text. If the student is able to read the text fluently, he/she is marked at the 'Story' level while an unsuccessful attempt leads to the highest level being marked as the 'Para' level. For the purpose of standardization, a text read with three or less than three mistakes is considered to be read fluently.

Approach to data analysis

A systematic approach was followed to clean and analyze the data collected during the data collection process including the following steps:

- Data cleaning was carried out using the Python software
- After the cleaning process, analysis was carried out using Python and Tableau

- To triangulate the findings from quantitative analysis, synthesis of qualitative observations was carried out. The qualitative insights comprised of notes from FGDs, interview of NGO partner and IIFLF program team in addition to observations made in the field.
- The analysis process was rounded off with generating visualizations using Tableau

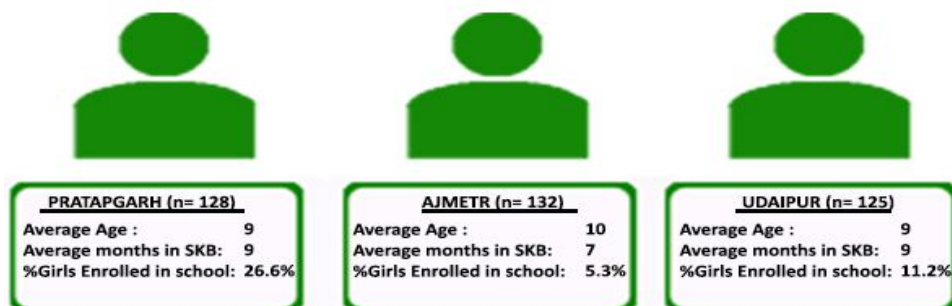
Limitations of the study

As with research studies, there are certain limitations when data around perceptions and behavior is collected. Below are some of the limitations that our research study would be subjected to:

- **Probability of subjectivity due to perceptual nature of responses:** All responses are self-reported. While sufficient care has been taken to select the respondents on a random basis, it needs to be stated that beneficiary questionnaire where perceptions are evaluated is completely self-reported
- **Exclusion of certain strata of population in the sample due to remote location:** so they had to be excluded from the sample however, due precaution was maintained to visit SKBs where it was possible to reach
- Some of the beneficiaries were too young to be interviewed and as a result, the average age for respondents is around 8-9 years

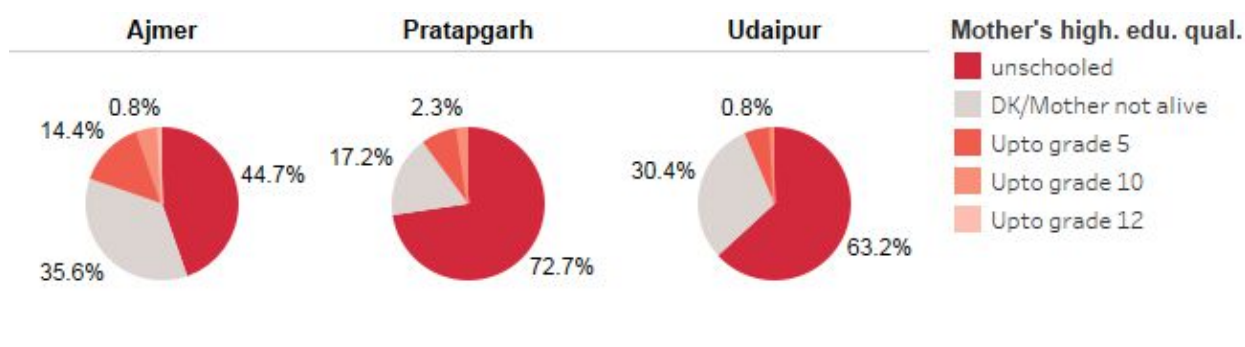
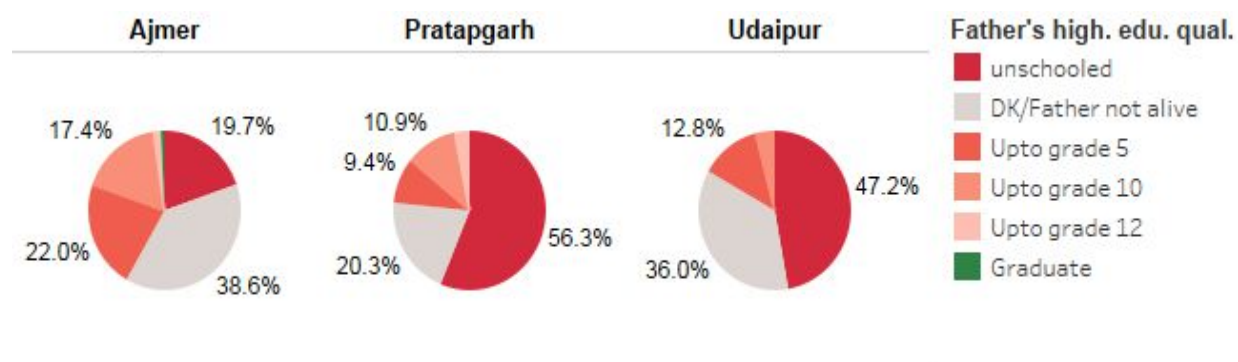
Chapter 3: Key insights

Socio-demographic profile of Respondents



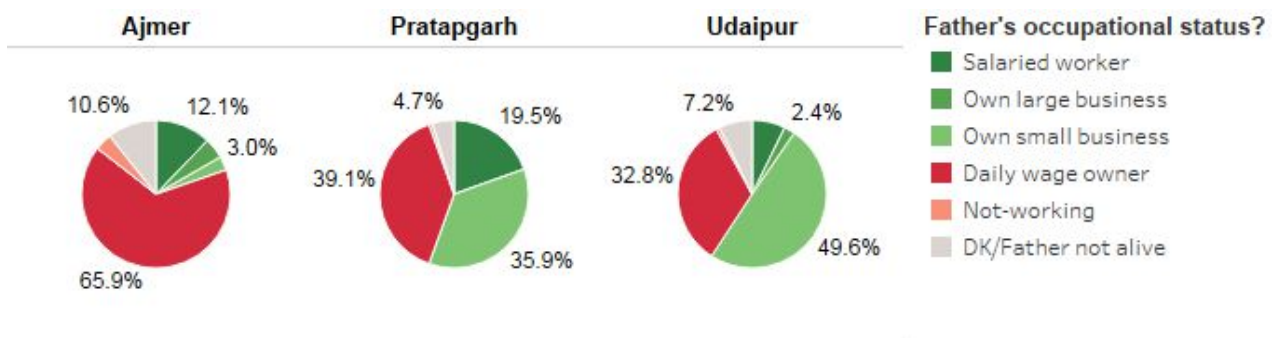
A few key characteristics of the demographic information of students are as follows:

- **Average age: ‘Sakhiyon ki Baadi’** program is a community school model implemented for girls in the age group of 4 years to 14 years. Hence average age of the girl who was interviewed falls in the same range.
- **Average Month Completed in SKB:** Program commenced in 2016, most of the girls in the baadi had joined the Baadi from the first day itself. As some Baadi started late, the average month completed in Baadi falls in the range of 8-10 months.
- **% Girls Enrolled in School:** Program was implemented with a vision to provide primary education to the girls who have been found to be out of school (never enrolled or dropped out). This explains the poor enrolment of the girls in the school
- **Educational Qualification of Family**
 1. None of the girls interviewed had a father who is has attained a graduate degree. Only 17% of father have completed grade 12 in Ajmer. This figure is even smaller for Pratapgarh and Udaipur at 6-7%. of the girls interviewed had a mother who has studied till graduation. Less than 1% of mothers have completed grade 12.

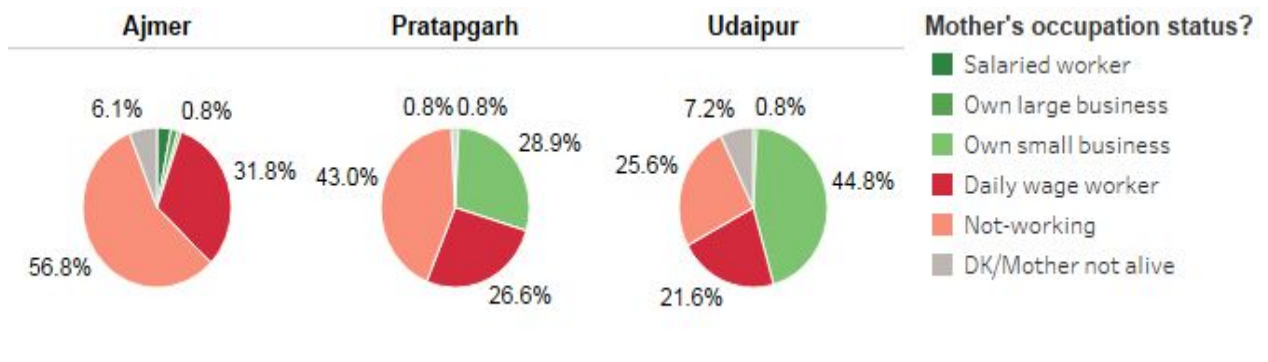


- **Occupation status of the family**

1. Over 60% of girls interviewed in Ajmer had a father who is a daily wage worker. In Pratapgarh and Udaipur, majority of father have large/small business



mothers in Ajmer are not working while the corresponding figures in Udaipur and Pratapgarh for the same stand at around 25% and 43% respectively. In addition to this, around 25-30% mother are daily wage workers.



From the demographic and education indicators of the household, it can be established that beneficiaries of the SKB program come from households with great economic and educational depravity. It can also be concluded that for a large proportion of these, their generation could be the first that is able to reach grade 8, if at all they do.

Relevance

OECD's DAC framework defines relevance as the "extent to which the program is suited to priorities and policies of the target group". For a program to be able to successfully impact the

lives of the beneficiaries through its intended outcome, it is essential that the program selects the right beneficiaries through a rigorous beneficiary selection process that incorporates the opinions of key community stakeholders. In addition to this, the beneficiaries themselves must have an understanding of the implicit need of the program. The following hypotheses were designed to understand the strength of IIFLF's SKB Program through the relevance lens.

"A systematic Need Assessment has improved the chances of on-time outcome realization"

Sub-hypothesis: A systematic and scientific methodology was used to undertake to understand the needs and expectations of the target beneficiaries

1. Extensive secondary research was carried out to understand the state of women's education in Rajasthan

- a. As Rajasthan was the preferred location for undertaking IIFLF's CSR initiative, the project was launched here. However, data from sources like ASER was used to understand women's literacy rate in the state. In addition to this, experts were approached to understand the state of education.
- b. The secondary research carried out by the external evaluation team corroborates with the rationale for implementing a program of the nature of SKBs in Rajasthan. Data from large scale evaluation studies of the nature of ASER, data from DISE reveals the abysmally low levels of female literacy in Rajasthan.
- c. IN addition to the above, in most of the areas visited by the evaluation team, it was observed that the status of women's education is very low with women dropping out of school at a very early age. As they are married off usually by the age of 10-12, women's education has never been a priority in Rajasthan.
- d. It was also reported that learning from two large education movements in Rajasthan (Lok Jumbish and Shiksha KArmi) were studied in great detail before designing the program.

Sub-hypothesis: A systematic and documented methodology was used to select beneficiaries of the program

Insights:

1. Beneficiary selection process is comprehensive and includes primary data collection triangulated by consultation with key community stakeholders

- a. The beneficiary selection process was outlined in the project specific documents which clearly state the conditions to be fulfilled for the creation of an SKB in an area. It was observed, however, that in some of the SKBs, a meeting with the parents was carried out while in others, Daksha informed the parent door to door about the importance of the SKB.
- b. Daksha/volunteers from village together with partner NGO representative go door-door to collect data on the status of girl's education. This is compiled and presented to the Sarpanch for his support to open a Centre. In certain cases, Sarpanch requests the partner NGO to open an SKB in a particular area. It was observed that even in such instances, the due process is followed.

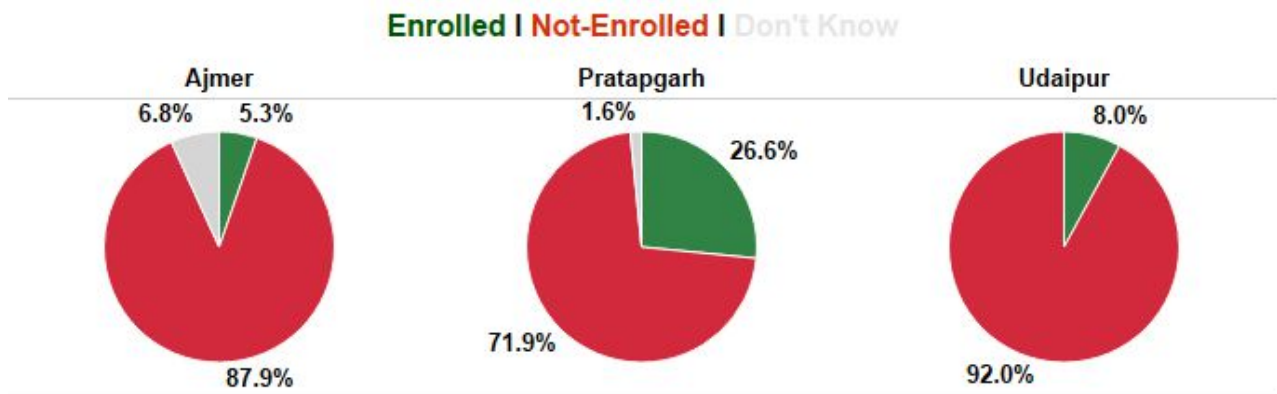
"Centre started a year back. Some people from village went door to door and made a list of girls out of school. They also took Aadhar card no. of the girls and had a survey format for it. When this was done, they came to me and showed me the list that they want to open a Centre. I told them not to leave any girl behind as the women literacy in our village is very low- girls marry early and the school is very far"

- Lakshman Meena (Sarpanch, Panchayat Tatakiya-Udaipur)

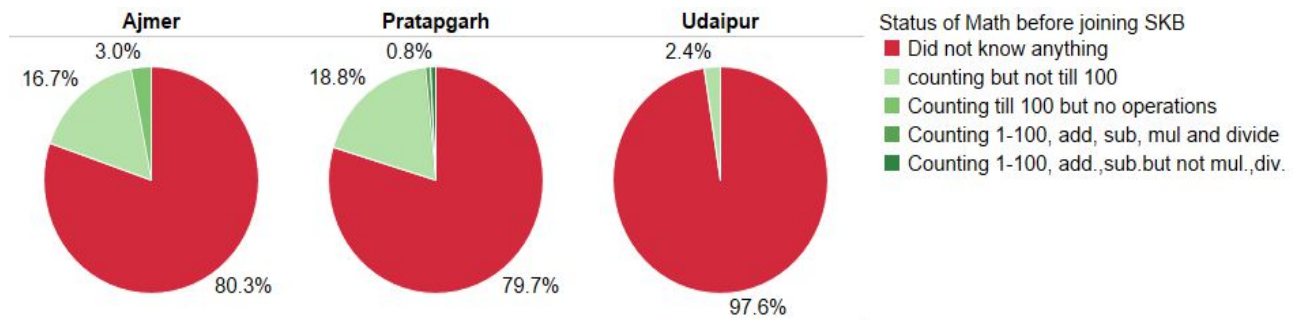
The school is about 2km away and most of the kids below 8-9 years of age do not go to school as there is a Nala that overflows during rains. Had the SKB not been there, our kids would not have been able to study. There was a survey that was carried out asking if our child is enrolled or not. Adhar no. and our signature was taken on it. In addition to this , the Daksha came to us and said that the centre will benefit our children as they would be able to study without paying anything”– reported by a group of 8 parents at Piplikheda SKB.

1. Sakhiyon Ki Baadi beneficiaries are not enrolled to the formal education system and the model seemed the felt need for the community as well.

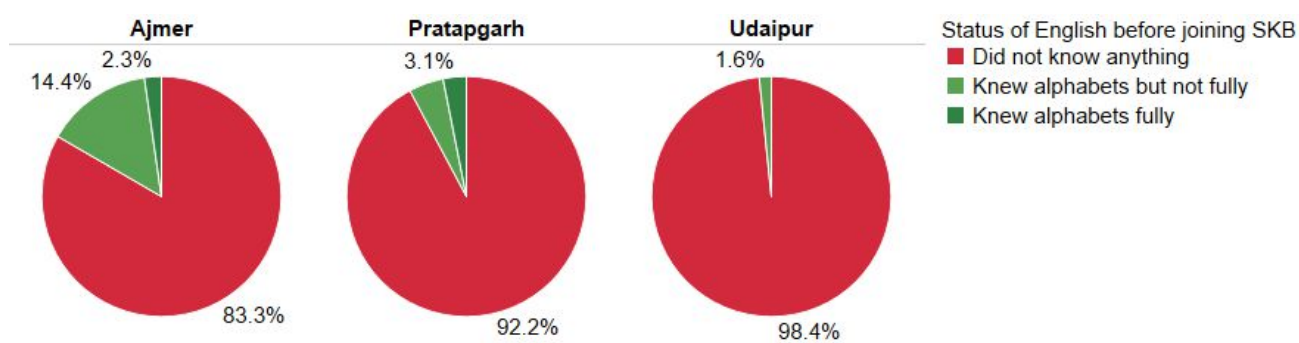
- a. For over 71% beneficiaries in Pratapgarh and over 85% beneficiaries in Udaipur and Ajmer, Sakhiyon Ki Baadi program is the only way through which they can have an access to education.



ies knowledge of maths prior to joining the SKB reveals that close to 80% students in the SKB did not know anything in Ajmer and Pratapgarh. The corresponding figures stood at 97% for Udaipur.



beneficiaries in Udaipur and Pratapgarh reported that they did not know anything in English prior to joining the SKB. Students at Ajmer were slightly better off with about 83% of them reporting to not knowing anything in English before joining the SKB



2. Process of selecting beneficiaries has been documented and created centrally at IIFLF level, thoroughly checked by the IIFLF program team for consistency across NGO partners

- a. The operations manual defines the process of selecting beneficiaries and areas where an SKB is to be opened. Created at IIFLF level, this leads to a certain level of standardization across different implementation partners
- b. In the initial phase of program execution, rechecking of Need Assessment data was carried out by the IIFLF program team to ensure the compliance to Need Assessment and Beneficiary selection process

Sub-hypothesis: project objectives and activities have been mapped to the needs of the target group

Insights:

1. **Project’s Theory of Change defines the short, medium and long term outcomes of the program.** The operations manual for the program defines the outcomes to be achieved in short, medium and long term. Conversation with project team at central level reveals that there is a clear emphasis on mainstreaming girls to formal education system with SKB only acting as a bridge for the same
2. **The activities to achieve the outcomes defined in the Theory of Change is planned and documented:**
 - Teaching methodology employed in the SKBs is geared towards increasing student interaction in the classroom leading to an increase in the confidence level of the students
 - Employing a play-way teaching methodology has increased beneficiaries' interest towards education leading to mainstreaming of students to formal schooling system
3. **The outcomes defined in the Theory of Change need to be made more comprehensive .** There is a need to strengthen the outcomes defined in the Theory of Change. It is imperative that outcomes are defined categorically and comprehensively to ensure that there is no room for subjective interpretation

Effectiveness

For an intervention to succeed, it should be designed in a manner that an LFA or Theory of Change forms the bedrock to the program objective and outcomes. Measurable process indicators must be outlined with a suitable monitoring mechanism that ensures compliance to processes and systems. In this section we try to understand the Sakhiyon ki Baadi program through the lens of Effectiveness which forms the basis for a successful implementation.

The Sakhiyon Ki Baadi program has been designed in a way to maximize the quality and rigor of implementation on ground”

Sub-hypothesis: Project processes are defined and consistent across management and the team have absolute sync and clarity on it

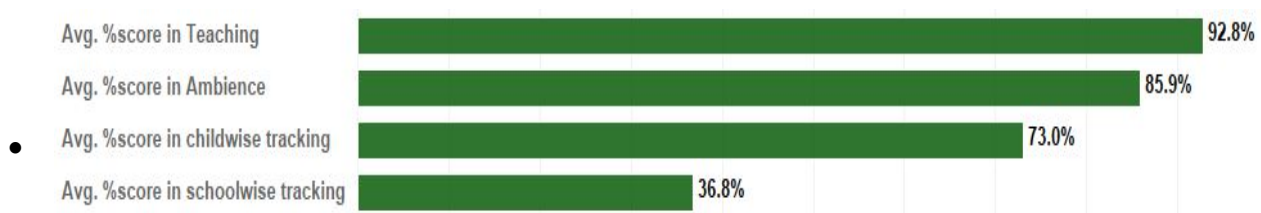
Insight:

1. An operation manual(blueprint) defines all processes that are to be followed during the Sakhiyon Ki Baadi Program

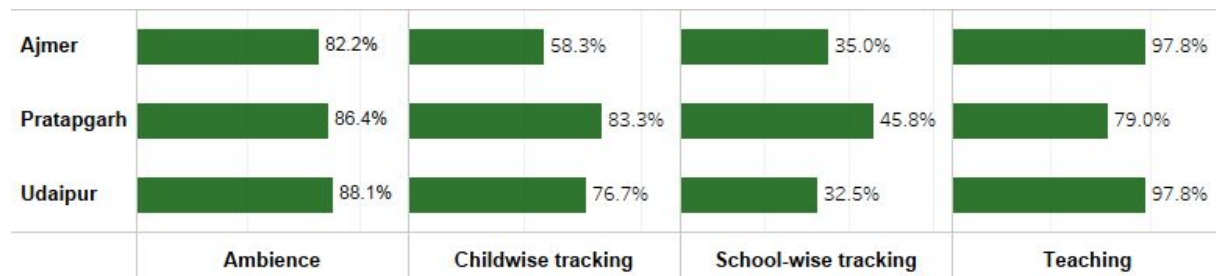
- a. Process to start a new SKB, training of teachers, monitoring of SKB, attendance and assessment of students and Daksha is all outlined in the program blueprint. A copy of the same is aligned and shared with the NGO partner to ensure outcome realization and standardization of processes
- b. The processes involved in the program were created in consultation with the NGO partner and are emphasized during the monthly meetings.
- c. It was observed that the NGO partner and the operations team had clarity on the processes that are to be followed during the beginning of an SKB, its operation and upkeep

2. Adherence to prescribed processes is low at the Daksha level

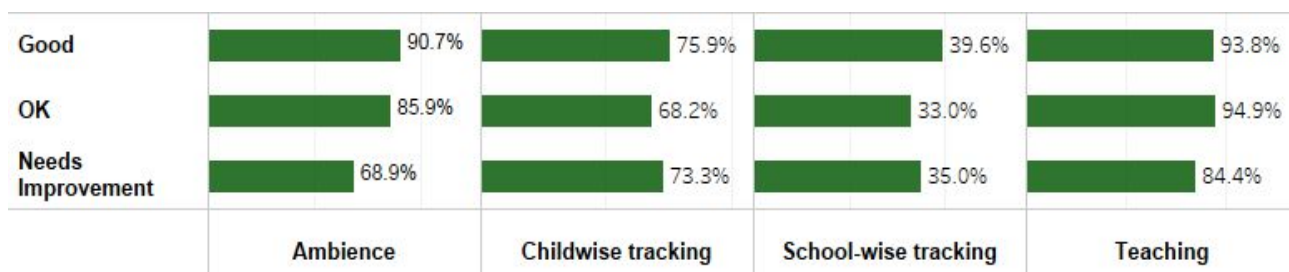
- a. The processes delineated for the Daksha come under two broad brackets. The first part includes infrastructural and administrative processes that are to be followed while the second section includes the classroom processes to be followed while teaching. Surveyors were trained to observe both the types of processes at the Daksha level. The infrastructure and administrative processes include the extent to which Daksha follows prescribed instructions (Daksha manual) that emphasizes on the nature of classroom ambience, child and SKB level tracking and teaching methodology.
- b. It can observe in the bar chart below that at the Daksha level, the adherence to outlined process gets reduced. On an average, SKBs score around 37% in following school-wise tracking while they score a high 92% in teaching process. This disparity while highlighting that there is a clear focus on teaching related processes, also identifies that child-wise and school-wise tracking process is taking a backseat for the Daksha.



an average, the SKBs in Ajmer are about 6 percentage points behind the best performing one (Udaipur) in the ambience aspect. In the child-wise and school-wise tracking, they are about 10-20 percentage points behind the best performing one (Pratapgarh). SKBs in Ajmer on an average were comparative to SKBs in Udaipur in the teaching related processes. These figures call for a greater emphasis in Ajmer on meeting the processes outlined in the manual. Emphasizing the same during the Daksha Training will go a long way in bringing back the focus on following the given processes



- The SKBs classified as Needs Improvement have performed better than the OK SKBs in child-wise tracking, however, they were a full 20%age points below the Good SKB in infrastructure.



Subhyp

othesis: A well-defined LFA is available and team is aligned on it

Insight:

- A detailed Theory of Change has been designed that includes the different components of program design**
 - A Theory of Change called the Blueprint/Operation Manual is the master document that consists of all Program related information, including the program objectives, outcomes and other process indicators.
 - The Theory of Change is subjective in its definition of short and medium term outcomes. The definition of terms like 'progressing well' (medium term outcome),'changed narrative' (long term outcome) should be quantified to provide a measurable anchor to outcomes
- The operations team of partner NGO lacks absolute clarity of the program's outcomes**
 - Conversation with Block (BH) and Cluster (CH) head reveals that the stated objective for the program has not percolated completely to the partner NGO's operation team. It is requested that the objective and outcomes of the program be emphasized periodically at the CH, BH and Daksha level for greater clarity.

- b. It was also observed that there were instances of the BH and CH comparing how SKB's are better than schools present in the community. This will lead to a difficulty in mainstreaming students to the formal schooling system. Trainings for CH and BH should be strengthened to ensure that a standard message is transmitted to the community during interactions.

Sub-hypothesis: M&E Framework system is built and institutionalized within the organization

Insight:

- 1. Continuous monitoring of SKBs is carried out through mobile and in-person checks and reviews**
 - a. Every Daksha is instructed to post their lesson plan for the next day, the attendance and photographs from the SKB on a daily basis to the Cluster Head. The same is aggregated at the district level and reported to IIFLF on a monthly basis
 - b. The on-ground team is divided into Cluster Heads who are instructed to assist Daksha in case of difficulties, monitor the progress of SKBs in their cluster and provide other support. Every block has a Block Head who has the overall operational responsibility of the Block comprising of more than one Cluster.
- 2. Monitoring of partner NGO is done through monthly/bi-monthly review meetings and reporting**
 - a. NGO partner presents a bi-monthly report to IIFLF. This consists of fund utilization, attendance of students, no. of SKBs opened and monitoring of the same. This data is used to classify SKBs into Good, OK and Needs Improvement. In addition to this there is a constant engagement between IIFLF program team and NGO partners each month. A formal meeting is carried out where key points from the reports and training schedules are discussed.

Sub-hypothesis: Potential risks to a successful implementation have been mapped and a mitigation plan for the same has been created

Insight:

- 1. Potential risks to the program needs to be identified and documented with a mitigation plan in place**
 - a. In the conversation with IIFLF program team and the NGO partners, it was found that while the project has been comprehensively designed, it is lacking in identifying the risks that it may be subjected to. In addition to this, there needs to be a mitigation plan that addresses these risks.
 - b. Conversation with the on-ground team of partner NGO also revealed that the concept of risk identification and mitigation in the context of SKBs is lacking. However, at IIFLF level, there has been an effort to understand potential risks to the program. It is therefore requested that these risks be documented as part of the project blueprint.

Impact

Having already established the relevance and effectiveness of the program, we now move to understand the impact that the program has been able to achieve. This section discusses the short, medium and long term outcomes that the programme has on beneficiaries. The knowledge, skills, behavior change and therefore the socio-economic changes in the targeted communities will be analyzed here. As with relevance, while the actual impact created on ground is important, what is also imperative is to perceive that an on-ground impact has been created. In that regard, we try to gauge here the on-ground impact through change in beneficiaries' learning outcomes while at the same time understanding the perception of impact through parents, Sarpanch and the beneficiaries themselves.

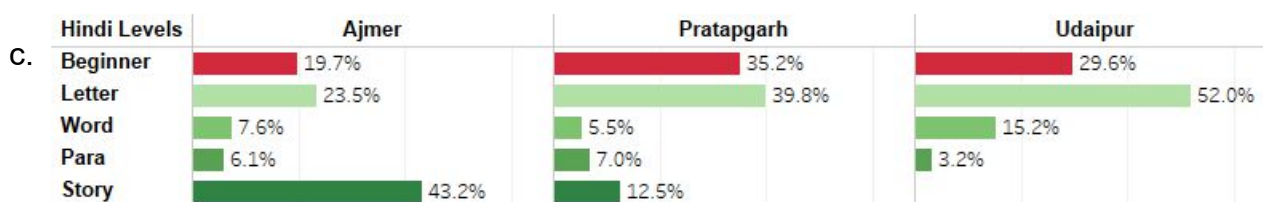
IIFLF's intervention has improved reading comprehension of beneficiaries in English and Hindi and foundational skills in Mathematics"

Sub-hypothesis: Beneficiaries of IIFLF's SKB intervention are able to put foundational mathematical, reading and comprehension skills learnt in the program to everyday usage

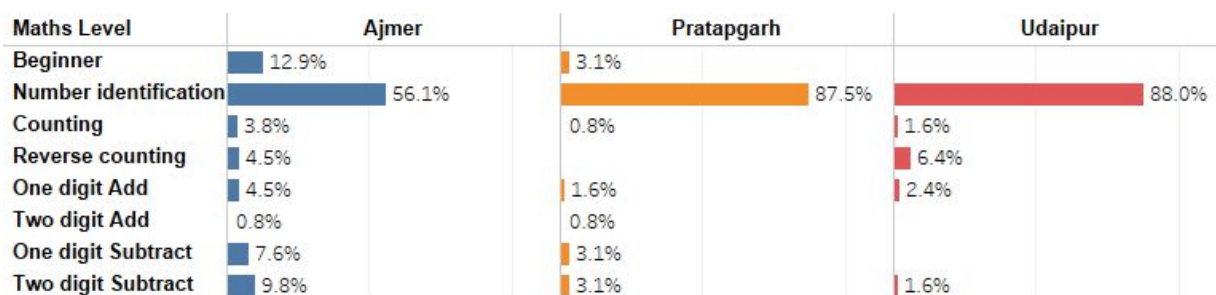
Insight:

1. Beneficiaries have developed reading and letter identification skills in English and Hindi and number recognition and basic Math skills after joining the SKB

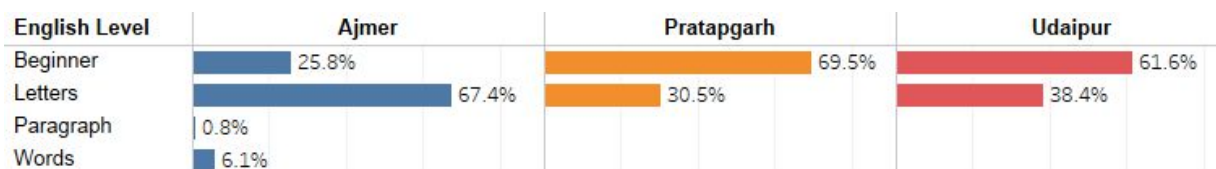
- a. From the chart below it can be seen that about 80% students in Ajmer SKBs are able to read Hindi letters. The corresponding number for Pratapgarh is around 65% while it is around 70% for Udaipur SKBs.
- b. It can also be concluded that students in Ajmer SKBs have performed better than their Udaipur and Pratapgarh counterparts in Hindi assessments



55% beneficiaries in Ajmer could identify 5 or more two digit numbers while in Pratapgarh and Udaipur, this proportion stood at a high 88%. However, at Ajmer, a higher proportion of students were at higher levels in Maths as compared to Udaipur and Pratapgarh.

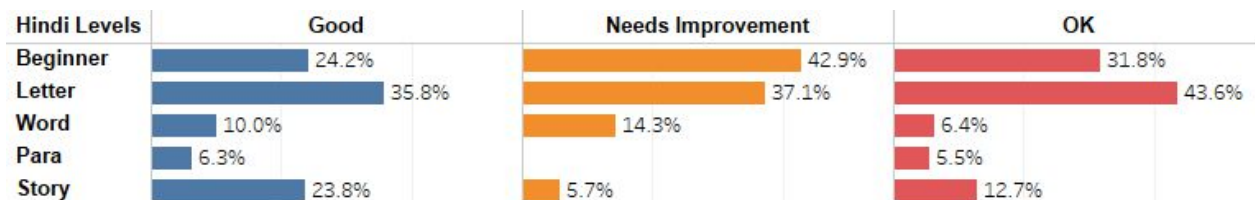


- d. From the chart above, it is clear that the learning outcomes in English are low as compared to Hindi and Maths. At best, only 67% of the beneficiaries could identify five or more than five English letters. Among different SKBs, students at Ajmer perform better than the Udaipur and Pratapgarh counterparts.

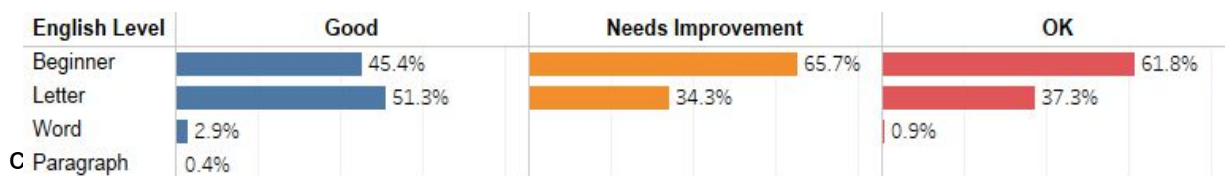


2. Students in Good and OK SKBs perform better than students in the Needs Improvement SKBs

- a. About 23% The students in Good SKB are able to read a Hindi story. The corresponding figures for OK and N.I SKB stand at 12% and 5% respective. In addition to this, over 40% students in N.I SKB are not able to identify hindi letters, much higher than Good and OK SKBs



the Math assessment, Good and OK SKBs have performed better than the OK and N.I SKBs as a higher proportion of students in these SKBs are at higher competencies as compared to N.I SKBs.



h e performance of students in English assessment varies marginally across SKB types. It may point to a low Daksha competency in English. However, this may have to be explored further for conclusive evidence

2. Community stakeholders and parents of the beneficiaries are convinced that the beneficiary girls are now able to put their foundational skills to everyday usage

“Jasoda(14) did not know anything before joining SKB. She now knows tables upto 25, numbers upto 100 and ABCD. She can also read stories in English and Hindi”
 - **FGD at Aradka**

“Kids are now able to read and recite poems. They also know calculations and do budgeting for us. When we go out, they are able to read signboards and tell directions and which bus to board”
 - **FGD at Relaphala**

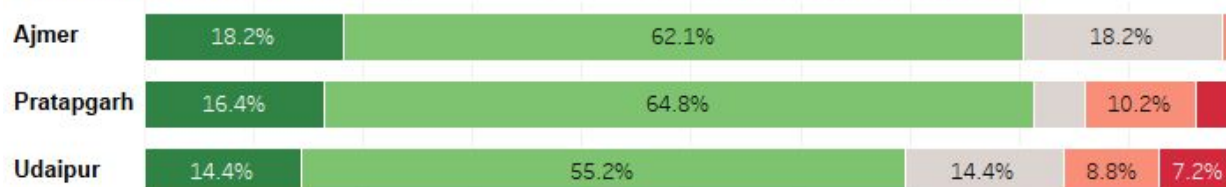
Sub-hypothesis: Community (parents and community leaders) recognize the improvement in foundational competencies of reading, comprehension and analytical skills of the beneficiaries

Insight:

1. Beneficiaries perceive that they now receive a greater sense of respect from their parents

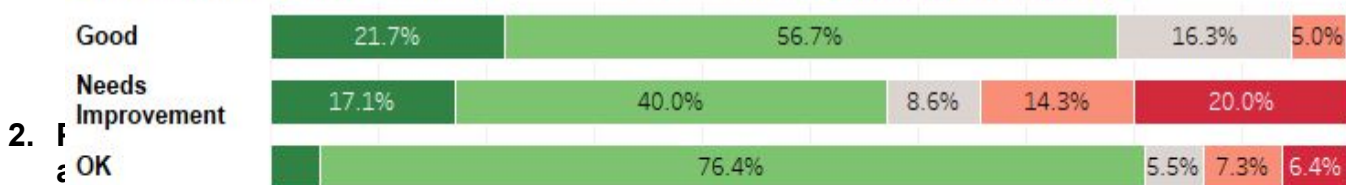
- a. Over 80% beneficiaries in Ajmer and Pratapgarh reported that their parents are happier with them or confident that their child can take care of herself. The corresponding number for Udaipur stands at 70%.

Extremely Satisfied | Satisfied | Unsure | Unsatisfied | Extremely Unsatisfied



In the chart below it can be observed that in the Good and OK SKB, around 80% beneficiaries reported to have parents who are satisfied with them in doing well in life. It can be noted that the corresponding figure for Needs Improvement SKB stands at a low 57%. Since student attendance and SKB infrastructure is taken into account when deciding the SKB status, it can be hypothesized that the parents observe that the SKB infrastructure is not adequate or the child doesn't frequently come to SKB. As a result, they are still sceptical of the child's future.

Extremely Satisfied | Satisfied | Unsure | Unsatisfied | Extremely Unsatisfied



2. Parents and community stakeholders report that there has been a visible improvement in the learning outcomes of the children

"The girls did not know anything earlier but now have started learning ABCD, 1-2 etc and alphabets in Hindi. When she comes home, she talks to her siblings in Hindi while earlier she would only use Marwari for it"

- FGD of 12 women at Hashiawad

"Samina (11) taught her mother how to dial phone number. Kids also tell us at what time the bus will come and from where to board by reading the signboards. Nagina(12) taught her mother how to read symbols on road so her mother can now come back home on her own, even from an unknown location"

- Parent FGD at village Adraka

"Our kids make a list of grocery items that we have to buy for the month. If the shop is not too far, they also go ahead and buy it. Mona (13) goes to the bank and fills the forms that are present there. When she is unable to fill the complete form, she also asks the Daksha on how she can fill it"

- Parent FGD at village Nareli

Improvement in reading, comprehension and analytical skills has increased confidence and self-belief among the beneficiaries”

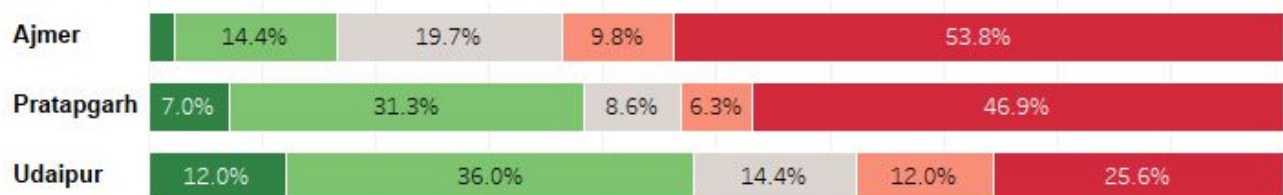
Sub-hypothesis: Beneficiaries are now able to discuss social issues and problems with their friends, household elders and with the community members

Insight:

1. Beneficiaries perceive themselves to be confident enough to start voicing their opinion in the public

a. The chart below reveals that around 48% beneficiaries in Udaipur, 38% in Pratapgarh are willing to voice their opinion when required. The corresponding figure for Ajmer is a low 16%.

Completely Agree | Agree | Unsure | Disagree | Completely Disagree



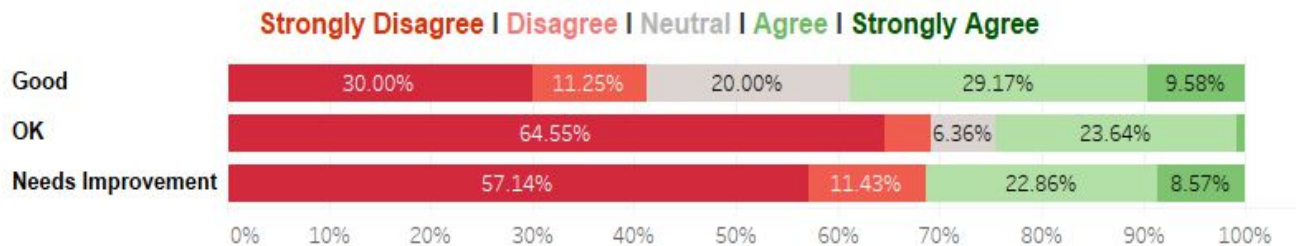
“Kids fill e-mitra withdrawal form for parents and read sms that comes upon withdrawal. Maya’ filled the form for her mother who gets 1,000 as pension and 2,000 from MGNREGA per month. Her mother had to withdraw 3,000 for which she gave thumb impression but the e-mitra in-charge duped her and withdrew 10,000. When her mother came home, Maya reported the same to her mother seeing the sms and went with her mother to complain to the in-charge who made a flimsy excuse and credited the money back. ”

– FGD at a village named Hashiawad

“One of the SKB girl settled a fight between boys and girls. Another girl, Kiran(13) saw that there was water problem in her village. She and three of her friends went to the Sarpanch and spoke about the problem with him.”

– **13 women members in an FGD at village Nareli**

- b. The same trend of started voicing out their opinion It also be seen across 3 types of schools. Below chart that the beneficiaries at Needs Improvement and OK SKBs are on an average at a similar level on confidence parameter while the beneficiaries of Good SKB outperforming the two.



Sub-hypothesis: Beneficiaries are confident enough to be self-reliant in dealing with key community stakeholders

Insight:

- 1. Qualitative discussions reveals that Beneficiaries have become more confident after joining the SKB program**

“Monica is an 8 year old girl who has five sisters. Recently, her brother died. Her father is a labourer. Monica takes care of the family budget and manages the work done by his father. She keeps track of the days her father has worked so her father can get paid accordingly”

– **FGD at a village named Nareli**

“Manju (14) protests a lot about child marriage. She also did a play on child marriage on 15th August in school. She often goes and talks to her friends and family members to not marry at an early age. She says that if you marry early, you cant study further and education is essential”

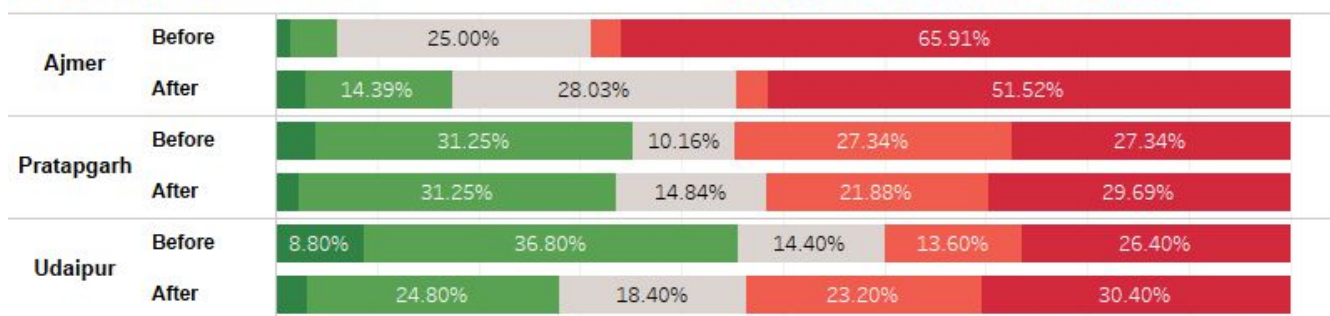
– **FGD at a village named Hashiawas**

- 2. The beneficiaries perception of confidently interacting with the elder community members have not changed consistently across locations. It can be seen from the below chart that the level of interaction with elder male members of the community has increased in Ajmer**

while it remains similar in Pratapgarh. In Udaipur, however, the level of interaction has decreased by about 10%age points.

Always spoke | Spoke often | Spoke when necessary | Never Spoke | Spoke when instructed

**Inc
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e has led to a sense of empowerment among girls in the community. This is demonstrated through a number of girls being mainstreamed into the education system and society”

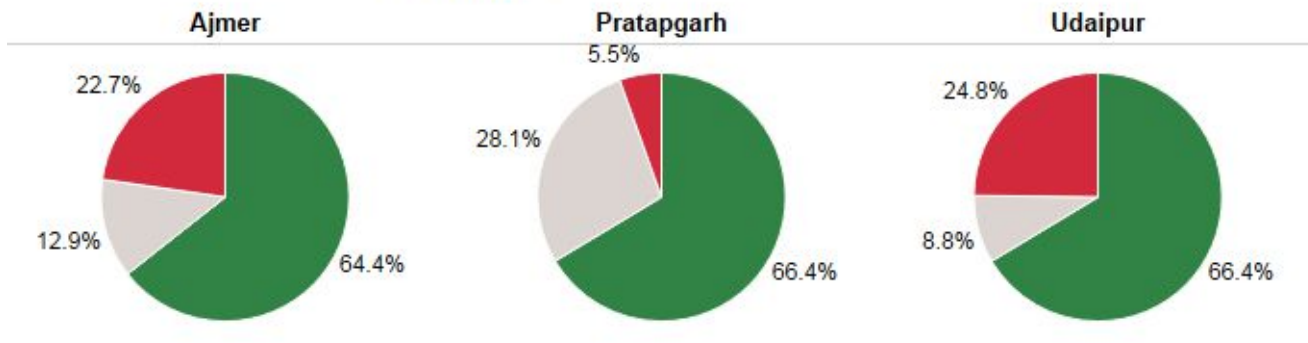
Sub-hypothesis: Beneficiaries have started rejoining schools and have begun to undertake vocational/income-generating activities

Insight:

1. Beneficiary students are getting more inclined towards studies

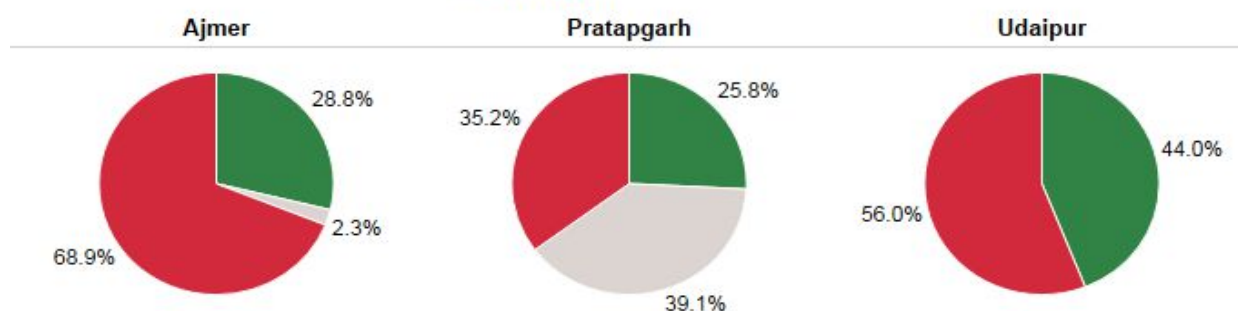
- a. Over 65% students in the surveyed districts reported that they would be willing to rejoin school or have already started doing the same

Yes | No | Not-Decided/No Response



- b. About 25% of students in Ajmer and Pratapgarh reported an increase in interaction with other students on English, Hindi and Math lessons. This figure stands at 44% for the sampled SKBs of Udaipur. It may be noted here that this is a significant proportion considering that many of these students are first generation learners and are not usually accustomed to sitting at one place and learning.

Yes | No | No Response



“Smaller kids have not started saying that they want to go to school since there is no school nearby. However, the elder kids have begun saying that they should go to school. Since many of the girls are over the age for schooling, we plan to send them here till they are bridged and would then admit them to age appropriate grade”

– 10 members (5 M, 5F) in an FGD at village Savaria

“Our daughter comes home and recites the poems she has learnt in school. She also speaks of everyone’s names and writes that in Hindi and English. I have seen kids playing games after SKB with each other where they do counting etc.”

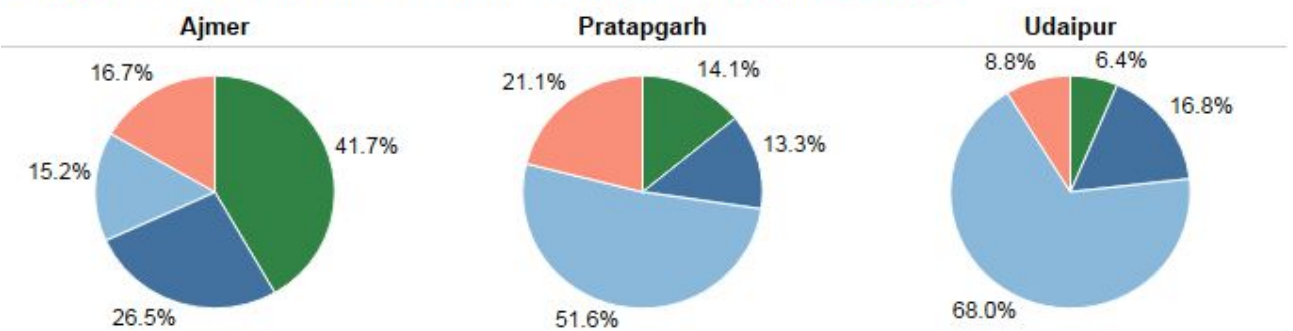
– FGD of parents, Piplikheda village (as reported by a parent)

Sub-hypothesis: Beneficiaries perceive a better future for themselves in terms of income and education aspirations

Insight:

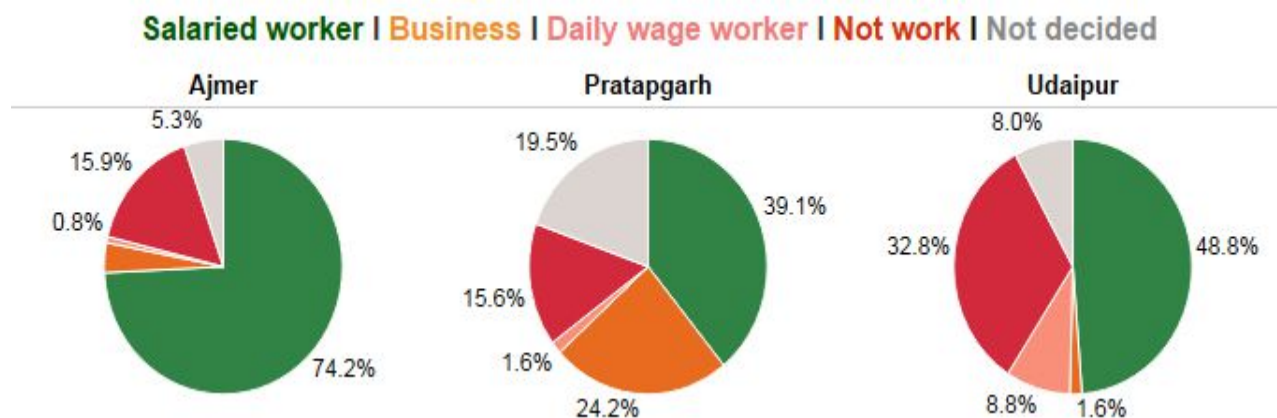
1. **A majority of beneficiaries report that they want to study at-least till grade 10 while at-least 8 out of every 10 beneficiaries want to work after completing education**
 - a. Over 40% students in Ajmer want to attend college while the corresponding figures at Pratapgarh and Udaipur are at 14 and 6 percent respectively. This implies that the students are now realizing the importance of education in their lives

College | Upto grade 12 | Upto grade 10 | Upto where SKB teaches



students at Ajmer want to study upto where SKB teaches. The corresponding figures at Pratapgarh and Udaipur stand at 21 and 8 percent respectively. Since SKB is not a formal schooling system, it is important to find why at-least 1 in every 10 students wants to study only till the SKB teaches system as that may imply a hesitancy to be mainstreamed into the formal education system

- c. Only about 15% of beneficiary girls in Ajmer and Pratapgarh reported that they do not want to work post education. The corresponding figures at Udaipur stand at 33%. Considering that these girls come from extremely poor and sometimes very conservative communities, the very fact that they want to work after education can be considered to be a small success of the program



“Priya(4) goes home and tells her mom that she wants to be a doctor. Ritu(9) wants to study further. Sanju (8) wants to be a teacher like her Daksha when she grows up”
– FGD of parents, Makadvali village (as reported by parents)

2. In the interaction with parents, it was observed that after joining the SKB, parents perceive a definite change in their child's behaviour

“Girls have now become better mannered and use Ji when they talk. They also don't play in the direct now and come back home and tell what they learnt at the SKB”
– FGD of parents, Naveli village

“Earlier the kids use to sav that they want to rear goats etc. but now they sav that they want to go to school”
“After my daughter comes home from the SKB she says A for Apple and teaches counting and ABCD to the younger sibling”
– FGD of parents (7 women), Kishangarh (as reported by a parent)

“There is a difference in the way the kids talk now. They now wash their face when they come back home and also take a bath before going to the school. They have started thinking that going to school is important. They want to go to school everyday and Jasoda has never been absent in school ”
– FGD of parents (10 women, 13men), Sakarkand village

Sustainability

The Corporate Social Responsibility Act came into existence to on-board corporations and enables them to become a part of the social change narrative. In that respect, corporations envisage to play the role of bridge between government and the service. It is therefore imperative that the program is designed in a manner that it enables the funder to exit the program after a defined period of execution. It here that the lens of sustainability gains importance. We will now try to understand the SKB program through a sustainability lens.

Steps have been taken to on-board community in-order to bring about sustainability within the program

Sub-hypothesis: Projects have created local ownership among the community stakeholders to raise, pool financial resources for running the project even after the funding support is over

Insight:

- 1. Community stakeholders have stepped in to provide necessary infrastructure support in addition to better-off community members**
 - a. The SKB is operational among communities and areas with little or no access to education. Such areas are usually remote and people here live on the margins, often being labourers. In such a situation, financial contribution from the parents could be challenging however, community stakeholders and well-off parents are providing their homes for the classrooms.
 - b. The SICOMM committee also acts as a moral pressure on the parents whose daughter is not regular in school, thereby, also playing a larger role in the running of the SKB. In one of the SKB, a Daksha refused to reopen the SKB due to enmity with the people. In that case, the SICOMM committee stepped in to resolve the issue and a new Daksha was installed in her place

Sub-hypothesis: Projects have created community owned institutional strategy that increases the likelihood of institutional sustainability even after the funding support is over

Insight:

- 1. Project design hinges on the Daksha who is selected from amongst the community members**
 - a. Selection of the Daksha from the community ensures that parents are in constant engagement with the SKB. This also brings about greater accountability on part of the Daksha who is being constantly monitored by parents and community stakeholders.
 - b. While the Daksha maybe paid a monthly salary, their selection from among the community ensures a strong relationship with the community that comes handy when a child becomes irregular in school
- 2. The SICOMM member committee, formed entirely out of parents, Sarpanch and Ward Panch/Govt. officials and so on**
 - a. A key program component is the SICOMM committee. With a Head and Deputy-Head, the SICOMM committee features akin to the SMC of government school. It

meets every month to discuss the challenges faced by the students and mobilizes community action to further support the program

- b. The SICOMM committee also acts as a moral pressure on the parents whose daughter is not regular in school, thereby, also playing a larger role in the running of the SKB. In one of the SKB, a Daksha refused to reopen the SKB due to enmity with the people. In that case, the SICOMM committee stepped in to resolve the issue and a new Daksha was installed in her place

Sub-hypothesis: Project have defined community owned operational strategy that increases the likelihood of operational sustainability even after the funding support is over

Insight:

- 1. Community owned operational model is not in place as the program has been running for under two years only**
 - a. It is requested that community owned models of operation be established to increase the sustainability of the program. This would require detailing a strategy with the NGO partner to engage with parents and Sarpanch on a deeper level

Chapter 4: Recommendations

This chapter summarizes key recommendations that have emerged after a careful evaluation of the program. The recommendations are actionable in nature and it is hoped that pursuance of these recommendations would lead to higher Effectiveness in the program implementation leading to a greater impact. It is also requested that the recommendations and the program report be discussed with the NGO partners to understand the nuances reported in the report. A greater alignment with key stakeholders will ensure that the recommendations are understood and implemented in the right spirit and manner.

Effectiveness

- **Strengthen Daksha training model to include a strong focus on following program processes**

- **Rationale:** It was observed that at the Daksha level, there is a low adherence to processes laid down in the manual. These processes, as prescribed in the manual are of paramount importance towards the operation of an SKB.
- **Potential Actions:** the task of reorienting Daksha towards following process should begin with IIFLF emphasizing on the same in its engagement and interactions with the partner NGO and implementation team. For the same to percolate at the Daksha level, the following actions could be carried out:
 - ✓ Revamping Daksha training module to focus on adherence to processes delineated in the manual
 - ✓ Incorporate process adherence as an indicator to evaluate SKB and share the result of the same with Daksha and Cluster Head to bring them at par
 - ✓ Enhance the role of community by on-boarding them as IIFLF's extended arm on ground. This would require strategic approach to community engagement that on-boards the community in the program design
- **Formalize training of Cluster Heads to enhance their role in monitoring and supporting Daksha**
 - **Rationale:** Cluster Head forms the vital link between the partner NGO/implementation team and the Daksha. It was observed that there is a significant room for enhancing the role of the Cluster Head, beyond monitoring and supporting the Daksha.
 - **Potential Actions:** to be able to change the role of a Cluster Head, it is important that there is utmost clarity between IIFLF, implementation teams and the NGO partner as to what the exact role of a Cluster Head should be. Once this clarity has been developed, the following action points could be followed to enhance the role of Cluster Heads:
 - ✓ Delineate the role of a Cluster Head and institutionalize training of Cluster Heads similar to that done for Daksha. This training may happen bi-monthly and not as frequently as the Daksha training but an outright need for the same is imperative
 - ✓ Role and responsibilities of the Cluster Head should be consolidated in the form of a manual and distributed across Cluster Heads. This manual should be emphasized upon during interactions, both formal and informal.
 - ✓ Institutionalize a process to evaluate Cluster Heads based on their interaction with the Daksha, their role in supporting the Daksha and their approach to process adherence and community engagement
- **Evolve a strategic approach to external communication to stakeholders such as Parents, Sarpanch and Govt. Officials. All external communication from the implementation team should follow the guidelines underlined within this**
 - **Rationale:** the SKB program is designed to act as a bridge between out-of-school girls and formal schooling system. With the program currently being executed in about 12 districts of Rajasthan, it has reached an unprecedented scale in a short span of two years. This has made the short-term program objective as an achievable goal in the next 2-3 years. However, for the program to achieve its medium and long term outcome, there needs to be a shift in community behaviour which can only happen when the messaging to community and its key stakeholders is regulated and made constant on the importance of education, mainstreaming to formal schooling systems and the latent

potential of educated girls in the family. A strategic approach to external communication and emphasizing on the same with the operation team is imperative.

- **Potential Actions:** IIFLF in association with its NGO partners should undertake a long term approach to evolve the external communication strategy. The following action points would be important for the same:
 - ✓ Conduct detail discussions with NGO partner, Block Heads, Cluster Heads to understand community orientation towards education in areas where the SKB is operational. These discussions should include perception of the Daksha too. The end product of the discussion could be a guideline/manual that defines key dos and don't for the operation team and the Daksha. All interactions with CH, BH and Daksha should emphasize on the guideline prescribed above
 - ✓ Emphasize on the strategic communication aspect in Daksha and Cluster Head trainings
 - ✓ Incorporate community engagement as a key component to assess and evaluate Daksha and Cluster Head. This evaluation should provide feedback to both to improve engagement with community and external stakeholders

- **Identify potential risks to the program and devise a mitigation plan for the same**

- **Rationale:** as the program continues to grow in size, it will be subjected to several foreseen and unforeseen risks. To be able to execute the program in a stable manner, it is essential that these risks be documented and a mitigation plan for the same be devised. Incidents such as those where a Daksha moves on from teaching in an SKB or refuses to teach any further form existing potential risks to the program. A mitigation strategy becomes essential.
- **Potential Actions:** a risk identification document that incorporates the field experience of all stakeholders engaged with the SKBs should be designed. Based on the risks enumerated in this document, a mitigation strategy needs to be documented. This strategy should be widely disseminated across NGO partners and the Block Heads.

- **Strengthen SKB classification process by incorporating a comprehensive list of indicators for the same**

- **Rationale:** it was noted that the classification of SKBS is primarily done on the basis of student attendance and the no. of days in which the SKB has been operational. In that sense, the classification of Good, OK and Needs Improvement SKB is a misnomer as it does not comprehensively capture the actual status of an SKB.
- **Potential Actions:** classification of the SKBs should include a comprehensive set of indicators that takes into account the SKB attendance, no. of students who have improved their levels, current status of SKB on the process indicators outlined in the manual, engagement of parents in the Parents meeting among others. In addition to this, qualitative observations should be out by IIFLF on a regular basis to observe the SKBs. The observations should be recorded on an agreed upon format.

- **Increase focus on English and Hindi Learning outcomes through capacity building of Daksha and Cluster Heads**
 - **Rationale:** as discussed in earlier sections of the report, the learning outcomes of students are especially low in English followed by Hindi. While it is understood that most of the students come from family background with little or no education, it needs to be seen that most SKBs have been under operation for over a year. It therefore becomes essential that learning outcomes be focused upon. This was also reported as a potential reason for the dissatisfaction of Daksha with the training carried out by NGO Partners and IIFLF.
 - **Potential Actions:** the starting point for improving students learning outcome can begin with the following actions:
 - ✓ Build capacity of Daksha through incorporating them into a learning system. A curriculum for Daksha will have to be designed prior to building their capacity.
 - ✓ The Daksha training should also include components from the above curriculum to enhance their learning outcomes.
 - ✓ A learning assessment of Daksha should be carried out periodically. This assessment should emphasize on Daksha's learning outcomes. In addition to this, guides and workbooks should be provided to build capacity of the Daksha. The underlying philosophy behind this being that the student can only learn as much as the teacher is capable of teaching.
- **Formalize the process of engagement with parents during the PTM through clear guidelines**
 - **Rationale:** for the program to have maximum impact, it is essential that parents are on-boarded as a key stakeholder towards improvement of the child's learning outcomes. This is also essential for achieving the long term impact envisaged by the program. It was observed that the PTM had a low attendance and Daksha's engagement with the parent during the PTM was limited to conversations around student attendance and government schemes available for the parents and the daughter
 - **Potential Actions:** for the parents to be further on-boarded into the program, the following actions could be discussed and implemented:
 - ✓ Define guidelines and processes to be followed during a PTM.
 - ✓ Specify the best practices and expectations that would make up a five-star PTM and discuss the same with Daksha during the training sessions
 - ✓ Emphasize the importance of PTM to Cluster Heads and its role in mainstreaming the students. A mechanism to qualitatively assess PTM should be devised and Cluster Heads should be tasked with qualitatively assessing the quality of PTM at least twice or thrice a year.

Sustainability

- **Community ownership model for the program should be strengthened by allowing a greater stake to parents**
 - **Rationale:** as parents get more engaged in the program, their stake in the success of the program would increase. In such a scenario, the task of ensuring operational efficiency of the SKB (today ensured by Cluster Heads) could be delegated to the

parents. In community school models where parents have been successfully onboarded as the key stakeholders, the learning outcomes of children have improved at a faster pace, leading to a successful implementation.

- **Potential Actions:** to be able to incorporate operational sustainability in the program via parent engagement, it is imperative that a strategy to engage with parents be developed. This could be a part of the guidelines to make PTM effective. Once parents are made more aware, they will start taking responsibility of the program.

Conclusion

After observing the Sakhiyon ki Baadi program in great depth, the evaluation team has come to the conclusion that the SKB program stands at the cusp of a tremendous opportunity. The program has managed to touch over 34,000 girls in a short span of two years across 12 districts of Rajasthan. It is this scale of operation that provides IIFLF with the challenge to change lives of these girls. As the size of the program increases further and new geographies included, there is a danger that the systems developed so far may become redundant. In such a scenario, an emphasis on the adherence to systems and processes is of primary importance. It is this reason that the recommendations in the report have emphasised heavily on the systemic aspect of the program. The evaluating team firmly believes that when proper systems and processes are put in place, execution of the program is carried out at the highest efficiency leading to magnified impact.

In this concluding note, the evaluating team also wishes to stress on the importance of a strategic engagement with parents and key community stakeholders. When the community is onboarded in the program and executes the program as its own, it is believed that additional levers of impact could be unlocked leading to an exponential burst of positive outcomes.

In the end, the evaluation team hopes that the evaluation report is taken in the right spirit. It is important that the findings from the report are discussed with key stakeholders at partner NGO level too. If the recommendations from the report could be implemented in letter and spirit after customizing them to different locations, it is sincerely believed that the program would be on track to achieve its medium and long-term objectives.

About Sattva

Sattva (www.sattva.co.in) is a social impact strategy consulting and implementation firm. Sattva works closely at the intersection of business and impact, with multiple stakeholders including non-profits, social enterprises, corporations and the social investing ecosystem. Sattva's work spans across multiple states in India, multiple countries in Africa and South Asia, on the ground, and Sattva has engaged with leading organizations across the globe through its practice in strategic advisory, realizing operational outcomes, CSR knowledge assessments, and co-creation of sustainable models. Sattva works to realize inclusive developmental goals across themes in emerging markets, including education, skill development and livelihoods, health care and sanitation, digital and financial inclusion, energy access and environment, among others. Sattva has offices in Bangalore, Mumbai, Delhi and Paris.

Annexure: Data collection tools

SAKHIYON KI BAADI - PROGRAM EVALUATION					
SURVEY TOOL FOR BAADI INFRASTRUCTURE AND TEACHER					
Instructions:					
1. Introduce yourself to the teacher and explain to her the purpose of your visit					
2. As the relevant details from the teacher					
3. In questions where the proof/image is required, request the teacher to provide you with the necessary documents					
4. If any of the documents are not available, mark the appropriate option					
5. In case the teacher is not present during the visit, please contact immediately for further instructions					
Section A: Demographic and personal information					
Name					
Age	How long have you been a teacher here ?	(months)	Type of SKB visited	Good/fair/Bad	
Your highest education qualification attained	un schooled	Upto grade 5	Upto grade 10	Upto grade 12	Graduate
	Post-graduate	PHD			
Have you acquired any professional degree like B. Ed. Etc?	Yes	No	District	Name of the district	
Section C: Effectiveness					
How many teacher trainings have you attended in the SKB program ?					
What is your level of satisfaction with the teacher trainings that are carried out within the SWKB program					
		0. Very dissatisfied	2. Dissatisfied	3. Unsure	
		4. Satisfied	5. Very satisfied		
Hypothesis: The Sakhiyon ki Baadi program has been designed in a way to maximize the quality and rigor of implementation on ground					
Sub - hypothesis: Project processes are defined, and consistent across management and the team have absolute sync and clarity on it					
Can you please provide the SKB attendance for the past three days					
		(Today - 2) days	(Today - 1) day	Today	
What is the total no. of girls who are enrolled in this centre					
		Use the enrollment register to verify			
When was the last SICOMM meeting carried out ?					
		last week	this week	this month	
		last month	More than 1 month back		
Please provide the minutes of meeting of the past 3 SICOMM meetings that were carried out and take a photograph of the same					
Were you able to get the minutes of meetings of last 3 SICOMM meetings					
		Yes	No		
If No, what is the reason for the same ?					
		SKB started less than 3 months back recorded		meetings do not happen	
				Minutes of meeting not available	
Does the SKB have a report where level wise test scores of all the girls are maintained?					
		Yes		No	
If the answer to the above question is Yes, please upload an image of the same					
Please take photographs of some of the Teaching Learning Material used by the teacher in the class					
Please select all the items you found in the classroom.					
Ambience			Teaching - Learning		
Trunk		Notebooks - (H/E/M)			
Board		Pencils, eraser, sarpener etc.			
Daree		IIFLF workbook			
Chair and Table		IIFLF Teacher's manual			
Water Canister		Slate			
Chart with names of all people		Charts - alphabets, numbers, vegetables etc.			
Deck of cards with child names		Plain chart paper for conducting activities			
Map of Village		Plain paper for child activities			
Broom for cleaning		Colors and crafts materials			
Child-wise tracking			School wise reporting		
File per child		File per school			
Child background form		Monthly observation			
Attendance record		Parents meeting report			
Reasons for absenteeism		SICOMM meeting report			
Competency test papers		Summary of competency tests			
Other activity papers		Community engagement summary			
		Monthly activity chart			
Section C: Observation of classroom engagement and teaching methodology					
In this section, please sit through an SKB session and tick all the activities that you found were happening in the session					
Attendance		Time spent on teaching Hindi			
Date, day, year discussion		Time spent on teaching English			
Story telling with discussion		Time spent on teaching Math			
Conversation, chart making, games etc		Activity around sensory organs, listening skills etc			
Question time		Poetry with action for 30 mins.			
What was the mode of delivering lessons in the SKB ?					
		Traditional lecture	games were used		
		Yes	No		
Did the teacher use games and other activities to deliver classes ?					
		Yes	No		
Was the teacher open to taking doubts if students asked doubts in between the class?					
		Yes	No		
Did the teacher scold/insult any student when in the class ?					
		Yes	No		
Did the teacher scold/insult any student when in the class ?					
		Yes	No		
Was the teacher comfortably able to deliver the classes?					
		Yes	No		
Was the teacher comfortably able to deliver the classes?					
		Yes	No		

**SAKHIYON KI BAADI - PROGRAM EVALUATION
SURVEY TOOL**

Instructions:

This tool is to be administered ONLY to the beneficiaries of the Sakhiyon ki Baadi Program. The intention of the tool is to understand the different facets of the program and how they were translated on the field. The methodology used to administer the tool would be that of a 1-1 interview where the field investigator would ask the questions from the beneficiary in HINDI.

To ensure consistency across the data collection activity, the following points are to be kept in mind while administering the tool:

1. Under NO CIRCUMSTANCES would these questions be asked from the beneficiary in English.
2. Field investigator would ensure that ONLY the respondent beneficiary is answering the question.
3. In Likert scale questions, the final response provided by the respondent would be recorded.
4. Under no circumstances would cross-questioning would be carried out in case of administering the Likert-scale questions

Section A: Demographic and personal information

Name	<input type="text"/>	What is your current LL in Hindi	<input type="text"/>	(numeric only SKB level)
		What is your current LL in English	<input type="text"/>	(numeric only SKB level)
		What is your current LL in Math	<input type="text"/>	(numeric only SKB level)
Age	<input type="text"/>	Months into the SKB program	<input type="text"/>	
Formal Schooling status	<input type="text"/>	<input type="text"/>	<input type="text"/>	District <input type="text"/>
	<i>I was never enrolled</i>	<i>drop-out(class)</i>	<i>Enrolled but does not attend</i>	<i>Name of the district</i>
How long have you been in the current SKB level ?	<input type="text"/>	<i>months</i>		
Father highest academic qualification	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	unschooled	Upto grade 5	Upto grade 10	Upto grade 12
	Post-graduate	PHD	Don't Know	Graduate
Father occupational status	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Salaried worker	Own small business	Own large business	Daily wage owner
				Not-working
Mother occupational status	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Salaried worker	Own small business	Own large business	Daily wage owner
				Not-working
Mother highest academic qualification	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	unschooled	Upto grade 5	Upto grade 10	Upto grade 12
	Post-graduate	PHD		Graduate

Section B: Relevance

Hypothesis: A systematic Need Assessment has improved the chances of on-time outcome realization

Sub - hypothesis: *Project objectives and activities have been mapped to the needs of the target group*

What was your comfortability with English BEFORE joining the SKB program	<input type="text"/>	0. Not comfortable	1. Slightly comfortable	2. Moderately com.
		3. Very com.	4. Extremely com.	
What was your comfortability with Math BEFORE joining the SKB program	<input type="text"/>	0. Not comfortable	1. Slightly comfortable	2. Moderately com.
		3. Very com.	4. Extremely com.	
What was your level of interaction with the elder MALE of the community, BEFORE joining the SKB program	<input type="text"/>	0. Never spoke to them	1. Spoke only when they instructed something	2. Spoke only when absolutely necessary
		3. Spoke to them often in village	4. Always discussed with them the everyday things of village	
Why did you join the SKB program	<input type="text"/>	Wanted to study further	Saw my friends etc. join	Parents/HH elder asked me to join
		external person asked me to join		
On a scale of 0-4, how much would you rate your parents' willingness in sending you to the SKB program	<input type="text"/>	0. Unwilling	1. Slightly willing	2. Moderately willing
		3. Very willing	4. Extremely willing	
On a scale of 0-4 how much would your rate your willingness to attend the SKB program	<input type="text"/>	0. Not willing	1. Slightly willing	2. Moderately willing
		3. Very willing	4. Extremely willing	

Section D: Impact

Hypothesis: IIFL's intervention has improved reading and comprehension skills of beneficiaries in English and Hindi and analytical skills of the beneficiaries in Maths

Sub - hypothesis: *Beneficiaries of IIFL's SKB intervention are able to put analytical, reading and comprehension skills learnt in the program to everyday usage*

If I am able to use the Maths I study in SKB classroom to everyday usage like calculating money to return when buying something, helping parents buy something etc. ?	<input type="text"/>	0. Strongly disagree	2. Disagree	3. Neither agree nor disagree
		4. Agree	5. Strongly agree	
If I am able to use the Hindi I study in SKB classroom to everyday usage like talking to people who can speak Hindi etc.	<input type="text"/>	0. Strongly disagree	2. Disagree	3. Neither agree nor disagree
		4. Agree	5. Strongly agree	
What is your level of agreement with: "Whenever I see something new that I have never seen before, I want to know everything about it?"	<input type="text"/>	0. Strongly disagree	2. Disagree	3. Neither agree nor disagree
		4. Agree	5. Strongly agree	
What is your degree of agreement with the given statement: "Studying English, Hindi and Math makes me feel more confident"	<input type="text"/>	1. Strongly disagree	2. Disagree	3. Neither agree nor disagree
		4. Agree	5. Strongly agree	
What is your level of agreement with: "I feel embarrassed talking in Hindi with people in my community"	<input type="text"/>	0. Strongly disagree	2. Disagree	3. Neither agree nor disagree
		4. Agree	5. Strongly agree	
I feel after attending SKB classes, I can talk to girls from the city in Hindi or English ?	<input type="text"/>	0. Strongly disagree	2. Disagree	3. Neither agree nor disagree
		4. Agree	5. Strongly agree	
What is your degree of agreement with the given statement: "I am more confident in joining a conversation where I am required to use maths/english skills learnt in SKB"	<input type="text"/>	0. Strongly disagree	2. Disagree	3. Neither agree nor disagree
		4. Agree	5. Strongly agree	
Sub - hypothesis: <i>Community (parents and community leaders) recognize the improvement in foundational competencies of reading, comprehension and analytical skills of the beneficiaries</i>				
What is your level of satisfaction how your family members treat you, AFTER you have started attending the SKB program	<input type="text"/>	0. Very dissatisfied	2. Dissatisfied	3. Unsure
		4. Satisfied	5. Very satisfied	

Hypothesis: Improvement in reading, comprehension and analytical skills has increased confidence and self-belief among the beneficiaries

Sub - hypothesis: *Beneficiaries are now able to discuss social issues and problems with their friends, household elders and with the community members*

What is your level of confidence on your ability to "go alone to a city and buy clothes for yourselves"	0. Strongly disagree	2. Disagree	3. Neither agree nor disagree
	4. Agree	5. Strongly agree	

Sub - hypothesis: *Beneficiaries have developed the confidence to undertake social projects within the community to solve problems*

Did you take up any Social Action Project in your community ?	Yes	No	
If yes, were you able to complete the project ?	Yes	No	Project is going on
What is your degree of agreement with the given statement: "I am now more confident in voicing my opinion on public platform of my village"	0. Strongly disagree	2. Disagree	3. Neither agree nor disagree
	4. Agree	5. Strongly agree	
What is your level of confidence on your ability to "solve the problems that women in your society are facing"	0. Very dissatisfied	2. Dissatisfied	3. Unsure
	4. Satisfied	5. Very satisfied	

What was your level of interaction with the elder MALE of the community, AFTER joining the SKB program	0. Never spoke to them	2. Spoke only when they instructed something	3. Spoke only when absolutely necessary
	4. Spoke to them often in village	5. Always discussed with them the everyday things of village	

What is your level of comfortability of going up to your Sarpanch/Ward member and talking to him about a problem faced by you or your community ?	0. Not comfortable	2. Slightly comfortable	3. Neutral
	4. Comfortable	5. Very comfortable	

If you are troubled by any male member in the community, how do you react to it ?	0. Ignore the incident	1. Confront the person	2. Go to my parent and complain
	4. Complain to the Sarpanch/Ward Member/any other elder	5. Inform Sakhi or Daksha about it	

What is your level of comfortability to go to an office like Bank/Panchayat and fill a form by yourself ?	Extremely uncomfortable	Uncomfortable	Neutral
	Comfortable	Very Comfortable	

What is your degree of agreement with the given statement: "Women and men should get equal pay for equal work"	0. Strongly disagree	2. Disagree	3. Neither agree nor disagree
	4. Agree	5. Strongly agree	

Hypothesis: Increase in confidence has led to a sense of empowerment among girls in the community. This is demonstrated through a number of girls being mainstreamed into the education system and society

Sub - hypothesis: *Beneficiaries have started rejoining schools and have begun to undertake vocational/income-generating activities*

Did you rejoin school after joining the SKB program ?	Yes	No	
If no, would you be willing to rejoin the school to complete your education ?	Yes	No	Not Decided
What is your degree of agreement with the given statement: "After attending the SKB program, I interact more with my friends and discuss english, maths etc with them"	0. Strongly disagree	2. Disagree	3. Neither agree nor disagree
	4. Agree	5. Strongly agree	

Sub - hypothesis: *Beneficiaries perceive a better future for themselves in terms of income and education aspirations*

What is the level of education you would wish to attain in life	Upto grade 10	Upto grade 12	Some college degree
What is your career aspiration after completing your education	Salaried worker	Own small business	Own large business
			Daily wage owner
			Not-working
Do you want to be an earning member of your family ?	Yes	No	

Sub - hypothesis: *Community recognizes the importance of girls education demonstrated through the empowerment in beneficiaries*

Section C: Effectiveness

Hypothesis: The Sakhiyon ki Baadi program has been designed in a way to maximize the quality and rigor of implementation on ground

Sub - hypothesis: *M&E Framework system is built and institutionalized within the organization*

Is a test taken before you are promoted to a new level In English ?	Yes	No	DK/Can't Say
Is a test taken before you are promoted to a new level In Hindi ?	Yes	No	DK/Can't Say
Is a test taken before you are promoted to a new level In Math ?	Yes	No	DK/Can't Say

Miscellaneous: comfortability and sense of trust with the SKB Sakhi

What is your level of satisfaction with the quality of education provided to you ?	0. Extremely Unsatisfied	1. Unsatisfied	2. Neutral
	3. Satisfied	4. Extremely Satisfied	
What is your level of satisfaction with the quality of Sakhi who teaches in the Baadi ?	0. Extremely Unsatisfied	1. Unsatisfied	2. Neutral
	3. Satisfied	4. Extremely Satisfied	
SKB Sakhi was able to explain various concepts clearly	Yes	No	DK/Can't Say
What is your degree of agreement with the given statement: "When in trouble or facing any problem, I can confide to my Sakhi"	0. Strongly disagree	2. Disagree	3. Neither agree nor disagree
	4. Agree	5. Strongly agree	
What is your degree of agreement with the given statement: "I can ask my Sakhi for advice on any personal problem when I face one"	0. Strongly disagree	2. Disagree	3. Neither agree nor disagree
	4. Agree	5. Strongly agree	