

Up Grade

KEEPING GIRLS IN SECONDARY SCHOOLS
IS CRITICAL – FOR THEM AND FOR US



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Kiawah Trust

The Kiawah Trust is a UK family foundation that is committed to improving the lives of vulnerable and disadvantaged adolescent girls in India. The Kiawah Trust believes that educating adolescent girls from poor communities allows them to thrive, to have greater choice in their life and a louder voice in their community. This leads to healthier, more prosperous and more stable families, communities and nations.

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Piramal Foundation strongly believes that there are untapped innovative solutions that can address India's most pressing problems. Each social project that is chosen to be funded and nurtured by the Piramal Foundation lies within one of the four broad areas - healthcare, education, livelihood creation and youth empowerment. The Foundation believes in developing innovative solutions to issues that are critical roadblocks towards unlocking India's economic potential. Leveraging technology, building sustainable and long term partnerships, forming scalable solutions for large impact is a part of our approach.

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FOREWORD

Education is the biggest challenge that our country faces today. We have a massive school system with 250 million children in 1.5 million schools, but are children are not learning. We placed second last in the global PISA test, better only to Kyrgystan in the quality of education that we deliver to our children! In this web of low student learning, girls in our nation are particularly disadvantaged.

It is estimated that 165 million women, in India, aged over 15 are illiterate and only one in 100 girls is reaching Class 12 currently. While number of girls attending primary school is largely same as the numbers of boys, the gap widens as they hit puberty and are forced to dropout to help with work at home or get married. School dropout rate amongst adolescent girls in India is as high as 63.5%. Nearly 45% girls in India get married before the age of eighteen years and roughly 50% of all working children are girls.

India is at serious risk of missing the UN's Millennium Development Goal of not just quality education for all by 2015, but also those related to women empowerment.

Ensuring quality education for girls is critical for India to achieve its socio-economic ambitions. All of our growth models depend on excellent human capital, and without investing in quality education, we will get trapped into being a middle income economy. We must recognize that women are critical contributors to our workforce, some of our leading business leaders today are women, and therefore empowering women to become responsible and productive citizens is critical for our nation's economic growth. Similarly, by investing in girls' education and empowering them to be opinion leaders and decision makers, we can address many challenges that are plaguing our society: maternal and child health, population explosion and gender based violence.

Our government too has recognized the importance of educating our girls and has taken some steps in this direction. Policies such as Sarva Shiksha Abhiyaan and the recently announced Beti Bachao, Beti Padhao scheme put special focus on access to education for girls. Additionally, as part of the Swachh Bharat Abhiyaan, the Government has committed to ensuring separate girls' and boys' toilets in each government school, with a view that toilets are particularly important to girls' retention and attendance.

But while increasing access to schooling for girls is critical, we need to ensure they receive high quality education to prepare them for success as our nation's leaders. Our policies should also focus on shifting mindsets of our communities to recognize the importance of investing in our girls' education. Moreover, special emphasis needs to be laid on reducing dropout for girls at the secondary level.

We need to ensure that every girl receives pre-primary education that lays a strong foundation for her knowledge, primary education that strengthens her literacy and numeracy skills, secondary education that enhances her vocational skills and employability and higher education that enriches her technical and intellectual capacity.

If we are able to combine access, quality, basic infrastructure like toilets and safety in our education policies for girls, we will be able to ensure that all our girls receive the education that enables them to be empowered citizens. Our nation will not truly progress, if we do not ensure that half our population is receiving quality education.

Every girl in India deserves a better chance at life, and I urge you to join Dasra in addressing this mammoth challenge of education for all girls which will ultimately help us achieve equity and growth in our society.



ASHISH DHAWAN

EXECUTIVE SUMMARY

For most of India's largely rural population, for economic and social reasons, completing school is an unlikely event. And for girls even more so. With the rate of drop-outs easily outrunning that of enrollments – in varying degrees across the country – India's potential talent pool of girls has always emptied out much faster than it has filled up.

Against that dust-blown background, 42-year old Meena Bhati stands out as a glimmering poster girl for both, Educate Girls (EG) as well as the larger cause of educating girls in India. EG is a Mumbai-based non-profit that works across more than 4,500 villages in Rajasthan, to give girls a better shot at entering and finishing secondary schooling.

Surviving the desert

Meena is a Field Communications Manager at EG - which is wonderfully ironic because she almost didn't complete her own schooling due to family pressure to marry. Hers is a story of circumstances coming full circle, and now spinning outwards into thousands of similar potential success stories. She was born in a patriarchal Rajasthani community that discourages girls from seeking an education, but she convinced her parents to let her study up to class 10.

When that milestone passed, she was pulled out of school and told to focus on household chores and care for her younger siblings. The next 10 years, she did just that. And then she was married. The setback proved to be a blessing. Her husband is a teacher, who helped her back into the school system, which she completed, then went on to acquire a Bachelor's degree in Education, and is currently studying Hindi and Rural Development at the post-graduate level.

Meena is now a role model for girls across the desert state; in her they see proof that they can aspire to a full education and then make it happen.

But she is also part of a miniscule minority among India's adolescent girls, who generally have far worse luck and family support when it comes to staying in school.

1 / 100
girls

*in rural India
reaches grade 12*

There is a
shortage of
2,00,000

*secondary schools
in India*

53%
of teachers

*at the secondary
level have only
completed
graduation
or less*

Class barriers

At home, they face parents, specially in rural settings, who do not see value in girls being educated. Many girls in their early-to-mid teens are seen as overdue for marriage and pulled out of school. In homes where money is scarce – and it often is – it is considered better spent on boys than girls.

At school, girls say their teachers' perceptions and behaviors are biased towards boys. School books frequently reinforce gender stereotypes of women as passive participants without much to contribute socially, economically or intellectually.

All these factors shape a girl's desire to go to school and stay there until completion – and her parents' desire to send her there.

While there may be differences of opinion on the choice of response to the issue, there is no ambiguity at all on what secondary education can do for girls. Experts and experience have shown beyond any doubt that – like a girl-child vaccine of sorts – it fights early marriage and pregnancy, improves maternal and child health, and gives her a measure of economic independence.

Dasra has identified the following four cornerstones that hold the potential to build a secondary school system that can achieve this:

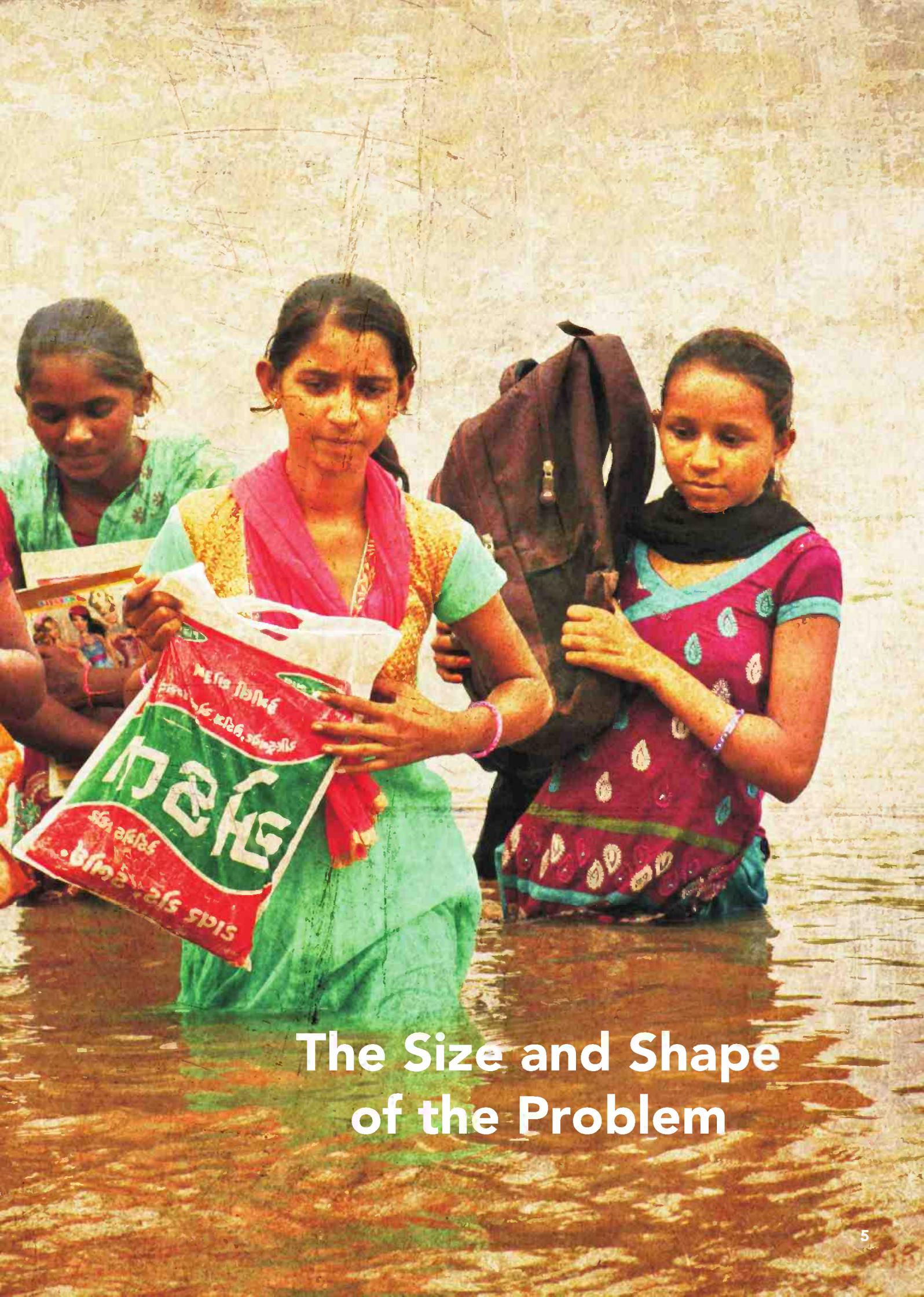
1. Decentralize management authority down to school level
2. Create a girl-friendly environment in secondary schools
3. Increase focus on skills development
4. Integrate technology to improve quality of education

Roll call

While a nascent generation of non-profits is exploring new ways to make this happen, their patchwork of programs can become a completed jigsaw only when businesses and the government place the full weight of their intents and resources behind these fledgling efforts. A good place for them to start would be funding non-profits such as Children's Lovecastles Trust, Going to School and Learning Links Foundation, which are doing pioneering work to take secondary education to girls across the country.

We can take no credit for the first Meena – she was entirely the product of sheer good fortune and the surge of her own aspirations. But if we make it our business to nurture and inspire the next generation of Meena Bhatias across the countryside, we will have pointed India's girl child towards the horizon and set her free.

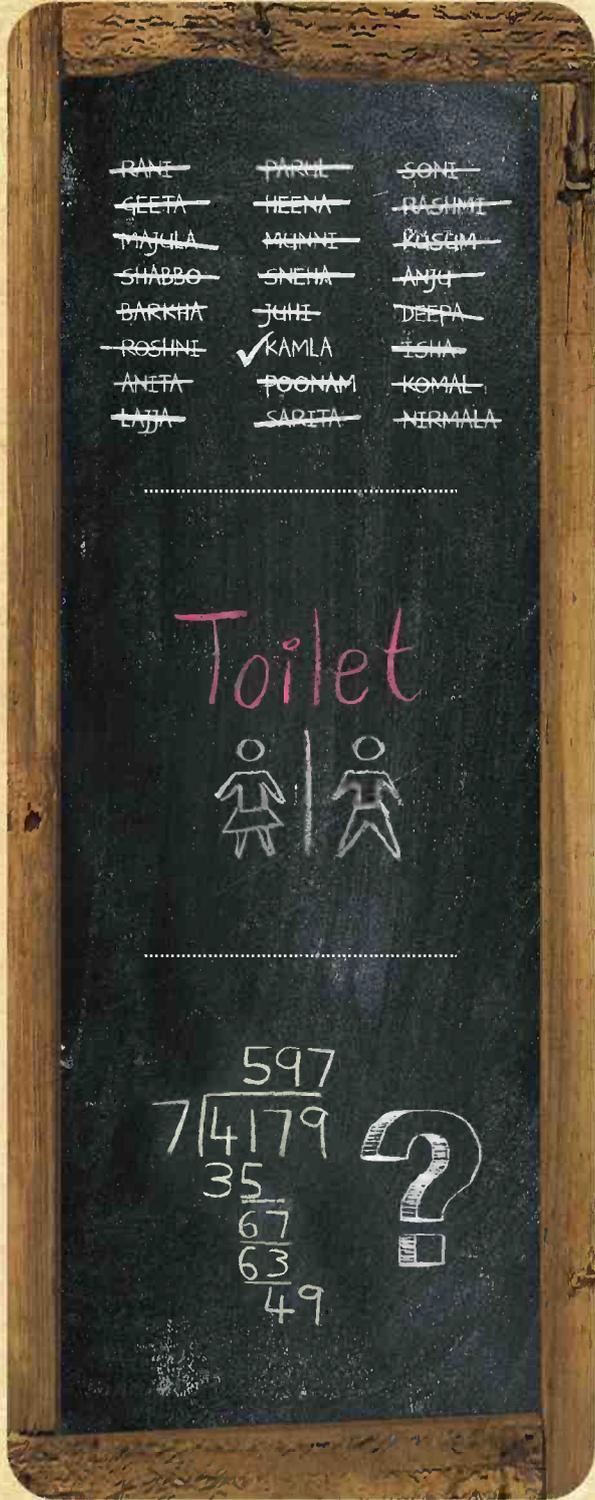




The Size and Shape of the Problem

3.7 million

girls are out-of-school in India.



Enrollment, attendance and completion:

- 43% girls and 58% boys are enrolled in secondary education
- 49% of girls enrolled in secondary school do not attend classes

Access and Infrastructure:

- 39% of poor households have access to a secondary school within a 2 km radius as compared to 59% of rich households
- 40% of schools do not have a separate toilet for girls

Quality:

- There are about 11 female teachers per 100 male teachers in rural India, compared to 138 female teachers per 100 male teachers in urban India
- 25% of all children enrolled in Std VIII have difficulty reading a simple text at the Std II level of difficulty. Nearly 50% still cannot solve a division problem

This section defines the problem on two counts:

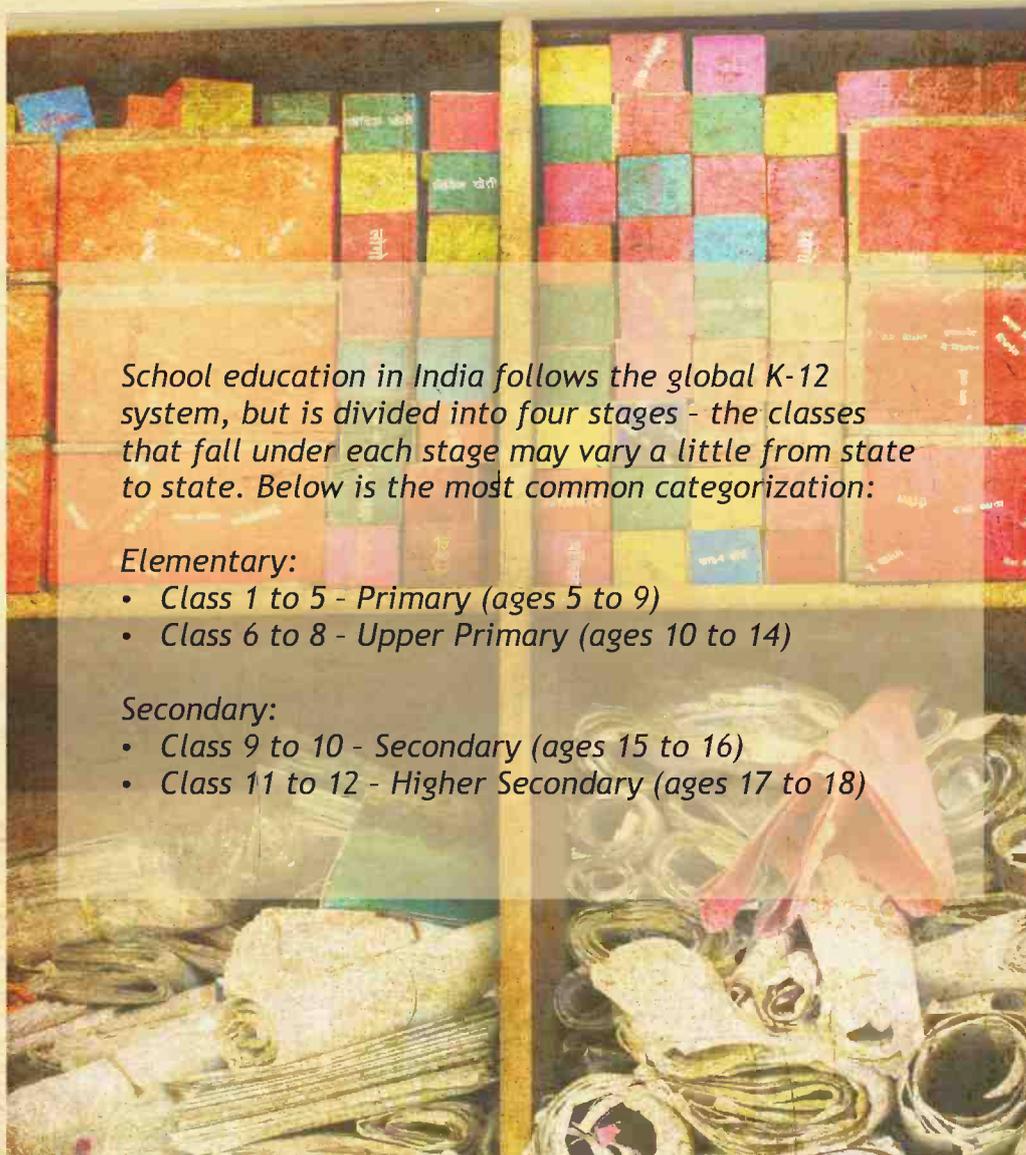
1. India's shifting focus from elementary to secondary schooling, and
2. How secondary education is failing girls in India

1. INDIA'S SHIFTING FOCUS FROM ELEMENTARY TO SECONDARY SCHOOLING

India has made strong progress in education in the last two decades, achieving nearly complete enrollment in primary education.¹ Development stakeholders ranging from the Indian government to international organizations, civil society and philanthropists have been directing extensive focus and funding towards the growth of the education sector.

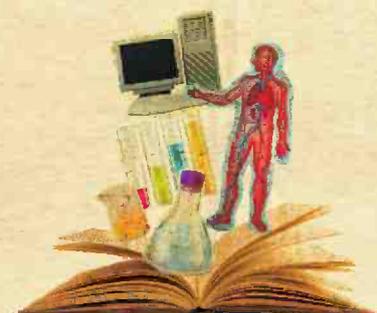
Most of this focus has been on primary education, as the first step, aimed at establishing the importance of education in the minds of marginalized communities, improving enrollment, access to schools and literacy levels. India has made significant progress in these areas and India is track to achieve its Millennium Development Goal of universalizing primary education.² Enrollment level in primary schools has made significant strides with over 97% of children in schools in 2014.³

Strong rates of enrollment and retention at the primary school level, along with India's sustained economic growth, have significantly increased demand for secondary education, which is where the focus of the development sector and the government is now shifting to.⁴



Fundamental differences between elementary and secondary education sectors:

It is important to recognize the key factors which differentiate the secondary education sector from elementary education. These factors make it difficult to replicate a strategy which worked at the elementary level for secondary education.



Elementary Education Sector

Secondary Education Sector

Management Structure

A majority of the schools are government schools.

Large proportion of students study in privately managed schools, which are autonomous in nature.

There are around 30 state secondary examination boards, which add to the heterogeneity, making it difficult for a single solution to address the challenges across the country.

Policy

Elementary education is a constitutional right in India and so various government schemes and programs aim to make education affordable and bring schools within convenient reach of the marginalized sections.

Secondary education is not a right and there exist several barriers which limit access to it.

Resource Requirement

Investment required in elementary schools is relatively lower than secondary schools.

Secondary schools require higher investment.

Skilled subject teachers, high quality learning materials and learning aids such as science laboratories, libraries and computer laboratories, are essential requirements for secondary education.

2. HOW SECONDARY EDUCATION IS FAILING GIRLS IN INDIA

It is estimated that for every 100 girls that enroll in school in rural India, 40 will reach grade 4, 18 will reach grade eight, nine will reach grade 9, and only one will make it to grade 12.

Quality secondary education equips girls with the skills, attitudes and experiences that they need to be able to exercise choices and make themselves economically self-sustaining – it is one of the most effective ways to level the gender gap.

Compared to primary schooling, gender parity at the secondary education level is skewed substantially in favor of boys.

The early years of puberty are when adolescent girls from rural and less developed India are most likely to drop out of school. Secondary education is a privilege held back from them by two forces – gender and community restrictions, and institutional bottlenecks.

Gender-based constraints typically include strong social stereotyping that views education spending as wasted on girls, who are expected to either marry early (often under-age) and focus on child rearing, cooking and cleaning; or join the labor market and support their families. Additionally, India's poor standards of latrine design, construction and maintenance, particularly in schools, discourage girls from using toilets during menstruation. On menstruating days, in the absence of a safe and private place to manage their period, girls often leave school half-way through the day – many simply prefer to stay home. These factors limit mobility for menstruating girls, resulting in missed school attendance and consequently poor academic performance.

Institutional factors primarily involve an acute shortage of good secondary schools across the country, as well as unsafe and inconvenient access for girls, typically involving long distances covered on foot, and the potential danger of kidnapping and sexual assault.

Institutional bottlenecks also include the fact that most non-urban schools lack good toilets, specially for girls; there is also a lack of quality secondary school teachers, as well as teaching materials such as science and computer labs, and libraries. Across the country, there are also substantial regional differences in availability and quality of secondary education – the issue is particularly severe in the central Indian belt of states that includes Rajasthan, Uttar Pradesh, Madhya Pradesh, Bihar and Jharkhand, where gender stereotyping is loaded heavily against women.

For a girl, the consequences of getting little or no education are wide ranging – including poor health and nutrition, above-average mortality rates, weak economic performance, poor control over decisions affecting her life and a continuing cycle of poverty for her family.

The range of obstacles that come in the way of girls entering and staying in the secondary school system can broadly belong to two categories – lack of access, comprising factors that originate from individuals or households and the community they live in; and poor quality, which stems from institutional weaknesses – both of which work at the individual, community and institutional levels.⁵

	Individual	Community	Institutional
Lack of Access	<p>Economic access</p> <p>Non-urban households tend to view spending on school fees, uniforms, books and transportation as wasted on girls – making them much more likely to be pulled out of school than boys.</p>	<p>Social access</p> <p>Social norms in rural societies promote girls being married early and largely confined to their homes post-puberty.</p> <p>More than completing their education and finding jobs, girls are expected to focus on household chores and raising children.</p>	<p>Physical access</p> <p>Demand for secondary schools far exceeds supply. As a result, a non-urban secondary school will typically be a long walk from a girl's home – often involving the risk of kidnap and sexual assault.</p>
Poor Quality	<p>School readiness</p> <p>Insufficient support at home makes girls unable to cope with secondary school standards, leading to failure in exams.</p> <p>Pressure to focus on domestic chores is a demotivating factor for girls aiming to stay in school.</p>	<p>Unequal treatment</p> <p>India's gender stereotypes are reinforced in schools and teachers' attitudes, making girls uneasy and stressed.</p> <p>Discrimination against certain castes and communities results in girls from these groups being more repressed than the general population of girls.</p>	<p>Learning environment</p> <p>School infrastructure – toilets, drinking water, safe surroundings – often tends to be unsuitable for girls.</p> <p>Secondary education does not guarantee employability skills, so girls' parents perceive poor relevance.</p>

Adapted from:

- UNICEF (2007). *A Human Rights-Based Approach to Education for All*
- Carlson, Samuel. 2009. *Secondary Education in India: Universalizing Opportunity*. World Bank

So far, most efforts to improve secondary education have focused on addressing supply-side or institutional issues – but a range of pilot programs have shown that opening new schools with the requisite infrastructure does not guarantee enrollment and retention. Consequently, the focus is now expanding to also ensure community buy-in, thereby addressing demand-side issues as well.

LACK OF ACCESS

Individual-level barriers – Economic Access:

The most commonly cited reason for girls dropping out of school is the inability of their households to bear the cost of schooling. At elementary education level, this is not much of an issue anymore, with the Right to Education Act providing for universal access; also since most schools are government-aided, they do not charge school fees. But the secondary level consists of more private than government schools, and in most cases, they are fee-based, which puts them out of reach of the poor. Further, at the secondary level, parents have to bear higher costs on uniforms, school books and other study material, and transportation.

As the table below shows, the burden of education on the poorest families is far greater than that on the richest families. Considering that marginalized households tend to have more children this burden only increases, often compelling parents to continue education for their sons instead of their daughters.

A study in Madhya Pradesh found financial constraints to be the leading barrier to girls' secondary education, with 70% of surveyed households considering it a critical factor influencing their decision to keep their girls in school.

Table: Burden of education on the poorest families

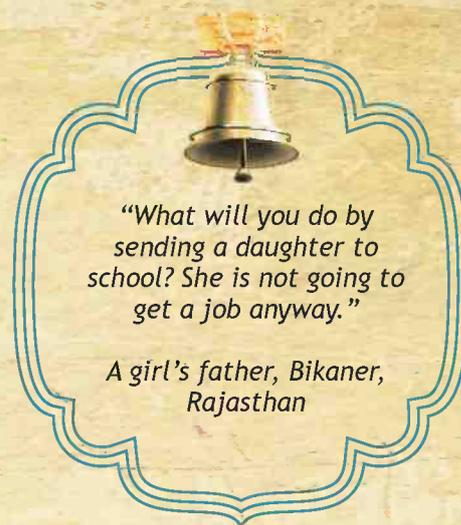
	Quintile 1 Poorest households	Quintile 2	Quintile 3	Quintile 4	Quintile 5 Richest households
Household average monthly consumption (INR)	1536	2252	2982	4098	11,163
Minimum monthly schooling fee (INR 260) as % of average monthly consumption	17	12	9	6	2
Average number of children	3.2				0.8

Community-level barriers – Social Access:

In the more marginalized parts of the country, secondary education is seen as irrelevant for girls, and parents and local communities do not support or encourage girls to complete schooling.

Lack of parental support: The mindset of parents in marginalized rural areas can be a strong barrier to education for girls. Their aspirations for daughters are limited to seeing them as wives and mothers – best suited for domestic chores such as fetching wood and water or caring for younger siblings – and few such parents expect their daughters to earn a living outside their community. Following this, they see little value in educating girls beyond elementary level, when schooling becomes relatively more expensive.

Rigid social norms: Studies have shown that a significant proportion of girls who drop out of schooling did so because they were about to get married. Customs prevailing in many rural societies in India encourage girls to get married in their teens. Traditional social norms also endorse keeping adolescent girls at home, and conservative rural communities also often discourage the idea of sending girls to co-educational schools, preferring to let them drop out instead. Fortunately, in recent years, increasing development sector focus on addressing child marriage has had a positive impact on girls' education.



“What will you do by sending a daughter to school? She is not going to get a job anyway.”

A girl's father, Bikaner, Rajasthan

Source: ICRW (2011). Delaying Marriage for Girls in India, Formative Research to Design Interventions for Changing Norms



One in five women aged 20-24 in India was married before age 15.

Source: Dasra (2014). Marry Me Later: Delaying Marriage and Pregnancy in India

Institutional-level barriers – Physical Access:

The existing number of secondary schools is insufficient to fulfill growing demand for secondary education. A recent Ernst & Young report estimated the need for 2,00,000 more secondary schools across India. The inability to conveniently reach a secondary school, especially in remote rural and tribal areas, is another key reason for girls dropping out of school. Studies show that having secondary schools nearby increases the chance of rural girls transitioning to secondary education.

While 99% of the rural population has a primary school within a 1-km radius from their homes, the scenario at the secondary level is different, with schools being spaced much further apart. This forces girls from economically weak sections either to pay for transportation or risk being sexually assaulted on the walk to or from school.

So far, the most common policy measure to address this lack of access has been to construct new schools and thereby also reduce the distance to be covered from home to school. But at secondary education level, scaling up access through school construction programs has been found to be ineffective, because secondary schools need to be supplemented with qualified subject teachers and infrastructure such as laboratories and libraries, which remain in short supply. Less than 30% of schools have separate rooms for science and computer labs, and less than 10% have math and language labs.

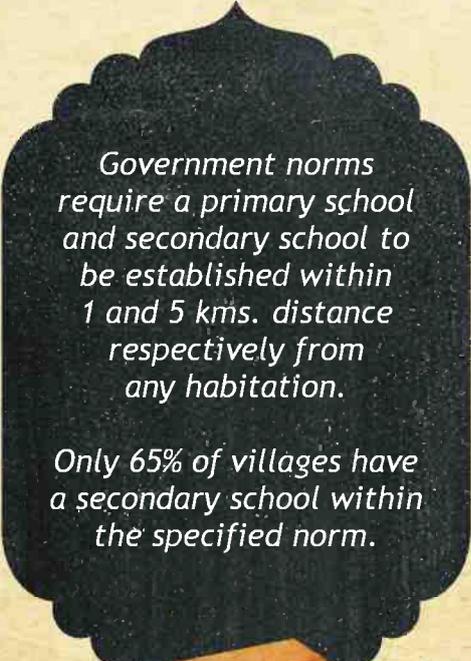
In two in-depth case studies of secondary schools in Rajasthan and Odisha, large disparities were found between rural and urban schools. The provision of equal facilities and learning resources to level the playing field between different types of schools and between rural and urban areas is an essential part of the agenda for the secondary school system. A government report recommends building larger secondary schools with more facilities, even if that would mean double-shifting, so as to provide better learning resources and make more efficient use of available land infrastructure.



“Now she is 14 years old. It is very troublesome if she goes so far all alone. We take them to school and bring them back. One person has to be assigned with this responsibility all the time. All our girls stop going to school because of the distance.”

A girl's father, Datia, Madhya Pradesh

Source: ICRW (2011). *Delaying Marriage for Girls in India, Formative Research to Design Interventions for Changing Norms.*



Government norms require a primary school and secondary school to be established within 1 and 5 kms. distance respectively from any habitation.

Only 65% of villages have a secondary school within the specified norm.

POOR QUALITY

Individual-level barriers

Lack of school readiness: Increasingly, studies show that lack of interest from girls is a key reason for them not transitioning from elementary to secondary school. This can partly be attributed to – apart from discouraging environments at home – poor quality of education at the elementary level, which leaves them unable to cope with the rising difficulty of the curriculum at secondary level and failing Class 9 – which is the first level where promotion to the next class is not mandated by law.

Community-level barriers

Unequal treatment: Societal norms and biases against girls and the disadvantaged classes are often manifested inside the class, making them less inclined to attend school.

Gender-biased environment: Teachers often have different expectations from their male and female students. This biased perception of students' abilities is reflected in their attitudes, through the type of praise and feedback they give, and their teaching methodology, which affects classroom participation and eventual educational success of girls. Also, the learning environment through books and curricula frequently reinforces gender stereotypes by depicting girls and women in traditional roles, doing unpaid domestic work, or in a narrow set of professions such as teaching and nursing, with rare mentions of the broader range of options that girls can aspire to.

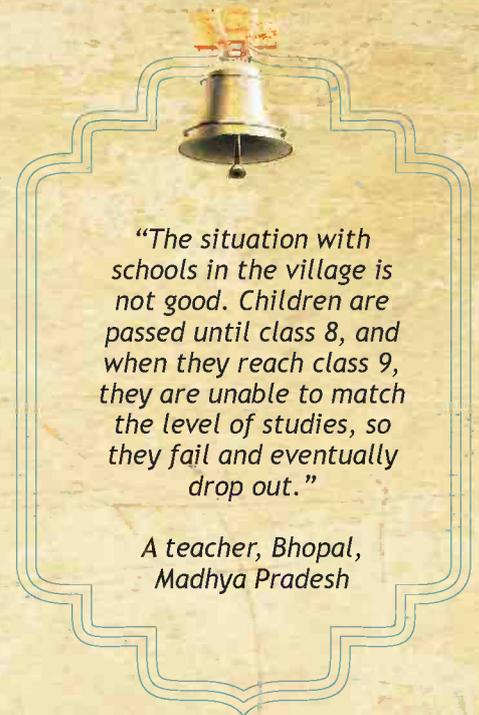
Discrimination: In certain regions, children from marginalized communities, such as Dalits and tribal groups, are discriminated against at school; sometimes they are asked to perform tasks such as cleaning floors or washing dishes. In some cases, these children are made to sit separately from others. The situation is much worse for girls from these communities.

Institutional-level barriers

A major challenge that is now increasingly coming to the foreground for elementary and secondary education is poor quality of available education.

Poor learning levels: Although enrollment in secondary schools is increasing, many girls leave school with poor learning levels. This is primarily due to poor teaching and curricula. There are limited teachers available in rural areas qualified to teach at the secondary level – 53% of teachers at the secondary level have only completed graduation or less.⁶ A majority of existing teachers require in-service training to be able to effectively teach the more technical subjects, such as science and math.

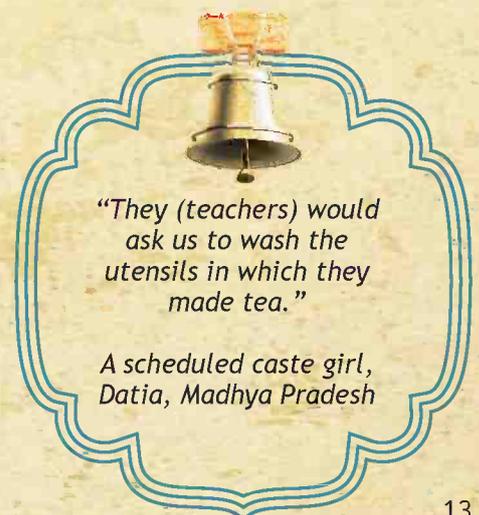
Further, the standardized curriculum used in secondary schools does not take into account the experiences of rural students, those speaking minority languages and regional disparities in its design, compounds the problem. This leaves students feeling disconnected from what they are being taught and consequently unable to imbibe it well.



Textbooks show girls sweeping floors, serving food to boys and helping their mothers fetch water



Source: ICRW (2011). Delaying Marriage for Girls in India, Formative Research to Design Interventions for Changing Norms.



Inadequate and unsafe school environment: Most budget and government secondary schools lack basic school infrastructure such as separate functional toilets for girls, drinking water and boundary walls, and essential facilities like libraries, laboratories, computer centers and playgrounds – these help improve a child’s desire to go to school, and are also a factor hampering girls’ retention.

Further, concern for the safety of a girl child, especially post-puberty, makes parents reluctant to let their daughters spend the day in an environment that is male-dominated and potentially unsafe. The severe lack of trained female teachers for secondary education, especially in rural areas, remains a continuing challenge.

Lack of perceived relevance: Dasra’s interviews with sector experts revealed that the lack of relevance of secondary education, as perceived by girls and their parents, is a critical underlying factor in the issue of drop-outs. Since completing secondary schooling does not build the skills needed to find a job or earn a living, girls find it irrelevant to put in an additional four years of education after they acquire basic literacy skills at the elementary level.



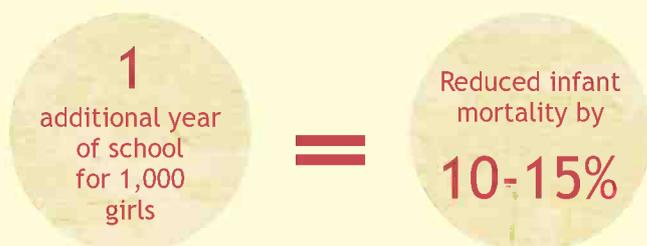
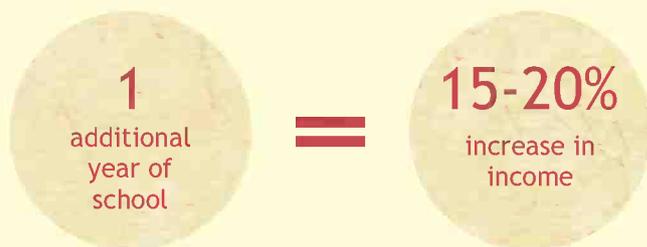
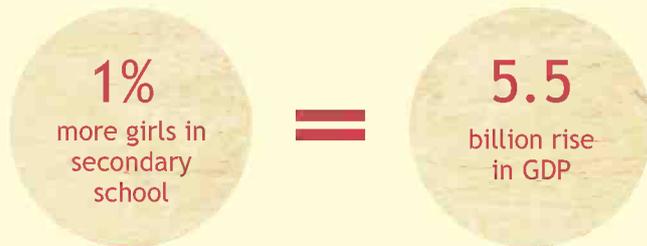
Source: UNICEF 2012



“Study after study has taught us that there is no tool for development more effective than the education of girls and the empowerment of women. No other policy is as likely to raise economic productivity, lower infant and maternal mortality, or improve nutrition and promote health.”

*Kofi Annan, former Secretary-General,
United Nations*

WHY INVEST IN SECONDARY EDUCATION FOR GIRLS?



A girl with secondary schooling is



less likely to be a child bride



Sources:
UNESCO (2011). *Education Counts: Towards the Millennium Development Goals*.
World Bank (2002). *Returns to Investment in Education: A Further Update*. Psacharopoulos, George, and Harry Anthony Patrinos
Center for Global Development (2009). *Girls Count: A Global Investment & Action Agenda*. Levine, Ruth; Lloyd Cynthia; Greene Margaret; and Grown Caren.

The benefits of educating girls are so significant and pervasive, that experts believe educating girls may be the highest-return investment available for the developing world. Educating girls improves the health and well-being of women and their families, reduces their vulnerabilities while giving them more agency in their communities and also stimulates economic growth across the country.

These benefits are visible as early as the primary education stage, but are significantly greater, and clearly result in girls having more decision-making authority and control over their lives when they have completed their secondary education.⁷

Education reduces early marriage and births

Attaining secondary education has been found to have a direct impact on delaying the age of marriage in girls; women with secondary education also tend to have smaller families and invest more time and resources on their children's health and education.

Further, secondary education for girls from marginalized communities helps meet the growing need for female teachers and health workers in these communities. This is especially pertinent in societies like India, where there is a strong preference for women being served by women teachers or doctors. Attaining higher education levels also encourages women's political participation, which is currently significantly skewed in favor of men.

Education decreases child death

Higher levels of education greatly increase a young woman's awareness of basic healthcare and empower her to make better decisions about her well-being and that of her family. This is widely acknowledged as having a clear impact on improving maternal and child health, affecting the general health and nutritional status of women and children across several indicators. According to UNESCO, in rural India, educated women have improved mobility and decision-making power to seek healthcare when a child is sick. Also, these children were shown to have better health indicators, such as height and weight.⁸

Table: Girls who complete secondary education, marry later and have healthier children

Education Level of Females	Mothers age at First Birth	Children <5 mortality (per 1000 birth)	% of children with basic vaccinations	% of children who are malnourished	% of women with knowledge of HIV/AIDS
None	19	95	26	52	30
< 5 years	19	79	46	46	57
5-7 years	20	61	52	39	69
8-9 years	21	47	60	35	85
10-11 years	22	40	66	27	95
12 years	25	30	75	18	99

Source: Carlson, Samuel (2009). *Secondary Education in India: Universalizing Opportunity*. World Bank

Education increases income

According to a World Bank study, the returns on secondary education are significantly higher than that on elementary education, and this is even more so for females. Achieving quality secondary education allows a girl to find a better-paying job in the organized sector and be economically independent, giving her a chance to break the cycle of poverty for her family and contribute to the country's overall productivity.

Further, India's economic growth is fuelling a rise in demand for a skilled workforce equipped with at least secondary education, which makes it critical to improve the quality of our secondary education and maximize the number of girls able to access it.

CONCLUSION – GOING FROM 1% TO 100%

In October 2012, an 11 year-old was shot at for wanting to go to school. She survived and went on to win the Nobel Peace prize for her advocacy efforts for education for girls. She was brave and could fight for her fundamental right to education in the face of extreme adversity. There are millions like her who silently go through life without ever making it through school – they wish they could, every girl wishes she could, but a combination of social, economic and cultural hindrances deny them a fair chance at life. It is shameful that a girl had to be almost fatally shot for the world to take notice of the suffering girls in some parts of the world go through to go to school.

There are clear social and economic benefits of keeping girls in school. Yet only 1% of all girls in India are completing grade 12. It will take our collective will and resources to make it a 100%. Over the past decade, we have achieved significant progress in elementary education. It's time we take the next step towards ensuring that every girl not only starts but completes her education as well. We need to join this movement, to create more 11-year old leaders of change, to fight to keep them in school and give them the power to realize their dreams and of those around them.

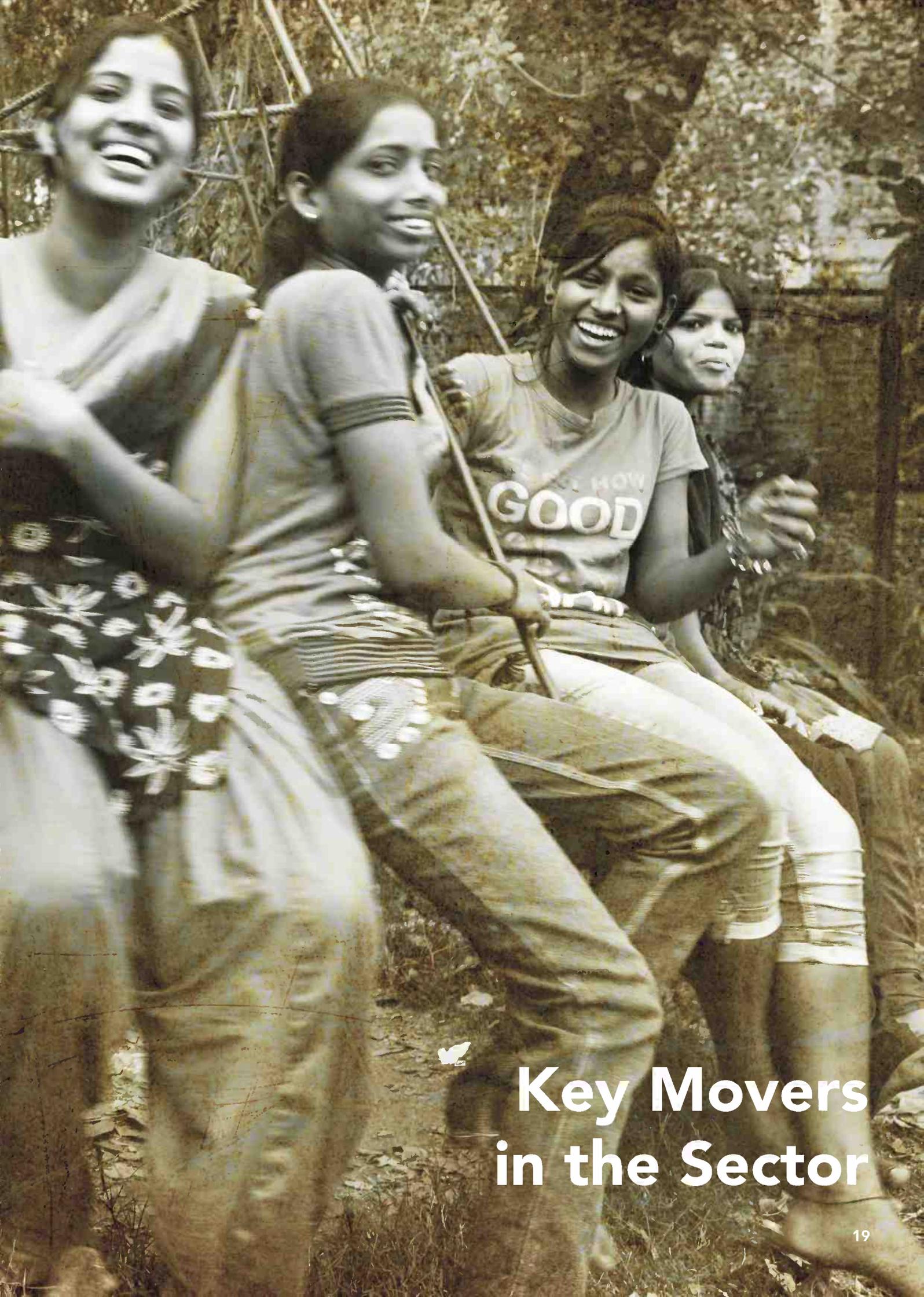
KEY TAKEAWAYS

- Strong rates of enrollment and retention at the primary school level, along with India's sustained economic growth, have significantly increased demand for secondary education, which is where the focus of the development sector and the government is now shifting to.
- Gender parity in education is almost equal at the primary level, but in secondary education, significant gaps persist. Only 43% girls are enrolled in secondary education as compared to 58% of boys.
- Unavailability and unaffordability of schools, along with poor learning environments and teaching quality are the institutional barriers to a girl completing secondary education. Her community-based barriers include deep-rooted biases against education for women, as well as social-cultural expectations that discourage them from stepping out of their homes.
- Benefits of education are visible as early as the primary education stage, but are significantly greater when women have completed their secondary education. Completing secondary education for girls reduces incidence of child marriage, improves health of mothers and children, increases income and boosts a nation's economic growth.





PHOTO © DIT / CREA



Key Movers in the Sector

GOVERNMENT

The State is increasing its focus on secondary education with comprehensive and innovative education policies, consisting of a wide range of interventions aimed at creating awareness, improving quality, and minimizing physical and social barriers. It is partnering with stakeholders – development agencies, non-profits, external consultants – to design, pilot and implement new programs.

Central Government Schemes

The central government designs schemes aimed at improving education outcomes and provides state governments with the technical support and funding to implement these schemes on the ground.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA):

This is a centrally-sponsored scheme of the Ministry of Human Resource Development, aimed specifically at improving secondary education. The 2014-15 budget allocated INR 83,771 crore (nearly 4% of India's GDP) to education, with a significant 6% of this budget being allocated for RMSA. The key objectives of RMSA are:⁹

1. To achieve 75% enrollment by 2014 from 52% in 2005
2. To provide universal access to secondary education by 2017
3. To improve the quality of education and remove gender, socio-economic and disability barriers

So far, RMSA covers 50,000 government secondary schools fully, and supports 30,000 aided secondary schools. It provides them with physical facilities such as classrooms, laboratories, libraries, toilet blocks and residential hostels for teachers; works on quality-improvement interventions such as appointing additional teachers, training teachers using technology-enabled education modules, curriculum reforms; and also aims to create gender and class equity by giving preference to minority concentration areas while opening schools, hiring more female teachers and providing scholarships for girls.

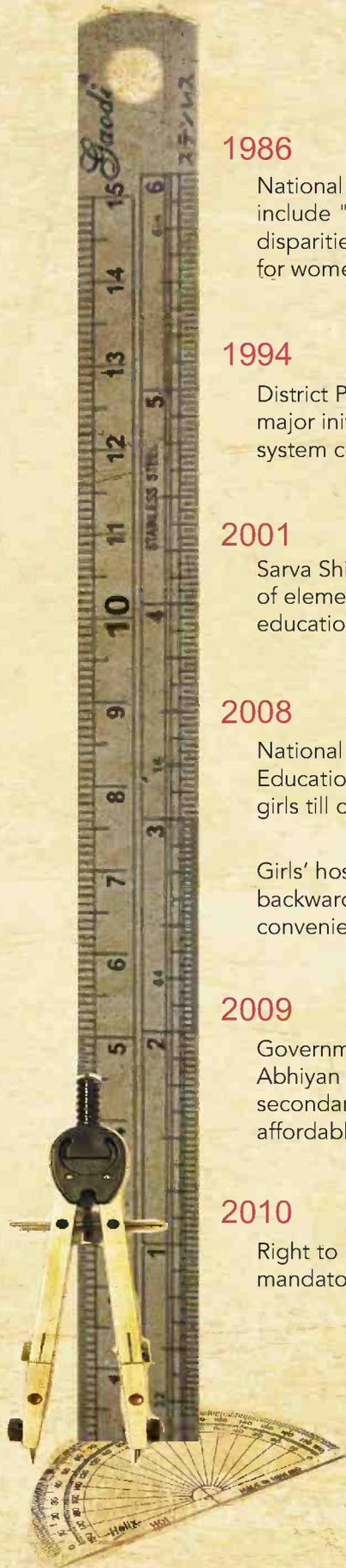
The government's educational TV channel, Gyan Darshan, and radio channel, Gyan Vani, offer programs for primary and secondary school children in English, Hindi and regional languages. The content is created with contributions from various ministries, educational institutions, non-profits and research organizations, including Indira Gandhi National Open University, National Council of Educational Research and Training, and the Indian Institutes of Technology.

State Government Schemes

States implement the Center's policies by adapting them to local requirements. Besides institutional issues, they also address individual barriers through conditional transfers – in cash or kind.

For instance, the Bihar government's Free Bicycle Program¹⁰ gives girls studying in classes nine and above in government and government-aided schools INR 2,500 to buy a bicycle. Between 2007 and 2010, this helped nearly 900,000 girls go to school.

Madhya Pradesh has implemented various conditional cash transfer schemes to reduce demand-side barriers for girls. Two examples are Ladli Lakshmi Yojna, which provides INR 2,000, INR 4,000 and INR 7,500 to girls on gaining admission to classes 6, 9 and 11 respectively; and Kanya Shakhsharta Protsahan Yojna, which provides INR 500, INR 1,000 and INR 3,000 to girls on passing classes 5, 8 and 10 respectively.¹¹



1986

National Policy on Education (NPE) was the first to include "special emphasis on the removal of disparities and to equalize educational opportunity" for women and minorities

1994

District Primary Education Program launched as a major initiative to revitalize the primary education system covering 272 districts in 18 states

2001

Sarva Shiksha Abhiyan (SSA) aimed at universalization of elementary education with special focus on girls' education and children with special needs

2008

National Scheme of Incentive to Girls for Secondary Education includes financial aid to ensure retention of girls till class 12

Girls' hostels established for students of 'educationally backward blocks' to make attending schools more convenient

2009

Government launches Rashtriya Madhyamik Shiksha Abhiyan (RMSA), its flagship program to make secondary education available, accessible and affordable to all

2010

Right to Education Act makes free education mandatory for children between ages of 6 and 14 yrs

CORPORATES

Businesses are investing their Corporate Social Responsibility (CSR) resources to strengthen institutions in the secondary education sector by leveraging their core expertise, management skills and technological capabilities.

Partnering with non-profit organizations:

Corporates are collaborating with non-profits to implement community-based interventions and work directly with students. Such partnerships help corporates reach out to the most marginalized communities in greater numbers.

Owning and operating schools:

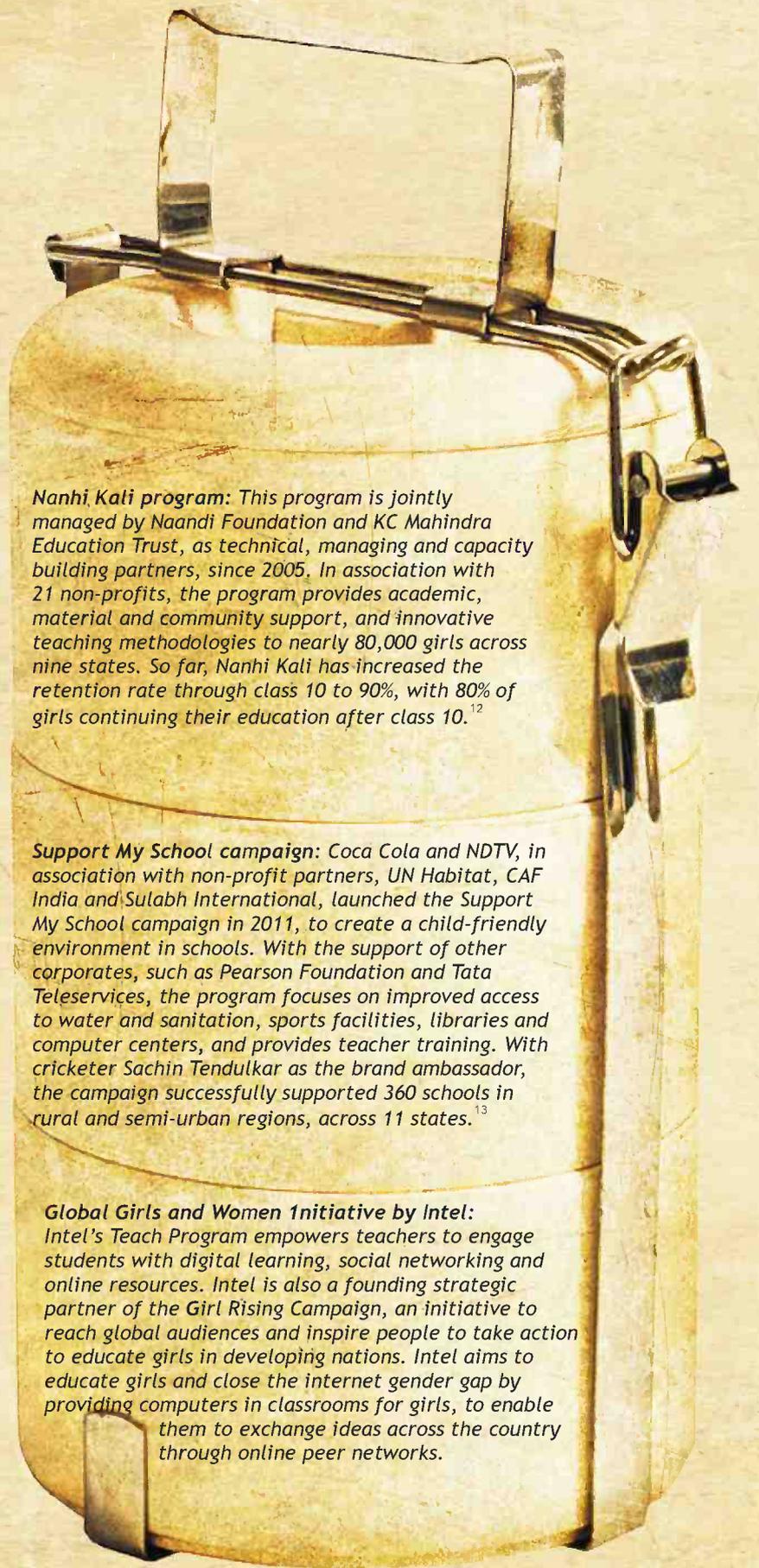
Corporates are also improving and building school infrastructure to create a conducive learning environment and ensure better engagement of students.

This approach involves higher investment in terms of resources and human capital.

Leveraging core business expertise

As part of their CSR, technology companies are training teachers to use Information and Communication

Technology tools generally for education, and specifically to improve students' computer literacy, and make secondary education more relevant for them.



Nanhi Kali program: This program is jointly managed by Naandi Foundation and KC Mahindra Education Trust, as technical, managing and capacity building partners, since 2005. In association with 21 non-profits, the program provides academic, material and community support, and innovative teaching methodologies to nearly 80,000 girls across nine states. So far, Nanhi Kali has increased the retention rate through class 10 to 90%, with 80% of girls continuing their education after class 10.¹²

Support My School campaign: Coca Cola and NDTV, in association with non-profit partners, UN Habitat, CAF India and Sulabh International, launched the Support My School campaign in 2011, to create a child-friendly environment in schools. With the support of other corporates, such as Pearson Foundation and Tata Teleservices, the program focuses on improved access to water and sanitation, sports facilities, libraries and computer centers, and provides teacher training. With cricketer Sachin Tendulkar as the brand ambassador, the campaign successfully supported 360 schools in rural and semi-urban regions, across 11 states.¹³

Global Girls and Women Initiative by Intel:

Intel's Teach Program empowers teachers to engage students with digital learning, social networking and online resources. Intel is also a founding strategic partner of the Girl Rising Campaign, an initiative to reach global audiences and inspire people to take action to educate girls in developing nations. Intel aims to educate girls and close the internet gender gap by providing computers in classrooms for girls, to enable them to exchange ideas across the country through online peer networks.

INTERNATIONAL ORGANIZATIONS

Having successfully supported elementary education initiatives, international organizations are now shifting their focus to secondary education. The extensive research and advocacy, and implementation of programs by international development agencies and non-profits have helped increase focus on the sector and make government policies more effective.

Research and Advocacy

UNICEF creates platforms through conferences for government representatives and education experts to discuss challenges in secondary education, and the extension of the RTE Act to secondary school. UNICEF also publishes evidence-based research on secondary education for girls.

Program Implementation

*International non-profit organizations such as **Room to Read** and **CARE India** have implemented pioneering education programs and leveraged public-private partnership models to improve education outcomes for girls.*

Funding and Technical Support

PSIPSE (Partnership to Strengthen Innovation and Practice in Secondary Education) is a multi-donor collaborative, started in 2012, to accelerate innovation in secondary education in India, East Africa and Nigeria. It is led by a group of private donors including Central Square Foundation, MacArthur Foundation and Marshall Family Foundation.

The donor collaborative currently funds more than 20 innovative projects in India, for a period of 2-3 years.¹⁴ These non-profits also receive technical assistance, networking and M&E (monitoring and evaluation) support from Catalyst Management Services - India, the local research and development branch of PSIPSE.

.....
*The government's RMSA program receives support from multi-lateral agencies such as the **World Bank** and **DFID**, which have committed USD 449 million and USD 89 million in financial aid respectively to the various activities under it. The project also receives technical and management support worth USD 29 million from DFID to accelerate program delivery and strengthen management information systems.¹⁵*

EDUCATION-FOCUSED ENTERPRISES

The potential for growth and high returns in the education sector is spurring social ventures to build innovative models aimed at secondary education. These models have a growing support base from impact investors because they have the potential to scale rapidly. However, very few such models currently target secondary education for girls or work in remote areas.

Low-Cost Innovative Education Models

Social businesses are creating low-cost education models for schools, in the form of ICT kits and digitalized content to enhance the quality of secondary education. In many cases, the revenue generated is used to cross-finance their social ventures. These businesses mainly serve urban middle- and lower-class populations.

Some examples of such organizations include **Rumi Education**, which partners with 100 budget-private schools to provide them with affordable ICT-based learning and teaching aids, priced at INR 6,000-12,000 per year.¹⁶ **Butterfly Fields** sells 25% of its after-school training programs in science and maths to private schools, using this revenue to supply the remaining 75% of its modules at a much lower price to government schools.¹⁷

Educational Entrepreneurship Models

'Edupreneurs' bring innovative and efficient solutions to the education sector. In most cases, their approach is limited to serving the private sector, although increasingly they are partnering with government schools and reaching out to marginalized communities through their social venture arms.

Business models like **Educomp**, **Next Education**, **Everonn** and **XSEED** partner with private schools to provide e-learning labs, teacher training and digital curriculum across all levels of schooling. Their approach emphasizes research and content development activities and invests substantial amounts towards human capital development at their organizations. One example is Edureach, a division of Educomp, which has partnered with 16 state governments, reaching over 11,000 government schools, to set up computer labs, provide multimedia content in regional languages, and conduct teacher training and monitoring.¹⁸

Investment in Education

Investors fund scalable, high-impact social models in education to help close access, quality and affordability gaps. Those focusing on funding innovative, low-cost education models include **Aavishkar**, **Acumen**, **Unitus** and **LGTVP**. The Indian School Finance Company, a non-banking finance company, provides easy-access loans at competitive interest rates to schools and education entrepreneurs.



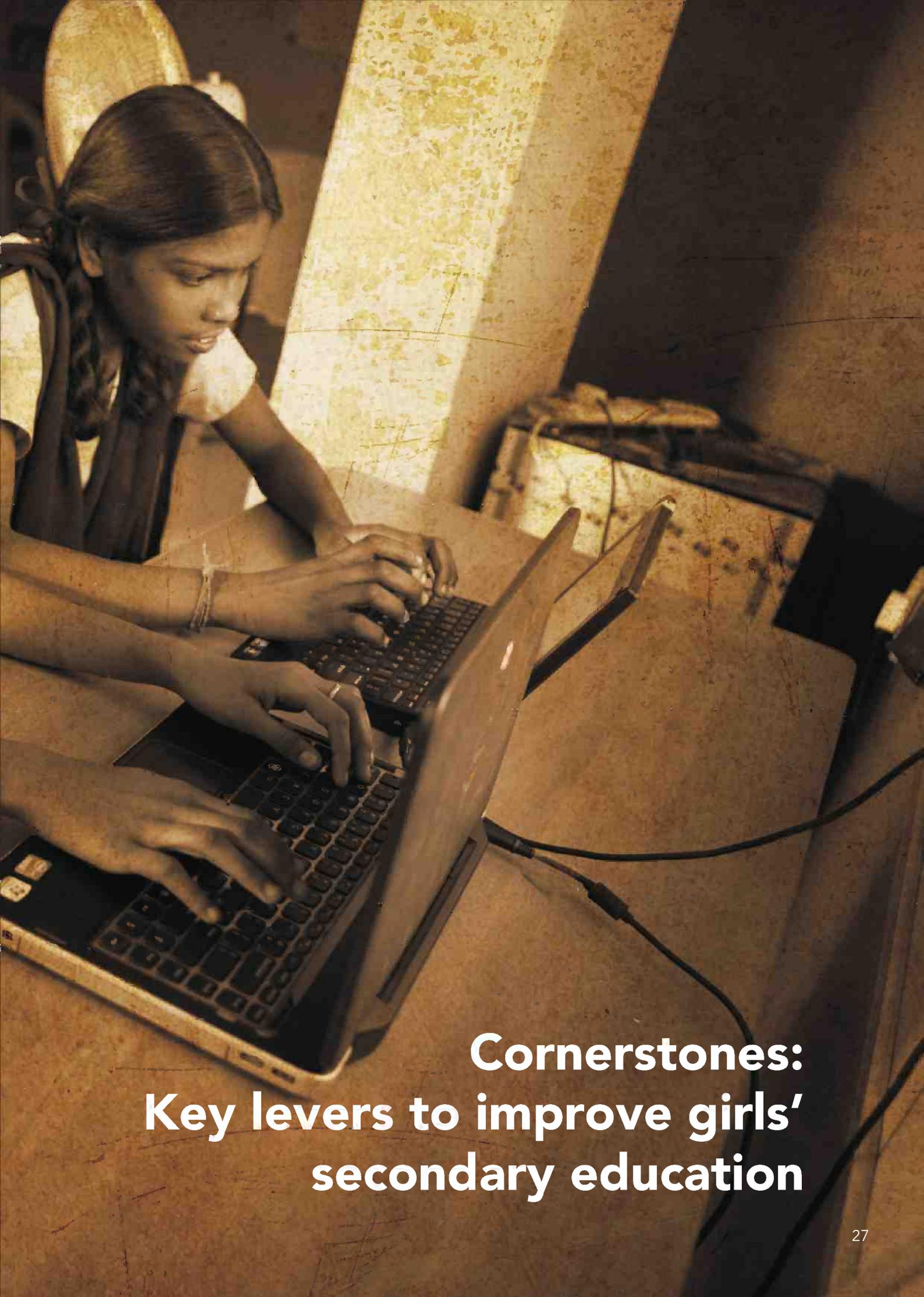


KEY TAKEAWAYS

- The State is increasing its focus on secondary education with comprehensive and innovative education policies, consisting of a wide range of interventions aimed at creating awareness, improving quality, and minimizing physical and social barriers.
- Corporates such as Coca Cola, NDTV and Intel have invested CSR resources in the overall issue of education or in education for girls specifically, rather than 'secondary education for girls', which is a relatively less recognized area.
- ▣ International organizations such as UNICEF, MacArthur Foundation and Room to Read have also started to focus on secondary education. They are investing in the experimental stages of identifying the most effective ways to create impact.
- ▣ Increasing demand and the resultant opportunities for fast growth and high returns in the secondary education sector are seeding various kinds of low-cost social business as well as for-profit models in education. The need and viability of these models has been acknowledged by investors who are keen to fund such businesses.



PHOTO CREDIT / DREAM A DREAM



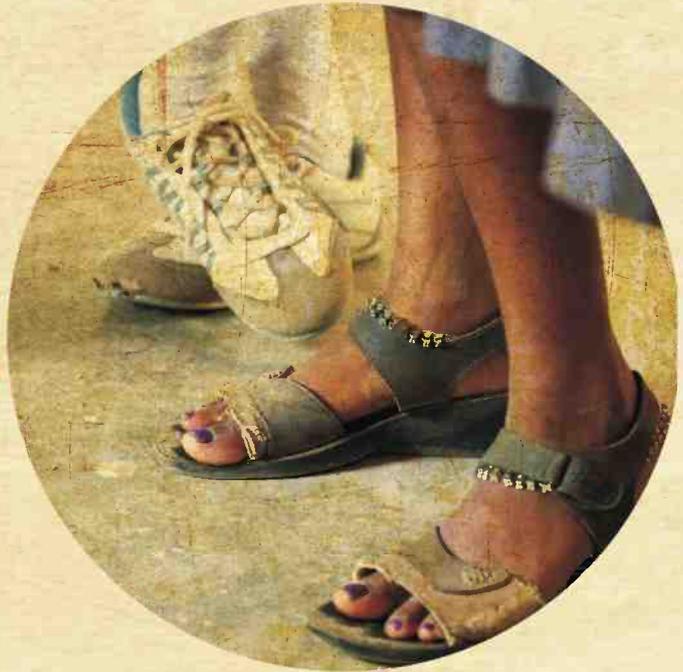
**Cornerstones:
Key levers to improve girls'
secondary education**

Using research, expert interviews and visits to organizations working on the ground, Dasra has identified four key focus areas to improve access to and quality of secondary education for girls in India. Following a brief note on each of the four focus areas, is a set of interventions that Dasra sees as having the potential to build an enabling environment and lead to stronger implementation of initiatives aimed at that.

The four key areas identified by Dasra to address secondary education for girls in India are:



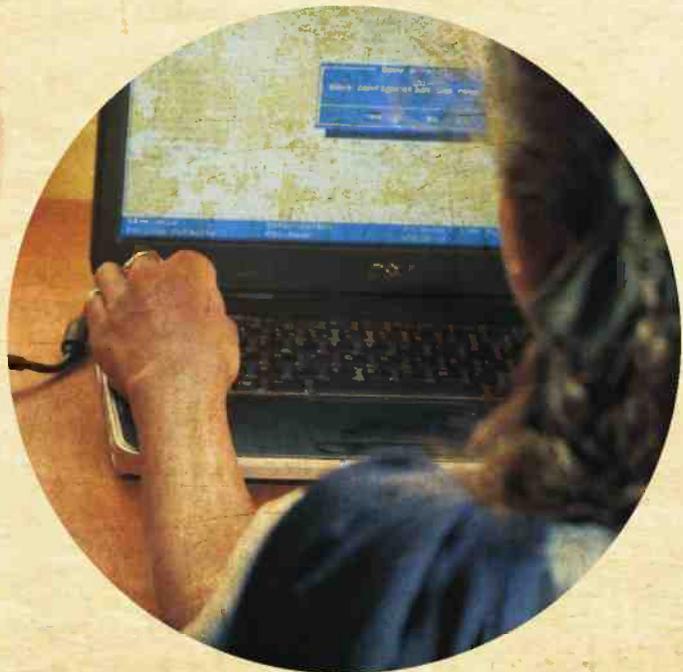
1. Decentralize management authority down to school level



2. Create a girl-friendly environment in secondary schools



3. Increase focus on skills development



4. Integrate technology to improve quality of education

A link between the issues, and the cornerstones needed to address them, is depicted in the diagram below.



Decentralize management authority down to school level

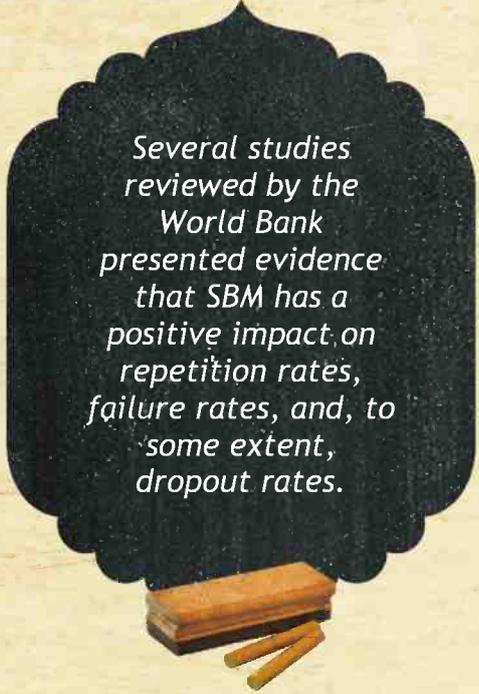
Decentralizing education decision-making by increasing parental and community involvement in schools is popularly known as school-based management (SBM). It typically involves the transfer of authority from a central or state government to schools for a range of activities, including budget allocation, recruitment of staff, procurement of learning materials, infrastructure improvement, and monitoring of teacher and student performance.

The school becomes the agent of change, with much greater engagement with the community.

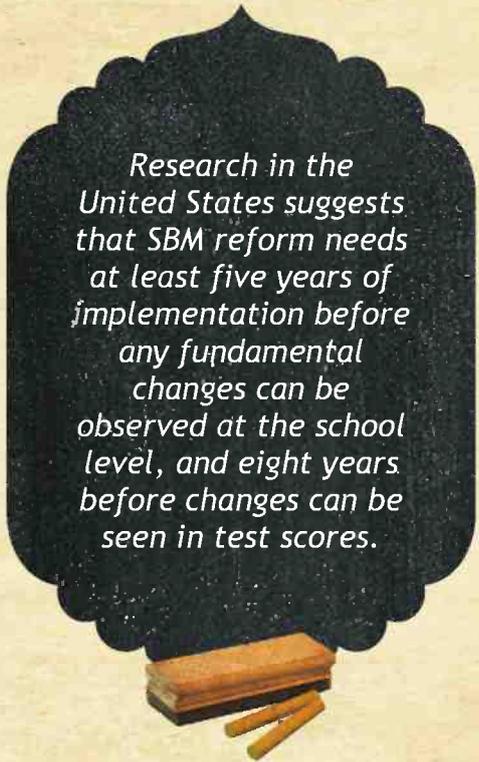
SBM can improve student achievement and other outcomes since community members – usually parents of children enrolled in the school – will demand better student evaluations and monitoring of school personnel, a closer match between the school's needs and its policies, and more efficient use of resources.

Further, close involvement of community members ensures ownership, transparency and accountability. Finally, while SBM may involve administrative expenses for capacity-building of staff and parents, it is essentially merely a change in the locus of decision-making and needs no increase in recurrent funding. In financial terms, it is considered a low-cost intervention.

Typically public schools at the secondary education level in India are controlled at the state and district levels, unlike the primary education level, where Village Education Committees and School Management Committees in public schools are standard. Experts recommend that the formation of School Management Development Committees (SMDC) for secondary schools be made mandatory to improve efficiency, enrollment and perhaps learning outcomes at the school level.



Several studies reviewed by the World Bank presented evidence that SBM has a positive impact on repetition rates, failure rates, and, to some extent, dropout rates.



Research in the United States suggests that SBM reform needs at least five years of implementation before any fundamental changes can be observed at the school level, and eight years before changes can be seen in test scores.

Create a girl-friendly environment in secondary schools

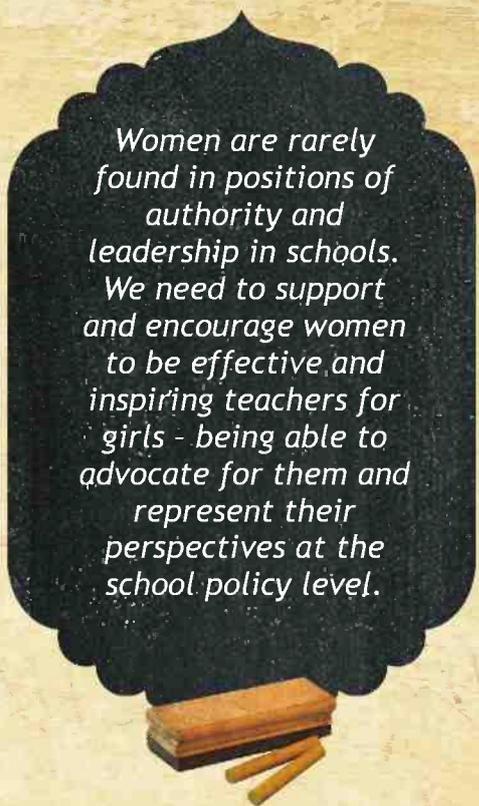
The assumption that a positive environment for girls' education has been created and nothing further needs to be done needs questioning.

In remote rural areas and conservative societies, there is a general strong demand for girls-only schools. Even in urban areas, demand for such schools exist and there are several instances of schools holding two shifts of classes, one for boys and another for girls. However, such schools are limited, especially in rural areas where they are most needed. This is why creating an appropriate environment in existing co-educational schools, where girls feel secure – emotionally and physically – is crucial.

Recruiting female teachers: A UNESCO study in India found that girls' enrollment rate was proportional to the ratio of female teachers, especially in rural areas.¹⁹ Along with hiring more women teachers, it is also critical to empower them to be able to influence and change the school environment to one that is more girl-friendly. Well-trained and motivated female teachers are in turn a motivating factor and role models for their adolescent girl students.

Providing appropriate infrastructure: A literature review by Room to Read, a leading international organization found that improved connectivity to schools, separate toilets for girls, a roof over classrooms and a boundary wall around the school have a clear impact on improving enrollment and attendance of girls.²⁰ Lack of these also impact female teachers – fewer are willing to teach without these amenities and those who do show higher rates of absenteeism.²¹

Sensitizing teachers: Conducting gender-sensitization and updating teaching material to be more gender-balanced is vital to correct the latent gender-biases that are in-built in our school environments. The Kerala government has recognized this, and all teachers in the state now receive gender education. This in turn has created help desks – a safe place for children to report grievances and receive support.²²



Women are rarely found in positions of authority and leadership in schools. We need to support and encourage women to be effective and inspiring teachers for girls - being able to advocate for them and represent their perspectives at the school policy level.

Source: UNESCO (2006); *The Impact of Women Teachers on Girls' Education*.

Balika Shivirs – Providing a girl-friendly environment

Balika Shikshan Shivar (BSS) in Rajasthan is an effective model, in which women teachers and a safe learning environment are critical determinants in the education of older girls and first generation learners from marginalized communities. According to Dr. Ramchandran of ERU Consultants (a research and consulting group), the teachers of BSS act as a sounding board and confidant for the girls. Also, the teachers in BSS are sensitized to the social and economic situation of the students and so, they did not exhibit caste/community prejudices or push girls into stereotypes. This relationship resulted in the girls seeing their teachers as role models, feeling safe in the schools and looking forward to their classes.

Increase focus on skills development

Secondary education curricula must address two objectives: helping youth develop the skills, knowledge and attitudes they need to succeed in the labor market upon graduation, while preparing some of them for higher education.²³ Currently, secondary education in India is largely seen as a tool for higher income groups to achieve the second objective. It does not, in its current form, prepare students for employment, resulting in many students, particularly girls and their parents not placing much value on completing secondary schooling.²⁴

An evaluation by the non-profit Going to School found that offering skills training to girls in secondary school increases their interest to remain in school – they tell their parents that they do not want to drop out of school. They negotiate with grandparents to share housework. They tell their fathers they do not want to marry early; they convince them to instead take a loan for their education. They aspire to be bank managers, police officers, train drivers, even entrepreneurs. Girls need to be supported to:

Skill-building during this time is critical particularly for girls, as they are unlikely to get many opportunities after their schooling to develop income-generating skills.

Develop employability skills: These include job skills such as computer literacy and learning English; life skills, which focus on building a girl's personality and confidence, awareness on areas such as health and financial literacy; and vocational skills that can lead to employment, such as tailoring, weaving and electrical work. Besides empowering them and building their aspirations for careers, these skills also improve girls' learning levels on related subjects.

Build careers: Girls from rural areas and marginalized communities are often unaware of employment opportunities available to them and lack the means to pursue a career of their choice. It is essential to provide these girls with the exposure needed to enable them to choose a suitable career. Besides skills and awareness, they also need support in terms of filling online application forms, preparing for entrance exams, writing resumes and traveling for interviews.



Skill-building is critical particularly for girls, as they are unlikely to get many opportunities after their schooling to develop income-generating skills.

Bijapur - Imparting vocational skills through experience based teaching

In 2011, the district administration of Bijapur, supported by UNICEF initiated the 'Introduction to Basic Technology' (IBT) program in five schools in the district, to promote work-centered education. The IBT program introduced an experience-based learning component in the curriculum, by identifying experiences that were relevant for the local children's living context. Students are now learning new skills that were not part of formal school education earlier. These include skills like dry cleaning, repair-work, fixing electrical appliances, growing vegetables and screen-printing. They are now more interested in going to school and have developed a better understanding of the complex theories of physics and chemistry due to the curriculum related practical training. The RMSA, found the Bijapur initiative to be relevant and has planned to scale up the initiative to 100 secondary schools in 10 districts of Chhattisgarh.



"While creating our own pocket torches in IBT class, we realized how current flows and the importance of positive and negative terminals in a battery. Science is actually not very complicated."

Puja Gog, student of the Bijapur Government Girls High School

Integrate technology to improve quality of education

It is not unusual to find teaching aids such as flash cards, craft material, early reading books, blocks and puzzles in primary schools. These have proved to be useful learning materials for younger children. However, as they move to secondary school and enter an abstract reasoning stage of cognitive development, these materials cease to challenge and nurture higher order thinking skills.

Technology used appropriately can deliver the learning lift required for this age group. Firstly, it provides a context that is otherwise not accessible in the real world. For example, for a group of class eight students, exploring the NASA website as an extension to their geography chapter on the solar system is a virtual learning experience, which otherwise cannot be matched through traditional ways.

Sir Dorabji Tata Trust (SDTT) conducted a study in select government schools in west and south India to evaluate the impact of technology-enabled pedagogy. The following outcomes were observed:

Learning interest, attendance and retention: The mere act of placing technology in the classroom improved students' average attendance and punctuality. Adolescents who remained absent voluntarily due to a lack of interest were motivated to attend school regularly. Students were encouraged to use various mechanisms – computers, cameras, phones – to understand and apply scientific concepts, which made subject matter far more relevant and relatable.

Learning processes and pedagogy: Technology as an information-processing tool takes away the traditional information-giving role of the teacher. This basic functionality of technology requires teachers to play a role that is more facilitative than informative. SDTT's field visits used maps, games, and online content to source information, and found teachers motivated to use methods other than lecturing. Some teachers indicated this was due to lesson planning, which they learnt as part of their technology training. There was a general acknowledgement of their role as facilitators, and of students as constructors of their own learning.

ICT (Information and Communications Technology) has been made mandatory in schools by the Indian government. However, as a World Bank study suggested, merely putting computers in schools and training teachers to use them will not improve the learning levels in students. Technology integration with education is a systematic process that requires assimilation of content, pedagogy and technology and an investment in motivating and training teachers to adopt technology for better educational outcomes.

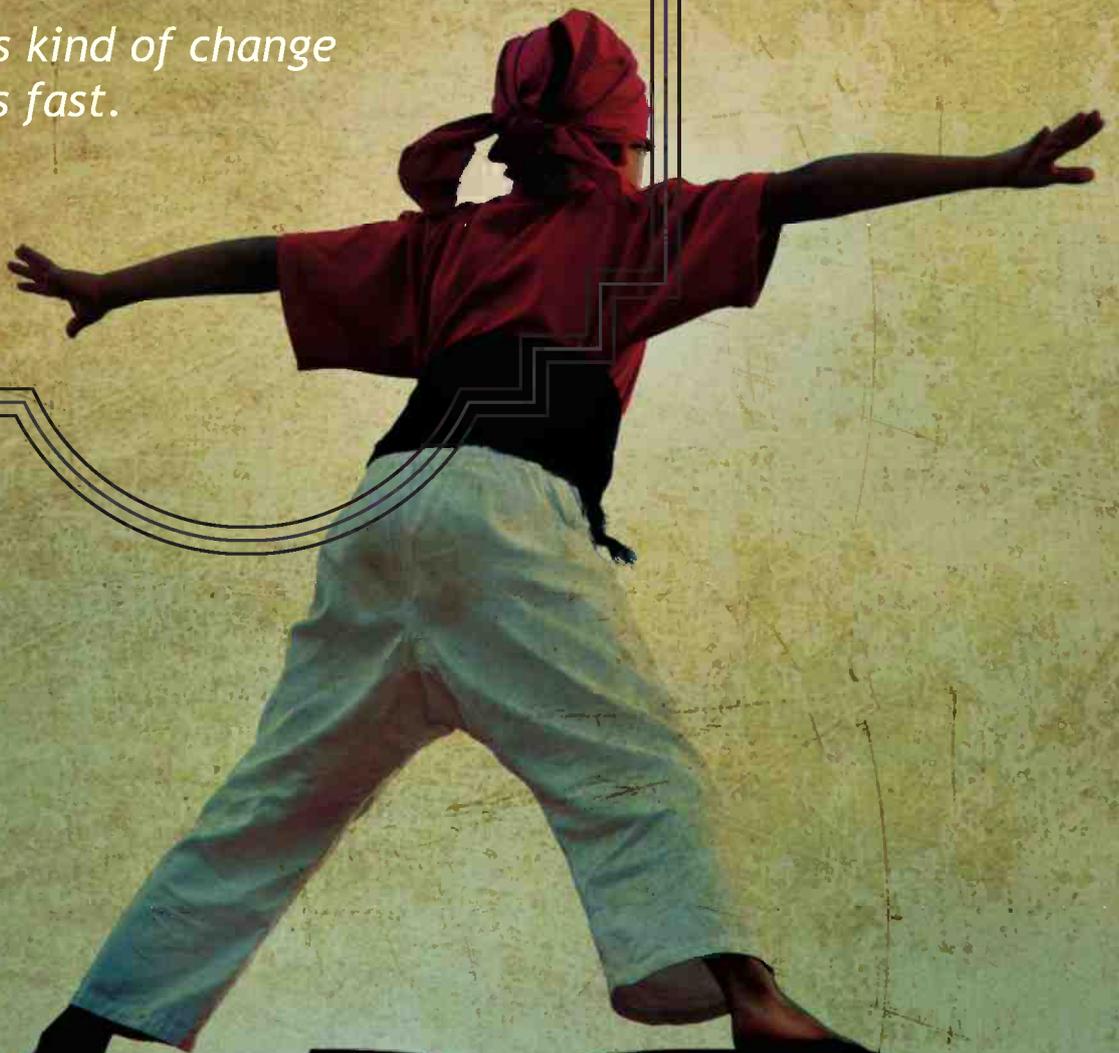
*A girl getting an education
learns more than reading
and arithmetic.*

She learns that she is important.

She stands up for her rights

She goes after her dreams.

*And this kind of change
happens fast.*



CONCLUSION

Secondary ≠ Elementary.

It is useful to understand and learn from the progress made by the elementary education sector. However, direct replication of successful strategies from elementary education to secondary education is not likely to succeed. The two sectors have certain fundamental differences – policies, management structure, resources required, ability of communities to contribute, social barriers – which necessitate different strategies to be adopted for secondary education interventions, particularly for girls.

India does not have the luxury of addressing access first and quality later

Research indicates that quality – measured by cognitive skills – is more important than access – measured by years of schooling – in determining future income and contribution to economic growth. To be meaningful, therefore, funders must ensure that interventions that expand access to secondary schools are accompanied by improved quality.

Focus on supply side barriers to address demand side barriers

Research reveals that supply side barriers are closely linked to and should be focused on to address demand side barriers. For instance, demand side issues such as exam failure and lack of interest in school are indicative of supply side issues such as poor quality teaching, uncondusive environments for learning and lack of remedial coaching. Designing curriculum and learning materials, hiring and training teachers, improving management and accountability systems, developing technology for improving quality of teaching, and improving infrastructure will to a large extent tackle the demand side issues.

Support innovation

Initiatives such as Sarva Shiksha Abhiyan (SSA) at the elementary level were preceded by almost a decade of experiments after which interventions were gradually scaled up. Experts suggest that the same may be required for secondary education. Most non-profits in India are at a pilot stage and experimenting with different models to address the specific secondary education challenges. This period of trial and improvements is needed in this sector to understand and design the most effective interventions. The next few years will therefore require funders to provide longer lead time investments to non-profits with investment cycles of at least 5 to 7 years to be able to realize tangible outcomes.

Go local

The needs of the secondary education sector are more diverse than those of elementary education, and the varying situation in the states – with different mix in terms of school management and board requirements – requires state-specific and at times, block level strategies. Further, the challenges specific to girls' secondary education varies across regions, making it even more necessary to design local interventions. For instance, the free cycle program for rural adolescent girls was remarkably successful in increasing enrollment and attendance of secondary school girls in Bihar. But the same program did not have much impact in Rajasthan, as the usage of cycles, especially amongst females, is very low and not as readily accepted.

Build a common platform for knowledge sharing

Due to the evolving nature of the secondary education sector in India, organizations working on the issue are pioneering their own interventions and in many cases creating original tools and resources. Non-profits that attended Dasra's workshop on secondary education unanimously expressed the need for a common platform for sharing resources, best practices and innovative solutions, learnings from pilot studies, success stories and challenges. Further, a common platform would be greatly beneficial to foster collaboration and partnerships, enabling organizations to scale up effective strategies without reinventing the wheel.

Invest in knowing what works

Education research in India has been sporadic, particularly at the secondary level. The well-known PROBE report which assessed the status and issues of primary education is an outstanding example of how research can provide evidence to induce policy interventions. There is much room for more systematic and comprehensive education research to understand needs in secondary education and identify successful models of change.

APPENDICES

Appendix I

Criteria used to define 'impact' and 'scalability'

Defining 'impact'

- Proximity to end beneficiary: Measures that involve direct contact with a beneficiary, such as teaching in class, more deeply impact individuals than indirect activities, such as revising the curriculum and developing evaluation systems.
- Duration of engagement: Interventions that involve engagement with beneficiaries over a longer period may potentially have a greater impact on their lives and situations than a one-off awareness building session or other such short-term engagements.
- Evidence for effectiveness: Interventions may be effective on paper, but the ground reality may be quite different. For example, using IT for distance learning modules can ideally have a major impact on improving teaching and learning. However, at present most rural schools do not have electricity and internet to implement these solutions. Such an intervention is therefore rated lower on impact.

Defining 'scalability'

- Resource intensity: This would include human and financial resources. For example, the need for skilled teachers may be a factor limiting an increase in scaling alternative schooling models. On the other hand, relatively few resources are required to train community members to deliver a service, such as transportation, inherently making it a more scalable intervention.
- Gestation period: This refers to the time required to realize impact once a program has started. For example, it takes longer for evidence-based advocacy to provide benefits to the girl child (owing to the need for gathering data, analyzing information, advocating for change by the government, securing acceptance of change and implementing legislation) than, for example, well-distributed financial incentives. Consequently, interventions with longer gestation period are deemed less scalable.
- Partnerships leveraged: This refers to the use of partnerships and other organizations to reach out to more people. For example, interventions that train or build the capacity of other organizations have the potential to affect more beneficiaries in a shorter time than those that implement the program in communities directly. They are also less expensive to deliver and will therefore qualify as more scalable.

Non-profit mapping methodology

Dasra's non-profit mapping included site visits to view programs on the ground and interact with beneficiaries; detailed interviews with managers of non-profit organizations; phone interviews; and desk research. Operationally, the following due diligence procedures were followed:

Initial Mapping:

Firstly, Dasra mapped the secondary education sector by collating a comprehensive list of non-profit organizations working within it, based on internet research, interviews with participants in Dasra Social Impact (Dasra's Executive Education Program) and referrals from sector experts. Initial mapping yielded a list of 142 non-profit organizations and social enterprises throughout India.

On-Call Interviews:

Secondly, Dasra identified non-profit organizations that allocate significant resources to programs addressing secondary education for girls in India. A total of 40 were selected for on-call interviews, based on telephone conversations with the heads or program heads of these organizations. The interviews discussed:

- Activities, direct and indirect, related to secondary education for girls
- Proportion of total non-profit budget allocated to improving secondary education for girls
- Outreach of secondary education for girls programs since their inception and over the previous year (2013–14)
- Extent of diversification by program area
- Organizational and girls education program's team size

Additional information gathered included program evolution, theories of change, geographical coverage, operational models, and interventions implemented. Based on the information provided, Dasra selected non-profits for site visits.

Site Visits:

Thirdly, Dasra met with managers and field staff of the non-profit organizations short-listed, viewing their operational models at first hand, and securing a clear understanding of how effectively their theories of change translated into effective action on the ground. Dasra staff spent 2-3 days with each non-profit organization acquiring detailed information concerning the organization in general and its secondary education for girls program in particular, including the evolution of the program, its model, management structure, program financials, outreach and outcomes achieved. This stage was used to better understand the non-profit organizations to be highlighted in this report and recommended for funding on the following criteria:

- Program structure and documentation
- Management team
- Growth over the previous three years (2012-14)
- Future scaling plans
- Proven outcomes/impact
- Current partnerships (government, academia, international non-profit organizations, and other non-profit organizations)
- External endorsements (historical and current funders, and prestigious awards)

After evaluating these criteria, Dasra profiled seven established non-profit organizations that implement high impact secondary education for girls programs in India.

Acknowledgements and Organizations Database

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Non-profits and social businesses

As part of its research, Dasra invited all organizations visited to participate in a capacity building workshop, held from 8th to 10th December, 2014. This was attended by 20 non-profits. Using a curriculum and a facilitation methodology from Dasra's globally recognized Dasra Social Impact Executive Education program, the workshop helped to strengthen these organizations' strategic thinking, supporting improvements in their assessment methodology and operational planning and communications with donors and stakeholders. The workshop also provided an opportunity for Dasra to present its research findings and framework to the leading non-profit experts in the secondary education for girls sector. Their input has been included in this report.

Centre for Unfolding Learning Potentials (CULP)	www.culpraj.org
Children's Lovecastles Trust	www.cltindia.org
Doosra Dashak	www.doosradashak.in
Educate Girls (EG)	www.educategirls.in
Educate Girls Globally	www.educategirls.org
Foundation for Initiatives in Development and Education for All (IDEA)	www.ideafoundation.org.in
Going to School	www.goingtoschool.com
Ibtada	www.ibtada.in
India Literacy Project	www.ilpnet.org
LAHI	www.lend-a-hand-india.org
Learning Links	www.learninglinksindia.org
Mamidipudi Venkatarangaiya Foundation (MVF)	www.mvfindia.in
Pardada Pardadi Education Society	www.education4change.org
Pratham	www.pratham.org
Seva Mandir	www.sevamandir.org
Shaishav	www.shaishavchildrights.org
STIR Education	www.stireducation.org
Tropical Research and Development center	www.trdcindia.org
Udayan Care	www.udayancare.org
VOICE 4 Girls	www.voice4girls.org

ACRONYMS

CSR	=	Corporate Social Responsibility
DFID	=	Department for International Development - UK
DPEP	=	District Primary Education Program
EBB	=	Educationally Backward Blocks
GDP	=	Gross Domestic Product
GER	=	Gross Enrollment Ratio
ICT	=	Information Communication Technology
IGNOU	=	Indira Gandhi National Open University
IIT	=	Indian Institute of technology
LGTVP	=	LGT Venture Philanthropy
M&E	=	Monitoring and Evaluation
MDG	=	Millennium Development Goal
MHRD	=	Ministry of Human Resource Development
NCERT	=	National Council of Educational Research and Training
NCF	=	National Curriculum Framework
NPE	=	National Policy on Education
NUEPA	=	National University of Educational Planning and Administration
PPP	=	Public-Private Partnership
PSIPSE	=	Partnership to Strengthen Innovation and Practice in Secondary Education
RMSA	=	Rashtriya Madhyamik Shiksha Abhiyan
RTE	=	Right to Education
SHG	=	Self-help Group
SMC	=	School Management Committees
SMDC	=	School Management Development Committees
SSA	=	Sarva Shiksha Abhiyan
UNESCO	=	United Nations Educational, Scientific and Cultural Organization
UNICEF	=	United Nations Children's Fund

GLOSSARY

1. Educationally Backward Blocks (EBB) are those where Female Literacy Rate is below the national average of 46.13% and Gender Gap in Literacy is above the national average of 21.59%. There are currently 3,479 such blocks.
2. Gender Parity Index (GPI) is designed to measure the relative access to education of males and females. It is calculated as the quotient of the number of females by the number of males enrolled in a given stage of education.
3. Gross Enrollment Ratio (GER) is the total enrollment within a country in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education.
4. Millennium Development Goals (MDGs) are eight international development goals to be achieved by 2015, by each of the 193 countries that committed to these goals.
5. Rashtriya Madhyamik Shiksha Abhiyan (RMSA, National Mission for Secondary Education) is a centrally sponsored scheme which came into force in 2009. It aims at developing secondary education, improving access to it and enhancing its quality.
6. Right to Education Act (RTE) came into force in 2010. It makes education a fundamental right of every child between the ages of 6 and 14.
7. Sarva Shiksha Abhiyan (SSA, Education for All Movement) became operational in 2001. It aims at universalizing elementary education by making it mandatory and free for every child between the ages of 6 and 14.

END NOTES

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Up Grade

*KEEPING GIRLS IN SECONDARY SCHOOLS
IS CRITICAL – FOR THEM AND FOR US*

Non-Profit Profiles



USAID
FROM THE AMERICAN PEOPLE

Kiawah Trust



Piramal Foundation
knowledge action care



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जोखिम चढाना



जिम्मेदारी लेना



पैनी नज्



नई सोच



सायाजिक संबध



सनस्य सुल



साधन उपयोगिता

गुणां का
पिदार



संचार को



समानुमृति



योजना बनाना



आत्मविश्वा



The Changemakers

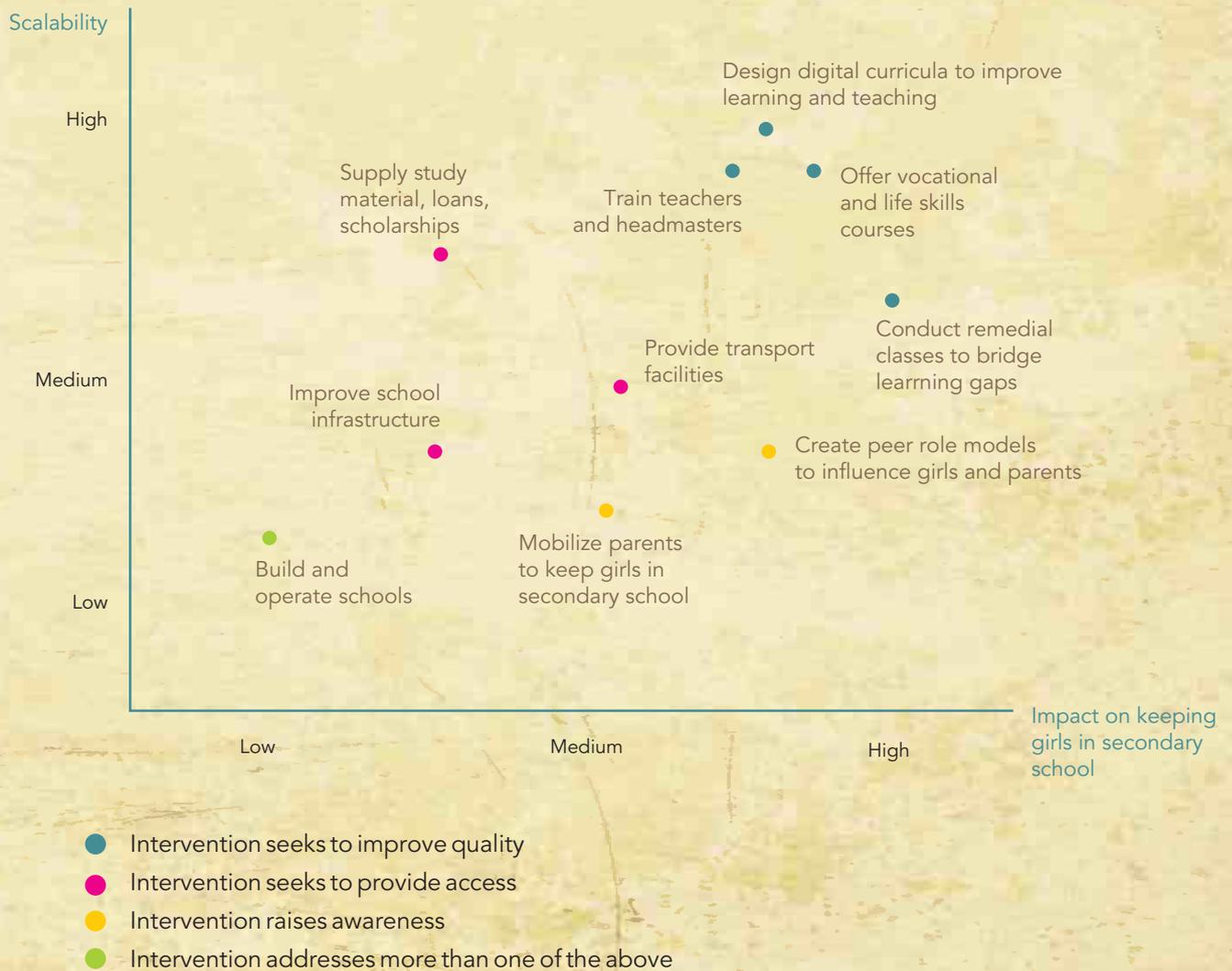
NON-PROFIT INTERVENTIONS

Non-profits in India currently undertake a range of activities in communities and schools to improve secondary education levels in adolescent girls. Most of these interventions are geared towards giving them low-cost and safe access to schools, engaging parents and teachers, and motivating them to ensure their daughters complete secondary school.

The following 10 key non-profit interventions have been identified:

- Design digital curricula to improve learning and teaching
- Conduct remedial classes to bridge learning gaps
- Offer vocational and life skills courses
- Train teachers and headmasters
- Create peer role models to influence girls and parents
- Provide transport facilities
- Supply study material, scholarships, loans
- Mobilize parents to keep girls in secondary school
- Improve school infrastructure
- Build and operate schools

The interventions have been mapped on to the matrix below to determine their relative position in terms of Dasra's chosen criteria – impact on creating a desirable behavior change, and current and inherent potential to scale. The sub-criteria to define impact and scale are outlined in the adjacent box and elaborated in Appendix I. The matrix mapping has been validated by an expert advisory committee convened by Dasra, as well as representatives from 21 non-profit organizations and social businesses who attended Dasra's capacity-building workshop.



1. Design digital curricula to improve learning and teaching

The concept of introducing ICT tools to improve learning levels has gained considerable momentum in India. Technology is most effective when embedded within the curriculum and pedagogy. Such an approach considers technology as a tool rather than an end itself, defines the teachers' role as a facilitator and designer of the learning environment, and emphasizes the students' use of technology to construct and organize their learning.

Currently non-profits are partnering with corporates such as Intel and Microsoft to prepare curriculum based on technology, and create smart classrooms consisting of tablets, computers and other digital media where students are able to strengthen their secondary education concepts. The ability for the digital content to be adapted and replicated for different contexts makes this intervention highly scalable.

2. Conduct remedial classes to bridge learning gaps

Randomized evaluations in developing countries including India have shown remedial education to be a cost-effective solution that directly addresses poor learning levels.²⁵ Well-designed remedial classes assist poor performing or out-of-school children to reach a minimum acceptable level of competence, ensuring that they do not drop out. Since girls tend to perform poorly or drop out altogether because of household responsibilities, such compensatory courses are particularly helpful to ensure that they perform at par with their peers and are equipped to deal with the demands of secondary schooling.

Non-profits currently conduct remedial and bridge courses in schools and communities. While some of these are held at the secondary level to help cope with complex subjects and examinations, many non-profits do this at the upper primary level, to ensure a smooth transition to secondary school. A smaller sub-set of non-profits conducts classes for out-of-school children particularly to help them pass the class 10 examination, through the National Institute for Open Schooling, a government-certified distance learning program.

Life Trust has partnered with 10 BMC schools in Mumbai to create digital classrooms where students are taught technology based maths, social science and English through the use of technology. Basic knowledge of computer skills taught through the program prepares girls for future job prospects helping the organization curb dropout rate of girls.

Children's Lovecastles Trust (CLT) improves teaching quality in rural schools by creating digital educational content that can be accessed via mobile devices, such as Android mini-PCs, tablets and mobile phones. CLT has been able to achieve 2x improvement in English test scores and increased engagement between students and teachers through their 5,000+ content videos.

Naandi runs academic support centers in government schools to facilitate the academic performance in English, science & mathematics for students studying in class VIII, IX and X. They do so by hiring community youth and training them to be remedial teachers.

Pratham runs alternative learning centers in rural areas of 7 states in India to help dropouts pass the 10th standard examination by bridging their learning gaps. Pratham's 2013-14 batch showed an impressive 72% pass percentage with 39% pursuing further studies upon completing their class 10 examination.

3. Offer vocational and life skills courses

An Indian School of Business study on the impact of providing skills to rural girls showed a rise in self-esteem, reduction in child marriage, and a better quality of life for their families.²⁶ Education sector experts say schools serve as an ideal platform to equip girls with the skills necessary to find and retain employment. Gaining employment skills also make schooling more relevant for girls and their parents, thereby improving attendance rates.

Non-profits currently offer courses on technical as well as life skills, helping youth access local job markets and be adequately prepared for employment. These trainings are conducted within or outside the school system by professionals – carpenters, engineers, masons, electricians – with experience in particular vocations.

4. Train teachers and headmasters

Leadership at the school level is a complex issue but one with great potential to ensure quality education. A well-motivated team of headmaster and teachers is key to a well-managed, sensitive and engaged school. An effective headmaster can ensure regular attendance of teachers and students, lower dropout rates and greater community involvement.

A study conducted in several states including Assam, Karnataka, Kerala, Madhya Pradesh, Mizoram and Uttar Pradesh points out that in almost all the states, teachers are promoted to be head teachers and are therefore not qualified for the job. Having identified this gap and the underlying opportunity, non-profits currently train teachers and headmasters on subject matter, class management and leadership skills.

Cap Foundation through CAP Vocational Junior College tries to bridge the gap between school and employment. They offer extensive courses in automobile engineering, computer science, hotel operations, computer graphics and animation, accounts and taxation for girls. About 12,000 students underwent training last year and 80% students were successfully placed with key employers in corporate, healthcare and business sectors.

LAHI integrates job and life skills training in school curricula to make high school education more practical and relevant. According to the impact assessment studies by Sir Dorabji Tata Trust, LAHI students are three times more likely to be employed, self-employed and to pursue technical degrees.

Going to School trains government school teachers to impart students with employability and literacy skills. The organization has trained 6000+ teachers till date.

STIR identifies teachers who have the initial spark of commitment, trains them on subject matters, and helps them create peer networks. They are currently impacting 90,000 children in Delhi by training 2,500 teachers. They have embedded their models within the government teacher training infrastructure and also within other non-profit partners such as Room to Read and Pratham.

5. Create peer role models to influence girls and parents

The concept of peer role models is based on the fact that people change behaviors based on not just what they know, but also on the opinions and actions of close, trusted peers. Anecdotal evidence from the education sector suggests that peers can serve as role models for change in a way that best-intentioned adults cannot.

Girls who complete their education and transition into higher education or employment demonstrate the positive outcome of continuing education, and influence their peers as well as other parents to have higher aspirations for their daughters. Being role models also provides a challenging and rewarding opportunity for girls to develop leadership skills, gain the respect of peers, and improve their own interpersonal skills.

6. Provide transport facilities

Poor public transportation and the reluctance of parents to allow girls to walk long distances to a secondary school compel rural girls to drop out. Non-profits aiming to give adolescent girls better access to secondary schools provide them transport facilities in the form of bicycles, bus services and bus vouchers. While experts interviewed by Dasra acknowledged the need for this intervention, much emphasis was laid on coupling it with improving quality of teaching and infrastructure at the schools to ensure retention of girls.

EGG creates girls' parliament groups with one teacher coordinator in government schools of Uttarakhand. Coordinators empower these groups with knowledge about life skills such as communication, confidence, health and leadership. These parliament groups serve as peer groups with girls supporting each other. EGG is currently working with 50 government secondary schools reaching out to 14,000 girls.

Shaishav creates Kishori Mandals of adolescent girls within the school and communities of Gujarat to discuss gender-specific topics such as health and nutrition, personal hygiene, importance of education and child marriage.

Mann Deshi Foundation through its Freedom Ride Bicycle Program is trying to reduce the access gap by providing loans at 0% to girls to buy bicycles to go to school. They also donate bicycles to those who cannot afford loans.

White Lotus Trust's program, Blossom Bus, is providing access to school for girls in Mewat region where girls dropped out post primary school, due to long distances to schools. The trust not only ensures the safety of 300 girls travelling 3 to 8 kilometers from home to school but also mobilizes their parents to allow their girls to attend school. In 2014, the very first group of 34 Blossom Bus riders was ready to complete their 12th grade, many of them being first-generation learners.

7. Supply study material, scholarships, loans

Secondary education expenses are significantly higher compared to the primary level. Providing monetary and in-kind benefits helps families cover these expenses or overcome the opportunity cost of keeping their daughter at home.

Based on a survey in Haryana state, ICRW found that the government-led Apni Beti Apna Dhan (Our Daughter, Our Wealth) scheme had helped those who participated. Program beneficiaries were more likely to stay in school and less likely to drop out than those who did not participate. Among the girls who dropped out, beneficiary girls attained higher levels of education than non-beneficiary girls. While some non-profits continue to provide monetary support to families, popular opinion remains that the government is best placed to implement such interventions and that non-profits are best suited to provide access to such government schemes where they exist.

8. Mobilize parents to keep girls in secondary school

Most research on the issue points to the importance of a School Management Committee to ensure sustained quality of education. However, where literacy levels are low, parents are not able to play a proactive role in such committees. The government has therefore highlighted the importance of training parents to be able to contribute significantly to overall school management.

Most non-profits using this intervention conduct door-to-door activities to convince parents of the benefits of educating daughters, and facilitate parent-teacher associations to increase parental involvement in the functioning of schools. The involvement of parents increases transparency and accountability among school authorities, and allows the implementing non-profit to scale the program to other communities.

Swadhar motivates girls from class 8th to 12th in Pune slums to attend schools by assisting them with INR 2,000/- every year to buy uniforms, bags, notebooks, books and part of the school fee. These girls are also encouraged to pursue higher education by giving them further monetary support if required.

Naandi's Nanhi Kali project sponsors each girl's education with an average INR 3500 annually. This provides girls with six days of remedial education and material such as uniforms, school bags and shoes to enable them to go to school.

India Literacy Project especially focuses on empowering the community to take ownership of the issue by creating Parent Teacher Associations (PTAs) within the schools. These associations have increased enrollment and attendance rates of students across India.

Quest Alliance uses mobile intervention to bring awareness among parents, engage them in discussions with teachers and facilitate open house sessions in the form of artwork and presentations to recognize their girls' talents.

9. Improve school infrastructure

Secondary schools need specific infrastructure – science labs, computer rooms, libraries and playgrounds – to deliver their curricula well and ensure all-round development of students. Amenities such as separate, functioning toilets and boundary walls are also necessary to ensure that girls feel comfortable and safe at school.

But most schools lack these amenities. For instance, according to a recent government report, more than 75% of schools do not have fully-equipped science labs or computer rooms.

A number of non-profits currently partner with corporates to address this issue by providing working labs, well-equipped libraries, enhanced sports, technology and health facilities and functioning sanitation amenities within schools. Anecdotal evidence suggests that this intervention has resulted in increased attendance rates among girls.

10. Build and operate schools

The lack of secondary schools close to home often results in girls dropping out. To overcome this, some non-profits build and operate their own schools in partnership with corporates and the government. These schools have trained teachers, and basic amenities such as libraries, labs, and wash and health facilities. Given the resource-intensive nature of this intervention, these non-profits are typically able to operate only a few such schools, to ensure high quality education.

NBJK with support from CAF India under the 'Support my School' campaign are improving sanitation and drinking water facilities in four schools of Hazirabad and Ranchi district alongwith related awareness campaigns. They reach out to 1,500 girls through this intervention.

Pardada Pardadi Educational Society has constructed a school for marginalized girls of Anoopshahr district in Uttar Pradesh. This school is equipped with all the basic amenities such as libraries, computer centres, health facilities, labs and vocational study centres where girls are taught employability skills apart from the core secondary education curriculum. They have reached out to more than 1,000 girls and achieved a 100% pass percentage in classes 10th and 12th in 2012.

Deepalaya operates six schools, both formal and non-formal with an aim to facilitate the all-round development of children from underprivileged families by providing them quality academic and extra-curricular education at an affordable cost. They reach out to more than 1,500 girls and have an average attendance of 80% in all schools.

NON-PROFIT PROFILES

During the course of this research, Dasra evaluated over 140 non-profits in the secondary education sector to evaluate their approaches, models and interventions. Following a comprehensive diligence process, seven of these organizations have been highlighted in this section. Several of these organizations implement interventions that enable both boys and girls to complete secondary education. The chart below maps these organizations to the interventions discussed in the preceding section.

	CLT	GTS	Ibtada	LAHI	Learning Links	Naandi	Pratham
Design digital curricula							
Conduct remedial classes							
Offer vocational training							
Train headmasters and teachers							
Create peer models							
Provide transport facilities							
Supply material							
Mobilize parents							
Improve infrastructure							
Build and operate schools							

Children's Lovecastles Trust (CLT)

non-profit

Founded: 1997 | Head office: Bengaluru | Coverage: Karnataka | Full Time Staff: 35

Website: www.cltindia.org | Budget (2013-14): Organization – INR 79.5 lakh; Secondary Education – INR 64 lakh

Organization Overview

CLT uses low-cost technology to offer remote government schools and communities access to quality STEM pedagogy via digital learning content. Under the e-Patashale program, it has developed innovative digital courseware for K-12 in English and Kannada, which has been used by teachers in rural Karnataka. E-Patashale content has been implemented in 1,800+ government classrooms, impacting 2,00,000 students and 5,500+ teachers.

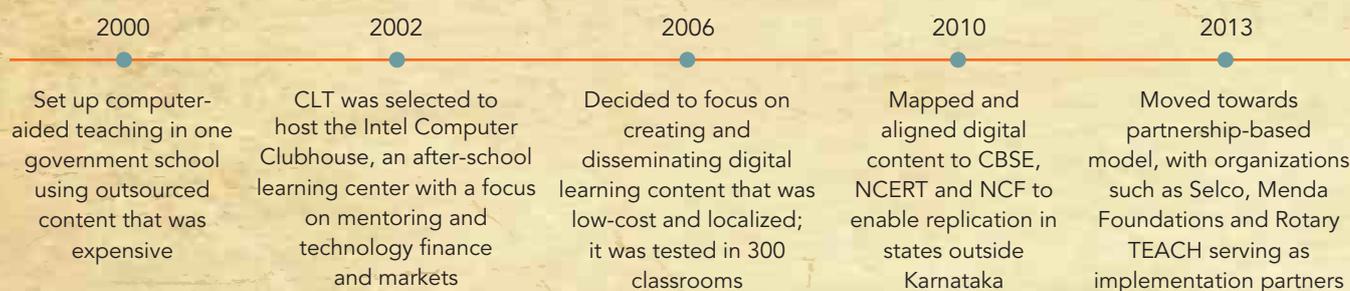
The Problem

The urban-rural divide in education quality is a result of several factors. They include a shortage of good-quality teachers with subject expertise, and weak government school infrastructure – resulting in poor student performance and high dropout rates.

CLT's Response

To improve teaching quality in rural schools, CLT creates digital educational content accessed via mobile devices such as Android mini-PCs, tablets and mobile phones. The content helps teachers explain complex concepts, and makes learning engaging and relatable for students, leading to better learning outcomes.

How did it evolve?



What does it do?

1. e-Patashale is CLT's flagship program. It serves as a resource hub bringing together teachers, pedagogy experts from different state Boards, and technology professionals to develop state curricula-aligned digital courseware. The content covers Science, Math and English for classes 5 to 10, which are typically problematic subjects in government schools. Content consists of several short modules per subject that explain learning concepts using audio-visual aides.

This helps teaching and learning, using localized practical examples, visually representing science experiments and Math formula, followed by in-class recapitulations and quizzes. It particularly helps government schools, which do not have the resources for teachers to conduct science experiments. Teachers are trained on how to integrate these aides into blackboard teaching and lesson plans. Students and teachers access the content via a mix of television, computer, projector, tablet and phone. CLT licenses its content for INR 1 per child per month.

2. CLT-Intel Computer Clubhouse is an after-school center for 750 children, ages 9-19, from Jakkur village in Bengaluru, funded by Intel Computer Clubhouse Network. These children work with adult mentors to develop learning skills using technology.

Interventions

1. Build and operate schools
2. Improve school infrastructure
3. Offer vocational and life skills courses
4. Conduct remedial classes to bridge learning gaps
5. Mobilize communities to create peer models
6. Mobilize parents
7. Train teachers and headmasters
8. Design digital curricula to improve learning levels and teaching methods
9. Provide transport facilities
10. Supply study material, scholarships, loans

What has it achieved?

- So far, CLT has created 5,000+ videos; 200,000 children (50% of them girls) and 5,500+ teachers have been reached; 1,800 digital classrooms across Karnataka have access to CLT's content in English and Kannada. Of these, 42 classrooms were a pilot for live online distance education as part of a partnership with Cisco Inclusive Growth.
- In 2013, CLT conducted a small evaluation study of impact on learning outcomes. After three weeks, it found a 21 percentage point improvement in English test scores compared to the control group.
- Ongoing baseline and endline surveys in 55 classrooms demonstrate improvements in problem solving, analytical and reasoning skills and overall subject-specific test scores.

What next?

- Translate content into Hindi and Marathi to enable program replication in more states such as Maharashtra, Chhattisgarh and Rajasthan; expand content for classes 1-4 and 11-12, for Science, English and Math, mapped to NCERT and other curriculum standards.
- Identify and secure MOUs with funding, technology and government partners to digitize more schools. To address the challenge of power cuts, CLT has partnered with Selco and Menda Foundations to set up solar-powered classrooms, and aims to focus more on such partnerships. The organization plans to increase direct consumer access to content apart from partner schools through e-books on handheld devices.
- Build a strong second-line management team to focus on strategy, fundraising and fostering key partnerships.

Quality Indicators

Leadership

Bhagya Rangachar, Founder and Managing Trustee of CLT

- She has worked as a software developer in the corporate sector for 15 years in the US.

Partnerships

- Funders: Federation of Indian Chambers of Commerce and Industry, USAID
- Implementation partners: Department of Education, government of Karnataka
- Corporate partners: Intel, Cisco, Microsoft Research Foundation

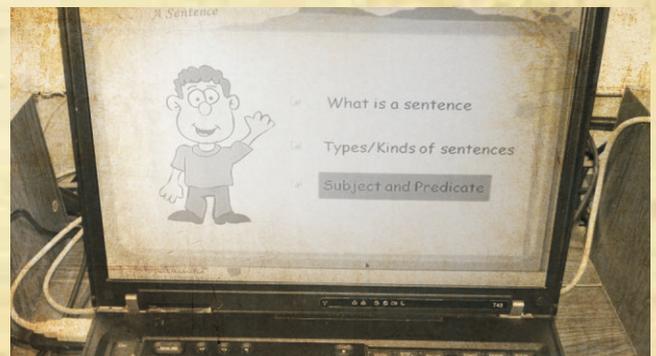
Endorsements

- Millennium Alliance Award 2013, for low-cost innovation, by FICCI and USAID
- Manthan Award South Asia & Asia Pacific, 2012, 2014, for e-learning and STEM
- South Asian Education Summit Award for 2014, for

Voices from the Ground

“Since I started using CLT e-Patashale content, students look forward to my class. They are more attentive and take part actively in discussions. The audio and visual effects help them learn and retain concepts better, local examples help make learning relatable. The audio-video effects are especially helpful for students when I am teaching construction steps in geometry and experiments in science.”

Prabhavati Hedge, high school teacher in Nagara, Thirthalli.



“There aren't many innovations addressing the education quality divide in rural schools - CLT is doing just that by bringing about innovation in teacher instruction. E-Patashale is transforming the way teachers and students interact in these schools. Both are empowered with access to more information, which encourages them to lead and participate in discussions, share knowledge and explore learning beyond the classroom setting.”

Bhagya Rangachar, Founder

Going to School (GTS)

non-profit

Founded: 2003 | Head office: Delhi | Coverage: Bihar, Jharkhand, Chhattisgarh & West Bengal | Full Time Staff: 62
Website: www.goingtoschool.com | Budget (2013-14): Organization – INR 3.5 crore; Program – INR 2.6 crore

Organization Overview

GTS is an award-winning education trust that works to create design-driven, inspiring stories with relatable 'heroes' to motivate children – especially girls – to stay in school, learn skills and use education to transform their lives. Using this creative medium, GTS's current focus is to teach entrepreneurial skills in schools in four states, 95% of which are government schools.

The Problem

Secondary schools in India lack engaging and practical curricula and have no focus on teaching students employability skills to help them find a job after they leave school. This increases the dropout rate since the tangible benefit to stay in school is not evident to youth, teachers and the wider community.

Going to School's Response

GTS teaches entrepreneurial skills in schools using inspiring stories, thus making school more engaging, and empowering youth with skills to make them more employable. This approach aims to increase attendance rates, decrease dropout rates, improve learning levels and change community attitudes towards education.

How did it evolve?



What does it do?

Be! Entrepreneur

- GTS creates content used by Be! Schools to teach entrepreneurial skills; a series of 21 stories and corresponding skills games for the classroom have been created; these skills include communication, negotiation and financial literacy.
- Each story features a young entrepreneur, mainly girls, who despite belonging to disadvantaged backgrounds use entrepreneurial skills to solve community problems.

Be! Schools

- GTS partners with state governments to implement Be! Schools alongside the existing government curriculum in class 9.
- For three days before the start of the school year, GTS trains government teachers to use Be! Entrepreneur content; to date, 6,000 teachers have been trained.
- Books are printed and distributed in the schools, one book per child; 10 books are taught in each school year.
- Every Saturday, government teachers conduct a two-hour lesson, in which they read one skill book and play a skills game.
- Over the weekend, children are instructed to create a skills-action project in their community, based on the skill they learnt; e.g. conducting a market survey about the feasibility of solar light.
- GTS collects the projects, grades and returns them to the schools; an online monitoring system is used to track learning outcomes.

Interventions

1. Build and operate schools
2. Improve school infrastructure
3. Offer vocational and life skills courses
4. Conduct remedial classes to bridge learning gaps
5. Mobilize communities to create peer models
6. Mobilize parents
7. Train teachers and headmasters
8. Design digital curricula to improve learning levels and teaching methods
9. Provide transport facilities
10. Supply study material, scholarships, loans

What has it achieved?

- Be! Entrepreneur has produced well researched and illustrated stories and activities. The content has been extended into various formats, e.g. film, radio, digital skill games and a student-run news service, which complements and increases the impact of the program.
- Strong relationships with government departments, enabling effective program implementation; to date, GTS has signed two MOUs with the Bihar government and three with Jharkhand.
- Since starting in 2012, Be! Schools has achieved impressive outreach – GTS currently (2013-2014) works in 1,159 government schools in Bihar, reaching 115,900 children aged 12-16, 45% of them girls.

What next?

- Expand from 12 to 37 districts in Bihar, and reach 5-7 new states including Maharashtra, Kerala, Karnataka and Uttarakhand, scaling the program to 4,000 schools and impacting 400,000+ children.
- Explore for-profit models such as digitalizing content for download and working closely with private schools.
- Develop a financial literacy program to be implemented in class 11 in government schools.
- Expand projects that complement Be! Schools: e.g. its financial literacy radio show and student-run news service.
- Aim for state governments, in areas where it is present, to take ownership of Be! Schools in terms of implementation and funding, and advocate for the inclusion of Be! Schools in the national curriculum.

Quality Indicators

Leadership

Lisa Heydlauff, Founder and Director

- Ashoka fellow, TED fellow, Young Global Leader of the World Economic Forum, Times Now 'Amazing Indians Award' (2014)

Satyam Vyas, COO

- Previously worked at Pratham; responsible for executing ASER and PAHELI surveys.

Partnerships

- Key funders: MacArthur Foundation, Nike Foundation, Human Dignity Foundation, Google.
- Key program partners: Governments of Bihar and Jharkhand, STAR TV, GIDA Technology
- External impact assessment evaluators: IDinsight, Eval design, Policy Innovation.

Endorsements

- Finalist for Google's Global Impact Awards; created 21 digital skills games to teach children entrepreneurial skills.

Voices from the Ground

“I have seen a significant positive change in learning levels of children who read Going to School's stories. As compared to earlier, children are now more serious towards their studies, and attendance has improved. Teaching them these stories has also helped me think of new and creative ideas. I hope that this knowledge will help the children move forward in their lives and create an identity for themselves.”

Dharmendra Kumar Sudhanshu, high school teacher in Noorsahay, Nalanda



Be! School students interviewing a community member

“We're the only organization that does what we do in India. We have shown that stories can kick off change, stories can reach millions of the poorest children, and that stories in school can teach social enterprise skills. It's always hard to find funds for a story that has not been told yet. But that said, the universe is a magical place, and we've been funded by entrepreneurs, philanthropists and foundations that are willing to take a risk on something that has not happened yet.”

Lisa Heydlauff, Founder



Founded: 1997 | Head office: Alwar | Coverage: Alwar District, Rajasthan | Full Time Staff: 60
Website: www.ibtada.in | Budget (2013-14): Organization – INR 3.4 crore; Program – INR 47 lakh

Organization Overview

Ibtada works in the most backward region of Mewat in Rajasthan, largely with the marginalized Meo Muslim community, which is characterized by low education levels and lack of support for women and girls. It focuses on: Education for girls – providing supplementary education, alternate schools, and life skills education; Strengthening Right to Education with government schools; and Women’s empowerment through self-help groups and livelihood opportunities.

The Problem

Development indicators for females in Mewat are particularly low. Resources for schooling are minimal; access to schools is inadequate, quality of education is poor. Further, its socio-cultural practices limit girls' mobility, resulting in low enrollments and high dropouts at an early age.

Ibtada’s Response

Ibtada works to provide girls aged 10-21 a good quality education that will give them knowledge, skills and confidence to negotiate and create a space for themselves in the community. This allows them to participate in their community’s development process.

How did it evolve?



What does it do?

Girls Resource Center (GRC) helps adolescent girls complete their education and trains them to become self-reliant. The primary GRC is in Alwar, Ibtada plans to start two new centers in rural areas.

- Supplementary classes are provided daily in English, Science and Math for four months a year, to help girls in classes 6-8 and 10-12 cope with the school curriculum. Trained teachers hold these classes for 350 girls in eight rural communities. The girls are recruited to attend these classes after Ibtada maps the village and mobilizes the community.
- Life skills education trains the girls to gain soft skills and become self-aware. This six-month curriculum covers topics of health, identity and gender violence. Ibtada delivers these sessions to over 1,200 girls in rural community centers and government schools in 11 villages.
- Computer education and career guidance provides 150 girls with basic computer skills and educates them about possible career options, creating linkages to graduate courses that the girls may be interested in.

Girls’ elementary education programs provide a strong education foundation that supports higher education. Ibtada currently runs an upper-primary school for 110 girls in classes 6-8. It also improves the learning environment in 60 government schools, placing in the schools its own trained ‘motivators’, who encourage village participation to strengthen school management committees.

Interventions

1. Build and operate schools
2. Improve school infrastructure
3. Offer vocational and life skills courses
4. Conduct remedial classes to bridge learning gaps
5. Mobilize communities to create peer models
6. Mobilize parents
7. Train teachers and headmasters
8. Design digital curricula to improve learning levels and teaching methods
9. Provide transport facilities
10. Supply study material, scholarships, loans

What has it achieved?

- Presence across 350 villages in Alwar; 4,000+ girls have pursued post-elementary education as a result of Ibtada's activities. Further, 9,000 girls have gained primary and elementary education.
- Many of the girls Ibtada works with are first-generation learners in their families, and would not have been educated without Ibtada's support. These girls have shown strong learning outcomes, with 70% securing First Division in class 5 and over 90% continuing studies after class 5.
- Ibtada has impacted the particularly hard-to-reach Meo Muslim group. It has successfully mobilized communities and managed to change the mindsets of parents about girls' education.

What next?

After the passage of the 2009 Right to Education bill, which mandates primary education for all children, Ibtada has withdrawn its focus on primary education and transitioned to strengthen and improve its secondary education offerings, which extend to adolescent girls. It plans to:

- Annually support 2,500 girls in post-primary education.
- Strengthen and set up Girls Resource Centers (GRC) to provide remedial education, coaching for entrance exams and career counselling services. It is also working on two rural GRCs.
- Expand to 100 remedial classes, provided in community centers.
- Establish a residential school for unreached girls in classes 6-12.

Quality Indicators

Leadership

Rajesh Singhi, Founder and Executive Director

- Masters in Public Administration & Rural Management from Institute of Rural Management, Anand (IRMA)
- 22 years experience in non-profit management, having previously worked at organizations like PRADAN and GRASP, designing and managing programs for girls' education and livelihood

Partnerships

- Key funders and program partners: EMpower (USA), EdelGive Foundation, Gillette India Ltd., IIMPACT and the government's Sarva Shiksha Abhiyan scheme
- Azim Premji Foundation built Ibtada's capacity to design and implement its supplementary education and life skills programs

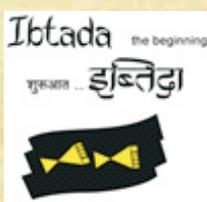
Endorsements

- Received the Kubera Edelweiss Social Innovation Honours for girl child education in 2009
- Finalist at the Dasra Girl Power Awards, 2014

Voices from the Ground

“Many of our students who are now ready for college wouldn't have completed even primary schooling without Ibtada. We went individually to each home to convince parents to let their daughters study.”

Neelam, co-ordinator of Ibtada's GRCs



“Girls from backward communities face enormous barriers in accessing education beyond primary and upper primary levels. After facilitating girls' primary education for years, we at Ibtada have taken up the challenge to support girls' secondary education so they become change agents in their society. A multi-pronged effort is needed: we need to work with communities, schools and the girls.”

Rajesh Singhi, Founder and Executive Director

Learning Links Foundation (LLF)

non-profit

Founded: 2002 | Head office: New Delhi | Coverage: Pan-India | Full Time Staff: 161

Website: www.learninglinksindia.org | Budget (2013-14): Organization – INR 19.5 crore; Program – INR 1.8 crore

Organization Overview

LLF, founded with a vision to foster a future in which education is optimally delivered, works to enhance the quality of education and provide greater opportunities for the inclusion and empowerment of students. This is done by working to improve learning levels, promoting innovation, and providing adolescents with the skills needed to improve employability. LLF's interventions have impacted 9 million+ students to date.

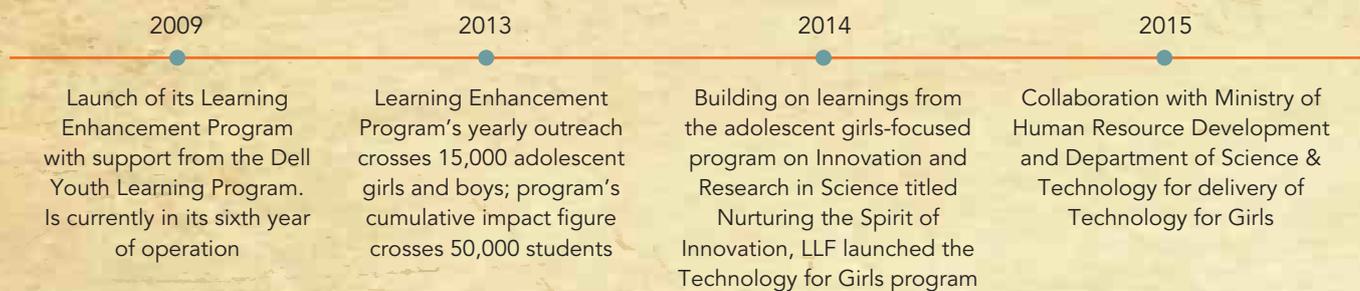
The Problem

Adolescent girls have subdued participation in areas that require specialized and cognitive abilities. This has resulted in a lack of sustained performance and eventual lack of success in academic practices that they engage in, particularly in Science, Technology and Math.

LLF's Response

LLF actively works with a variety of stakeholders to ensure that adolescent girls are trained to use learning-focused technology and sustain an interest in Science, Technology and Math, with the eventual goal of promoting a scientific temper, enhancing innovation and improving learning outcomes.

How did it evolve?



What does it do?

Learning Enhancement Program aims to empower secondary school students with key 21st century skills so as to make learning more relevant and interesting.

- Technology including tablets, laptops, interactive boards and smart classrooms with 1,000 digital lessons is deployed across nine schools in five cities that are part of the program.
- Capacity building of teachers is carried out by Learning Links to use the infrastructure and pedagogy tools such as activity-based learning and effective assessments.
- A cloud computing software called Project Aasman is installed across the infrastructure to encourage collaboration and peer learning among all nine schools across the network.
- Each nodal school reaches out to 25 outreach schools in its surrounding area in the form of after-school sessions, providing digital access to underserved youth.

Technology for Girls is a new project that aims to inspire and engage secondary school girls by providing them with early exposure to Science, Technology and Math so as to develop early critical thinking and reasoning skills. From 2015, LLF will deliver sessions through camps and employ play and learn activities. LLF's Centre for Innovative Education and Research conducts teacher and school leader workshops, which cover core areas such as effective classroom pedagogy, classroom management, technology integrations and assessment-centred learning practices.

Interventions

1. Build and operate schools
2. **Improve school infrastructure**
3. Offer vocational and life skills courses
4. Conduct remedial classes to bridge learning gaps
5. Mobilize communities to create peer models
6. Mobilize parents
7. **Train teachers and headmasters**
8. Design digital curricula to improve learning levels and teaching methods
9. Provide transport facilities
10. Supply study material, scholarships, loans

What has it achieved?

- The Learning Enhancement Program (LEP) is spread across five cities and nine main and 25 nodal schools. The program has trained 15,000+ students during 2013-14, of which 7,515 are adolescent girls.
- As a result of LEP, school admission has increased by 12-15% across all schools.
- Three out of the nine nodal schools have managed to achieve a 100% pass rate for the class 10 examination, while the Bangalore nodal school has been declared a model school by the Karnataka government.
- As part of the CFIER secondary school teacher training interventions, over the last five years, LLF has worked with 10,600+ teachers and reached out to 450+ school leaders across India.

What next?

- As part of LEP, LLF aims to bring on board other corporates that will leverage their core competence to help achieve the project's mission of whole school transformation. The program has been supported by Dell since its inception and is currently in its sixth year.
- As part of the Tech Girlz project, over the next year, LLF seeks to reach out to 1,000 adolescent girls through 10 camps across 10 cities in India. The students will also be encouraged to showcase exemplary projects at the Youth Maker Fair.
- Forthcoming initiatives under CFIER include introducing innovative teaching methods such as the flipped learning model and constructivist methodologies such as design-based learning.

Quality Indicators

Leadership

Dr Anjee Prakash, Chairperson

- Has over 26 years of experience in education, training and educational technology
- Founder of Education Quality Foundation of India, India's leading school quality assessment and accreditation organisation

Partnerships

- Key funders and program partners: MSDF and prominent technology firms such as Dell and Microsoft
- Partnered with McCann Health on brand positioning, communication strategy and outreach
- Project delivery partners include National Council of Science Museums, Ministry of Human Resource Development and 12 state governments across India

Endorsements

- The organization has received partner acknowledgement from the Department of Education, Himachal Pradesh

Voices from the Ground

"The Learning Enhancement Program has given me the confidence to compete with other children who are part of the private school system."

Durga Prasad, student at LEP nodal school

"The Learning Enhancement Program has turned the Government High School in Uttarahalli into a model for all other public schools in Karnataka. Thank you."

V Hegde Kageri, Education Minister, Karnataka



Adolescent girls using a resource center

"The Learning Links Foundation was born out of the belief that quality education is a fundamental right for citizens and is the single most critical factor affecting human development. With a vision to foster a future where education is optimally delivered and learning is truly inspired, the foundation aims to create an environment where education and innovation bring about transformational learning."

Dr Anjee Prakash, Chairperson, Learning Links Foundation

Lend-A-Hand India (LAHI)

Founded: 2004 | Head office: Pune | Coverage: Maharashtra, Goa, Karnataka, Gujarat, U.P. | Full Time Staff: 50
 Website: www.lend-a-hand-india.org | Budget (2013-14): Organization – INR 3.4 crore; Program – INR 3.4 crore

Organization Overview

LAHI complements existing secondary school curricula with skills training, resulting in education that is relevant to employment and livelihood creation. LAHI's program introduces students to multiple skills leading to vocational trades. The program also improves problem solving skills, team work, retention rates, graduation rates, and enhances enrolment in technical education courses.

The Problem

The lack of an engaging method of curriculum delivery along with lack of efforts to relate theoretical learning with practice is one of the primary reasons for dropouts. This poses an enormous challenge to the employment potential of students.

Lend-A-Hand's Response

LAHI integrates job and life skills training in school curricula to make high school education more practical and relevant. Its multi-skill vocational education complements existing school curricula to provide students with hands on experience that helps them learn and comprehend more efficiently.

How did it evolve?



What does it do?

Project Swadheen (meaning self-motivated) is a two-year multi-skill job and life skills training program that integrates multi-skill training with secondary school curricula, introducing school students to the "world of work" during classes 9 and 10. The program currently reaches out to 13,000+ students, across 100 government-aided in five states. The program covers:

- Basic engineering (welding, carpentry, fabrication and plumbing)
- Energy and environment (electrical wiring, solar energy and biogas)
- Home and health (nutrition, hygiene and basic health care)
- Agriculture and animal husbandry

LAHI ensures that the students rotate through each module every two months so students get to learn and practice all the skills.

The program is delivered one day a week by instructors who are local micro-entrepreneurs, hired and trained by LAHI. Their training takes place at cluster resource centers where they undergo a relevant week-long program with LAHI's master trainers. The instructors are incentivized through a monthly fee that varies depending on location. The instructors are overseen by LAHI's network of field officers who are in charge of with tracking, trouble shooting and reporting back on progress being made in each school.

Interventions

1. Build and operate schools
2. Improve school infrastructure
3. Offer vocational and life skills courses
4. Conduct remedial classes to bridge learning gaps
5. Mobilize communities to create peer models
6. Mobilize parents
7. Train teachers and headmasters
8. Design digital curricula to improve learning levels and teaching methods
9. Provide transport facilities
10. Supply study material, scholarships, loans

What has it achieved?

- At the secondary level, schools in which the LAHI program is operational, consistently achieve a significantly higher attendance of 95% as compared to the national average at government schools, which stands at 75%. The dropout rate in such schools has also reduced to 24%, compared to 89% at government schools across India.
- According to a Sir Dorabji Tata Trust-funded impact assessment, LAHI students are thrice as likely to be employed, self-employed or to pursue technical degrees.
- Due to the success of Project Swadheen and LAHI's advocacy, the Maharashtra government, in 2014, made vocational education a core subject at the class 10 Board level.

What next?

- Over the next three years, LAHI aims to expand its presence by beginning direct implementation of pilots and advocacy efforts across the states of Haryana, Rajasthan and Madhya Pradesh.
- To complement its traditional focus on rural schools, as LAHI scales, it plans to expand to urban schools.
- It aims to increase the breadth of its offerings by introducing modules on nutrition, soft skills and agriculture.
- Once programs in government schools achieve critical mass, LAHI anticipates adoption of the program by state governments, and to confine its roles to advocacy, training and program development for scaling up. To enable this, LAHI plans to set up a centralized training, curriculum development and certification center.

Quality Indicators

Leadership

Sunanda Mane, Co-Founder & President

- Worked at the World Bank, UNDP, CARE. Ashoka Fellow (2011).

Raj Gilda, Co-Founder

- Over a decade of experience in the corporate sector. Worked with Deloitte Consulting and Citigroup.
- Member of the National Skills Development Agency

Partnerships

- Key funders: MacArthur Foundation, J.P. Morgan, Axis Bank Foundation and Godrej Agrovet
- Official partner of the Maharashtra government for the introduction of vocational training in schools
- Partnered with Godrej Agrovet for industry linkages
- Academic tie-ups with University of Pennsylvania, IIT-Bombay and London School of Economics

Endorsements

- Winner of the ICICI-CNBC Inclusive India Awards 2012

Voices from the Ground

“Because of Project Swadheen, I was able to secure admission to an engineering course. After seeing this, my parents took my younger sister out of her old school and got her admission in my school.”

Ankita Aakuskar, Beed district, Maharashtra, currently studying engineering



Secondary school students making electrical boards



“We feel fortunate that LAHI has provided a platform to ignite the imaginations of young high school students, especially girls from rural India. It is humbling to see the careers these girls are striving to pursue, the dreams they have and the self-confidence to make it all happen. There is a long way to go but having seen what our students are able to achieve, we believe it is our collective responsibility to come together and support them in whatever we can, to make them realize their dreams.”

Sunanda Mane and Raj Gilda, Co-Founders

Naandi Foundation

non-profit

Founded: 1998 | Head office: Hyderabad | Coverage: Pan-India | Full Time Staff: 460

Website: www.naandi.org | Budget (2013-14): Organization – INR 92.5 crore; Program – INR 35 crore

Organization Overview

Naandi Foundation is a leading public charitable trust, provides safe drinking water, supports elementary school-going urban children, and offers programs in skills development for unemployed youth and agriculture marketing. Naandi works across 14 states in India, and to date has impacted the lives of over five million underserved people. It has three education programs, one of which is Nanhi Kali, which focuses specifically on girls' education.

The Problem

Adolescent girls are particularly susceptible to dropping out of school due to a range of economic and social-cultural factors. These include pressure to marry and have children, the need to find employment to support their families, and the cost to their family to send them to secondary school.

Naandi's Response

Along with the K C Mahindra Education Trust (KCMET), Naandi acts as managing partner for the Nanhi Kali project. The project provides academic, material and social support to ensure that economically disadvantaged girls complete 10 years of schooling and are empowered to demand equal rights.

How did it evolve?

1996

Project Nanhi Kali was initiated by KCMET with the aim of providing primary education to underprivileged girl children in India.

2005

Anand Mahindra joined Naandi as a Life Trustee and decided that in order to develop the scale and depth of the Nanhi Kali program, Naandi should be brought on as a joint managing partner. The program was strengthened with a community-based, inclusive (targeting all girls in an area) approach, with a stress on the girls' dignity and remedial tutorial support to every girl.

2015

Having identified the need to focus on a more holistic approach to adolescent girl empowerment, Naandi launched Nanhi Kali 2.0, which includes a wider array of education-orientated interventions.

What does it do?

Project Nanhi Kali

Nanhi Kali is a national girl child support and sponsorship project, which engages with girls in classes 1-10 across 10 states. It selects girls based on multiple criteria including enrollment in government schools, family income, parents' educational background and the girl's aptitude. Each girl gets an average of INR 3,500 in sponsorship every year, which gives them six days of remedial education as well as material amenities such as uniforms and school supplies. To date, it has impacted 1,70,000 girls.

Remedial education

To provide girls with remedial education, Naandi sets up academic support centers in select government schools. It hires community youth and trains them to be remedial teachers. Learning lag at each girl's level is identified through ongoing assessment. Using Naandi's competency-based localized content, a two-hour class is held daily before or after school. The basic curriculum of English, Math and Science is covered in these sessions, and it complements the government curriculum.

Community mobilization

Naandi works with the community to sensitize it on the importance of girls' education and encourage it to take ownership of the functioning of the school by organizing community events and developing committees comprising mothers and girls in the program.

Interventions

1. Build and operate schools
2. Improve school infrastructure
3. Offer vocational and life skills courses
4. Conduct remedial classes to bridge learning gaps
5. Mobilize communities to create peer models
6. Mobilize parents
7. Train teachers and headmasters
8. Design digital curricula to improve learning levels and teaching methods
9. Provide transport facilities
10. Supply study material, scholarships, loans

What has it achieved?

- Nanhi Kali currently provides educational support to 1,00,000+ girls across 10 states in India.
- Dropout rate for girls, which at the national level is more than 50% by the time they reach class 10, has been brought down to less than 10% within the Nanhi Kali program.
- 10,434 girls from Nanhi Kali have passed class 10 to date, 85% of them chose to continue education or vocational courses, or have found jobs.
- Through constant monitoring and follow-up, Nanhi Kali is able to maintain 78% average attendance of Nanhi Kali girls in schools.

What next?

- Naandi aims to launch Nanhi Kali 2.0 at the end of 2015. It plans to revamp the current project to focus on an all-inclusive approach to adolescent girl empowerment; it aims to expand focus from solely education to include health and vocational training interventions.
- Nanhi Kali also aims to expand to more locations, especially Bihar, Jharkhand and Odisha. Geographic expansion needs a minimum commitment of 5,000 girls for at least five years.
- The program currently only focuses on education of girls until class 10 (age 15). Naandi aims to target students up to age 19 to reach girls who are not part of its school programs.

Quality Indicators

Leadership

Manoj Kumar, CEO, Naandi Foundation

- Serves on the Boards of the Global Livelihoods Fund, Global Alliance for Improved Nutrition, Sustainability Council and Firmenich SA
- Robert McNamara Fellow, World Bank and Fellow, Aspen Global Leadership Network

Partnerships

Sushanta Kumar Bhuyan – National Director, Community Initiatives and Rural Education, Naandi Foundation

- Has a Masters in Social Work from National Institute of Social Work and Social Sciences

Endorsements

- Implementation partners: 19 non-profit implementation partners at the grass-roots level
- Funding partners: 10,000 individual, 40 large corporations (including Microsoft, Saint Gobain, HPCL, Titan and Capgemini) and 500 smaller institutions fund Nanhi Kali; 30% of the funding comes from KCMET

Voices from the Ground

“Having devoted more than 30 years to the field of teaching, I have seen many programs come and go. I have watched the evolution of Nanhi Kali quite closely. The learning material makes learning easy and fun for the children. Nanhi Kali has helped bridge the last mile of learning for countless girl children.”

*Khaja Moinuddin, Kotla Alija,
a teacher from Hyderabad*



A Nanhi Kali schoolgirl in Nashik

“The need of the hour is that girls across the country must come together to address the issues that affect their lives. Every privileged member of our society must extend a helping hand to make this dream a reality.”

*Sushanta Kumar Bhuyan, National Director,
Community Initiatives and Rural Education, Naandi Foundation*



Founded: 1994 | Head office: New Delhi | Coverage: Pan-India | Full Time Staff: 3,501

Website: www.pratham.org | Budget (2013-14): Organization – INR 108 crore; Program – INR 11.5 crore

Organization Overview

Pratham, which means “First” in Sanskrit, is an innovative learning organization dedicated to improving the quality of education in India. As one of the largest non-governmental organizations in the country, Pratham reaches out to 4.5 million children across 21 states through multiple programs that are centered around high-quality, low-cost and replicable interventions to address gaps in the education system.

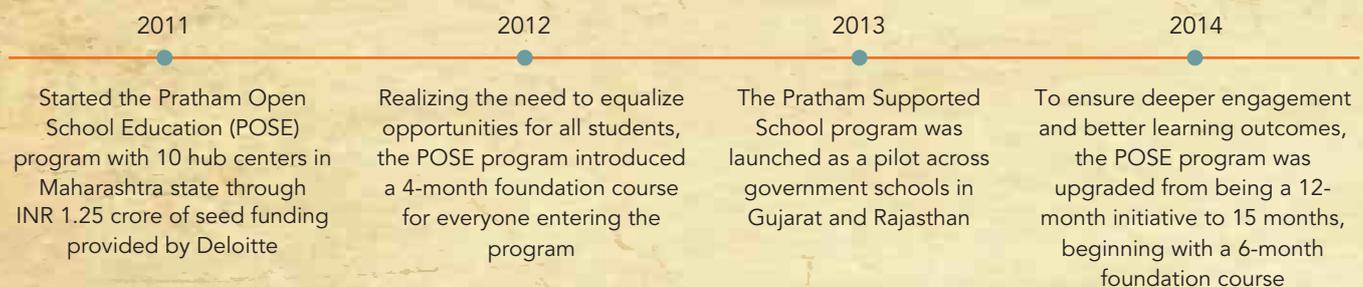
The Problem

Adolescent girls and boys who have dropped out of the secondary schooling system do not get institutional support that gives them a chance to complete their school education and acquire the skills needed to find jobs.

Pratham’s Response

Pratham works to reintegrate school dropouts into the education system by providing them with a structured and conducive environment along with the necessary support and means to complete their schooling. This allows these out-of-school girls and boys to study further and find jobs.

How did it evolve?



What does it do?

Pratham Open School Education (POSE): A 15-month program that targets young girls and boys who have dropped out of school by giving them the academic support needed to pass the class 10 state Board examination.

- The program begins with a 4-6 month foundation course followed by a 5-day residential or non-residential on site component during each of the remaining nine months.
- Operates as a hub and spoke model, with its hub being a residential or non-residential centre equipped with qualified faculty members. These are subject specialists who provide short intensive classes to students. The spokes cater to small clusters of 10-15 villages each, and have a tutor who guides students in daily studying and answers their questions across subjects.
- Program content is delivered by Pratham-trained teachers.
- Since inception, 6,500 girls have enrolled in the program; 2014-15 enrolment stands at 3,200 students.

Pratham Supported Schools (PSS): An in-school program aimed at improving the learning-level gap and preventing dropouts.

- Pratham-trained faculty reaches out to 36,000 children in 720 schools across 14 states.
- Learning camps of up to 15 weeks are delivered to students in classes 5-9, covering language skills, Math, English, Science and Life Skills.

Interventions

1. Build and operate schools
2. Improve school infrastructure
3. Offer vocational and life skills courses
4. Conduct remedial classes to bridge learning gaps
5. Mobilize communities to create peer models
6. Mobilize parents
7. Train teachers and headmasters
8. Design digital curricula to improve learning levels and teaching methods
9. Provide transport facilities
10. Supply study material, scholarships, loans

What has it achieved?

- Since inception, POSE has scaled to seven states, reaching out to 10,000+ students to date.
- The pass percentage for the 2013-14 batch was an impressive 72%, a significant improvement on 2011-12, when the figure stood at 36%.
- A study of students who were part of the 2013-14 cohort showed that 39% went on to pursue further studies after completing class 10.
- Prominent organizations such as the IKEA Foundation and the MacArthur Foundation support the PSS program. PSS and POSE have also received interest from RMSA, the government's secondary education program.

What next?

Over the next year, the depth and scope of POSE will be enhanced through the following:

- Developing digital content will help enhance program delivery and contribute to self-learning at the cluster level.
- An increased focus on intensive employability training – including financial literacy courses and life skills programs – will help students gain contemporary skills needed for the current job market.

Pratham plans to scale the PSS program through the following:

- To increase outreach, the PSS program aims to develop closer collaborations with state and local governments in order to build the capacity of government school teachers.

Quality Indicators

Leadership

Dr Madhav Chavan – Founder & CEO

- Has over 20 years of experience in pioneering innovative programs in the education sector
- Member of the Governing Council of SSA
- Skoll Award for Social Entrepreneurship, 2011
- Named 2014 Asia Game Changer by Asia Society

Partnerships & Key funders:

- Key funders: USAID, GE Foundation, Deloitte, IBM, Google, Godrej and Citi Foundation, among others
- For program delivery, Pratham partners with various stakeholders such as the Himachal Pradesh state government, IKEA, ITC and MacArthur Foundation

Endorsements

- Recognized as one of the 'Top 100 NGOs' in the world by The Global Journal in 2013
- CNN-IBN Indian of the Year award, 2009
- BBVA Foundation Frontiers of Knowledge Award, 2014

Voices from the Ground

“We could not complete our secondary schooling due to poor grades. Being enthusiastic students who are keen to go to college, we were dejected at the thought of being school dropouts. This is when we heard about the POSE program from other girls in the village. The open classroom atmosphere, innovative teaching method and focus on practice was the main reason for our success at POSE.”

Renuka and Gomati, graduates from the Chandrai Centre, POSE Alore, Rajasthan,



Students during a reading activity at a POSE school

“Education in India entered a new phase when its economy began to surge. The Right to Education Act has raised expectations further. Despite these significant national advances, delivering high-quality education remains challenging and has become increasingly difficult. How does one define quality? How might we deliver quality to each and every child? These and other related questions are constantly on our mind as the Pratham network continues its work.”



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