



IIFL

"SAKHIYON KI BAADI" PROGRAM EVALUATION REPORT

A REPORT BY SATTVA
APRIL 2022



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Delivering High Impact

Acknowledgement

This report on the study of Impact Assessment of the 'Sakhiyon ki Baadi program' in the southern parts of Rajasthan is undertaken by Sattva Consulting Pvt. Ltd. and commissioned by the IIFL Foundation, a CSR arm of the IIFL group to be conducted from January to April 2022.

The Impact Assessment study was exercised at different locations in Rajasthan where the SKB Program has been executed by the IIFL Foundation in collaboration with different NGOs namely Gayatri Seva Sansthan, Janchetna Sansthan, Shrushti Seva Samiti, CERP, Nut Samaj and Antakshri Foundation, with an aim to enable better education practices in the communities/ villages in and near its areas of operation.

We would like to extend our sincere gratitude to the IIFL Foundation team including Dr. Madhu Jain and all the other CSR team members who extended their great cooperation in accomplishing the study at various levels. Our team is immensely thankful for the valuable guidance and support extended by the IIFL Foundation Team and all other partnered NGO teams, for their priceless cooperation and for offering valuable suggestions and inputs during the fieldwork.

The study team extends its warm appreciation to all the primary and secondary stakeholders, who have shared their experiences, thoughts and suggestions and taken out their valuable time to aid us during the execution of the study.

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Abbreviations

DAC : Development Assistance Committee

FGD : Focus Group Discussion

SKB : Sakhiyon ki Baadi

NGO : Non-Government Organization

M&E : Monitoring & Evaluation

OECD : Organization for Economic Cooperation and Development

SOP : Standard Operating Procedure

ASER : Annual Status of Education Report

MGML : Multi Grade Multi Level

CBO : Community based Organization

Executive Summary

Sakhion Ki Baadi is a flagship program initiated by the IIFL Foundation in the year 2016 to achieve total literacy in young girls of Rajasthan. It is a unique program that works at creating excitement among the girls regarding education and keeps them motivated to adapt education as an important aspect in their life.

The key objectives of the SKB program are:

1. To provide access to education to young girls of Rajasthan.
2. To ensure that all girls are learning well and achieving their full potential.
3. To change the narrative around girl child education by closely working with the community.

IIFL foundation commissioned Sattva to conduct an impact evaluation study of their Sakhion ki Baadi program in Rajasthan to evaluate the progress of the program across locations over the last one year.

The study was conducted at four levels to understand the **relevance, effectiveness, impact and sustainability** of the program.

The research design was based on a cross-sectional approach. Data was collected using a mixed method approach which included both qualitative and quantitative methods of research for data collection. For quantitative data, surveys were conducted for 419 students. For qualitative data collection, in addition to the FGDs and in-depth interviews for the parents of these students, other stakeholders such as the Dakshas, Trainers, Block level Officials, Village Panchayat, Implementation partners and IIFL Foundation CSR Team were interviewed.

The study also focuses on providing actionable recommendations to strengthen the program further.



Key insights from the Impact Assessment Study

- ❖ School paraphernalia in every village and effective parent mobilization has enabled access to good quality education to kids in Rajasthan.
- ❖ The SKB program has provided the students a platform to transact comfortably in the society and has sensitized and enabled the students to address social issues like gender inequality.
 - Majority of the surveyed Dakshas and parents also highlighted the **positive shift in the confidence levels of girls** after attending the SKB program and their inclination to pursue further education and build a professional career.

- ❖ Non-adaptation of Multi-Grade Multi-Level (MGML) practices for teachers to cater to various ASER levels in the classroom has slowed down the achievability of Foundational skills.
 - Even after being enrolled in the program for more than 6 months very few students have been able to achieve the FLN skills as expected. This non- achievability of FLN skills among the students could possibly be led due to the lack of Multi Grade Multi Level teaching awareness for dakshas.
- ❖ A positive shift in the community's attitude towards education and the experience at SKBs has instilled in students the confidence to achieve higher education and aspire for a professional career as a result of family/ community support and encouragement towards the student enrolment in the SKB program
- ❖ Though the SKBs are relevant in providing access to education, there is scope for standardization and structuring of implementation processes.
 - While the Daksha hiring and training process is well documented and reported, the trainer hiring process is neither documented nor reported along with no centralized tracking mechanism in place to understand the performance of the students and the staff for course correction.
 - Majority of the surveyed Dakshas and parents also highlighted the **positive shift in the confidence levels of girls** after attending the SKB program and their inclination to pursue further education and build a professional career.

Key Recommendations



Enhance monitoring and evaluation metrics and processes at student and managerial levels to ensure periodic reviewing of the program.

- Creation of a robust log-frame that maps the input, output, outcome and impact indicators quantitatively.
- Introducing centralized student tracking mechanisms would enable efficient tracking of student progress and learning outcomes across various clusters and blocks.
- MIS can be introduced at all hierarchical levels to understand the individual and collective performance of the team towards achievement of the set objectives/outcomes.



Facilitation of sharing best practices among NGO partners to enable cross knowledge sharing and learning.

- Facilitation of cross learning and knowledge sharing discussions at least once a quarter among the partners, to enable effective on-ground implementation of the program.
- IIFL Foundation can further initiate discussions with the top management of the partner NGOs at stipulated intervals(ideally annually) to review and restructure processes and strategies as per the requirements.



Revisit the objective of mainstreaming the students into schools and re-look at the trainer-teacher ratio.

- The program can choose to change their narrative from “mainstreaming the students into schools” to “creating a platform for school enrollment.”
- The model of dakshas to train in every block can be re-looked at, with emphasis on blocks where the block officials are playing the role of trainers too along with the option of promoting good performing dakshas into the role of trainers can be explored.



Strengthen the functioning of the SICOMM committee.

- Structure curated efforts to revive the functioning of SICOMMs in every village.
- Structure processes to ensure that SICOMM meetings are held at regular intervals and sensitization about their roles and responsibilities, especially after the withdrawal of the program from the village.

Chapter 1: Overview

Education Overview in India

India currently has the largest non-literate population in the world with the absolute number of non-literates aged 7 and above being 282.6 million. With 43.6% of India's school-age population between the age of 5 and 14, it is crucial to focus on primary education on a priority basis.

NEP, 2020: Augmenting student learning outcomes through FLN

Recognizing the importance of early learning, the National Education Policy 2020 of Government of India states that its highest priority must be to achieve universal foundational literacy and numeracy (FLN) in primary school and beyond by 2025.



The government through its mandate for Education aims to achieve Foundational Literacy and Numeracy by 2026-27, where, by Grade 3 every child can read with comprehension, write, apply basic mathematical operations and learn basic life skills. The NEP maps different learning outcomes to different grade levels for the students. **Grade 3 is the inflection point by which children are expected to “learn to read” so that they can “read to learn” after that.**¹

In the past few years, India has made great strides in improving the quality and accessibility of primary education. The annual average dropout rate at primary level came down to 9.11% in 2010 to 4.13% in 2016. In spite of the efforts, India still faces a crisis of illiteracy across the nation.

Education Overview in Rajasthan

Rajasthan has 105379 elementary schools, with 497300 teachers, even though nationwide literacy is improving, the state reports one of the lowest literacy rates in the country at 67.1%. Thus, a larger emphasis should be placed on primary education in Rajasthan, with 24% of the state's population between the ages 6- 14. Rajasthan is reportedly the only state in India where the school dropout rate has been increasing each year. Further, the state also reports the lowest female literacy rate at 52%.²

Following are some reasons for the lower female literacy rates in Rajasthan:

- An approximate gender gap of 31% in literacy across the state, reported to be highest in the country reflected gender bias and hence lower female literacy rates.
- Only 76.5% of elementary schools accessible to students in comparison to an all India average of 89%.
- According to the 2014 ASER report, highest percentage (69.7%) of illiterate mothers was reported across the state.
- Early marriage of approximately 58.4% girls in urban areas and 67.8% of all girls in rural areas.

1. <https://static.pib.gov.in/WriteReadData/specificdocs/documents/2021/jul/doc20217531.pdf>

2. <http://www.swaniti.com/wp-content/uploads/2017/11/Primary-Education-in-Rajasthan-1.pdf>

Overview of IIFL Foundation’s Sakhiyon Ki Baadi Program

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 create sustainable change and transform lives.

IIFL Foundation’s “Sakhiyon Ki Baadi” Program aims to bridge the gap in literacy levels in the state. ‘Sakhiyon 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). The 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. Periodic assessments (ASER tests) for students are conducted as part of the program. The program also works with the community to modify barriers and obstacles to girl child education.

Program commenced in 2016 with 100 SKB’s and 3000 out of school girls with the current spread of the program in 13 districts of South Rajasthan with over 34,000 girls enrolled in 1016 SKBs in the program.



1016 SKBs



Across 13 districts

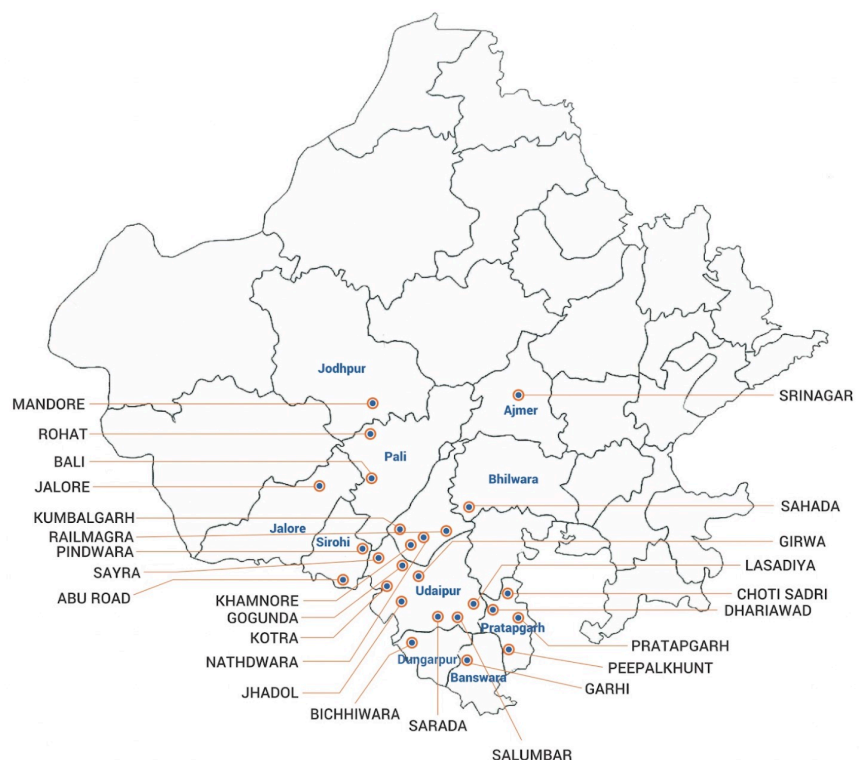


6513 Students

Implementation Partners and Geographic spread of the program

To establish a well-functioning SKB, IIFL foundation has partnered with Shrushti Seva Samiti, Gayatri Seva Sansthan, Janchetna Sansthan, Antakshari Foundation, CERP and Nut Samaj NGOs operating a varied number of SKB’s across the state. The foundation also runs SKBs in few locations.

The program is spread across different geographical locations in the Southern Rajasthan region and the following chart suggests the spread of the SKB program across the state.



Chapter 2: Sattva's approach and Methodology

Objectives of the Impact Assessment study

IIFL Foundation commissioned Sattva to conduct a Program Evaluation of its Sakhiyon ki Baadi program across the state of Rajasthan. The evaluation was conducted between January – April, 2022 to measure and understand the on-ground impact of the Sakhiyon Ki Baadi program on the beneficiaries through a research study that aims:

1. To assess the sampled beneficiaries in Foundational Skills, i.e, literacy and numeracy.
2. To understand the perception of empowerment, 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.
3. To evaluate the change in perception of community (parents, beneficiaries and community leaders) members towards girl child education.
4. To assess the extent of mainstreaming achieved by the program in terms of their ability to engage with Hindi and English speakers and their enrolment to the formal education system.
5. To understand the rigour of on-ground implementation processes.

The insights are to be used to further improve the program design and implementation through actionable recommendations suggested by Sattva.

Study Design and Methodology

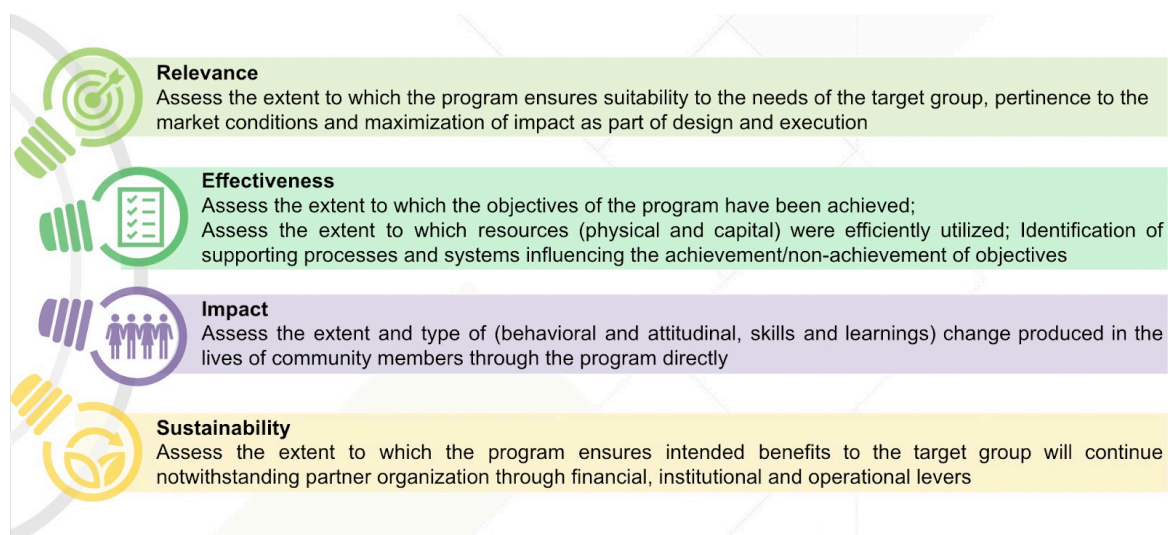
Sattva undertook a descriptive cross-sectional retrospective study where data has been collected from the beneficiaries around the previous and current status of outcome indicators to quantify the changes affected by the intervention.

The study was conducted using a mixed-method approach consisting of quantitative techniques such as surveys, and qualitative research techniques such as focused group discussions (FGDs), in-depth interviews (IDIs); both primary and secondary data collection methods were used.

This helped to gather valuable impact-related insights from a 360-degrees angle across the stakeholders involved and served as a fundamental resource for providing recommendations around ways to inform the program strategy for the future.

Framework

Sattva adopted the Development Assistance Committee's (DAC) framework developed by the Organisation for Economic Cooperation and Development (OECD) as an anchor to conduct the impact assessment.



Sampling and Outreach

Sattva conducted on-ground data collection in SKBs in districts of Sarada, Gogunda, Kotra and Abu Road from 1st March to 12th March 2022. The sample size was calculated using the population frame (all beneficiaries of the intervention) with 95% confidence level and 5% margin of error.

Stakeholders	Total Surveys/Interviews		Type of Data Collection Tool
	Planned	Actual	
Student (9-14 year olds)	443	419	Survey
Parent	29	28	KII
Dakshas	29	30	KII
SICOMM	8	2	FGD
Sarpanch/Gram Panchayat interviews	8	4	FGD
Block Level Official	4	3	KII
NGO partners	4	4	FGD
IIFL Program Team	1	1	FGD
IIFL trainers	2	2	FGD

Ethical considerations of the study

The assessment followed the ethical protocols in all aspects and at all stages of the engagement based on the discussion with the team :

- As part of data collection, team members followed ethical protocols by explaining the purpose of the study and ensured informed consent from the participants.
- The interview sessions were conducted in an environment that ensured the privacy of respondents as per their convenience and comfort.
- The respondents were assured about the confidentiality of their personal information and the usage of data only for research purposes.
- The participation of respondents was ensured as being voluntary, and they were not compelled to answer any questions.

Limitations of the study

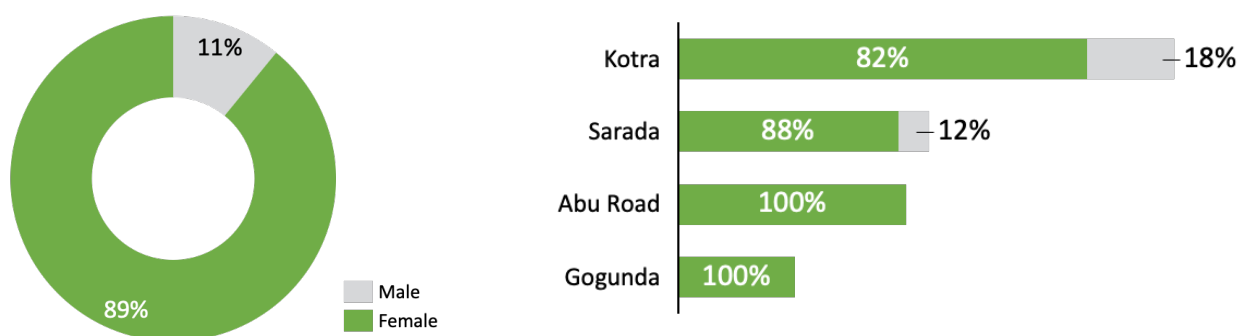
- **Selection Bias:** Since the villages (SKBs) for the study were chosen based on accessibility and distance from one another, there is a possibility that the study suffers a selection bias. Respondents from some villages could not be wholly represented in the study. To mitigate this, qualitative data was collected from multiple stakeholders and the NGO partners which helped us understand the status of SKBs in the clusters and locations.
- **Social Desirability & Conformity bias:** Since the study eventually aims at understanding the change in narrative of girl child education in the state of Rajasthan, there is a possibility that the respondents would provide a socially acceptable response (sometimes subconsciously) over their true feelings. To address this, sensitive questions were constructed to be open-ended allowing room for the respondents to understand and articulate their responses. Some of these questions were also asked across multiple stakeholders to validate and triangulate the responses.
- SICOMM committees were formed to engage with the community and build trust to allow the SKBs to function well. But, during the interviews it was found that the SICOMM committees were inactive during the entire duration of pandemic (2 years). Only SICOMM committee members from Abu road and Kotra were hence available for the interview.

Chapter 3: Findings of the Impact Assessment Study

The following section of the report details the key results and insights of the impact assessment study across the DAC standard parameters as outlined in the framework for the study. The insights have been drawn using the 360-degree approach of data collection by gathering data from qualitative and quantitative methods by engaging with different stakeholders of the program.

Demographics of the surveyed stakeholders

Gender distribution and location split of the surveyed students (N=422)



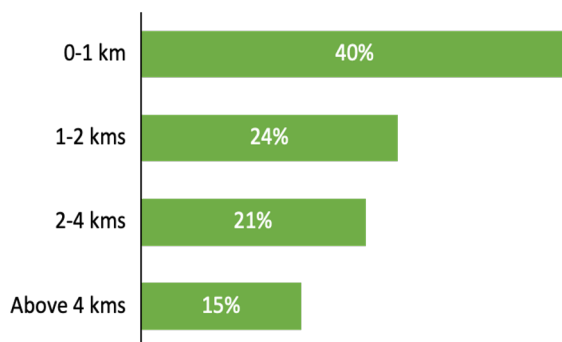
Demographics	Dakshas	Parents	Block Head Officials
Number	30	28	3
Location	Sarada: 26.7% Gogunda: 16.7% Abu Road: 23.3% Kotra: 33.3%	Sarada: 23.8% Gogunda: 14.3% Abu Road: 33.3% Kotra: 28.6%	Sarada: 33.3% Gogunda: 33.3% Abu Road: N/A Kotra: 33.3%
Gender Split	Male: 20% Female: 80%	Male: 38.1% Female: 61.9%	Male: 100%
Educational Qualifications	MA Pass/ Doing: 10% BA Pass/ Doing: 57% 12th Pass: 33%	NA	NA
Duration of engagement with SKB	Average: 3.38 years Median: 4 years	NA	NA

Insights from the study

❖ The SKB's have been able to address the problem of access to education through their learning centres.

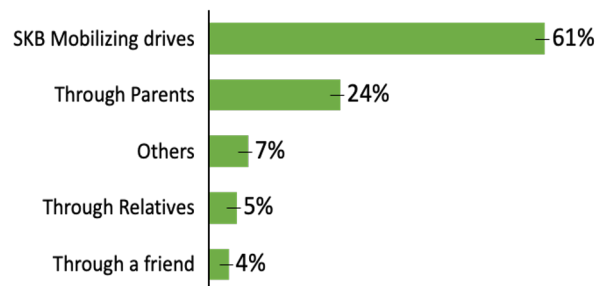
1 About 60% of the students reportedly travel more than 1km to reach their schools indicating a need to have learning centres in close proximity to their homes.

How far is the formal school from your village? (in kms) (n=147)



2 Through effective parent mobilization (door-to-door campaigns), the program has sensitized the parent community on the importance of good quality education. This motivated the parents to provide access to good quality education to their children (through SKBs or schools).

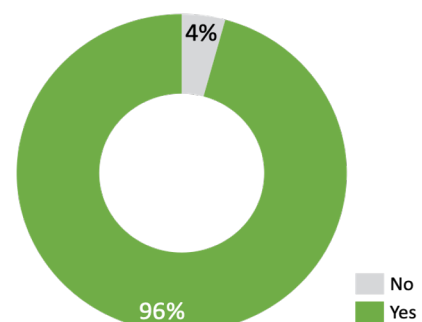
[Students] How did you get to know about the SKB program? (N=422)



3 The School paraphernalia in every village and effective parent mobilization has thus enabled **access to good quality education** for kids in Rajasthan.

- SKBs provided access to education to 66.03% surveyed students who were **previously not enrolled** in schools.
- Of these, 94% still rely only on the SKBs for education.
- Majority students also reported receiving sufficient books, assignments, lessons, etc. At the SKB's that supplement good quality education and is not affordable otherwise.
- This attributed to the proximity of SKBs to households in a village, provision of study materials for free and the realization of importance of education amongst parents and communities as a result of mobilization activities of the program.

Are you provided with sufficient books, lessons, assignments, etc. at the SKB's? (N=422)

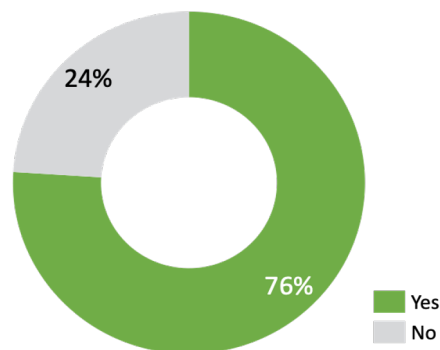


❖ **Students had uninterrupted access to education in the SKBs even during the pandemic.**

1 For students enrolled in SKBs, education was **not interrupted during the pandemic** with ongoing online and offline classes.

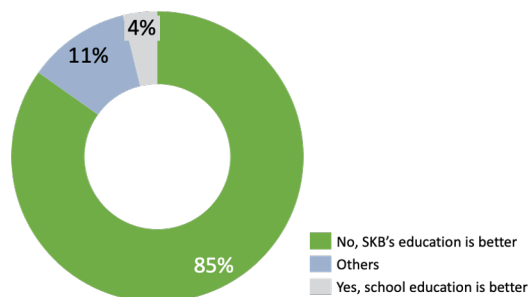
- Minimum of 4 and maximum 6 SKB classes are held in a week (in line with the planned number of days).
- 73% of the students stated that online classes were conducted during the pandemic and 76% of them also attend the classes virtually.
- Dakshas and Parents reported that online classes were conducted for the students.
- They also report that Dakshas visited the houses of the students and took their mobile numbers to help them get connected to be able to take the online classes.
- After some time, in-person classes were conducted with 5 students at a time by adhering to all the Covid protocols.

[Students] Did you attend the online classes? (n=307)



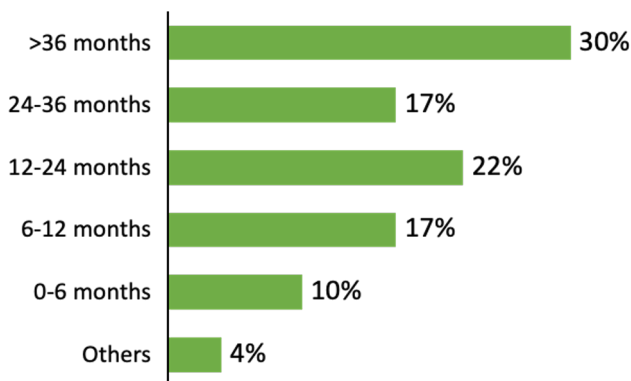
2 About 34% of the total surveyed students were reportedly enrolled in the formal schools. 85% of these students **found education in SKBs to be better than that of the formal schools.**

Do you learn more in school than in SKB? (n=142)



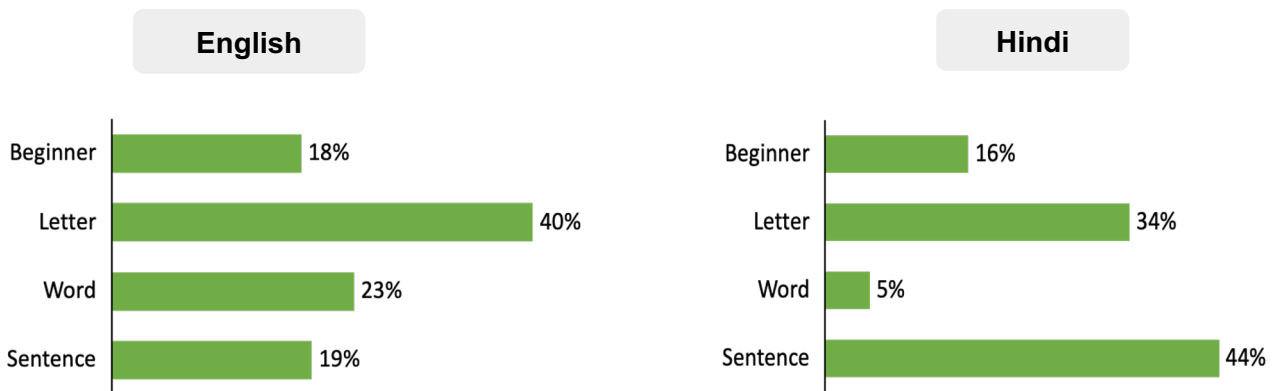
❖ **Non adaptation of Multi-grade Multi-level teaching practices might have slowed down the achievement of the foundational literacy and numeracy skills when benchmarked with the program -Teaching at Right Level (TaRL)**

Student duration at SKBs
 Since how many years have you been coming to the SKB? (N=422)



The above graph indicates that nearly 86% of the students have been coming to the SKBs for more than 6 months. Pratham's Teaching at Right Level (TaRL), a program that imparts foundational literacy and numeracy skills across schools in India suggests that with dedicated 1-2 hours of teaching in a day, students will be able to acquire foundational skills within 4-6 months.³

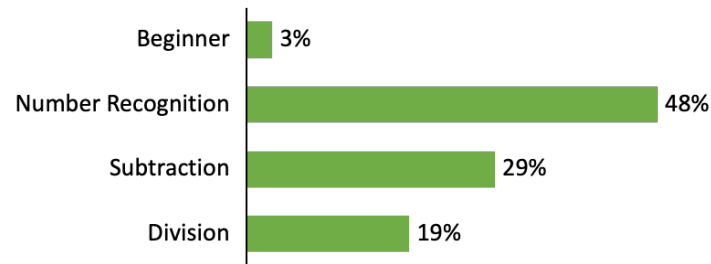
Going by that logic, 86% of the students who have been attending the SKBs for more than 6 months have been mapped in the graphs below as per their learning levels.



The above graphs indicate that despite spending more than 6 months in SKBs:
English: 18% of the students are still in beginner and only 19% of students have progressed to sentence (para/story).
Hindi: 16% of the students are still in beginner and only 44% of students have progressed to sentence (para/story).

*In the student survey, the beneficiaries (students) were subjected to ASER level questions to understand and mark their levels in the impact assessment and were aged above 9 years.

Numeracy



The graph indicates that despite spending more than 6 months in SKBs only 29% of students progressed to subtraction and 19% to division.

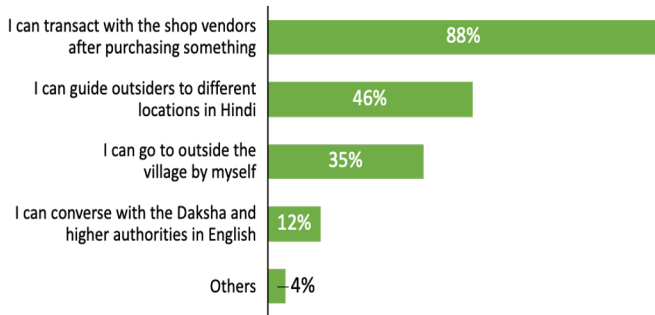
The field teams also observed that the Dakshas did not group the students according to their learning levels to impart Multi Grade Multi Level (MGML) teaching methodology during classes. Further, the adoption of MGML in the training documents was also not found during the documentation review of the operations manual.

*In the student survey, the beneficiaries (students) were subjected to ASER level questions to understand and mark their levels in the impact assessment and were aged above 9 years.

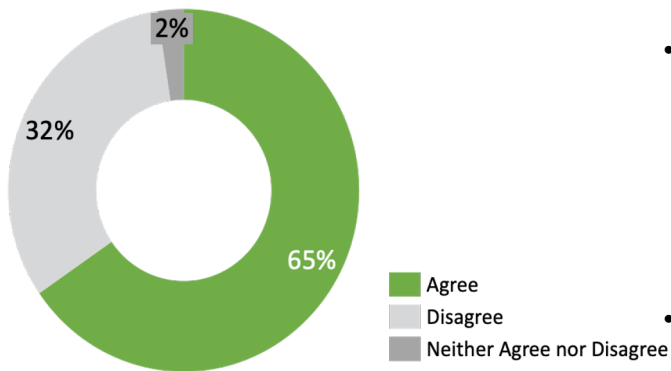
❖ **The program has been able to achieve its objective of enabling the students to transact comfortably in the society.**

The majority of students developed different life skills as a result of their enrollment in the SKBs.

How are you able to apply the skills taught to you in daily use? (N=422)



More than 60% students highlighted agreement on the statement **"I am now more confident in voicing my opinion on social issues in front of a large number of people/panchayat/family"**



- More than 80% students feel confident about transacting in the society as a result of the program.
- 88% of the surveyed students reported the ability in transacting with shop vendors for purchases.
- Half of the respondents reported comfort in guiding outsiders in Hindi.
- However, only 35% of the surveyed students reported the ability of travelling outside of the village by themselves highlighting limited confidence in travelling alone.
- Up to 12% of the students reported the ability of conversing with the Dakshas and higher authorities in English, possibly due to lower confidence levels among the students as a result of limited graspon the language.
- 65% of the students are also **confident in voicing their opinion on social issues.**
- During the qualitative interviews, many parents stated that their daughters have been learning continuously and are **now able to converse in both English and Hindi and practice numeric counting** to be able to transact in the society.
- The majority of the surveyed Dakshas and parents highlight the **positive shift in the confidence levels of girls after attending the SKB program and the inclination of girls to pursue further education and build a professional career.**

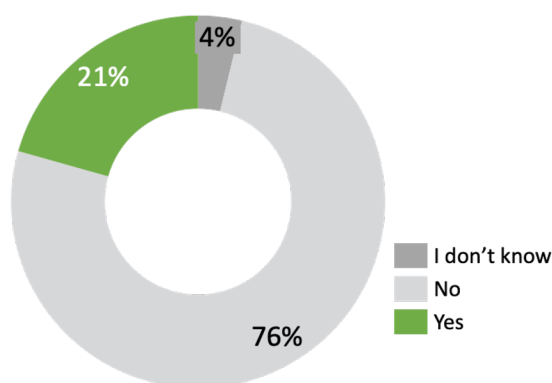
❖ **SKBs have sensitized and enabled students to address social issues such as gender inequality and child marriage.**

Rajasthan reports one of the largest gender divide of 23.3% in terms of literacy across the country, making it one of the most gender unequal states. ⁴ Governments are putting in sincere effort to increase female enrolment in schools as a result of evident gender gaps highlighted in student literacy rates.

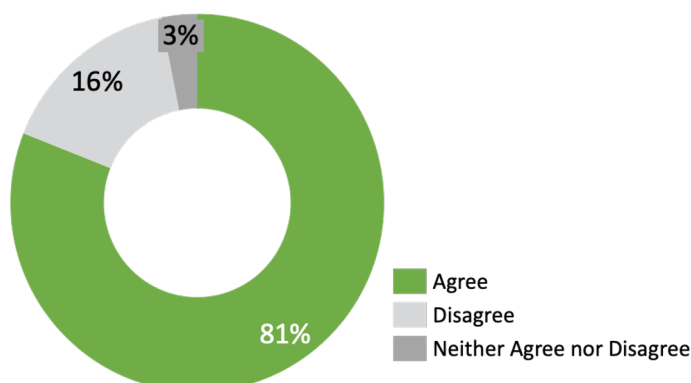
- 81% surveyed students reported an understanding of the importance of gender equality in the society and 76% of them believing that girls and boys are not treated differently. Despite reporting the same, It is however possible that not all students could recognize the subtleties of the discrimination causing under-reporting of the same.

Majority students reported no discrimination between girls and boys around themselves.

Do you think that people treat boys and girls differently? (N=422)



Majority students highlighted agreement on the statement "**Women and men should get equal pay for equal work**"



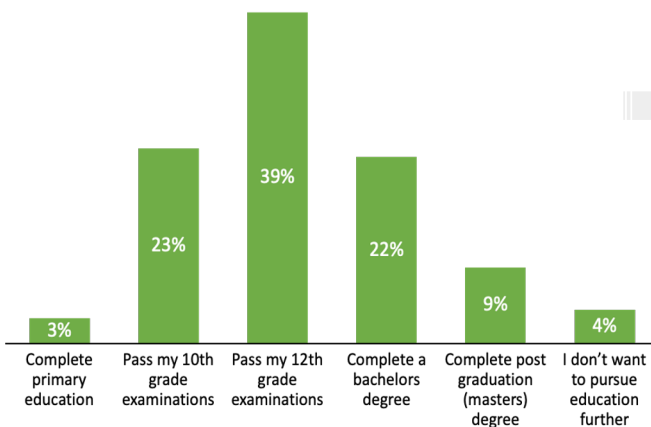
- Even the surveyed **parents highlighted the importance of practising gender equality** across the locations signalling a positive shift in their ideologies.
- Though the NFHS 2020 reports a decrease in the percentage of women who were married before the age of 18 as compared to the NFHS 2015-16, child marriage continues to be higher in rural areas with 28.3% girls getting married before the age of 18 as compared to the states urban counterparts. ⁵
- However, upon asking about the right age for girl marriage, the majority parents highlighted >18 years of age to be the right age of getting their daughters married however few still mentioned it to be >16.

4. <https://timesofindia.indiatimes.com/india/at-23-rajasthan-has-biggest-gender-divide-in-literacy/articleshow/86052635.cms>
 5. <https://timesofindia.indiatimes.com/city/jaipur/child-marriages-in-rajasthan-fall-by-10-in-last-five-years-survey/articleshow/87941576.cms>

❖ **The experience at SKBs has instilled in students the confidence to achieve higher education and aspire for a professional career.**

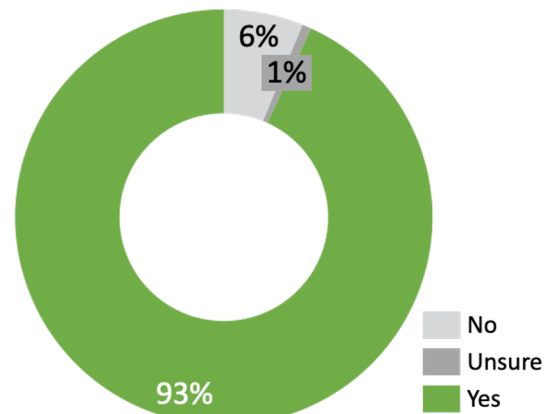
As an outcome of the SKB program, **most students aim at passing their 10th, 12th and bachelors in order to achieve the highest level of education.**

What is the level of education you wish to attain? (N=422)



Moreover, more than **90% students want to become the earning member** of their family.

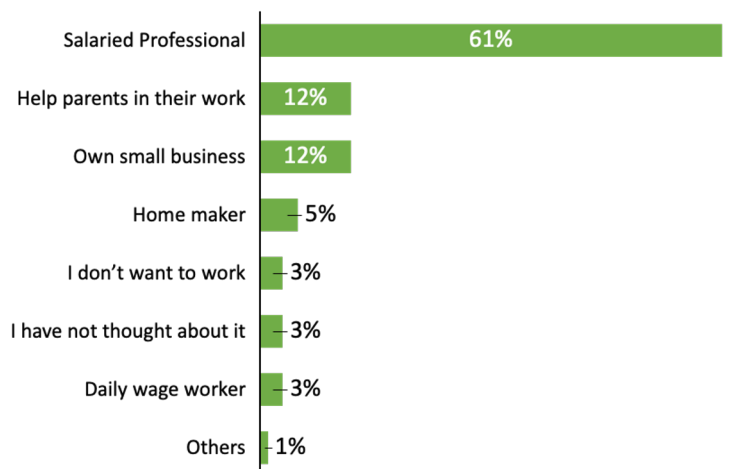
Do you want to be an earning member of your family? (N=422)



- Given that majority of the students (66%) were not even enrolled in schools prior to the launch of SKBs in their villages, it is noteworthy that 96% want to now pursue education further. Most students (70%) want to complete school i.e. pass 12th-grade examinations.
- Almost all students (90%) also display aspiration to become an earning member of their family across both the genders with the majority of them (61%) expressing aspiration of becoming a salaried professional.
- Students' aspiration to complete studies and willingness to earn coupled with a plan for the future is a positive sign for a community where most kids did not go to school previously.

Majority students **aspire to take up jobs or set up businesses** in the future.

What is your career aspiration after completing your education? (N=422)



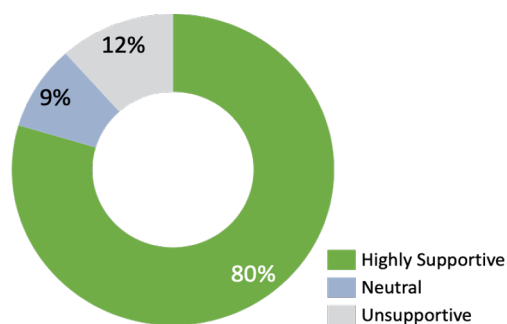
❖ **A positive shift in the community's attitude towards education is acting as an encouragement for students to attend SKB's and continue their learning journey.**

- A shift in the mindset of parents towards their child's education was also self-reported as they highlighted the change in their understanding of the importance of education for their children and support to their daughters in pursuing further education and achieving their aspirations.
- Upon asking, the members of the panchayat/ the Sarpanch stated that they encouraged the girls of their villages to study and enroll into formal schools and also helped them with the enrolment. A strong agreement was also reflected on encouraging gender equality in the village.

Change in attitudes towards enrollment

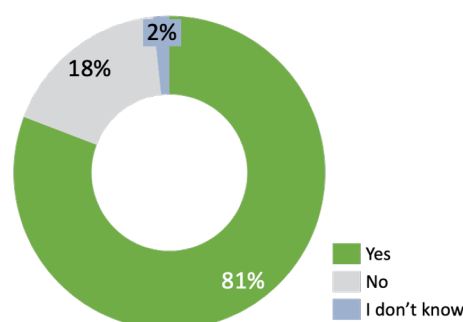
Majority students reported that their **family and relatives were supportive of their enrollment** in the SKB program.

How supportive are your family and relatives in your enrolment in the SKBs? (N=422)



Majority students report that the **Sarpanch and community members encourage them to enroll** into a formal school to complete education.

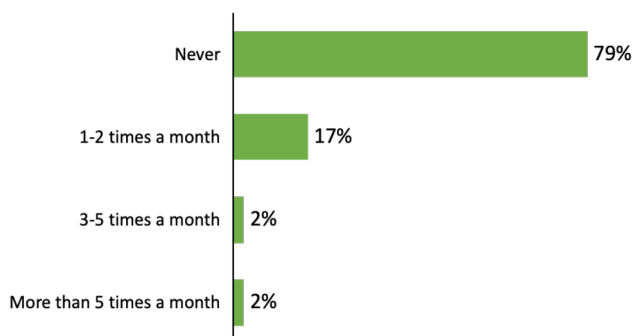
Do the sarpanch, cluster heads and community members encourage you to enroll into formal regular school? (N=422)



Change in attitudes towards attendance

Almost 80% students also stated that their **parents never asked them to stay back at home** and not attend the SKB classes.

How often have your parents insisted you to stay back at home rather than going to the SKB? (N=422)



- The 2016 ASER Survey of schooling and learning levels in rural India reported a 3.5% dropout rate of students between the ages 11-14 and over 25% absenteeism in schools from classes I to VIII. ⁶
- Rajasthan reported the highest absenteeism rates in the primary schools across the country
- During the survey conducted by Sattva, irregularity of students to formal schools was reported
- However, the students reported to Sattva that their parents never asked them to stay back and not attend the SKB reflecting the high attendance levels at the SKB's.

6. <https://www.firstpost.com/india/indias-great-education-challenge-low-attendance-high-rate-of-dropouts-plague-rural-schools-3378802.html>

- ❖ **The program has positively impacted the confidence levels, professional aspirations, and financial independence of the Dakshas.**

Rajasthan stands third at the women unemployment rate in the country. The CMIE report states that the women unemployment rate stands at 65.31% while the male unemployment rate stands at 21.2% in Rajasthan. It also states that 55.75% of the graduates and youths with higher education degrees are unemployed in the state. ⁷

The SKB program enabled employment opportunities for women by appointing female teachers called the "Dakshas" from the communities themselves to impart education at the learning centres. The block head officials at different locations, ensured that the dakshas are able to cater to the needs of the students. All surveyed dakshas had at least completed upper secondary education and many were continuing or had completed their bachelors, as self-reported by Dakshas to the Sattva team.

The Dakshas feel that the program has led to:



Increased knowledge and confidence among them: The experience of teaching and working with the program staff has helped the Dakshas to broaden their knowledge levels and has provided them the confidence to work with kids and other program staff.



Financial Independence: Dakshas feel that earning a livelihood and teaching at SKB has further led to both financial and career independence for them.



Change in career aspirations: Teaching at the SKB's might also influence the dakshas to pursue further studies and explore other options for themselves, as reported by the Dakshas.



Moreover, the opportunity to work in the village and become a teacher can also **provide motivation for girl students** and other women in the community to complete education and earn a livelihood.

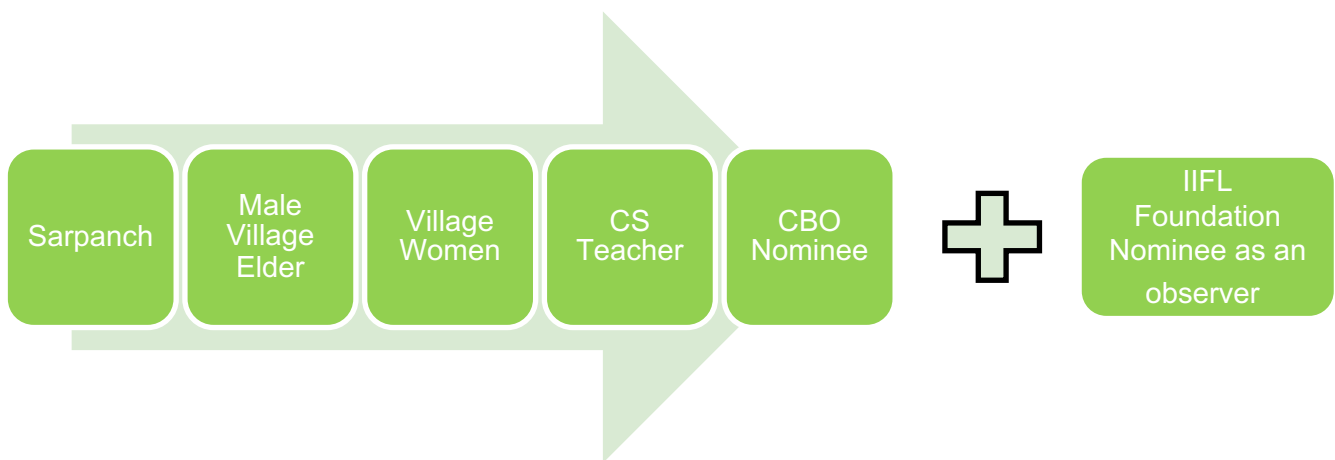
*"Yes, this opportunity [to teach at Sakhiyon Ki Baadi] has made me a better person by providing me better knowledge and experience. It has also made me an independent woman."
-Daksha (Gogunda)*

*"This opportunity has helped me gain more knowledge, made me independent by providing better trainings and experience "
~Daksha (Sarada + Abu Road)*

7. <https://www.hindustantimes.com/cities/jaipur-news/rajasthan-ranks-3rd-in-women-unemployment-after-haryana-and-jk-101632670840753.html#:~:text=According%20to%20the%20CMIE%20report,women%20residing%20in%20rural%20areas>

❖ **SICOMM is not active and functioning as planned in all locations; some villages reported absence of such a committee altogether thereby dissolving the community connect of the program.**

Constitution of SICOMM (Blueprint, IIFL “Sakhion Ki Baadi” Program)



- The program places importance on the construction and functioning of the SICOMM committees to engage with the community and build trust to allow SKBs to function well. The key activities highlighted by the SICOMMs are to look after the SKBs, supervise their functioning, mobilise students and convince parents to send their kids to schools.
- Another important intent of the SICOMM is to work closely with the community to work towards the achievement of IIFL's long term goal, that is, changing the narrative around girl child education in Rajasthan.
- The SICOMM committee is to be constituted at the beginning of the program as outlined above, but, qualitative interviews had indicated that majority of the SICOMM members were unaware of the formation processes of the committee itself.
- Kotra and Gogunda were the only locations where the SICOMMs members were accessible for interview. In these locations, the SICOMM members knew about the expectations from the committee.
- As per the operations manual, the SICOMMs committees must typically meet once in every two months with an agenda to discuss the functioning of the SKBs and progress of the students. However, the surveyed SICOMM committee members reported that the meetings have not happened since the pandemic (2 years now), while earlier they used to meet once every 3 months.

Effectiveness of the Program

Effectiveness measures the extent to which the objectives of the program have been achieved and identification of supporting processes and systems influencing the achievement of objectives. Sattva's observations can be seen below.

Hiring Program Trainers & Teachers (Dakshas)

- As per program guidelines, to qualify as a teacher, one should be at **least 18 years of age and must have passed at least their 10th standard exams**.
- Qualifying the requirements, the onboarding of Dakshas is followed by a half day orientation program further followed by a two day intensive training program to induct Dakshas on the IIFL Foundation's SKB program- it's aim, vision and mission, as outlined in the documents.
- All the interviewed Dakshas reportedly met the required educational criteria and majority of them were either graduates or pursuing their graduation.
- Majority of the Daksha's reported that they were selected basis their educational qualifications followed by an interview and a written test.
- **However, the daksha/ trainer hiring process is not outlined in the program documentation and the trainers did not report** the same even during the interviews.

Designing the curriculum and pedagogy

- The curriculum and pedagogy is set by the trainers as reported in interviews (neither activity is outlined in the documentation shared with Sattva).
- The program documentation highlights that the curriculum structured for the SKB classes adheres to the ASER levels and the Rajasthan state curriculum.
- However, weekly plans are made for each SKB by the Dakshas for smooth functioning over the week, as reported by the trainers. A scope for standardization of the curriculum and activities of the program is thus highlighted.
- As previously highlighted, the **pedagogy does not include training on MGML** which could have a potential impact on the student learning outcomes.
- Further, as per the National Education Policy 2020, the child can only be admitted in classes that are **age appropriate** and not as per the **learning level** in schools in India.
- Hence, for kids to be sent to age-appropriate grades they need to be **taught more than just foundational skills for effective mainstreaming** else students are likely to drop out as a result of discouragement. Hence, the objective of mainstreaming students can be revisited.

Conducting teacher trainings

- The teachers training is outlined as a critical aspect for efficient functioning of the SKB's, hence making the role of trainers extremely vital in ensuring the success of an SKB.
- The trainers are thus responsible for the conduction of frequent teacher trainings to ensure smooth functioning of the SKB.
- The trainers must organize bimonthly teachers training programs to constantly upgrade the teachers, as highlighted in program documentation.
- Dakshas highlighted the **physical trainings conducted by the SKB trainers** post their selection in the program.
- Majority dakshas reported that the duration of these trainings lasted between 3-5 days.
- **Though the trainers highlighted regular conduction of trainings and meetings** with Dakshas virtually every month during the pandemic.

Providing support to Dakshas & Performance Review

- The trainers are reportedly responsible for regularly visiting the SKB's to see the Dakshas in action and provide necessary feedback to ensure that the teaching- learning process becomes enjoyable and effective.
- Trainers reported that there is a **form in place to rank Dakshas however this is not being tracked currently.**
- Dakshas are assessed once in every 6 months in which subject wise questions are also covered.
- During observations, if trainers believe a daksha is not teaching well, dakshas are warned if they are not able to incorporate the feedback given by the trainers.
- If they are still not performing, they resort to replacing the daksha (which is the last resort).
- **High Daksha to trainer ratio** highlights the inability of trainers to provide personalised attention to the Dakshas which leads to seeking assistance from some good performing Dakshas by trainers.

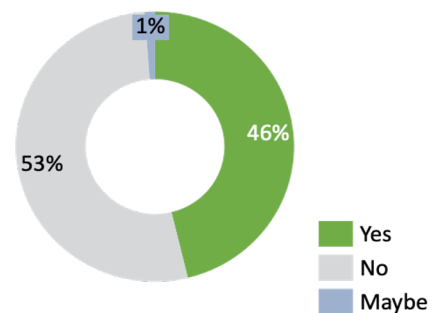
Periodic conduction of assessments was reported by most of the students while some did not recall attempting the pre assessment tests conducted.

The program evaluates the student’s progress through competency tests (speaking, listening, writing and reading) in order to assess the student’s literacy levels prior to the program and students’ progress during the program. This is also important to provide focussed attention to the student’s need .

Before the program

- The **assessments start with a Level 0 test which is the base level test to be given when the child is starting the program.**
- Though, half of the students did not recall attempting a base level test before their enrolment to the program, it was reported to Sattva by the IIFL team that students might not be aware of the tests being conducted since they were not told or asked to prepare for the test per se.

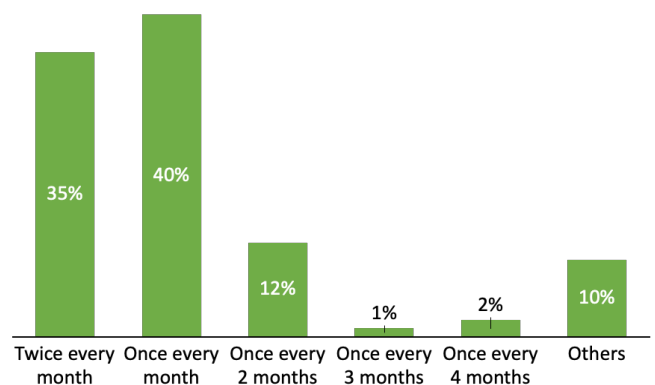
Did you take a test before you got enrolled into the program? (N=422)



During the program

- Daksha’s stated that they keep the parents of the enrolled students informed about the progress and attendance of the students, the parents also reported visiting the SKB’s for different activities .
- Daksha’s also reported that students’ are progressed to the next level of education only if they are able to clear the previous levels .
- More than 65% of the 422 surveyed students reported frequent assessments during the course of the program, with most reporting a test conducted at least once every month.
- Dakshas stated that they **evaluated students every two months to assess the verbal and reading levels of the students.**

How frequently are these tests conducted? (n=282)



Chapter 4: Key Recommendations

- ❖ **Enhance monitoring and sharing evaluation metrics and processes at student and managerial levels to ensure periodic reviewing of the program.**

Observation

Log-frame: The existing log-frame does not contain sufficient and robust quantitative indicators that showcase the timeline of achievement of the Foundational skills and mainstreaming the students amidst other programmatic activities.

Student level: Dakshas reported to be maintaining physical registers that track enrollment and student performance data. In addition to this, they also share updates via WhatsApp to their reporting managers. The overwhelming number of WhatsApp messages are difficult to be consumed and aggregated at a cluster, block and central level.

Managerial Level: Performance of the staff was tracked by the respective reporting managers methodically. There however lacks a comprehensive MIS system to track the collective and individual performance of the employees.

Recommendation

- Creation of a robust log-frame that maps the input, output, outcome and impact indicators quantitatively.
- Introducing centralized student tracking mechanisms would enable efficient tracking of student progress and learning outcomes across various clusters and blocks.
- MIS can be introduced at all hierarchical levels to understand the individual and collective performance of the team towards achievement of the set objectives/outcomes.

- ❖ **Facilitation of sharing best practices among NGO partners to enable cross knowledge sharing and learning.**

Observation

During the FGD with the NGO partners, it was observed that different partners were following certain best practices that could have been communicated mutually to enable effective on-ground implementation of the program. For example, certain partners maintained a daksha observation checklist on google form to track the performance of the dakshas. This practice was however not followed among the remaining partners, who maintained their own checklists offline.

Recommendation

- Facilitation of cross learning and knowledge sharing discussions at least once a quarter among the partners, to enable effective on-ground implementation of the program.
- IIFL Foundation can further initiate discussions with the top management of the partner NGOs at stipulated intervals(ideally annually) to review and restructure processes and strategies as per the requirements.

❖ **Revisit the objective of mainstreaming the students into schools.**

Observation

The objective of the program is to primarily impart foundational skills (capped at Grade 3 level) to the students. After acquiring these skills, the students aged between 9-14 are however mainstreamed into formal schools at their age appropriate grade levels. This would create a learning gap among students as they do not necessarily possess all the prerequisite skills to attend their age appropriate grades with just the foundational skills.

Recommendation

- The program can choose to change their narrative from “mainstreaming the students into schools” to “creating a platform for school enrollment.”
- If the above point does not hold good, the program can consider developing a curriculum to bridge the age and grade appropriate learning gap before mainstreaming the students into their respective grades.

❖ **Re-look at the trainer- teacher Ratio.**

Observation

During the qualitative FGDs it was indicated that there is a trainer for every 30-50 dakshas. This ratio may vary as per the location. In some blocks, the block level officials doubled up as the trainers too, thus adding to extra work responsibilities for them. The trainers however had indicated that the high trainer: daksha ratio was an impediment to them providing individualized attention/training to the dakshas. Though dakshas' clear a minimum qualification criteria, trainers had indicated that they often need subject enrichment support to enable effective delivery.

Recommendation

- The model of Dakshas to train in every block can be re-looked at, with emphasis on blocks where the block officials are playing the role of trainers too.
- The option of promoting good performing dakshas into the role of trainers can be explored.

❖ **Strengthen the functioning of the SICOMM committee**

Observation

During the interviews it was observed that the SICOMM committees were inactive during the entire period of pandemic. The implementation partners too were under-confident about the SICOMM committee being an enabler for the sustainability of the program.

Recommendation

- Structure curated efforts to revive the functioning of SICOMMs in every village.
- Structure processes to ensure that SICOMM meetings are held at regular intervals and sensitization about their roles and responsibilities, especially after the withdrawal of the program from the village.

Annexures

Annexure 1: Research Questions

Theme	Key-Hypothesis	Sub-Hypothesis	Research Questions
Relevance	A systematic needs assessment was done to establish program relevance and address community's pressing needs	A systematic and scientific methodology was used to undertake to understand the needs and expectations of the target beneficiaries	When and how was the needs assessment conducted to establish program objectives and activities?
		Project objectives and activities have been mapped to the needs of the target group	What are the needs of the target groups that have been identified and prioritised?
		A systematic and documented methodology was used to select beneficiaries for the program	What is the selection process for beneficiary enrolment?
		Program objectives and adaptation has evolved over the years of program implementation according to the needs of the community?	How have the needs of the community evolved over the period of intervention of the program? How has the program stayed relevant through these changes?
			What are the changes made to course and/or program during the Covid-19 pandemic?
Effectiveness	The Sakhiyon ki Baadi program has been designed in a way to maximize the quality and rigor of implementation on ground	There is a defined process of mobilization, selection and enrolment of the beneficiaries	How effective is the process of selection of beneficiaries?
			Is there a well-defined and standardized process to mobilize the candidates for the program?
			Is there a well-defined and standardized process of enrolling the candidates into the program?

Note: Adopted Development Assistance Committee's (DAC) framework developed by Organization for Economic Cooperation and Development (OECD)

Theme	Key-Hypothesis	Sub-Hypothesis	Research Questions
Effectiveness	The Sakhiyon ki Baadi program has been designed in a way to maximize the quality and rigor of implementation on ground	There is a defined process of hiring and training of trainers	<p>Is there a well-defined and standardized process of hiring trainers for the program?</p> <p>Is there a well-defined and standardized process to train the trainers for quality classroom delivery?</p> <p>Is there a well-defined and standardized process to assess the trainers?</p>
		The curriculum is designed by experts and upgraded timely	Is there a dedicated team to design the curriculum for the project?
		There is high quality of training delivery and infrastructure	<p>Is there adequate infrastructure at the centre for facilitation of training?</p> <p>Do the students and teachers receive all educational material required in a timely manner?</p> <p>Are there innovative and standardized methods such as use of Audio-Visuals learning being used in the classroom?</p>
		There is a defined process to monitor the progress of the candidates	<p>Is there a standardized process to assess the learning levels of the candidate before, during and after the program?</p> <p>Is there a standardized process to certify the candidates upon completion of the training?</p>

Theme	Key-Hypothesis	Sub-Hypothesis	Research Questions
Effectiveness	The Sakhiyon ki Baadi program has been designed in a way to maximize the quality and rigor of implementation on ground	The program activities planned are in line with activities implemented in intervention years and all delays have been accounted for	What are the project activities planned and implemented in relevant years? Is there a documentation of delayed/reasons for non-achievement?
		The sessions are conducted regularly and children are attending the classes	What is the planned vs achieved frequency of sessions conducted? What is the attendance of children over the years in these sessions?
		There is a well-defined system and process and well qualified staff to implement the program	Are systems and processes well-defined to implement the program on-ground? Are the roles and responsibilities of the program team clearly defined, documented and aligned? How is the implementation staff onboarded? Do they receive adequate training?
		The program is able to effectively collaborate with all relevant stakeholders to achieve project outcomes and impact	What are the processes in place and activities conducted to collaborate with all relevant stakeholders like parents and school staff along with children?

Theme	Key-Hypothesis	Sub-Hypothesis	Research Questions
Efficiency	The budget has been planned to efficiently utilize the disbursed funds after analysing and accounting for the potential risks .	The program expenses are tracked and in line with planned expenses; and program has been implemented efficiently	Is there a budget in place? Is the budget exhaustive?
			Is the spent tracked and how it is tracked?
			What is the budget allocation vis-à-vis actual utilisation on the ground?
			How is the ROI? Was the program implemented most efficiently compared to alternatives?
		Program level sustainability has been achieved/recognized	Have Standard Operating Procedures been introduced to ensure continuous functioning of the organisation?
			Have program levers been introduced to achieve financial sustainability (Market linkage/ Revenue model/Inclusion of funder ecosystem)?
Short-Term Impact	The project has increased the awareness/knowledge of the beneficiaries about the intervention	The beneficiaries of the intervention have increased awareness about the importance of acquiring basic/foundational literacy	Are the girls aware about the importance of going to schools?
			Are the girls aware about the importance of acquiring foundational/basic literacy
	IIFL's intervention has fostered foundational skills among the students and focuses on mainstreaming the students in respective grades.	Beneficiaries of IIFL's SKB intervention are able to put foundational mathematical, reading and comprehension skills learnt in the program to everyday usage	Is the program able to instil in students the foundational literacy and numeracy (English, Hindi and Maths)?
			How many students are mainstreamed ? Do the mainstreamed students attend regular schools?
			How are the students able to put these Foundational skills in to daily use?

Theme	Key-Hypothesis	Sub-Hypothesis	Research Questions
Short Term Impact	IIFL's intervention has increased the number of enrolment and retention rates	Beneficiaries have started re-joining schools and have begun to undertake vocational/income-generating activities	What has been the change enrolment in the program across different locations and over the years ?
			How has the program increased the retention rate of the students and reduced the drop-out rates of the girls over the last 3 years of implementation? (girls especially graduating from Grade 4 to 5 and 7 to 8)
			How are the girls enrolled at SKB mainstreamed to regular schools? What does the process look like?
Medium term impact	Project activities have led to positive behavioural changes in the beneficiaries.	Beneficiaries are confident enough to be self-reliant in dealing with key community stakeholders	Has the program developed confidence and self-reliance among the girls?, If so, How? . Do girls realise the importance of employment and being self-reliant?
		Beneficiaries are now able to discuss social issues and problems with their friends, household elders and with the community members	Can students understand the issue of gender discrimination and early marriage ? How does the program help girls realize the importance of education?

Theme	Key-Hypothesis	Sub-Hypothesis	Research Questions
Long term impact	Life of beneficiaries have improved due to increased awareness and positive behavioural change over a period of time .	Beneficiaries perceive a better future for themselves in terms of income and education aspirations	Has the program encouraged the parents of girls to enroll their daughters in the regular schools?
		Community (parents and community leaders) recognize the improvement in foundational competencies of reading, comprehension and analytical skills of the beneficiaries	How has the foundational literacy and numeracy rate among girls improved in the target areas?
			How has the development of foundational literacy and numeracy among girls, impacted the community?
		IFL's intervention has empowered the community through SICOMMs and SAPs	How has the intervention secured community support through SICOMM and SAPs
Sustainability	Steps have been taken to onboard community in-order to bring about sustainability within the program	Program level sustainability has been achieved/recognized	<p>Have Standard Operating Procedures been introduced to ensure continuous functioning of the organisation?</p> <p>Have program levers been introduced to achieve financial sustainability (Market linkage/ Revenue model/Inclusion of funder ecosystem)?</p> <p>Is the exit strategy planned for the program (Role and responsibility transfer)?</p>

Theme	Key-Hypothesis	Sub-Hypothesis	Research Questions
Sustainability	Steps have been taken to onboard community in-order to bring about sustainability within the program	Ecosystem level sustainability has been achieved/recognized	<p>Have ground level institutional resources been recognised to accommodate program continuation?</p> <p>Has convergence possibility with government institutions been identified?</p> <p>Has the community gained ownership of the program (Behavioral change, recognition of need for program activities)?</p>
		The project's sustenance plan is not affected by the pandemic.	<p>Did Covid-19 pandemic impact the program's ability to sustain itself in the target environment?</p> <p>Is the program resilient to cope up with the affects of the pandemic?</p>

Annexure 2: Data policy

Sattva has in place internal security protocols to protect the privacy of all data collected from respondents, especially any personally identifiable information (PII). The set of protocols listed below may be revamped depending on the complete data flow process as decided for this program.

- **Data Storage and Access:** Any devices used for data collection are password-protected to prevent unauthorized access. Survey software with encryption features, such as Collect, will be used so that encryption occurs during data collection and transmission to a central server. Data with PII is shared only using encrypted files, unless being shared directly from Sattva's cloud storage. Access to data on Sattva's cloud storage may also be further limited to program team members who require access.
- **Data Retention:** Data with PII is only retained for pre-decided periods based on program requirements. Any data stored on data collection devices is removed after data collection for the program is complete, to minimize risk. Where possible, data stored on stolen/lost devices is remotely deleted.

- **Training:** Personnel are provided adequate training on maintaining privacy of data collected, including procedures for handling devices to maintain data security.
- **Removal of PII:** All PII is removed from the raw dataset and separated into an “Identifiers Dataset” and “Analysis Dataset”. A common ID is generated to allow re-joining PII data if required. Access to “Identifiers Dataset” is limited to select personnel as required. Limited and necessary PII is re-shared with enumerators/field supervisors to allow for quality checking and back-checking of data as per program requirements.

----End of Report---