



# Impact Assessment for Sakhiyon ki Baadi program by IIFL Foundation

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# Introduction

# Introduction

## About IIFL Foundation

The IIFL Foundation was established to implement the CSR initiatives and interventions of the India Infoline Finance Limited (IIFL) Group, which is one of the largest financial services conglomerate in India.

The Foundation has strategically designed projects in thematic areas of education, financial literacy, health, and other activities such as water conservation and disaster response.

# 1 lakh girls

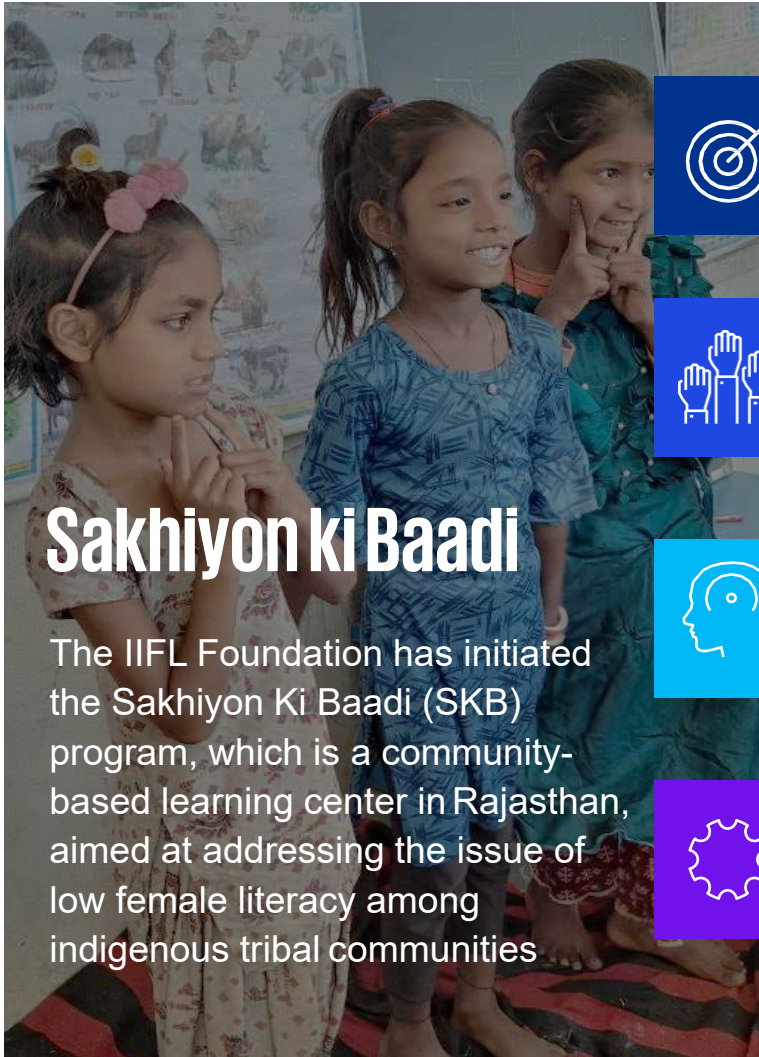
Under education thematic area, the Foundation has adopted comprehensive approach to improve literacy among girls. It aims to provide literacy and numeracy skills to around 1,00,000 illiterate girls in Rajasthan by 2025.



## Thematic Areas

- Education
- Financial Literacy
- Health
- Water conservation
- Disaster relief and rehabilitation

# About Sakhiyon ki Baadi program



## Sakhiyon ki Baadi

The IIFL Foundation has initiated the Sakhiyon Ki Baadi (SKB) program, which is a community-based learning center in Rajasthan, aimed at addressing the issue of low female literacy among indigenous tribal communities



### Empower Girl child

The primary goal of the SKB initiative is to empower girls and help them reach their full potential. The program educates girls from vulnerable communities in informal settings and later integrates them into formal education in government schools.



### Interactive teaching

SKB employs interactive teaching methods, including play-way techniques, music, drama, and field exposure to spark genuine interest in education. The curriculum covers subjects like Hindi, English, Mathematics, and Moral Sciences, aligned with government school standards.



### Capacity Building

The program is further strengthened by the presence of community teachers called Daksha, who play a pivotal role in achieving SKB's objectives. Regular training sessions enhance the Daksha's' capacity, equipping them with knowledge of child psychology and the ability to engage and motivate students.



### Operations

SKB operates for four hours a day, six days a week, in various community settings, such as homes, verandas, community halls, or open areas.

# Program outreach

The SKB is operating in 13 districts of Rajasthan as highlighted below:



Outreach of Sakhiyon Ki Baadi Program in Rajasthan, India

\*map not to scale

## Number of SKBs in each district by implementation partners

District	Block	No. of SKBs
<b>IIFL Foundation</b>		
Udaipur	Gogunda	27
Rajsamand	Rajsamand	22
	Khamnore	22
Pratapgarh	Pratapgarh	27
Ajmer	Srinagar	25
Jodhpur	Mandor	30
Pali	Rohat	24
Banswara	Garhi	24
Jalore	Jalore	28
Bhilwara	Sahada	22
<b>Gayatri Seva Sansthan</b>		
Udaipur	Sayara	50
	Sarada/Girwa	50
	Salumbar	48
	Lasadiya	50
Pratapgarh	Pipalkhunt	50
	Choti Sadri	49

District	Block	No. of SKBs
<b>Shrushti Seva Samiti</b>		
Udaipur	Kotra/Phalasiya	100
Pratapgarh	Dhairyawad	100
Sirohi	Pindwara	50
Pali	Bali	50
Dungarpur	Bicchiwara	50
<b>Janchetna Sansthan</b>		
Sirohi	Abu Road	45
	Abu Road (Bhakar)	40
	Mount Abu	15
<b>Nut Samaj</b>		
Jaipur	Jaipur	10
<b>Antakshari Foundation</b>		
Pali	Desuri/Marwar Jn.	30
<b>CERP</b>		
Chittaurgarh	Chittorgarh	50

कोला  
गुलाबी  
हरा  
साल  
आसमानी  
संतरा  
पीला  
सफेद



# IIFL सखियों की सेंटर राणाबौर



सब्या विस्तारित रूप में

64	60+4
409	400+0+9
390	300+90
772	400+30+2
30	100+30+0

IIFL सखियों की बाड़ी राणाबौर (फल)

\* जानवरों के नाम ANIMALS \*

1	LION	लेयन	शेर
2	BUFFALO	बुफलो	भैंस
3	CAMEL	केमल	ऊट
4	DEER	डियर	हिंस
5	DONKEY	डुकि	गधा
6	ELEPHANT	एलिफेंट	हाथी
7	GOAT	गोट	बकरी
8	MONKEY	मुंकि	बन्दर
9	RAT	रेट	चूहा
10	RABBIT	रेबिट	खरगोश
11	TIGER	टायगर	बाघ
12	HORSE	हॉर्स	घोडा
13	FOX	फॉक्स	बुआड़ी
14	OX	ऑक्स	बैल

IIFL सखियों की बाड़ी केंद्र राणाबौर (सपना गार)

फलों के नाम	सहिलियों के नाम
APPLE - ऐपल - सेव	SPINACH - पालक
ORANGE - ऑरेंज साता	POTATO - आलू
MANGO - मेओ - आम	TOMATO - टमाटर
PAPAYA - पापीया - पपीता	ONION - प्याज
BANANA - बानाना - केला	CARROT - गाजर
COCONUT - कोकोट - नारियल	RADISH - मुरली
WATERMELON - वाटरमेलन - तरबूज	PEAS - मटर
LEMON - लेमन - लिंबू	PUMPKIN - कुब
JUJUBE - जुजुब - बर	BRIJVAL - बैंगन
DATES - डेट्स - खजूर	CABBAGE - पुत्ता गोभी
GUAVA - गुआवा - अमरूद	LADY FINGER - सिन्धी
	LUFFA - तोरी

मैंने पास हैं तो चार चने लाते  
 चार में से एक चना तोते को छिने  
 तोते को खिलाते तो दास तोंच मारता  
 एक-एक गाता तो बड़ा मजा आता  
 चैंसे पास होते तो चार चने वाते  
 चार में से एक चना चूहे को खिलाते  
 चूहे को खिलाते तो चूहा डट जाता  
 शत डट जाते तो बड़ा मजा आता  
 पेसे पास होते तो चार चने लाते  
 चार में से एक चना चूहे को खिलाते  
 चूहे को खिलाते तो पीठ पर बिजबात  
 पेसे पास होते तो चार चने लाते  
 चार में से एक चना भालू को खिलाते  
 भालू को खिलाते तो नाच के दिखाते  
 नाच के दिखाते तो बड़ा मजा आता

बिनाहकिया दारर खडी

1	1	2	3	4	5	6	7	8	9	10
2	12	13	14	15	16	17	18	19	20	21
3	21	22	23	24	25	26	27	28	29	30
4	31	32	33	34	35	36	37	38	39	40
5	41	42	43	44	45	46	47	48	49	50
6	51	52	53	54	55	56	57	58	59	60
7	61	62	63	64	65	66	67	68	69	70
8	71	72	73	74	75	76	77	78	79	80
9	81	82	83	84	85	86	87	88	89	90
10	91	92	93	94	95	96	97	98	99	100

हिन्दी

अ	आ	इ	ई	उ	ऊ
ऋ	ए	ऐ	ओ	औ	अः
क	ख	ग	घ	ङ	
च	छ	ज	झ	ञ	
ट	ठ	ड	ढ	ण	
त	थ	द	ध	न	
प	फ	ब	भ	म	
य	र	ल	व	श	
ष	ह	क्ष	म	ज्ञ	

A	B	C
E	F	G
I	J	K
M	N	O
Q	R	S
U	V	W
X	Y	Z

29-2-2024 गुरुवार-विषय-गणित

60	64	68
65		69

1	11	21	31	41	51	61	71	81	91	1	2	3	4	5	6
2	12	22	32	42	52	62	72	82	92	2	4	6	8	10	12
3	13	23	33	43	53	63	73	83	93	3	6	9	12	15	18
4	14	24	34	44	54	64	74	84	94	4	8	12	16	20	24
5	15	25	35	45	55	65	75	85	95	5	10	15	20	25	30
6	16	26	36	46	56	66	76	86	96	6	12	18	24	30	36
7	17	27	37	47	57	67	77	87	97	7	14	21	28	35	42
8	18	28	38	48	58	68	78	88	98	8	16	24	32	40	48
9	19	29	39	49	59	69	79	89	99	9	18	27	36	45	54
10	20	30	40	50	60	70	80	90	100	10	20	30	40	50	60

## Approach and Methodology

अब न होगी बच्चों की शाकी  
 शाकी मुक्त   
 तृणचट्टे राणाबौर

CLASS	CLASSES	MANgO	MANGIOES	MONKEY	MONKEYS	LADY	LADIES	LOW	LOW	NEAR	FAR	IN	OUT
BOX	BOXES	GOAT	GOATS	COW	COWS								

अ आ इ ई उ ऊ ऋ ए ऐ ओ औ अः

क	ख	ग	घ	ङ	च	छ	ज	झ	ञ
ट	ठ	ड	ढ	ण	त	थ	द	ध	न
प	फ	ब	भ	म	य	र	ल	व	श
ष	ह	क्ष	म	ज्ञ					

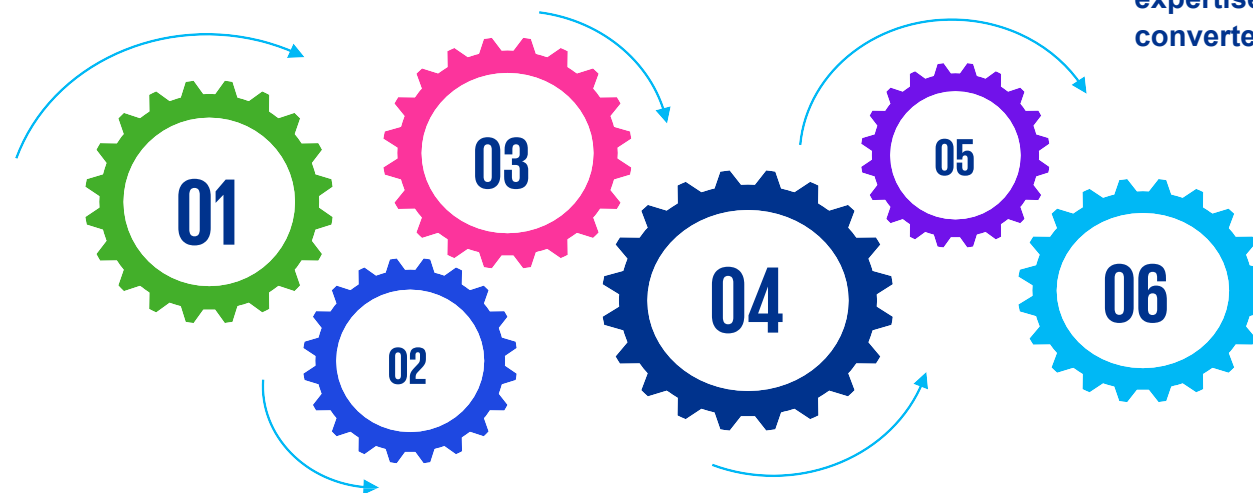


# OECD-DAC Evaluation

**Sustainability:** The continuation of benefits from the intervention after major development assistance has ceased. Sustainability can be defined as the ability of key stakeholders to sustain intervention benefits after the cessation of donor funding.

**Efficiency:** A measure of how economically resources/inputs (funds, expertise, time, equipment, etc.) are converted into results.

**Relevance:** The extent to which the objectives of an intervention are consistent with recipients' requirements, country needs, global priorities, and partners' policies.



**Coherence:** The need to ensure alignment and consistency across policies of the program.

**Effectiveness:** The extent to which the intervention's objectives were achieved, or are expected to be achieved, considering their relative importance.

**Impact:** Positive and negative primary and secondary long-term effects produced by the intervention, whether directly or indirectly, intended, or unintended



# Sampling

The sample size was derived by applying stratified random sampling method across four districts of Rajasthan, covering five to seven centers from each district. A total of **601** interviews were conducted across various stakeholders, details of which are provided below.

Comprehensive list of the sample covered in the survey								
Location	Students	Parents	Dakshas	Trainer	Cluster/ Block Head	PRI Member	School Teacher	Total
Udaipur	128	93	30	5	11	14	5	286
Chittorgarh	45	53	8	0	3	5	9	123
Sirohi	45	28	5	1	2	3	3	87
Jalore	44	49	7	0	0	1	4	105
<b>Total Sample Surveyed</b>	<b>262</b>	<b>223</b>	<b>50</b>	<b>6</b>	<b>16</b>	<b>23</b>	<b>21</b>	<b>601</b>

Tools used for survey	
Identified Stakeholders	Tools Utilized
Parents and Students	— Structured Interviews — Focused Group Discussion
Daksha's	— Structured Interviews
Trainers	— Structured Interviews
Cluster Heads/Block Heads	— Structured Interviews
PRI Members	— Semi-structured Interviews



# Findings

# Relevance

Relevance measures how effectively a programme is aligned with the goals and policies of the Government in which it is implemented.

The National Education Policy (NEP) launched in 2020 reiterates the importance of 'Access to Education' for every child further advances achieving gender parity to ensure equitable access to quality learning for all irrespective of gender. The NEP 2020 recognizes that certain groups are grossly underrepresented in the existing educational systems, mainly the girl child.

# 100%

asserted the importance of the SKB programme for the overall development and education of the children, especially girl child



About **95%** of the beneficiaries (students) at the SKBs are girls – most from ST communities, a close second being girls from SC communities, with most of the students being first-generation learners



Through SKB, IIFL Foundation also addresses the issue of female education and strives to mainstream the young girls, especially from the tribal belts, into formal education.

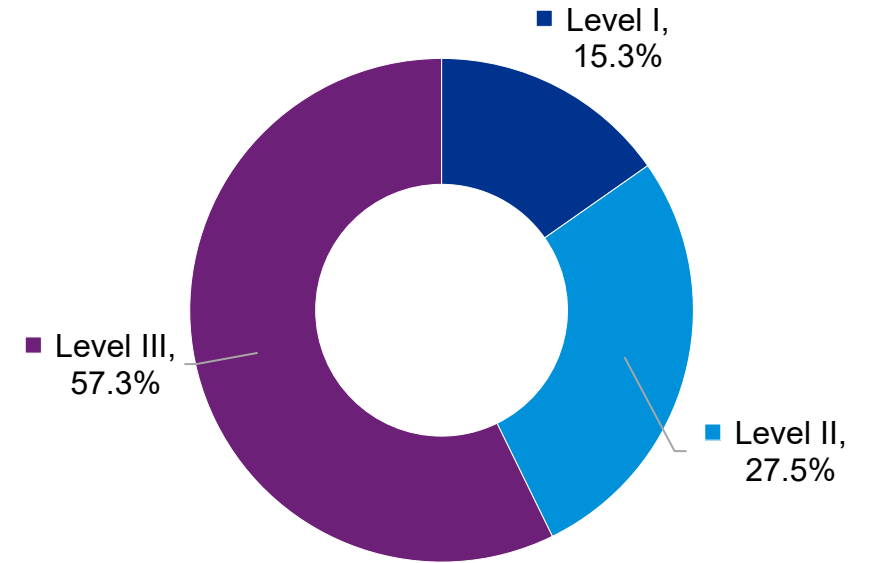
# Effectiveness

Effectiveness is defined as an assessment of the factors influencing progress toward outcomes

Most SKB centres being situated within proximity to the homes of its target students ensures regular attendance. 45 percent of students surveyed said they took 5 minutes to reach the SKB from their homes.

Nearly 58 percent of the students surveyed have attained the highest level of education possible at an SKB, which is Grade III. This means these students are / would soon be ready to get mainstreamed into government schools.

Level of students enrolled in SKB



# 98%

Students attend the SKB regularly

“

*I enjoy Hindi subject and way Daksha teaches it, I want to become a teacher after completing my studies*

**Yashodha, Age 17 years. Location: Idgah Centre, Sirohi District** ”

“

Case study: Vimla, Age 12 years. Location: Idgah Centre, Sirohi District

Vimla attended school till Class 4 and then dropped out due to the pressures of household labour in the absence of a mother-figure at home. Her other barriers to school came in the form of puberty – when she started menstruating, she felt a sense of shame and discomfort travelling long distances to attend school. Therefore, the SKB came to her as a boon, being close to her home and having a sense of community. Moreover, the timings of the SKB also allow her to finish housework and then attend classes. Vimla does not know if she will ever go back to the government school, but she enjoys learning at the SKB and is very good at mathematics. She re-gained a sense of purpose after joining the SKB.

”



# Efficiency

The purpose is to establish whether the inputs—funds, knowledge, time, human resources etc.—were effectively employed to create the intervention outcomes.

## Program peculiarity

the SKB initiative was found to be unique and relevant, and not overlapping with any existing programmes in its target areas. As 70 percent of the surveyed students said they had never had access to any source of education prior to the SKB

## School enrollment before attending SKB



70 percent of the student respondents were not going to school before enrolling in the program

70%

93%

99 percent students surveyed said that they engage in sports, arts, and fun activities at the SKB.



## Time spent learning at SKB

Out of 223 respondent parents, 100 percent shared that the SKB is operational 6 days a week, and 71 percent shared that their children spent 3-5 hours learning per day at their respective centers

100%

# Coherence

Coherence refers to the compatibility of the intervention with other interventions in a country, sector, or institution.

## Coherence of SKB Program

IIFL Foundation through its SKBs, are aiming to eliminate female illiteracy in the indigenous tribal and other vulnerable areas with disproportionate male-female literacy and education ratios, thereby trying to address gender disparities by achieving literacy and numeracy skills for both men and women.

### Alignment with the UNSDG



#### SDG 4: Quality Education

Target 4.1

Target 4.5

Target 4.6

The specified SDG targets aim to provide universal, quality primary and secondary education for all children, eliminate gender disparities, offer equal education and vocational training opportunities for vulnerable populations, and promote literacy and numeracy among both youth and adults.

### Alignment with State priorities

#### Mukhyamantri Rajshri Yojana, and Aapki Beti Yojana

The Government of Rajasthan's two marquee program focused on reducing gender disparity & providing girl child with access to educational opportunities aligns with the objective of SKB program.

### Alignment with National priorities

#### Samagra Shiksha

The Union Government of India had proposed Samagra Shiksha in its 2018-19 budget, which subsumes three erstwhile schemes namely, Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).

# Impact (1/4)

## Time required to reach SKB

45 percent students take 5 minutes to reach their respective SKB centres from their homes. While rest of the students stated that they take 30 minutes or more to reach the SKBs.



## Brand visibility

73 percent of students reported that they were not aware of the name of the Foundation (IIFL), while 58 percent of the parents said that the organisation they were familiar with was the implementation partner (NGO) on ground.



## Potential shift to formal schooling

97 percent of the surveyed parents said they would like to re-admit their children to government schools since the SKB intervention.



## Reduction in child marriage

Daksha's feel that there has been a reduction in the cases of child marriages in the areas where Sakhiyon ki Baadi is operational. It has also led to inculcating a value for education within the communities.

96%



A man wearing a dark cap and a dark jacket is sitting on a concrete porch, looking out towards a rural landscape. The landscape features dry, brownish hills and sparse vegetation under a clear blue sky. The man is positioned on the right side of the frame, with his back to the camera, looking towards the left. The porch is part of a building with a wooden roof structure. The overall scene is brightly lit, suggesting a sunny day.

“

**Chandrakanta Bairwa, Cluster Head, Jan Chetna Sansthan, Abu Road**

“Since 2017, we have managed to enroll 770 girls from our region into formal schooling. We have a programme called ‘School Chalo Abhiyaan’ around July every year during admission season. We conduct a survey during that time to see which SKB students are interested or can be convinced in getting admission to formal schools. Once we succeed in enrolling some of our girls into formal schools, we start surveying other areas for girls who have dropped out of school / never been to any sort of school, to then enlist and enroll them in our SKBs. In 2017, we, as an NGO, were experiencing challenges with our work. Frankly, our work was drying up – then the SKB programme was initiated. IIFL Foundation infused our NGO with new life, giving us opportunities and a new drive for change. My one request is that we have some sort of annual function for our students, partnering across the SKBs and implementation agencies, to collaborate, so that children have exposure to each other and can also have a goal to work towards throughout the year.”

”

# Impact on Dakshas (2/4)



## Dakshas

had a significant impact in their lives due to the Program, providing them with livelihood and an enriching teaching experience for the students

**Kamala Kumari,  
Daksha, Abu Road,  
Sirohi**



"Earlier I used to hesitate speaking in front of elderly members and men from the community, now teaching in SKB has made me confident to put forth my point"

### 1. Empowerment:

- Increased confidence
- Improved self-esteem and decision-making skills
- Enabling them to invest in education and enhance their living conditions

### 2. Enhanced social standing:

- Role models for other young girls
- Inspiration to pursue education and break traditional gender norms
- Increased recognition in the community

### 3. Skill development:

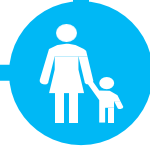
- Enhanced teaching skills
- Improvement in their employability

# Impact on parents (3/4)



**Kumal Lal, Parent,  
Sayara, Udaipur**

“We have started leaving our children back in the village for studying while we migrate to cities for work for some months in the year”



## Parents

experienced behavioural changes within them, resonating with the importance of education.



- 1. Economic improvement:**
  - Parents can focus on their livelihoods and labor work, leading to increased income due to the extra time gained while their children visit the SKBs.
- 2. Reduced financial burden of parents:**
  - Provision of basic resources for educational purposes by the SKBs
- 3. Increased awareness:**
  - Increased awareness about importance of education among parents leading to increased enrollment of their children in formal schools
  - Reduction in child labor

# Impact on community (4/4)

## Community

Program significantly influenced the community in multiple aspects, leaving a lasting impact.



## Sushila, Student Chhoti Sadri, Pratapgarh

"I joined SKB in 2020, and I have learned a lot here; my level has enhanced. Earlier I was not able to read and write, but now I can do it without any difficulty or fear."



- 1. Reduced girl child marriages**
  - due to developing eminence of education in the community
- 2. Improved literacy rates & behavioral change:**
  - Overall increase in literacy rates
  - Progressive behavioral change toward gender equality
  - Encouraging equal opportunities for boys and girls in education
- 3. Enhanced community development:**
  - Educated individuals contribute positively to community development initiatives
  - Creating a more prosperous and harmonious society

# Sustainability (1/2)

Sustainability assesses how well the programme ensures the long-term viability of its outcomes and influence.

## Continuity of the Programme

Over 97 percent of the dakshas said they would continue going to the SKBs in the future as it gave them a sense of empowerment and fulfilment aside from recognition within the community and serving as inspiration to other girls / young women to seek education.

Remuneration offered by IIFL Foundation is invaluable to the dakshas as they too belong to marginalized communities where poverty is rife, and finances are always strained. This is a huge incentive for the dakshas to continue teaching, apart from the fact that they feel inspired to impart education within their community to empower other girls. Moreover, without the support of the Foundation, it would be almost impossible to provide stationery and learning material to students and teachers. This aside, it is with the Foundation's support that the study curriculum is delineated, not to mention imperative regular teacher trainings. All this would cease if the Foundation were to exit the programme.



Students TLM at SKB

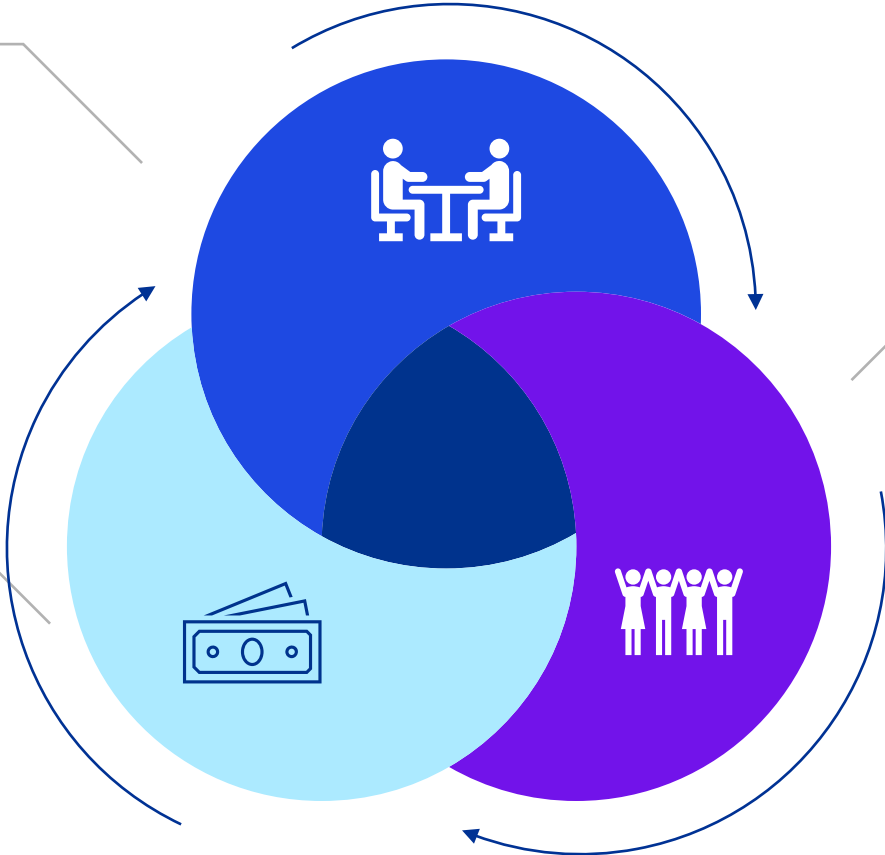
# Sustainability (2/2)

## Potential associations

Collaborate with other NGOs, local government bodies, private sector partners to explore the opportunities for a continued funding source.

## Widen aid support

Seek for grants, donations, partnerships with other organizations running programs of similar nature to sustain the SKBs.



## Institute community alliance

Involve local community for decision making roles in the program, leading to develop a sense of community ownership through making them an integral stakeholder of the program.

**Thank you!**