



# **Social Impact Assessment Report**

2023-2024





To  
Board of Directors  
Foundation to Educate Girls Globally,  
50/8, First Floor, Tolstoy Lane, Janpath,  
New Delhi – 110 001

**Annual Social Impact Assessment Report 2023-24 – FEGG**

Dear Sirs,

We M/s ESGPRO Consultancy India LLP having registration no. ACC-8869 empanelled with ICMASAD vide empanelment no. ICMAI SAQ/ 2024-25/SAQ/001 are pleased to submit our Assessment report on the Annual Impact report of Foundation to Educate Girls Globally hereinafter referred to as "Educate Girls" or "FEGG" or "the Company" or "NPO" or "the Foundation") for the financial year 2023-24 as required by Regulation 91 (E) of SEBI (Listing Obligation and Disclosure Requirements (LODR), 2018). The assessment has been carried out covering all the major aspects as prescribed by the Guidance Note issued by SEBI in Circular No 2022/120 dated 19<sup>th</sup> September 2022 covering all the significant activities carried out by FEGG. The primary objectives of the assessment of the Educate Girls' program to assess the role of FEGG in enrolment and retention of out of school girls (OOSG).

**Conformance to Framework for Social Audit Standards, Code of Conduct**

This social impact assessment has been conducted in accordance with the Framework for Social Audit Standards and the applicable Social Audit Standards (SAS) viz SAS 300 – "Promoting Education employability and livelihoods" and SAS 400 – "Promoting Gender Equality, empowerment of women and LGBTQIA+ communities" issued by the Self-Regulatory Organization (SRO). The audit adheres to the ethical guidelines outlined in the Code of Conduct for Social Auditors, ensuring objectivity, confidentiality, and integrity throughout the process.

**Independence**

The social impact<sup>2</sup> assessment was conducted by professionals with domain knowledge of the concerned thematic subject, and suitable skills, competence and experience in social impact assessment in the thematic areas as per SEBI requirements for Social Impact Assessment.

Our work was performed in compliance with the requirements of the Code of Conduct for Social Impact Assessors of ICMAI SAQ, which requires, among other requirements, that the members of the assessment team be independent of the organization assessed. The Code also includes detailed requirements for practitioners in relation to integrity, objectivity, professional competence and due care, confidentiality and professional behavior. The social impact assessment organization has systems and processes in place to monitor compliance with the Code and to prevent conflicts regarding independence.



<sup>2</sup> Impact may not come in initial years and may come later in the fourth or fifth year onwards, in such cases there would not be any impact to report, hence the word impact should be used very judiciously. Reference may be made to the logic model framework in this regard.

## Responsibility of Reporting Entity (TEGG) and Social Impact Assessor (ESGPRC)

### a. TEGG Responsibility

TEGG is responsible for preparing a comprehensive Social Impact Assessment (SIA) report by identifying stakeholders, collecting baseline data or conducting situational analysis, and analyzing potential social impacts (both positive and negative) of the proposed project while paying special attention to vulnerable groups and gender-specific concerns.

TEGG is responsible to allocate adequate resources, maintain proper documentation, and prepare detailed implementation plan with clear timelines and budgets. Additionally, the TEGG must develop appropriate mitigation measures, enhancement strategies, and monitoring frameworks, ensuring all processes are transparent and well-documented in order to comply with legal and policy frameworks, and present an unbiased, evidence-based report in a transparent manner.

TEGG is also responsible for disclosing all relevant social impacts, even those that may be perceived as unfavorable. Transparency is crucial for stakeholders to understand the full range of potential social consequences.

### b. Social Impact Assessment Firm (ESGPRC) Responsibility

A Social Impact assessment, conducted as an independent, objective and reliable evaluation of impact of a project / program / project-based activity of a social enterprise, is designed to assess whether the project / program / project-based activity is operating in accordance with the stated strategic intent and planning, assesses the stated performance in terms of impacts/ outcomes and to provide suggestions, if any, to improve the impact measurement and/ or performance and to provide a report thereon.

The Social Impact Assessment Report by its very nature involves numerous assumptions, inherent risks, and uncertainties, both general and specific. The conclusions drawn are based on the information available with us at the time of writing this report. No representation or warranty, express or implied, is made with respect to the information contained in this report.

The work was limited to the samples/sample procedures described in this report and were based only on the information and analysis of the data obtained through interviews of beneficiaries supported under the project, selected as sample respondents. Accordingly, changes in circumstances/sample/ procedures or information available could affect the findings outlined in this report.

The deliverables in this report in no way should be construed as an opinion, attestation, certification, or other form of assurance. We have not performed any procedure which can be construed as an examination or a review in accordance with generally accepted auditing standards or attestation standards. We have not audited or otherwise verified the information supplied to us in connection with this engagement, from whatever source. Further, comments in our report are not intended, nor should they be interpreted to be an advice or opinion.

To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the client for the report, or for the conclusions expressed in this independent Social Impact Assessment Report and the conduct of the engagement is based on the assumption that the data and information provided to us is complete and true. We expressly disclaim any liability or co-responsibility for any decision, a person or entity would make based on this report.

The assessor is responsible for evaluating the SIA report's quality, accuracy, and compliance with prescribed standards and in the prescribed format by Stock Exchanges. The assessment has been



carried out covering all the major aspects as prescribed by the Guidance Note issued by SEBI in Circular No. 2022/120 dated 30<sup>th</sup> September 2022 covering all the significant activities carried out by FEGG. The primary objective of the assessment of the Educate Girls' program is to assess the role of FEGG in recruitment and retention of out of school girls (OCOG).

This further includes verifying baseline data or evaluating situational analysis, reviewing the impact analysis, and ensuring that mitigation measures are practical and effective. ESOPND has to provide recommendations to improve the report and highlight any gaps, ensuring a fair and reliable assessment process.

We have also considered the particulars submitted by the FEGG in the prescribed format 18 issued by the NSE Social Stock Exchange while preparing our report and verify the facts contained therein. Any comments on the form are also provided in our detailed report. The detailed impact assessment report contains the following Sections and form integral part of our assessment:

- Section A: Brief about the Project and Social Enterprise (Responsible Party)
- Section B: The Scope of Impact Assessment, Purpose, Approach, Methodology and Limitations
- Section C: Summary Findings of survey undertaken, Alignment with national and State priorities, Social Return on Investment, Impact Score Card.
- Section D: Gaps or challenges identified along with recommendations
- Section E: Annexures; Blank Copy of Survey Forms, Photos of Field Survey.

For ESOPND Consultancy India LLP  
Attn: CMA JAGJ 2024-25/1410/031

  
Karish Tayal  
Designated Partner  
M. No. – 526 / SA -025



#### Confirmation by Social Enterprise

I, Vijaylaxmi Ratan Saxena, Chief Financial Officer in behalf of Foundation to Educate Girls Globally, confirm that the social impact assessment process was carried out as per the terms of relevance of the engagement and the draft report was shared with us and our response heard. Discussion has happened between Social Impact Assessment firm and the organisation feedback, as appropriate will be incorporated for future in the next social impact assessment cycle.

Remarks, if any:

Authorised Representative of Foundation to Educate Girls Globally,

Name: Vijaylaxmi Ratan Saxena

UJWTLAKSHMI

Signed: RATAN SAXENA

Date: 30<sup>th</sup> January 2025

Place: Mumbai





|                                  |                                                                                                                                 |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Name of Social Enterprise</b> | Foundation to Educate Girls Globally                                                                                            |
| <b>Popular Name</b>              | FEGL                                                                                                                            |
| <b>NSE-SSE Reg. no.</b>          | NSESSNP00032                                                                                                                    |
| <b>Registered Address</b>        | 50/8, First Floor, Telstoy Lane, Jangath, New Delhi - 110 001                                                                   |
| <b>Head Office</b>               | C-103, 104, 1 <sup>st</sup> Floor, Remi Biccourt, Shah Industrial Estate, Off Veers Desai Road, Andheri West, Mumbai - 400 063. |
| <b>Operating Locations</b>       | Uttar Pradesh, Rajasthan, Madhya Pradesh and Bihar                                                                              |

|                    |                                |
|--------------------|--------------------------------|
| Report prepared by |                                |
| Name of SIA Firm   | : ESGPRO Consultancy India LLP |
| Empanelment no.    | : ICMAI SAGN2024-25/SIAC0001   |
| Period             | : 01.04.2023 to 31.03.2024     |
| Framework used     | : Logical Framework Analysis   |



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## SECTION A: Executive Summary

The Foundation to Eradicate Girl Orphanhood (FEOG) has undertaken activities in the financial year 2022-24, focusing on improving the enrolment, retention, and foundational learning outcomes for out-of-school girls (OOSGs) in educationally disadvantaged areas of India. FEOG operates in 3 states Uttar Pradesh (U.P.), Madhya Pradesh (M.P.) and Rajasthan (Raj.). For the purpose of this impact assessment, district-level operations in the states of U.P., M.P. and Raj. during the assessment period have been considered. The assessment encompasses activities in 16 districts across Uttar Pradesh, Madhya Pradesh, and Rajasthan, targeting communities with historically low literacy rates and gender parity. Aligned with Sustainable Development Goals (SDGs) 4 (Quality Education) and 5 (Gender Equality), the program's holistic approach integrates community mobilization, government collaboration, and innovative educational interventions.

### A.1 Background of the Engagement

Foundation to Eradicate Girl Orphanhood (FEOG) has been registered with NDC's Social Stock Exchange segment (Reg. No. NSSESDNP00000) since November 26, 2023. SEBI's Regulation 91(1) mandates social enterprises to submit an Annual Impact Report attested by an empanelled Social Impact Assessment Firm. The assessment evaluates FEOG's impact on out-of-school girls' (OOSG) enrolment and retention, addressing accountability, transparency, and alignment with SEBI's 2022 guidelines.

### A.2 Key Program Objectives

- Identification, enrolment, and retention of OOSG aged 5-14 years.
- Improvement in foundational literacy and numeracy skills.
- Empowerment of adolescent girls through life skills education.

### A.3 Program Activities

| Metric                             | Target                 | Achieved               |
|------------------------------------|------------------------|------------------------|
| OOSG Enrolled                      | 2,66,944 girls         | 3,04,327 girls         |
| Retention Rate                     | 85%                    | 86%*                   |
| Life Skills Education Participants | 32,000 girls           | 35,031 girls           |
| GEP Beneficiaries                  | 2,00,000 beneficiaries | 2,00,084 beneficiaries |



Target  
Set realistic goals to improve planning



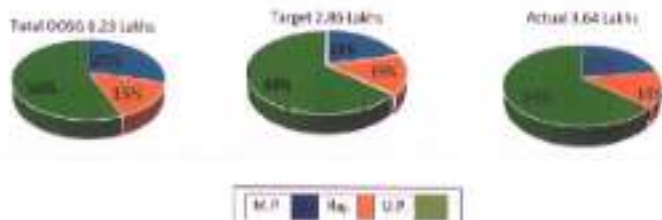
Achieved  
Continue to exceed expectations

\*Including Rajasthan and Barhanpur of Madhya Pradesh.

#### a. Enrolment and Retention

At the beginning of FY 20-24, FEOG identified 6,25,528 OOSG in the states under assessment. Out of which 60% are in Uttar Pradesh, 19% in Madhya Pradesh and 21% in Rajasthan. FEOG has targeted enrolment of 2,66,944 girls out of which 64% are in Uttar Pradesh, 21% in Madhya Pradesh and 15% in Rajasthan. The targeted population is decided based on the number of districts in the state, MOU with State Governments, resources available and retention rate of AML. Overall, FEOG has enrolled 27% above the target. In MP, FEOG overachieved its target by 34% followed by 27% in UP and 16% in Rajasthan.





During FY 22-23, 5.37 lakh girls were enrolled. Out of these, 2.06 lakhs continued to enroll in FY 23-24, indicating a retention rate of 38%. The retention rate is highest in M.P., followed by Rajasthan, 38%, and U.P., 35%.

#### a. Bal Saksha Operations (Life Skill Education)

FROG has enrolled 3.64 lakh girls in 54,627 schools in 3 states, of which 10,950 schools are operational. Out of 10,950 operational schools, 7,307 are from upper primary level and above. Of the total schools, 28% are in M.P., 18% are in Rajasthan, and 54% are in U.P. In the academic year 22-24, a total of 2,840 schools were selected by FROG for the Life Skill Education program, wherein 16,501 girls/mothers were actively involved. Out of this, 59% of schools are in Uttar Pradesh, followed by 21% in Rajasthan and 20% in Madhya Pradesh. In M.P., a proportionately lower number of schools were selected for the LSE program as lesser number of schools in the state met the LSE eligibility criteria.

#### c. GGP Operations

A total of 2.60 lakh students benefited from the GGP program run by FROG. Of 10,950 operational schools, the GGP was run by FROG in 5,510 schools of which 60% of schools are in Uttar Pradesh, followed by 22% in Rajasthan and 26% in Madhya Pradesh. The schools were selected in line with the population in all states, which depicts that a similar proportion of schools have low teacher-student ratios in all three states.

### A.4 Program Intervention

#### a. Community Mobilization

- Team Balika:** A network of 15,483 trained community volunteers was pivotal in identifying GOSG, raising awareness, and supporting enrollment and retention efforts.
- Engagement Activities:** Conducted 1000+ Grame Shiksha Talimas and 7650+ Mukhya Meetings to foster community involvement.

#### b. Educational Interventions

- Open Ka Panch (OKP):** Benefited 2,60,003 children through activity-based learning kits and remedial sessions focused on foundational literacy and numeracy.
- Life Skills Education:** Engaged 16,501 adolescent girls in leadership, communication, and critical thinking training through Bal Saksha counsels.



#### c. Government Collaborations

- i. Partnered with state and local governments to align with initiatives like *Suranga Shiksha* and *Waste-to-Wealth*.
- ii. Provided technical training for School Management Committees (SMCs).

#### d. Infrastructure and Support

- i. Provided learning materials (SOPs) in 5,382 schools.
- ii. Offered institutional training for Team Balaia volunteers, enhancing community leadership.

### A.5 Stakeholders Involved

The assessment engaged a wide range of stakeholders to ensure a holistic understanding of the program's impact:

- i. **Beneficiaries:** Girls aged 5-14 years, with a focus on marginalized communities.
- ii. **Parents and Families:** Key influencers in enrollment and retention decisions.
- iii. **Community Volunteers (Team Balaia):** Played a critical role in community mobilization and program delivery.
- iv. **Government Officials:** Provided policy alignment and technical support.
- v. **School Management Committees (SMCs):** Strengthened governance and accountability.
- vi. **Teachers and Principals:** Facilitated program implementation at the school level.
- vii. **Donors and Funding Agencies:** Ensured financial sustainability of the program.

### A.6 Methodology and Sampling

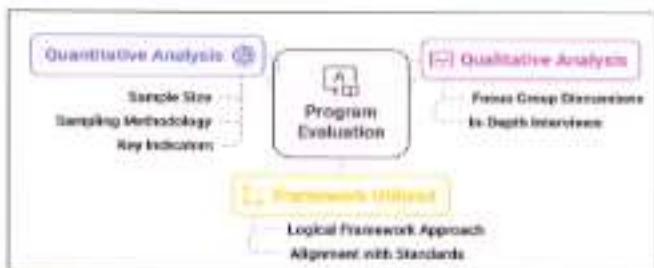
The Social Impact Assessment adhered to the framework for Social Audit Standards (SAS) and the guidance provided by SIFIs (Using Obligations and Disclosure Requirements, 2020). A mixed-method approach, combining quantitative surveys and qualitative evaluations, was employed. The sample size is calculated at 95% confidence level with 2% margin of error and 30% population proportion. Minimum sample size for enrollment comes out at 1,386 out of 3,64,227 as per this approach.

#### A.7 Program Evaluation:

##### a. Quantitative Analysis

- i. **Sample Size:** A statistical sample of 3,376 included OCGs, 3,265 GGP beneficiaries, 335 Life Skills Education beneficiaries, and 336 Team Balaia volunteers representing diverse geographic and socio-economic profiles was selected.
- ii. **Sampling Methodology:** Multi-stage stratified random sampling was employed, ensuring representation across operational states, districts, and demographic groups.
- iii. **Key Indicators:** Enrollment rates, retention rates, literacy and numeracy levels, and stakeholder engagement metrics.





#### Qualitative Analysis

- Focus Group Discussions (FGDs):** Conducted with students, teachers, parents, and community leaders to capture insights on program impact.
- In-Depth Interviews (IDIs):** Held with government officials, school administrators, and FEEO field staff to address program implementation challenges and achievements.
- Frameworks Utilized:** Logical Framework Approach (LFA): Structured inputs, activities, outputs, outcomes, and impacts to visualize mid-term and long-term projections.
- Alignment with SDG:** 200 and 400 standards for education and gender equity.

### A.3 Survey Findings and Results

#### i. Enrollment and Retention

##### a. Demographic Profile:

The initiative targeted girls between the ages of 5 and 14, with a structured approach tailored to different age groups. Younger girls aged 5-9 were reintroduced to formal school education (87%), while adolescents aged 10-14 were prepared for formal schooling alongside life skills training to help them overcome socio-economic challenges. Out of the total, 31% of girls are enrolled in grades 2 to 6, where the effects of attrition are more acute as this segment is mostly either dropout or least willing for schooling.

A significant proportion of beneficiaries belonged to marginalized communities, with 42% from Scheduled Castes (SC), 28% from Scheduled Tribes (ST), 32% from Other Backward Classes (OBC), and 3% from other groups. 70% of beneficiaries are from families below the Poverty Line (BPL).

- Findings and Analysis:** High satisfaction was observed among students (78%), parents (85%), and volunteers (92%), highlighting outreach and engagement. Parents mentioned that educators, as well as field coordinators, visited their homes regularly in case students missed attending school. Teachers confirmed the same. Team Balika periodically visited the schools to get the list of students not attending classes regularly. Also, FEEO suggests motivating parents to send their children to school and assists them in documentation related to school enrollment. Some parents mentioned on a lighter note that the FEEO team is like "Chokkida" who immediately visit their house if their child is absent from school for more than a couple of days.

The FEEO initiative has received predominantly positive feedback, with 38% of participants rating it as "Very Helpful" and 32% providing a rating of 4, reflecting high satisfaction levels. However, 20% rated it 3, signaling opportunities for improvement, while 8% rated it 1 or 2, indicating areas needing

enhancement. Key suggestions for additional support included financial assistance (21%), infrastructure activities (30%), better working materials (33%), and career counseling (58%).

Regarding the program's impact, 65% of the participants reported significant positive effects, showcasing the program's effectiveness in creating meaningful change. Another 36% noted moderate improvements, 4% found the program less impactful, and 1% reported no effect, highlighting areas needing targeted intervention. These findings affirm the program's success while pointing to opportunities for further refinement to ensure inclusive and sustainable outcomes.



#### 10. Input

In terms of infrastructure, 30% of schools were noted fully equipped, 45% indicated partial adequacy, and 10% highlighted significant deficiencies, particularly in sanitation and classroom facilities. 57% of participants reported weekly visits, ensuring ongoing support and motivation. 37% noted occasional visits, while 5% highlighted monthly visits, indicating areas for improved frequency of interaction. Though effective overall, 7% of volunteers expressed the need for better training tailored to village-specific challenges. Financial aid was emphasized by 38% of students and 32% of parents, followed by career counseling and role models (34%) and infrastructure upgrades (33%).

#### 11. Output

60% of parents reported regular attendance by their daughter's and interventions, with attendance rates exceeding 70%.

#### 12. Outcome

60% of families of girls became highly supportive of education. 50% of parents and 55% of teachers, reflecting the program's success in empowering students. 72% of parents and 50% of teachers observed positive community attitudes toward educating girls' education.

#### 13. Impact

60% of students aspire to higher education, with career aspirations focused on teaching (30%), medicine (20%), and law enforcement (20%). 58% of stakeholders trust that program outcomes will be sustained with minimal support, while volunteers and educators further reinforced cultural resistance as a key legacy.

#### 14. BOP and LSE

As part of its intervention program, Gyan Ka Peeth (GKP) and Udaan Education (UE) are the key actors in performing the program. The program aims to improve foundational literacy, numeracy, and life skills among students in underserved regions. This assessment synthesizes data from students, teachers, and principals across Madhya Pradesh, Rajasthan, and Uttar Pradesh to evaluate the program's reach and effectiveness.



The survey involved 3,473 students and 380 teachers. Most students are in the 9-12 age group, with 97% having over a year of school experience. 40% of the teachers/principals have been associated with the program for over a year.

**i. Input**

60% of the students confirm availability of at least 100% of the inputs. 70% of students confirmed the same for LSE. These are confirmed by 80% and 60% of the teachers for OCP and LSE respectively.

**ii. Output**

92% of students reporting improvements in foundational reading and numeracy skills and 84% completing assigned tasks, reflecting high engagement. Teachers noted enthusiastic participation in interactive activities like math problem-solving and reading comprehension. Similarly, the Life Skills Education (LSE) program equipped 75% of students with problem-solving skills, 83% with health and hygiene awareness, and 53% with communication skills, while 58% consistently participated in group activities, showcasing significant collaborative learning outcomes.

**iii. Outcome**

Under Ojan Ka Pitav (OCP), 74% of teachers reported better literacy and numeracy skills, with 52% of students frequently applying these skills at home. In the Life Skills Education (LSE) program, 74% of



students exhibited enhanced decision-making, and 71% showed increased confidence, while 52% applied life skills in daily interactions. These outcomes reflect the program's transformative impact on both academic performance and personal development, fostering confidence and practical skill application.

**iv. Impact**

82% of teachers reported significant academic progress among OCP students and LSE participants, demonstrating improved time management (64%) and problem-solving abilities (56%), equipping them for future challenges. Students inspired peers and contributed to family and community welfare, amplifying the program's impact. The active involvement of stakeholders ensured

skill dissemination beyond classrooms, driving community transformation and enabling students to achieve brighter academic and personal futures.

## A.9 Social Return on Investment (SROI)

The program's SROI was calculated by comparing the social value generated to the investment made. Key highlights include:

**Investment:** ₹127 crores over the financial year.

**Social Value Generated:** ₹ 2855 crores, including increased household incomes, reduced family stress, improved health and long-term economic benefits of education.

**SROI Ratio:** 10.3:1, indicating significant social value creation.



#### A.10 Logical Framework and Impact Scorecard

| Component             | Input                                   | Output                     | Outcome                             | Impact                                    |
|-----------------------|-----------------------------------------|----------------------------|-------------------------------------|-------------------------------------------|
| ODSG Enrollment       | Community mobilization resources        | 264,337 girls enrolled     | Improved access to education        | Enforced gender equity in education       |
| Life Skills Education | Training modules for life skills        | 36,501 girls trained       | Increased confidence and leadership | Long-term social and economic empowerment |
| Gyan Ka Pitara        | Educational kits and knowledge sessions | 260,063 students benefited | Enhanced literacy and numeracy      | Improved academic performance             |

#### A.11 Gaps and Challenges

##### Challenges

##### a. Infrastructure Deficits

- Inadequate separate sanitation facilities in some schools.
- Inadequate teacher-to-student ratios hindered individual attention.

##### b. Socio-Cultural Barriers

- Resistance to girls' education due to societal norms and early marriage practices.
- Gender biases persisted despite awareness campaigns.

##### c. Financial Constraints

- High costs of uniforms in Madhya Pradesh and Rajasthan compared to Uttar Pradesh.
- Both the parents are away from home for livelihood, girls take care of siblings at home, 33% of the participants reported absenteeism due to household duties whereas 35% cited financial constraints as a reason for absenteeism.

##### Gaps

- Despite the program's extensive reach, FFG's brand awareness remains limited in some regions. Many stakeholders, mainly in Uttar Pradesh, including parents and community leaders, are unaware of the organization's efforts and achievements. This affects community trust and limits the potential for lasting improvements through partnerships and advocacy.
- The short duration of specific program components, such as Kailashika and GGP interventions, limits the depth of impact on beneficiaries. Sustained improvements in literacy, numeracy, and life skills require longer-term engagement, often unavailable due to funding or operational constraints.

#### A.12 Recommendations for Improvement

##### a. Strengthening Infrastructure:

- Increase the number of GGP sessions by increasing visits of Field Coordinators and Area Officer.
- Synchronize the GGP and LSC curriculum with government study material so that teachers can easily deliver after taking by FFG.
- To measure the real impact, track the number of girls enrolled in Secondary and Senior Secondary Schools.

##### b. Enhance Community Engagement



- i. Conduct more frequent Gram Shiksha Saptaks and Mahila Harkings specially to increase the retention and attendance rate.
- ii. Increase parental involvement through awareness campaigns on long-term educational benefits.

#### c. Scale Vocational Training

Expanded skill development programs for Teen Sakshis volunteers to enhance local leadership capacity. Key challenges identified in the program include low participation in Life Skills Education (LSE) programs (20%), which can be addressed by expanding the program to include more older students while tackling gender-specific barriers to enrollment. Material access issues (27%) highlight the need to strengthen logistics for the timely delivery of resources to students and teachers. To address sustainability concerns, institutionalizing programs within state curricula will ensure long-term adoption and replication. Finally, to enhance skill retention, annual refresher courses should be conducted to sustain skill application and deepen the program's impact.

### A.12 Conclusion

FECC's 2023-24 initiative has made transformative strides in improving education access and gender equity in rural India. By enrolling 3,54,227 GOSE, enforcing functional literacy & numeracy, and empowering girls through life skills education, the program has laid a solid foundation for long-term societal change. FECC exceeded the target of enrollment of girls in schools by 37%.

The SROI of 16.5:1 highlights the significant value generated. While challenges remain, the organization's strategic, scalable, and inclusive approach ensures continued progress toward creating a more equitable and inclusive educational landscape.

The insights from this assessment will inform future strategies to bridge gaps, optimize resource allocation, and strengthen stakeholder collaboration, reaffirming FECC's commitment to empowering girls through education.





### B.1 Background of the Engagement

Foundation is FEOG Globally, also known as "FEOG" (hereinafter referred to as "FEOG" or "FERB" or "the Company" or "MPC" or "the Foundation") was incorporated on December 6, 2007, as a private limited company (limited by Guarantee under Section 25 of the Companies Act, 1956, namely relating under Section 8 of the Companies Act, 2013). The company is registered with BSE segment of National Stock Exchange on 30.11.2009 having registration no. **NSR155555PO0032**.

As required by Regulation 31 (E) of SEBI (Listing Obligations and Disclosure Requirements) (LODR), 2015, every Social Enterprise which is either registered with or raised funds through a Social Stock Exchange or a Stock Exchange, as the case may be, shall be required to submit an Annual Impact Report to the Social Stock Exchange. The annual impact report shall be assessed by a Social Impact Assessment firm employing the Social Impact Assessor.

FEOG has engaged M/s FSGPD Consultancy India LLP, a Social Impact Assessment firm empowered with self-regulatory authority carrying registration no. KRAE/SAC/2024-25/SAC/9001 vide engagement letter dated 26.08.2024. Mr. Hitesh Tople is the Social Impact Assessor having membership no. ISAPSA/055.

The assessment has been carried out covering all the major aspects as prescribed by the Guidance Note issued by SEBI in Circular No. 2022/126 dated 18<sup>th</sup> September 2022 covering all the significant activities carried out by FEOG. The primary objectives of the assessment of the FEOG program are to assess the role of FEOG in enrollment and retention of out of school girls aged 6-14 years and improve foundational literacy and numeracy among children in these educationally backward areas.

### B.2 About the Project

Foundation is FEOG Globally (FEOG), focuses on mobilizing communities to promote girls' education in India's rural and educationally disadvantaged regions not on commercial basis. The FEOG mainly operates in challenged geographies of Uttar Pradesh, Rajasthan and Madhya Pradesh. The program is designed to enhance the enrollment and retention of out of school girls aged 6-14 years and improve foundational literacy and numeracy among children in these educationally backward areas.

The program is mapped with achieving the targets in area of SDG4 "Quality Education" (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) and SDG5 "Gender Equality - to achieve gender equality and empower all women and girls". The program objective is further matched to social intent by matching to Indian government's under regulation 2021 "(a) promoting education, employability and livelihoods and "(b) promoting gender equality, empowerment of women and LGBTQ+ communities" of SDG (CDPO) Regulations 2018.

By leveraging the Government's existing investment in schools and alignment of program with National Schemes like "Right to Education Act", "Samagra Shiksha", "Beti Bachao Beti Padhao", National Education Policy 2020 and with State level schemes like "Shiksha Abhiyan", School Chalk Abhiyan", "SAC Camp", "Kanya Samaksha Yojna" etc., FEOG with the help of 3,600+ employees and a huge base of 19461 community volunteers, works towards identification, enrollment and retention of out of school girls. This helps in improvement of foundational literacy and numeracy for all children (both girls and boys) studying in primary grades.



#### a. Target Segments:

The project serves the following target segments:

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>I. Segment</b>         | <b>Out of School Children</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>ii. Gender</b>         | <b>Girl</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>iii. Age Group</b>     | <b>5 to 14 years</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>iv. Thematic Issue</b> | Quality Education and Gender Equality: JEEG addresses broader thematic issues such as gender equity, child rights, and basic education, ensuring that the interventions lead to sustainable community development and empowerment.                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>v. Geography</b>       | <p>Rural and Remote Areas: JEEG operates in some of the most educationally backward and geographically challenging regions of India. These areas include rural villages with sparse populations, limited infrastructure, and difficult terrain. The primary states of operation are Rajasthan, Madhya Pradesh and Uttar Pradesh.</p> <p>Geographic Characteristics: The focus is on areas with low population density and inadequate educational facilities. Schools in these regions often lack basic amenities, qualified teachers, and adequate learning materials.</p>                                                                           |
| <b>vi. Income</b>         | <p>Low-Income Families: JEEG primarily focuses on children from economically disadvantaged families. These families often face significant financial challenges, including the inability to afford school supplies, uniforms, and transportation. The economic constraints force many children, particularly girls, to contribute to household income through labor, thus hindering their education.</p> <p>Socio-Demographic Characteristics: The target communities are also from marginalized communities where economic hardships are coupled with social challenges, such as gender discrimination and limited access to quality education.</p> |

#### Inclusion Definition of Target Segments:

JEEG defines its target segments based on the following criteria:

- Out-of-School Girls (OOSG):** Girls who have never been enrolled in school or who have dropped out and have been absent for 45 days or more.
- Marginalized Communities:** Families and children from economically disadvantaged and socially marginalized backgrounds.
- Geographically Isolated Areas:** Villages and regions with limited access to educational infrastructure and services.

#### b. Purpose / Objective

The primary objective of the program is to promote education for young girls in rural and backward areas not on commercial basis and to promote human resources and work force for imparting training in the field of education, creation and promotion of awareness in rural and backward areas for education of girls.

|                                                                                   |                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name of the program</b>                                                        | JEEG Program                                                                                                                                                                                                                          |
| <b>SDG Goal Alignment</b>                                                         | SDG 4 - Quality Education and SDG 5 - Gender Equality                                                                                                                                                                                 |
| <b>Thematic areas under 10th &amp; 12th Regulation, 2020 (2020) (1) &amp; (2)</b> | (i) promoting education, employability and livelihoods and (ii) promoting gender equality, empowerment of women and OOSG/GIR component                                                                                                |
| <b>Purpose of the Project</b>                                                     | Identification, Recruitment and Retention of marginalized out-of-school girls aged 5-14 years, and Learning outcomes in foundational literacy and numeracy for children in the State of Uttar Pradesh, Rajasthan, and Madhya Pradesh. |
| <b>Duration of Program</b>                                                        | The program operates on a cycle of approximately 5 to 6 years, starting with the survey of OOSG and then target to enroll 85% OOSG girls in the school over the period of program.                                                    |



|                                        |                                                                                                                                                                                                               |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Number of Direct Beneficiaries FY 2024 | Total Out-of-School Girls (OOSG) Gender: 3,81,297<br>% of OOSG Reduced year on year: 46.94% (3,81,297/812,000)<br>Girls T-Share in Utsaah: 90,000<br>Total Children with Improved Learning Outcomes: 3,45,000 |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Problem Overview:

### 1. Problem Statement:

Despite advancements in education over the past decades, millions of girls remain out of school. Societal norms, poverty, early marriage, and lack of awareness significantly hinder access to education for girls, particularly in rural areas. These barriers result in low enrollment rates, high dropout rates, inadequate learning outcomes, perpetuating cycles of inequality and poverty. Furthermore, insufficient infrastructure, including the absence of safe sanitation facilities, further discourages girls from attending school, especially during adolescence.

### 2. Core Challenges:

- Enrollment and Retention:** The implementation of the Right to Education Act has led to increased enrollment rates among girls in these states. Despite this progress, approximately 20% of children, both girls and boys, discontinue their education before completing elementary school. Source: UNICEF.
- Literacy and Numeracy Gaps:** The Annual Status of Education Report (ASER) 2022 highlights foundational literacy and numeracy challenges. For instance, it shows that a significant proportion of students in rural India, particularly girls, struggle with basic reading and arithmetic skills, with over 50% of students in the 14-18 age group facing difficulties in solving elementary math problems.
- Gender Equity in 5-14 Years Age Group for Girls' Education:** Gender equity in education for girls aged 5-14 in North India remains a critical focus area, particularly in states like Uttar Pradesh, Rajasthan and Madhya Pradesh. According to the Unified District Information System for Education Plus (UDISE+ 2022-23), while overall enrollment rates have improved, gender disparities persist. In Uttar Pradesh, the Gross Enrollment Ratio (GER) for girls in elementary education is approximately 67%, compared to 69% for boys. Similarly, Rajasthan reports GER gaps of 6-8 percentage points between genders.
- Retention Rates, Dropout Rates and Out-of-School Girls (OOSG):** Research also highlights challenges. Data from UNICEF India (2020) indicates that about 30% of girls drop out before completing elementary education, driven by factors such as early marriage, child labor, and societal biases. Several factors contribute to the dropout rate among girls in these states:
- Economic Constraints:** Families in rural areas often prioritize boys' education over girls', seeing education as an economic burden rather than an investment. Economic pressures lead families to involve girls in child labor, detracting them from their educational pursuits. Approximately 6.6% of children aged 10-14 are engaged in child labor, with a higher prevalence among males (7.2%) compared to females (6.1%). Source: UNICEF.
- Cultural Norms:** Traditional gender roles and expectations, such as early marriages, prevent many girls from continuing their education.
- Infrastructure Gaps:** Lack of separate toilets and safe school environments disproportionately affect adolescent girls.
- Regional Disparities:** States like Rajasthan and Uttar Pradesh report high out-of-school rates for girls compared to states with better gender parity like Kerala and Tamil Nadu.
- Community Outlook:** Traditional societal norms and gender biases continue to influence community attitudes towards girls' education. In many areas, education for girls is not prioritized, leading to poor

enrollment and higher dropout rates. Efforts are ongoing to shift these perceptions through awareness campaigns and community engagement initiatives.

#### 4. Program / Intervention Summary

While there have been improvements in girls' enrollment and retention in Uttar Pradesh, Rajasthan and Madhya Pradesh, significant challenges remain. Addressing the underlying causes of dropout and changing community perceptions are critical steps toward ensuring that all girls in these states have access to and complete their elementary education. Improving infrastructure, and incentivizing school attendance are essential to bridging these gaps and achieving meaningful gender equity in education. Efforts like the Bal Sakshak Yojana and state-specific initiatives aim to tackle these barriers. RISE employs a multi-faceted approach to tackle the challenge of girls' education in India's rural and educationally backward areas. The strategy integrates community mobilization, government collaboration, and innovative educational programs to ensure a holistic and sustainable impact.

Brief Summary of the Programme intervention is given in following table:

|                               | OSGE Enrollment & Retention                                                                                                                                 | Team Saksha                                                                                                                                                 | Life Skill Education (Bal Saksha)                                                                                                                              | Oyarita Phase                                                                                                                                           |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Target Beneficiaries</b>   | Out-of-school girls aged 5-14 years.                                                                                                                        | Community women advocating for girls' education.                                                                                                            | Adolescent girls in grades 5-8.                                                                                                                                | Children in primary schools, especially first-generation learners.                                                                                      |
| <b>Goals &amp; Objectives</b> | Increase enrollment and retention of girls in schools, reduce dropout rates.                                                                                | Build community ownership and advocacy for girls' education.                                                                                                | Empower girls with leadership, communication, and life skills.                                                                                                 | Bridge learning gaps through remedial education, focusing on foundational literacy and numeracy.                                                        |
| <b>Input Resources</b>        | Community mobilization tools, surveys, counseling sessions.                                                                                                 | Volunteer recruitment and training modules, awareness tools.                                                                                                | Life skills training modules, materials for participatory activities.                                                                                          | ODP kits (workbooks, cards), volunteer training resources.                                                                                              |
| <b>Activities</b>             | <ul style="list-style-type: none"> <li>Identify OSGs via door-to-door surveys.</li> <li>Conduct Gram Shiksha Sakshak (GSS) and Monthly Hearings.</li> </ul> | <ul style="list-style-type: none"> <li>Recruit and train Team Saksha members.</li> <li>Organize household visits and community awareness events.</li> </ul> | <ul style="list-style-type: none"> <li>Establish Bal Saksha councils.</li> <li>Conduct life skills sessions on leadership, hygiene, and confidence.</li> </ul> | <ul style="list-style-type: none"> <li>Conduct ODP kits. Conduct remedial learning sessions.</li> <li>Evaluate progress through assessments.</li> </ul> |
| <b>Outputs</b>                | <ul style="list-style-type: none"> <li>Enroll OSGs in schools.</li> <li>Increase attendance and reduce dropouts.</li> </ul>                                 | <ul style="list-style-type: none"> <li>Increased number of trained volunteers.</li> <li>Increased community awareness about girls' education.</li> </ul>    | <ul style="list-style-type: none"> <li>Formation of functional Bal Saksha councils.</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>Reduced the learning gaps in primary grades.</li> <li>Enhanced literacy and numeracy skills.</li> </ul>          |
| <b>Outcomes</b>               | Increased                                                                                                                                                   | Empowered community                                                                                                                                         | Strengthened                                                                                                                                                   | Improved                                                                                                                                                |

|        | ODSG: Enrollment & Retention                                                                                 | Team Skills                                                                                             | Life Skills Education (LSE Skills)                                                                    | Gyan Ka Panta                                                                                       |
|--------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
|        | enrollment rates for ODSG.<br>• Positive shift in community attitudes.                                       | teachers achieving education, increased enrollment and retention rates.                                 | leadership and problem-solving skills.<br>• Increased confidence among participants.                  | academic performance.<br>• Higher engagement and confidence among students.                         |
| Impact | • Enhanced gender equity in education.<br>• Uplifting benefits through increased literacy and employability. | • Sustained community support for girls' education.<br>• Long-term gender equality in education access. | • Empowered girls become agents of change in their communities.<br>• Intergenerational social impact. | • Long-term academic success for marginalized children.<br>• Confidence to pursue higher education. |

By addressing key issues such as school enrollment barriers, gender disparity, and lack of foundational learning, the project aligns with broader goals of inclusive and equitable education. The initiative seeks to create a lasting impact by mobilizing resources and fostering community engagement to ensure sustainable change. Fully funded through dedicated proceeds, this intervention reflects a commitment to transforming the educational landscape for girls in some of India's most underserved areas. Through targeted efforts, it aims to break cycles of marginalization and empower girls, contributing to long-term socio-economic development in the region.

- KPIs:

#### i. Operational Target

| # | KPIs                            | Uttar Pradesh | Madhya Pradesh | Rajasthan | Total    |
|---|---------------------------------|---------------|----------------|-----------|----------|
| 1 | No. of SD Districts             | 7             | 3              | 4         | 14       |
| 2 | No. of Admin Districts covered  | 18            | 13             | 6         | 37       |
| 3 | No. of Blocks                   | 182           | 99             | 44        | 325      |
| 4 | No. of Villages                 | 8,744         | 3,571          | 3,492     | 15,797   |
| 5 | Total ODSG schools              | 2,887         | 1,413          | 1,172     | 5,472    |
| 6 | ODSG to be created              | 2,02,284      | 83,833         | 51,327    | 3,37,444 |
| 7 | Girls be trained in Life Skills | 21,817        | 7,304          | 7,890     | 36,911   |
| 8 | Gyan Ka Panta Beneficiaries     | 1,57,783      | 54,323         | 47,866    | 3,59,972 |
| 9 | Team Rakhs trained              | 8,993         | 3,775          | 3,464     | 16,232   |

#### ii. Budget

| Budget - FY20-24           | Rajasthan | Madhya Pradesh | Uttar Pradesh |
|----------------------------|-----------|----------------|---------------|
| Cost of management of ODSG | 1,732     | 1,348          | 1,289         |
| Cost of learning           | 356       | 1,735          | 1,448         |
| Cost per total beneficiary | 356       | 482            | 479           |

| Financial Budget 23-24                    | Rs. (in Crores) |
|-------------------------------------------|-----------------|
| Project Salary                            | 67.75           |
| Project Travel                            | 33.60           |
| Training                                  | 19.26           |
| Learning and Other Program Material Costs | 8.37            |
| Project Office Cost                       | 3.8             |
| Impact Analysis and Evaluation Cost       | 38.35           |
| Other programme cost                      | 4.65            |
| Support Cost                              | 11.10           |
| Fund Raising                              | 4.95            |
| Capex                                     | 3.02            |
| Contingency                               | 4.77            |
| <b>Total</b>                              | <b>388.41</b>   |

### B.3. Brief about Social Enterprise (Organization) - FEGG

Foundation to FEGG Disability (also known as "FEGG") (hereinafter referred to as "FEGG" or "FEGG" or "the Company" or "the Foundation") was incorporated on December 5, 2007, as a private limited company, limited by Guarantee under Section 20 of the Companies Act, 1966, validly existing under Section 8 of the Companies Act, 2013. The company has its registered office at 5045, First floor, Bakery Lane, Gurgaon, New Delhi - 122001, India and Head Office / Corporate office at C-103, Near Blockart, Plot No. 5, Ghazi Industrial Estate, Off Vasant Desai Road, Anand Vihar, Noida - 400053, Maharashtra, India. The Corporate Identification no. of the company is U68990DL3837MNP-31983. FEGG mainly operates in the states of Uttar Pradesh, Madhya Pradesh and Rajasthan.

The main objects to be pursued by the company as contained in the Memorandum of Association are:

- To promote education for young girls, in rural and backward areas, on a commercial basis.
- To promote human resources and workloads for imparting training in the field of education, creation and promotion of awareness in rural and backward areas for education of girls.
- No objects of the Company will be carried out without obtaining prior approval/ No Objection certificate from the concerned authorities wherever required.
- None of the objectives of the company will be carried out on a commercial basis.

FEGG operates in over 18,000 villages across Rajasthan, Madhya Pradesh, and Uttar Pradesh, with 8,000 active villages implementing the "Gyan Ka Pura (GKP)" and "Uda Satta Education (USE)" programs. In FY 2023-24, the organization focused on enrolling and retaining out-of-school girls (OOSG) and enhancing foundational literacy and numeracy for primary-grade children. Supported by 3,680+ employees and 16460 community volunteers, FEGG leverages government resources to deliver measurable education outcomes without duplicating efforts. Aligned with the Right to Education Act, Samagra Shiksha, and Beti Bachao Beti Padhao, the initiative prioritizes that educating girls are address 5 of the 17 SDGs, contributing to India's economic growth and poverty alleviation.



## B.4. Organization Structure and Governance



The organizational structure of Foundation for EGG Globally (FEGG) is designed to drive its mission of improving girl's education and achieving impactful outcomes efficiently. The structure ensures a balance between centralized strategic decision-making and decentralized implementation at the grassroots level.

**Board of Directors** comprising of 6 members, responsible for governance, strategic oversight, and ensuring alignment with the foundation's mission and vision. The board includes experienced professionals from diverse backgrounds in education, social development, and nonprofit management. No separate committees are formed as the Foundation focuses on one program (FEGG).

The **Chief Executive Officer (CEO)** leads the organization's day-to-day operations, strategic direction, and program implementation. Reporting directly to the Board, the CEO collaborates closely with the senior leadership team, which includes heads of key functions such as community mobilization, educational programming, fundraising, partnerships, finance, and impact assessment.

**Regional Leadership Teams** oversee operations in specific states – Rajasthan, Madhya Pradesh, and Uttar Pradesh – ensuring the successful implementation of programs like Gyan Ka Pitha (GKP), Life Skills Education (LSE), and out-of-school girls (OOGG) enrollment initiatives. These teams work closely with district and block-level coordinators to ensure seamless execution of programs and initiatives.

On the ground, **Field Teams** comprise program staff, field coordinators, and over 15,000 community volunteers. These teams are crucial for identifying out-of-school girls, mobilizing communities, engaging local stakeholders, and driving enrollment and retention efforts.

The **Finance and Compliance Team** ensures financial accountability, resource allocation, and adherence to regulatory requirements, while the **Monitoring and Evaluation Team** tracks program impact, collects data, and provides insights for continuous improvement.

**Key Policy Documents** of the Social Enterprise in relation to Finance, Operations, Internal Controls and Governance:

- Child Protection Policy
- Protection of Social Information Policy
- Privacy Policy
- CSR policy
- Determination of materiality of events and information Policy
- Preservation of Document
- Risk Management policy
- Anti-bribe & Whistle-blower policy

The organization places significant focus on stakeholder engagement, ensuring that all decisions are made in consultation with the communities it serves. This participatory approach helps ensure that FEGG's initiatives are relevant, culturally sensitive, and effective.





### B.5. Organizational Approach:

FECC employs a multi-faceted approach to tackle the challenges of girls' education in India's rural and educationally backward areas. This strategy integrates community mobilization, government collaboration, and innovative educational programs to ensure a holistic and sustainable impact.

#### Key Components of the Approach

##### A. Community Mobilization for enrollment and retention:

- Team Balika Volunteers:** FECC leverages a vast network of community educators known as Team Balika. These volunteers are pivotal in identifying out-of-school girls (OOSG), advocating for girls' education, and supporting families through the enrollment process. By recruiting and training local volunteers, FECC ensures cultural and contextual relevance, which enhances community acceptance and engagement.
- Parent and Community Engagement:** Regular Gram Shiksha Sabha (Village Education Meetings) and Mahila Meetings (women's group meetings) are conducted to raise awareness about the importance of girls' education. These meetings provide platforms for parents, teachers, and community members to discuss challenges, share solutions, and build a collective commitment to girls' education.
- Assistance in Documentation:** Field Coordinators and Team Balika assist the families who are marginalized and unable to prepare and collect the documents required by the authorities for enrollment of children and coordinate with the stakeholders.

##### B. Government Collaboration:

- Alignment with Government Initiatives:** FECC collaborates with state and local governments to align its programs with national education initiatives such as the Girls Education Movement Festival (GEMS Fest), Shiksha Nirvahi Yojana, and Mission Prerna. These collaborations help amplify the reach and impact of FECC's efforts.

##### C. Innovative Educational Programs:

###### 1. Gyan Ka Pitara (GKP)

Gyan Ka Pitara (GKP), meaning "Treasury of Knowledge," is a remedial learning program developed by Educate Girls to enhance foundational literacy and numeracy among children in grades 3 to 5. Built on **Teaching at the Right Level (TaRL)** principles, activity-based learning, and a structured analogy approach, GKP addresses learning gaps by tailoring instruction to the individual needs of students. The program is particularly impactful in rural, tribal, and marginalized communities, where access to quality education remains a challenge.

The program practices schools facing critical challenges, including low learning outcomes and insufficient resources. Schools with a high proportion of students struggling with foundational skills, low teacher-to-student ratios, or single-teacher operations are targeted to ensure maximum impact. By focusing on underserved schools, GKP bridges educational gaps for children who have missed foundational learning opportunities.

Key Features of Gyan Ka Pitara:



- **Activity-Based Learning:** CEF employs engaging tools such as games, stories, visual aids, and flashcards to create an interactive and enjoyable learning environment. This method fosters minor conceptual understanding in Hindi, English, and Mathematics, ensuring children actively participate in their education.
- **Individualized Learning Materials:** The kit includes worksheets that allow children to practice independently, and facilitators and volunteers monitor progress and address specific learning gaps.
- **Inclusive Design:** Developed using a Universal Design for Learning (UDL) framework, CEF ensures accessibility and effectiveness for diverse learners. Structured group-based instruction helps bridge individual learning gaps, particularly for marginalized children.
- **Community Engagement:** Delivered by trained community volunteers known as *Team Sattha*, alongside fixed staff, the program leverages a community-driven approach. Remedial sessions are conducted in schools and, when necessary, at students' homes, ensuring education reaches even the most disadvantaged children.
- **Additivity to Government Initiatives:** CEF is designed to complement government programs like NIPUN Bharat and Mission Shiksha by acting as a supplementary intervention that enhances foundational learning outcomes. It integrates seamlessly with existing systems to strengthen their impact without duplicating efforts.

#### 6. Life Skills Education

The Life Skills Education (LSE) program focuses on empowering adolescent girls in upper primary schools by fostering critical life skills and addressing gender-specific barriers. The program prioritizes schools in villages with low enrollment and retention rates for girls in upper primary education. Eligible schools must have a minimum of 20-50 girls enrolled across grades 6, 7, and 8 to ensure program effectiveness. Additionally, schools in communities where stakeholders, including parents and teachers, actively support and collaborate in overcoming challenges to girls' education are prioritized.

This component of the project focuses on developing critical skills that enable girls to navigate personal and social challenges, make informed decisions, and become active participants in their communities. The curriculum focuses on building critical thinking, problem-solving, leadership, and communication skills, which are essential for personal and academic success.

##### Key Features of the Life Skills Education Initiative

- **Self-Sattha (Girls' Council) Formation:** FEGG facilitates the establishment of democratically elected Self-Satthas in schools, comprising girls from grades 6 to 8. This council provides girls with leadership positions, fostering a sense of responsibility and agency within the school environment.
- **Life Skills Training:** The program imparts essential life skills based on frameworks from the World Health Organization (WHO) and UNICEF, focusing on areas such as self-awareness, resilience, empathy, interpersonal skills, and decision-making. These skills are crucial for personal development and effective community engagement.
- **Interactive Learning Methods:** Utilizing participatory approaches, the initiative engages girls in activities that promote critical thinking, problem-solving, and effective communication. This experiential learning process helps in internalizing the skills and applying them in real-life situations.

##### Impact of the Life Skills Education Initiative

The Life Skills Education initiative has led to significant positive outcomes, including:

- **Enhanced Self-Confidence:** Girls exhibit increased self-esteem and confidence, enabling them to voice their opinions and participate actively in decision-making processes.
- **Improved Academic Performance:** The development of life skills contributes to better academic engagement and performance, as girls become more motivated and focused on their educational goals.
- **Leadership Development:** Through roles in the Self-Sattha and other leadership opportunities, girls develop leadership qualities that prepare them for future challenges and community involvement.
- **Social Empowerment:** Equipped with life skills, girls are better prepared to challenge societal norms that hinder their progress, advocating for their rights and contributing to social change.

#### d. Empowering Community Stakeholders

##### 1. Team Balika

Empowering community-based educators, Team Balika plays a pivotal role in mobilizing communities, increasing enrolments and retention of girls in schools and enhancing learning outcomes for all children. Basic qualification for eligible Team Balika Volunteers is above 10 years, ready to commit minimum 10-12 hours per week and 12<sup>th</sup> Standard pass out. FEGG motivates the volunteers in Team Balika by providing them support by organizing vocational courses in 22 fields like Digital Marketing, Basic Healthcare and First Aid Course, Tailoring, Accounting (Billo), Computer course, beauty parlour and also provides best performing Team Balika as field coordinators and assessors in organization. As of 31.03.24, there were 16,481 team Balika Volunteers.

##### Key Features of Team Balika

- **Community-Centric Approach:** Team Balika embodies the principle of "My village, my problem, and I am the solution," emphasizing local ownership and responsibility in addressing educational challenges.
- **Volunteer Recruitment:** Typically aged between 18 and 26, Team Balika members are often among the most educated individuals in their villages. Recruitment drives involve community meetings, wall paintings with slogans, and door-to-door announcements to attract motivated individuals committed to championing girl education.
- **Roles and Responsibilities:** Members engage in door-to-door surveys to identify out-of-school girls, conduct community awareness campaigns, facilitate enrolment, and support school governance by working closely with School Management Committees (SMCs).
- **Training and Capacity Building:** FEGG provide continuous training to Team Balika volunteers, equipping them with skills in community mobilization, leadership, and the implementation of remedial learning modules in the Nyasa Kshetra.
- **Impact and Reach:** With over 16,481 active volunteers, Team Balika has been instrumental in enrolling out-of-school girls, improving enrolment rates, and enhancing learning outcomes across thousands of villages in India.

##### Role of Team Balika in Girls' Education

###### What's Team Balika?

Team Balika is a network of community volunteers who identify out-of-school girls and advocate for their education.

Team Balika volunteers help girls access quality education.

Team Balika volunteers help girls access quality education by identifying out-of-school girls and advocating for their education.

Team Balika volunteers help girls access quality education by identifying out-of-school girls and advocating for their education.

Team Balika volunteers help girls access quality education by identifying out-of-school girls and advocating for their education.

By leveraging local volunteers, Team Balika ensures that interventions are culturally sensitive, sustainable, and deeply rooted in the communities they serve, making it a cornerstone of FEGG's mission to achieve gender parity in education.

##### e. Comprehensive Impact

The total number of direct beneficiaries from these initiatives is an impressive 6,63,245 encompassing:

- 3,04,227 out-of-school girls who will be enrolled.
- 34,030 girl leaders trained in the skills.
- 2,60,088 beneficiaries of the Nyasa Kshetra program.



By focusing on life skills education, FSDG aims to create an environment where adolescent girls are empowered to realize their full potential, leading to improved educational outcomes and fostering long-term socio-economic development in their communities.



## SECTION C: Social Impact Assessment

### C.1 Scope of Social Impact Assessment

#### a. Scope of Social Impact Assessment as per SEBI (LODR) Regulations

The Securities and Exchange Board of India (SEBI) introduced amendments to the **Listing Obligations and Disclosure Requirements (LODR) Regulations** in 2023, integrating social impact assessment into the reporting framework for entities listed on the **Social Stock Exchange (SSE)**.

The purpose of Social Impact Assessment (SIA) is to ensure transparency and accountability in the operations of social enterprises and non-profits listed on the Social Stock Exchange (SSE). It evaluates the social impact, effectiveness, and sustainability of projects or initiatives implemented by these entities, fostering stakeholder trust and driving improvements in their activities.

**Impact Metrics for FEGG Social Audit** as per SEBI Guidelines: Under the Securities and Exchange Board of India (SEBI) Social Stock Exchange (SSE) framework, the social assessment of organizations like the Foundation for FEGG Globality (FEGG) must adhere to the defined guidelines and parameters. These metrics focus on assessing the effectiveness, sustainability, and transparency of social initiatives. Below are the impact metrics aligned with SEBI guidelines, categorized for FEGG's core programs:

| Focus Area                                                     | Metric                                                                                             |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Enrollment and Retention of Out-of-School Girls (OOSGs)</b> |                                                                                                    |
| Number of OOSGs Identified and Enrolled                        | Tracks girls identified and enrolled in education.                                                 |
| Dropout Reduction Rates                                        | Tracks the percentage decrease in school dropout/ post-intervention.                               |
| Regular Attendance Rates                                       | Measures the percentage of enrolled girls attending school regularly.                              |
| Community Engagement Activities                                | Measures door-to-door surveys (DDS) and Mukhya Mantri (MP) conducted in remote/tribal areas.       |
| <b>Team Raksha (Volunteers Engagement)</b>                     |                                                                                                    |
| Number of Volunteers Trained                                   | Tracks the number of team Raksha members recruited and trained.                                    |
| Outreach Activities by Volunteers                              | Number of home visits, counseling sessions, and community mobilization activities conducted.       |
| Retention of Volunteers                                        | Percentage of Team Raksha members continuing their roles year-over-year.                           |
| Impact on Enrollment Rates                                     | Number of girls enrolled due to direct intervention by volunteers.                                 |
| <b>Life Skills Education through Out-School</b>                |                                                                                                    |
| Number of Adolescent Girls Trained                             | Tracks girls participating in life skills programs like Raj, Saksha councils.                      |
| Skills Development Outcomes                                    | Percentage of girls reporting improved leadership, confidence, and decision-making abilities.      |
| Number of Life Skills Sessions Conducted                       | Total sessions delivered focusing on critical thinking and public speaking.                        |
| <b>Baseline Phase (Learning Outcomes)</b>                      |                                                                                                    |
| Foundational Literacy and Numeracy Progress                    | Improvement in literacy and numeracy levels as measured through baseline and end-line assessments. |



| Focus Area                                   | Metric                                                                           |
|----------------------------------------------|----------------------------------------------------------------------------------|
| Number of GEP Kits Distributed:              | Total kits (workbooks, flashcards, storybooks) provided to schools.              |
| Participation Rates in Remedial Sessions:    | Tracks the number of children attending GEP remedial learning sessions.          |
| <b>Monitoring and Evaluation</b>             |                                                                                  |
| Baseline and End-Line Assessments Conducted: | Total assessments performed to measure program outcomes and progress.            |
| Percentage of Data Cross-Verified:           | Independent audits conducted to ensure data accuracy.                            |
| Impact on Gender Parity:                     | Changes in gender ratios in school enrollment and attendance post-intervention.  |
| <b>Financial Efficiency</b>                  |                                                                                  |
| Cost per Beneficiary:                        | Tracks the average expenditure per beneficiary to measure resource optimization. |
| Funds Utilized for Program Implementation:   | Proportion of funds allocated directly to high-impact interventions.             |

- Alignment with SDG Guidelines:  
These metrics align with SDG's emphasis on:  
  - Transparency: Clear, measurable outcomes reported annually.
  - Accountability: Regular stakeholder engagement and independent audits.
  - Sustainability: Long-term impact demonstrated through improved retention, infrastructure, and community ownership.
- Alignment with Social Audit Standards:  
Social Impact Assessment of our align with the Social Audit Standards (SAS) set by the Institute of Certified Accountants of India (ICAI). Key examples include SAS 300, *Accounting on Social Impact Assessment*, and SAS 400, *emphasizing Stakeholder Inclusivity and Governance*, ensuring rigorous evaluation and accountability.
- Alignment with National Policies: Ensuring alignment with RTE, Sarva Shiksha Abhiyan, NEP 2020, and SDG-4 (Quality Education).

## 6.2 Objectives of Social Impact Assessment

The primary objectives of the component of the FEGG program are as follows:

- To assess the role of FEGG in promoting and retention of out-of-school girls in school.
- To improve the quality and level of learning provided by FEGG to Target Girls.
- To assess the impact of the program on learning and life skills levels of students.

## 6.3 Responsibility of Reporting Entity (FEGG) and Social Impact Assessor (SIPAPO)

### a. FEGG Responsibility

FEGG is responsible for preparing a comprehensive Social Impact Assessment (SIA) report by identifying stakeholders, collecting baseline data or conducting diagnostic analysis, and analyzing potential social impacts (both positive and negative) of the proposed project while paying special attention to vulnerable groups and gender-specific concerns.

FEGG is responsible to allocate adequate resources, maintain proper documentation, and prepare detailed implementation plans with clear timelines and budgets. Additionally, the FEGG has to develop appropriate mitigation measures, if necessary, dialogues, and maintaining transparency, ensuring all processes are transparent and well-documented in order to comply with legal and policy frameworks and

present an unbiased, evidence-based report in a transparent manner.

#### L. Social Impact Assessment Team (SIOPT) Responsibility

The assessor is responsible for evaluating the SIA reports' quality, accuracy, and compliance with prescribed standards and in the prescribed format by Stock Exchange. The assessment has transcended out covering all the major aspects as prescribed by the Guidance Note issued by SISA in Circular No. 2022/202 dated 11<sup>th</sup> September 2022 covering all the significant activities carried out by FFGO. The primary objectives of the assessment of the FFGO's program is assess the role of FFGO in enrollment and retention of out of school girls (OOSGs).

This further includes verifying baseline data or conducting structural analysis, reviewing the impact analysis, and ensuring that mitigation measures are practical and effective. SIOPTD has to provide recommendations to improve the report and highlight any gaps, ensuring a fair and reliable assessment process.

#### C.4. Conformance to Framework for Social Audit Standards, Code of Conduct

This social impact assessment has been conducted in accordance with the Framework for Social Audit Standards and the applicable Social Audit Standards (SAS) viz SAS 300 – "Promoting Education employability and livelihoods" and SAS 400 – "Promoting Gender Equality, empowerment of women and LGBTQI+ communities" issued by the Self-Regulatory Organisation (SRO). The audit adheres to the ethical guidelines outlined in the Code of Conduct for Social Auditors, ensuring objectivity, confidentiality, and integrity throughout the process.

#### C.5. Approach and Methodology

##### a. Approach

FFGO programs target to primarily benefit the out of school girls age between 5-14 years. The benefit also extended to the girls (a) in the primary schools through remedial programs and (b) Girls from 6<sup>th</sup> to 8<sup>th</sup> standard through the skill education programs. The indirect benefit due to project intervention has also extended to the Teen Girls (Volunteers) who have been provided training in vocational courses and developing community leadership through their active involvement in FFGO programs.

A combination of quantitative surveys and qualitative evaluations has been conducted to assess the program's impact and understand the overall changes brought about by the intervention, along with identifying the key drivers and challenges influencing these changes.

##### Log Frame Approach for FFGO's Project Interventions

This report assesses the LFA to better understand the output against the input array and to visualize the outcome and impact in medium and long-term perspectives. Usually, LFA approach is a systematic tool used for project planning, implementation, monitoring, and evaluation. In this section it gives a logical structure that links FFGO's inputs, activities that connect or project a bit of outputs, outcomes, and leads to expected impacts to achieve project objectives. The LFA comprises of following elements:

| Component                    | Input                                                             | Output                                                  | Outcome                                                 | Impact                                                  |
|------------------------------|-------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|
| Enrollment Retention of OOSG | Community mobilization resources (volunteers, training materials) | Identification of OOSG in target states (district-VRUs) | Reduction in the number of out-of-school girls.         | Enhanced educational access for marginalized girls.     |
|                              | Volunteers' capacity building                                     | Enrollment campaigns conducted                          | Increased regular attendance and reduced dropout rates. | Improved literacy rates and gender parity in education. |



| Component                        | Input                                                                       | Output                                                         | Outcome                                                                | Impact                                                                  |
|----------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------|
|                                  | Data collection tools for ODS identification                                | Increased enrollment rates in schools.                         |                                                                        |                                                                         |
| Team Balika                      | Linking up community volunteers.                                            | Number of Team Balika volunteers recruited and trained.        | Improved community engagement and advocacy for girls' education.       | Sustained cultural shifts towards gender equality in education.         |
|                                  | Training modules for capacity building.                                     | Ongoing support for school outreach and monitoring activities. | Enhanced capacity of volunteers to address local challenges.           | Increased community ownership of educational outcomes.                  |
| Life Education through Bal Sabha | Training modules for life skills education.                                 | Engagement of Bal Sabha members in schools.                    | Improved leadership, decision-making, and self-confidence among girls. | Empowered girls to change norms in their communities.                   |
|                                  | Capacity building for teachers and volunteers to monitor girls.             | Learning sessions conducted for girl leaders.                  | Enhanced participation of girls in school and community governance.    | Long-term social and economic empowerment for girls and their families. |
|                                  | Materials for Bal Sabha activities (books, posters, worksheets).            |                                                                |                                                                        |                                                                         |
| Dyan Ka Pitara                   | Provision of educational kits (chamrains, storybooks, worksheets).          | Distribution of ODS kits to target schools.                    | Improved foundational literacy and numeracy skills among students.     | Enhanced academic performance and long-term learning outcomes.          |
|                                  | Training sessions for staff and volunteers on remedial learning techniques. | Remedial learning sessions conducted for children.             | Reduced learning gaps, especially for previously out-of-school girls.  | Enhanced confidence and engagement in education.                        |

Indicators frequently used to conduct the Social Impact Assessment for impacts created under the project

| Component                      | Quantitative Indicators                     | Qualitative Indicators                        |
|--------------------------------|---------------------------------------------|-----------------------------------------------|
| Enrollment & Retention of ODSG | Number of ODSG identified                   | Parent feedback on enrollment campaigns.      |
|                                | Enrollment and attendance rates (%)         | Testimonials from girls on school experience. |
|                                | Dropout rate reduction (%)                  |                                               |
| Team Balika                    | Number of volunteers recruited and trained. | Community perceptions of Team Balika.         |

| Component                           | Quantitative Indicators                                                   | Qualitative Indicators                                     |
|-------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------|
|                                     | Number of mentoring pairs.                                                | Feedback from volunteers on training effectiveness.        |
| Life Skills Education through Sabha | Number of Life Skills councils established.                               | Status of leadership roles assumed by girls.               |
|                                     | Percentage of girls participating actively.                               | Parent and teacher feedback on girls' behavioural changes. |
|                                     | Number of life skills sessions conducted.                                 |                                                            |
| Syllabus Plans                      | Number of kits distributed.                                               | Feedback from students on learning materials.              |
|                                     | Improvement in literacy and numeracy skills (pre- and post-intervention). | Teacher testimonials on classroom engagement improvements. |

The impact assessment process used the above two tables as the base to develop field exploration, data collection modules, FGD modules for collection of primary responses from all key stakeholders. For most of the qualitative inputs and reflections were recorded from the on-ground field staff and direct beneficiaries from all sample data points.

### 3. Methodology:

The methodology adopted for impact assessment is designed to evaluate the social impact created by Social Enterprises (SEs) and Not-for-Profit Organizations (NPOs). It focuses on ensuring transparency, accountability, and alignment of organizational activities with stated social objectives. The methodology integrates stakeholder feedback and data-driven analysis to provide an accurate assessment of the impact, ensuring compliance with SE standards.

A critical aspect of the social impact assessment is stakeholder mapping and engagement. This involves identifying key stakeholders, including beneficiaries, donors, employees, government agencies, and community members, and ensuring their active participation in the audit process. By gathering input and feedback from diverse perspectives, the audit reflects the experiences and insights of those directly or indirectly affected by the organization's initiatives.

Data collection is a cornerstone of the methodology, utilizing both qualitative and quantitative tools. Qualitative methods include focus group discussions, interviews, and case studies, while quantitative approaches involve surveys, reports, and performance metrics.

Key Performance Indicators (KPIs) are developed to measure success across inputs, outputs, outcomes, and impacts. These KPIs are aligned with global frameworks like the Sustainable Development Goals (SDGs) or BBB standards to ensure relevance and consistency. The collected data is then analyzed and verified through third-party validation or independent audits to enhance credibility and objectivity.

The findings are compiled into a comprehensive Social Audit Report, which highlights the organization's performance in terms of social impact, governance, financial transparency, and stakeholder engagement.

The final stage involves institutionalizing the insights gained from the audit to improve future strategies and operations.

#### 4. Steps Followed in Impact Assessment:

##### 4.1 Desktop Search

##### 1. Information required for Desktop search:

##### 1.1 Related to Project "IMPROVING EMPLOYMENT, RETENTION, AND LEARNING OUTCOMES FOR OUT-OF-SCHOOL GIRLS".

- What are the inputs for the intervention e.g. Funding from donors, education materials, technology, training manuals etc.
- Facilities provided by the FRGG for the CRP girls.
- What are the activities conducted for awareness and empowerment of girls?

- d) What is the frequency of the training programs organized in each of the village and urban covered participating program?
- e) What is the output of activity undertaken, how many girls attended the program? Please share some evidence/series of students/ team Rollko, Curriculum design and course leader for students/team Rollko, Feedback form by students/team Rollko, Baseline, mid-term assessment forms, Advertisement leaflet/newspaper, Attendance registers of students/team Rollko
- f) Has the organization conducted a survey for reasons why girls were not sent to the schools or denied for the program?
- g) What is the income of those who have adopted for the program and those who have not adopted for the program?
- h) How many girls approached again next year.
  - List of those who have adopted for the program,
  - Who have attended but not adoptable
  - Those who have not adopted but contacted due to the influence of other girls who adopted the program.
- i) Has the FEGG conducted survey to assess the change in confidence level of girls. Positive or negative impact on society.

## 1.2. About Stakeholders other than direct beneficiaries

- a. Name, qualification, and remuneration details of the program in charge, communication in charge, procurement in charge.
- b. Name and contact details of the community stakeholders – Local political leaders, Panchayat members, Tehsil/ District/parish, Influencers and Government Schools in the locality.
- c. Name of the Volunteer and donor's database.
- d. Name and details of agencies (implementation partners) involved in the project.

## 1.3. Document Review

A thorough examination of the SIA report and any supporting documents (e.g., raw data, stakeholder consultation records).

### Use of Documents for Review in FEGG Social Impact Assessment

Conducting a comprehensive social audit for FEGG involves reviewing a variety of documents to ensure compliance, transparency, and measurable impact. Below is a categorized list of essential documents to review:

#### 1. Organizational Documents

- a) **Mission and Vision Statements:**
  - Outlines the organization's goals and alignment with its social objectives.
- b) **Annual Reports:**
  - Provides a summary of achievements, impact metrics, and financial performance.
- c) **Legal Registrations:**
  - Section 8(A) registration for tax exemptions.
  - FCRA certification for foreign contributions.
  - Corporate registration documents under the Companies Act, 2013 (if applicable).

#### 2. Program Design and Implementation

- a) **Project Proposals:**
  - Details of objectives, strategies, and targeted outcomes for key initiatives (e.g., CGSE Enrollment, Team Rollko, Sparsha Panch).
- b) **Programs Work Plans:**
  - Specifies timelines, milestones, and resource allocations for program activities.
- c) **Training Manuals and Modules:**
  - Content used to train Team Rollko volunteers, SMC members, and field coordinators.



### 3. Beneficiary Data

- (a) **Beneficiary Identification Records:**  
Documentation of identified Out-of-School Girls (OOSGs), including surveys and enrollment forms.
- (b) **Attendance Records:**  
Tracks attendance rates of enrolled girls to measure retention.
- (c) **Life Skills Programme Participation Data:**  
Records of girls participating in life skills sessions and life skills sessions.

### 4. Community Engagement

- (a) **Community Meeting Reports:**  
Agendas, minutes, and outcomes of Gram Sakshar Sabha (GSS) and Mahila Meetings (MH).
- (b) **Parent Counseling Records:**  
Logs of home visits and counseling sessions conducted by Team Sakshar volunteers.
- (c) **Feedback Forms:**  
Responses from parents, community leaders, and other stakeholders.

### 5. Learning Outcomes

- (a) **Baseline and End-Line Assessment Reports:**  
Measures foundational literacy and numeracy improvements using ASER guidelines.
- (b) **Open Ka Wala Progress Records:**  
Data on distributed OWP kits and related activities conducted.
- (c) **Student Performance Data:**  
Academic progress reports and evaluation outcomes.

### 6. Monitoring and Evaluation

- (a) **Monitoring Tools and Reports:**  
Real-time tracking data from geo-tagged monitoring systems or mobile apps.
- (b) **Audit Reports:**  
Independent evaluations and cross-verifications of program data (e.g., enrollment numbers, infrastructure upgrades).
- (c) **Spot-Check Logs:**  
Reports on spot-checks conducted to validate the quality of program delivery.

### 7. Financial Records

- (a) **Programme Budgets:**  
Allocations for each initiative (e.g., OOSG enrollment campaigns, Team Sakshar training).
- (b) **Expenditure Reports:**  
Actual spending against approved budgets.
- (c) **Fund Utilisation Statements:**  
Detailed statements of funds received and utilized, including donor contributions.

### 8. Policy and Compliance

- (a) **Gender Equality Policies:**  
Policies promoting gender-sensitive practices in program implementation.
- (b) **Social Audit Standards (SAS) Compliance Records:**  
Documents demonstrating adherence to SAS 300 and SAS 400 guidelines.

### 9. Stakeholder Feedback

- (a) **Beneficiary Feedback Forms:**  
Inputs from girls, parents, and community members on program effectiveness.
- (b) **Volunteer Feedback Reports:**



- c) Insights from Team: Gather members on challenges and achievements.
- d) Partner and Donor Communications: Report on and discuss donor expectations and partner collaborations.

### iii. Sample size Selection

During the year 2023-24, FEGG has created 394227 OGGG, 280060 Gyan Ka Panch program beneficiaries.

The Sample Size is calculated as provided in the table below:

| OGGG     |        | Team Data |        | GEP      |        | LSE    |        |
|----------|--------|-----------|--------|----------|--------|--------|--------|
| Total    | Sample | Total     | Sample | Total    | Sample | Total  | Sample |
| 3,94,227 | 3,276  | 36,460    | 1,30   | 2,60,883 | 2,265  | 36,881 | 525    |
| CI       | 50%    | CI        | 35%    | CI       | 50%    | CI     | 50%    |
| MOE      | 0.33   | MOE       | 0.35   | MOE      | 0.33   | MOE    | 0.33   |
| PP       | 50%    | PP        | 50%    | PP       | 50%    | PP     | 50%    |

- a. Interviews and Stakeholder Feedback: Where applicable, conduct interviews with stakeholders to assess the level of involvement in the process and the transparency of findings.
- b. Field Visits: Conduct field visits to evaluate how social impacts are being monitored or mitigated on the ground.
- c. Data and Assumption Verification: Cross check data and assumptions presented in the report for accuracy and consistency.
- d. Impact Assessment Timeline

The Assessment took 35 weeks/months and will be broken down into the following stages:

#### Stage 1: Initial Review (2 week)

- i. Review of the SIA report and related documents.
- ii. Preparation of work plan and criteria.

#### Stage 2: Data Collection & Interviews (6 weeks)

- iii. Interviews with stakeholders and project team.
- iv. Additional data collection and site visits (if applicable).

#### Stage 3: Analysis and Dataation (3 weeks)

- v. Comparison with regulatory and industry standards.
- vi. Evaluation of data quality, stakeholder engagement, and impact analysis.

#### Stage 4: Draft Audit Findings (2 week)

- vii. Preparation of audit report draft with findings and recommendations.

#### Stage 5: Review and Final Report (1 week)

- viii. Review of draft findings with relevant parties.
- ix. Finalization and submission of the audit report.

### iv. Assessment Team

The assessment team consists of:

- a. Social Impact Specialist: Rubina Fayal and Nilashi Gupta - Expert in social impact assessments and community engagement.
- b. Technical Writing: Reshika, Nandana Jayaraj, Rachita Patel - experts in technical content development and validation with respect to social impact Assessment
- c. Data Analyst: Vishi Mittal and Lakshya Dhyani



#### k. Study Findings and Analysis

##### i. Study Design

As various beneficiaries were engaged at different levels and capacities, it is recommended to perform a mixed method assessment to best understand the intervention's impact. Both Quantitative survey and Qualitative evaluation are recommended to be done in parallel:

- What has been the overall change made due to interventions?
- How much change has happened since the baseline status?
- What were the key drivers and challenges for the change?

##### ii. Sample of the Study

A combination of quantitative surveys and qualitative evaluations has been conducted to assess the program's impact and understand the overall changes brought about by the intervention, along with identifying the key drivers and challenges influencing these changes.

##### Quantitative Data

###### Sample Size calculations

During the year 2022-24, FICG has assisted 3,94,327 OBCs, trained 7,60,062 and conducted learning program for 360,068 children under Open Ka Pustak program.

The Sample Size is calculated at 95% confidence level with 5% margin of error and 50% population proportion. Minimum sample size 3388 out of 394327.

##### Qualitative Data

Based on the type of beneficiaries studied either we propose either Focus Group Discussion (FGD) and/or In-Depth Interview (IDI). The sample size for the qualitative assessment is detailed below.

| Beneficiary/ Stakeholder                                                | Proposed Sample |       |
|-------------------------------------------------------------------------|-----------------|-------|
|                                                                         | FGD             | IDI   |
| Girls and Boys-GBE Schools                                              | 1               | 3,108 |
| Teachers (GBE Schools)                                                  | 1               | 142   |
| School Admin (Principal)                                                | 1               | 71    |
| Trainers Bunka                                                          | 1               | 130   |
| Government Officials (District level/Block level/Field/State officials) | 1               | 12    |
| Total                                                                   | 5               | 3,362 |

## 2.6. Limitations of the Social Impact Assessment Process

Social impact assessment processes are essential for ensuring transparency, accountability, and measurable impact. However, like any evaluative mechanism, they have inherent limitations. Below are key limitations that apply to social audits, followed by how they relate to the Foundation for FEGG (Foundation for FEGG):

- a) **Dependence on Data Accuracy**  
FEGG uses a mobile app to collect data on 30+ impact indicators, ensuring data tracking. However, any gaps in time-based reporting or delays in data verification could impact audit results. Susceptibility to fabrication:  
Assessing community-reported shifts or behavioral changes (e.g., increased value for girls' education) may involve subjective judgment.
- c) **Limited Resources for Comprehensive Assessment**  
Operating in 15,000+ villages with diverse socio-economic contexts requires a detailed review across multiple areas.
- d) **Community Resistance**  
Cultural resistance to girls' education in certain regions could limit open feedback during audits.
- e) **Focus on Measurable Outcomes**  
Quantifiable metrics like enrollment rates and attendance may overlook qualitative aspects like leadership development among girls.
- f) **Audit Fatigue**  
Frequent surveys and monitoring activities may discourage beneficiaries, particularly in regions with repetitive audits.
- g) **Dynamic External Environment**  
Factors like pandemic-related school closures may affect enrollment and retention rates, complicating impact attribution.
- h) **Bias in Reporting**  
Field teams may unintentionally overemphasize successes, especially when reporting progress to donors.
- i) **Time-Limited Impact Assessment**  
Social Impact Assessment may not capture long-term impacts like intergenerational benefits or sustained literacy improvements.





## SECTION D: Findings, Gaps and Recommendation

### D.1. FEGG Work Area Coverage and Reach

The Foundation for Education of Girl's Growth (FEGG) continued its mission in FY 2023-24 to transform education for marginalized children, with a particular focus on empowering girls. Operating across rural and underserved regions, FEGG significantly expanded its coverage and reach, addressing critical barriers to education and fostering inclusive learning environments.

Under the scope of this serial impact assessment process, in FY 2023-24, FEGG's initiatives spanned 18 Operational units across 3 states in India, targeting communities with historically low literacy and gender parity rates. The organization worked closely with over 25,000 villages, implementing programs that directly impacted more than 3,00,000 girl children. This approach ensured that girls from disadvantaged backgrounds could access quality education and life-skills training, enabling them to overcome socio-economic challenges.

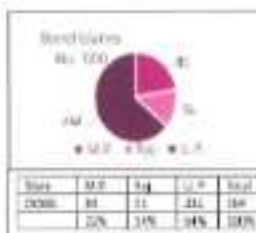
FEGG emphasized holistic community involvement by engaging parents, teachers, and local leaders to create sustainable change. Through its *Balika Leaders Programme*, thousands of adolescent girls were trained in leadership and life skills, empowering them to advocate for education within their communities. The organization's innovative *Gyan Ka Pitha (Repository of Knowledge)* program enhanced learning outcomes by providing engaging and accessible educational content to over 2,50,000 students, promoting retention and academic performance.

Through its targeted, scalable, and inclusive programs, FEGG made substantial progress in narrowing the gender gap in education. Its interventions in FY 2023-24 have laid a strong foundation for furthering education equity and ensuring that every child, particularly every girl, has the opportunity to learn, grow, and succeed.

#### a. Key Insights from General Operational Villages and Resident Data

The Foundation for Education of Girl's Growth (FEGG) has an outreach to 15,767 villages across 18 Operational units in Uttar Pradesh (U.P.), Madhya Pradesh (M.P.), and Rajasthan (Raj). U.P. accounts for 50% of the operational villages, followed by M.P. and Raj, with 29% and 22%, respectively. At the beginning of the year, the total out-of-school girls (OOGs) stood at 623,336, with 56% in U.P., 28% in M.P., and 15% in Rajasthan.





The targeted population is decided based on number of districts in the state, MOU with the State Governments, resources available and extensive use of APMs. FEED set a target to enrol 200,044 girls, allocating 64% to U.P., 20% to H.P., and 16% to Rajasthan. By the end of the year, FEED enrolled 266,227 COGs, with U.P. contributing 64%, H.P. 22%, and Rajasthan 14%, showcasing its extensive reach and commitment to empowering girls through education.

During the year, FEED enrolled 27% above the target. In H.P. the FEED overachieved target by 34% followed by 27% in U.P. and 18% in Rajasthan. During FY 22-23, Total Girls enrolled were 2.37 lakhs girl. Out of these 2.15 lakhs were continued to enrol in FY 23-24 indicating retention rate of 84%. Retention rate is highest in H.P. followed by Rajasthan 88% and U.P. 81%.



#### B. Key Insights from Bar, Balika Operations (Life Skill Education)

The Life Skill Education (LSE) program focuses on empowering adolescent girls in upper primary schools by fostering critical life skills and addressing gender-specific barriers. 10-member Bar Balika (Girls' Councils) are elected democratically in upper primary school (grades 6th-8th). FEED staff and Team Balika reported training in 'life skills' to the girls to boost their confidence, communication, leadership, public speaking, health, sanitation, critical thinking and problem-solving skills through various games throughout the academic year. The program prioritizes schools in villages with low enrolment and retention rates for girls in upper primary education. Strategic schools must have a minimum of 25-30 girls enrolled across grades 6, 7, and 8 to ensure program effectiveness. In order to boost the quality of leadership and give the girls a voice, Additionally, schools in communities where stakeholders, including parents and teachers, actively support and collaborate to overcome challenges in girls' education are prioritized.

FEED has enrolled 0.84 lakh girls in 50,627 schools in 3 states out of which 13,222 schools are operational. Out of 10000 operational schools, 7367 are upper primary and above of which 33% are in H.P., 37% in Rajasthan and 57% in U.P. the academic year 23-24, just 2848 schools were selected for Life Skill Education program. Whereas 38,663 girl members actively involved. Out of it 38% schools are in Uttar Pradesh followed by 21% in Rajasthan and 20% in Madhya Pradesh. In H.P., proportionately lower



number of schools were selected for LSE program. Reason for lower school eligibility is smaller number of schools eligible for the LSE program.

## 2. Key Insights from GKP Operations

The Gyan Ka Poth (GKP), meaning ‘Repository of Knowledge,’ is an innovative remedial learning curriculum developed by FEED to enhance foundational literacy and numeracy skills among children in grades 2 to 3. This program is particularly beneficial for children in remote, rural, and marginalized communities who may have missed out on early education or are struggling to keep up with their peers.



The selected schools for this program were identified based on specific criteria to address critical challenges. These include primary schools with low learning outcomes, where most students in grades 2 to 3 struggle with foundational literacy and numeracy skills. Additionally, schools with a low teacher-to-student ratio or single-teacher operations were prioritized, as such conditions hinder adequate individual attention. Furthermore, the program targeted rural schools with limited educational resources, ensuring focus on communities lacking access to quality learning opportunities.

A total of 2,68 schools benefited from the GKP program run by FEED in 5260 schools. Out of 19,913 operational schools, 28% are in M.P., 18% in Rajasthan and 52% in U.P. In the academic year 20-24, over 5,380 schools were selected for GKP program, out of this 524 schools are in Uttar Pradesh followed by 22% in Rajasthan and 20% in Madhya Pradesh. The schools were selected in line with the population in all states which depicts that similar proportion of schools have low teacher:student ratios in all of these states.

## 3. Key Insights from Teen Balika Operations

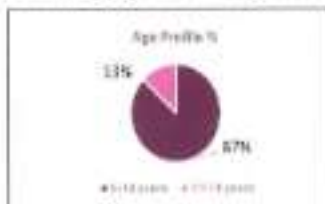
Empowering community-based volunteers, Teen Balika plays a pivotal role in mobilizing communities, increasing enrollments and retention of girls in schools, and enhancing learning outcomes for all children. Basic qualification for eligible Teen Balika Volunteers is above 10 years, ready to commit minimum 10-12 hours per week and 12<sup>th</sup> standard pass out. FEED motivates the Volunteers in Teen Balika by providing them support by organizing vocational courses in 20 fields like Digital Literacy, Basic Healthcare and First Aid Course, Tailoring, Accounting (Tally), Computer course, beauty parlor and also promotes best performing Teen Balika to field coordinators and administrative personnel. As on 31.03.24, there were 16,491 Teen Balika Volunteers. During the year there were 16,481 Teen Balika Volunteers for 23,767 operational villages i.e. effectively one Teen Balika volunteer per operational village.

## D.2 FEED Beneficiary Profiling

In FY 2023-24, the five states to FEED Cluster (FECC) achieved significant progress under its Out-of-School Girls (OOSG) initiative, enrolling more than 3,06,000 girls across Madhya Pradesh, Uttar Pradesh, and Rajasthan. This effort addresses critical barriers to education for marginalized girls, ensuring their reintroduction into formal schooling and equipping them with foundational learning and life skills. The initiative focused on rural and underserved areas, covering 15,000+ villages across these three states. Specifically, FEED worked in Madhya Pradesh's districts of Khargone, Mungpur, and Dindori, Uttar Pradesh's Bundelkhand and Purvanchal regions, and Rajasthan's tribal belts in Udaipur and Sirohi.

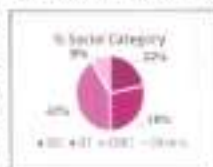


The initiative targeted girls between the ages of 5 and 14, with a structured approach tailored to different age groups. Younger girls aged 5-10 were reintroduced to foundational education (BPA), while adolescents aged 11-14 were prepared for formal schooling alongside life skills training to help them overcome socio-economic challenges. During the year 2023-24, total 3168 girls have been enrolled between age of 5-10 years in grade 1 to 5 and 476 girls have been enrolled in grades 6-8. Out of the total, 33% girls are enrolled in grade 2 to grade 8 where the efforts are made to continue since this segment is mostly either drop out or less willing for schooling. Enrollment in Grade 1 amounts to 88% of the total.



A significant proportion of beneficiaries belonged to marginalized communities, with 42% from Scheduled Castes (SC), 26% from Scheduled Tribes (ST), 25% from Other Backward Classes (OBC), and 9% from other groups. This focus on inclusivity ensured that the program addressed the needs of those most vulnerable to educational exclusion. Economic barriers were a major challenge, with 78% of beneficiaries coming from Below Poverty Line (BPL) families reliant on daily wages, agriculture, or unskilled labour. Many families faced additional social challenges, such as gender bias and the prevalence of early marriages, which threatened the educational continuity of girls.

The program assessments revealed that 80% of the girls were performing at Grade 1-2 levels in literacy and numeracy, even if they had completed higher grades. Retention gaps were also a concern, as many girls dropped out after primary school. To ensure the program's sustainability, FGGG actively engaged parents, community members, and local leaders. Through parental awareness campaigns, the organization reached over 8,00,000 households, emphasizing the long-term benefits of girls' education. Community members were involved in decision-making processes, fostering local ownership of the initiative. By addressing educational, social, and economic barriers, FGGG's OOSG initiative in Madhya Pradesh, Uttar Pradesh, and Rajasthan made a transformative impact in FY 2023-24. The program not only reintegrated thousands of out-of-school girls to education but also empowered them to pursue a brighter and more equitable future, laying a strong foundation for long-term societal change.



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### 3.3 Social Network Assessment Data Sample and Design

Stages: Matthew Proctor, Ulfar Poulsson, Kallsten

Data in this section, unless indicated, are specific sample data numbers.

The sample size for the impact assessment has been chosen according to the methodology described in paragraph C.5 of the report. Below are the numbers of sample selected. For the field survey, the major sample selected is the equivalent to this will overlap with GMP and LSF facilities. However, specific samples have been selected for each of the programme divisions of FTGO in order to adequately cover and results.

CCSC Sample

| Tests | Global<br>fit | Speed of<br>fitting | RMSE<br>error | Success<br>ratio<br>CMB | Sample size<br>with stable<br>load (%) |
|-------|---------------|---------------------|---------------|-------------------------|----------------------------------------|
| MLT   | 7             | 3.573               | 82.036        | 4.66                    | 0.09                                   |
| ML    | 4             | 3.453               | 75.147        | 1.25                    | 0.03                                   |
| LS    | 7             | 8.766               | 5.3323e4      | 3.84                    | 0.03                                   |
| MLTML | 48            | 14.297              | 594.071       | 5.599                   | 0.33                                   |

### Balancing Member Service

| State          | Number of villages | Number of HHs | Sample size (HHs) |
|----------------|--------------------|---------------|-------------------|
| Andhra Pradesh | 10                 | 1,000         | 100               |
| Chhattisgarh   | 10                 | 1,000         | 100               |
| Madhya Pradesh | 10                 | 1,000         | 100               |
| Odisha         | 10                 | 1,000         | 100               |
| Tamil Nadu     | 10                 | 1,000         | 100               |

CEP Members Sample

| State | Sample | QPS<br>average | QPS (SD) | Size<br>of<br>QPS<br>Data | Sample Size<br>QPS (SD) |
|-------|--------|----------------|----------|---------------------------|-------------------------|
| IL    | 1      | 1.19           | 0.111    | 54                        | 1.19                    |
| IL    | 6      | 1.170          | 0.101    | 258                       | 1.19                    |
| IL    | 7      | 1.207          | 0.111    | 144                       | 1.19                    |
| IL    | 10     | 1.202          | 0.108    | 300                       | 1.19                    |

Terry Rodica, [terry.rodica@nasa.gov](mailto:terry.rodica@nasa.gov)

| State        | Country | Population<br>(Millions) | FDI Inflow<br>(\$Bn) | Share<br>of GDP<br>(%) | Investment<br>in FDI<br>as % of GDP |
|--------------|---------|--------------------------|----------------------|------------------------|-------------------------------------|
| Algeria      | DZ      | 3.125                    | 3.754                | 34                     | 0.68                                |
| Burkina Faso | BF      | 5.855                    | 3.659                | 46                     | 0.66                                |
| Guinea       | GN      | 6.145                    | 6.223                | 69                     | 0.74                                |
| Togo         | TG      | 5.142                    | 15.083               | 150                    | 0.84                                |

The following *Adaptation* is used:

For the qualitative component we have selected 1130 texts

[illegible]

Quantitative Curves for OP Assays and

|                                                                                    | Input Number | Output Number |
|------------------------------------------------------------------------------------|--------------|---------------|
| Global                                                                             | 30           | 10            |
| Shells                                                                             | 200          | 200           |
| Wings                                                                              | 5,422        | 5,412         |
| Total Geometrical Surface                                                          | 59,202       | 59,702        |
| Form factor (F <sub>0</sub> )                                                      | 15,400       | 16,400        |
| Factor (F <sub>0</sub> of 50,000) (F <sub>0</sub> of 100,000) error factor 1 to 50 | 5,16,160     | 5,04,217      |
| Global factor (F <sub>0</sub> of 100,000)                                          | 16,400       | 16,400        |
| Factor (F <sub>0</sub> of 100,000) Error Factor                                    | 5,04,217     | 5,04,217      |
| Global factor (F <sub>0</sub> of 100,000) Error Factor                             | 5,04,217     | 5,04,217      |

#### B.4. Enrollment and Retention

The findings provide data about the Foundation's PGGG Genderity (PGGG) initiative in FY 2023-24, showcasing significant villages, out-of-school girls (OOSG) enrolment, and sample study sites across districts in Madhya Pradesh, Rajasthan, and Uttar Pradesh.

Focusing on key districts in Madhya Pradesh, Barwani led with 21,388 enrolments, followed by Indore

| State | Operational Village | PGGG enrolment | Students enrolled | Response rate | Parents consent (%) | Teachers (enrolled) | Principal (enrolled) | TS completed |
|-------|---------------------|----------------|-------------------|---------------|---------------------|---------------------|----------------------|--------------|
| M.P.  | 1,121               | 25,436         | 412               | 95            | 105                 | 41                  | 21                   | 41           |
| Raj.  | 1,052               | 15,127         | 255               | 100           | 250                 | 40                  | 12                   | 40           |
| U.P.  | 8,144               | 2,27,254       | 1,019             | 919           | 178                 | 91                  | 47                   | 119          |
| Total | 10,317              | 3,07,817       | 1,686             | 1,000         | 434                 | 172                 | 80                   | 200          |

(15,47%) and Gwalior (12,465), highlighting a focus on tribal and rain zones. Rajasthan prioritised tribal regions, with Baran recording the highest enrolments (15,080), followed by Sirohi (12,001) and Udaipur (12,366). Uttar Pradesh operated in the largest state, with Fatehpur (40,072) and Sonbhadra (44,062) accounting for nearly 40% of the state's total enrolments. Each state tailored interventions to address local challenges effectively.

##### a. Background profile of Stakeholders

|   | Stakeholder             | Sample size | Key Characteristics                                                                                                                                                                                                                                                         |
|---|-------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Students                | 1,500       | Gender and Age: 48% girls, 48% are in the age 15-18 and 20% 18-24.<br>Class distribution: 70% in primary grades (Classes 1-5), 30% in secondary grades.<br>North Focus: 50% rural or semi-rural backgrounds.<br>Marginalized Groups: 10% belong to underserved communities. |
| 2 | Parents                 | 400         | 45% with annual income below ₹1,00,000; 60% families had daughters never enrolled in school before.                                                                                                                                                                         |
| 3 | Teachers and Principals | 217         | 80% associated with the program for over 3 years; 45% emphasized enrollment as the program's key impact.                                                                                                                                                                    |
| 4 | Stakeholders            | 120         | 80% engaged for 1-3 years; 90% involved in door-to-door campaigns and parent meetings.                                                                                                                                                                                      |

##### b. Analysis:

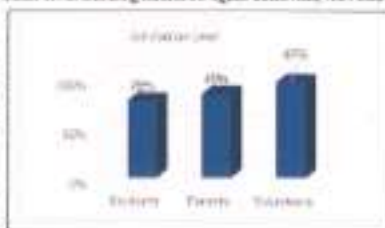
In order to assess the social impact of the intervention by PGGG, survey has been conducted from the feedback received during field visit and survey conducted in the area of intervention. The analysis from the survey has been divided into inputs, output, outcome and impact with identification of barriers and recommendations resulting out of same.



## 6. Insights

The FEGG program has effectively leveraged resources and support to drive change:

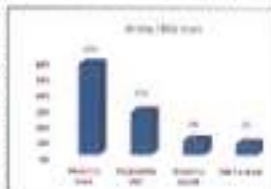
- Program Support:** High satisfaction rates were observed among students (70%), parents (85%), and volunteers (95%), highlighting outreach and engagement. Parents increased their volunteers as well as field co-ordinators visited their home regularly in case students are missing to attend the school. Teachers confirmed this as Team Balika regularly visit the schools to get the list of students not attending classes on regular basis. Also, the FEGG supports to motivate the parents to send their children to school, and assist them in documentation related to school enrollment. Some of the parents mentioned on a lighter note that FEGG team is like "chakrader" who immediately visit their house if their child is absent from the school for more than couple of days.
- Infrastructure:** While 38% of schools were rated fully adequate, 45% indicated partial adequacy, and 17% highlighted significant deficiencies, particularly in sanitation and classroom facilities.
- Volunteer Training:** Though effective overall, 7% of volunteers expressed the need for further training tailored to village-specific challenges.
- Identified Needs:** Financial aid was emphasized by 38% of students and 37% of parents, followed by career counseling and role models (15%) and infrastructure upgrades (12%).



## d. Activities

FEGG employs a structured and multi-phased approach to address the issue of out-of-school girls (OOSG) through its Field Coordinators and Team Balika. The process begins with a comprehensive door-to-door survey to identify OOSG and prioritize villages requiring immediate intervention. Once villages are identified, targeted outreach campaigns are launched with the active support of local school management committees. During the pre-enrollment phase, FEGG undertakes critical activities such as community mobilization, *Muhalla Sahib*, and documentation assistance to ease the admission process for families. These activities are essential to raising awareness and addressing barriers that hinder girl enrollment. FEGG also strategically involves community leaders, leveraging their influence to encourage families to prioritize education for girls.

In the post-enrollment phase, FEGG focuses on retention and attendance by maintaining close connections with community parents and schoolteachers. Volunteers regularly follow up to ensure that girls not only enroll but also attend school consistently. This is especially significant as some families need their children only to access monetary benefits from government schemes. To counter this, FEGG organizes community meetings to emphasize the importance of regular attendance and sustained education.



To enhance retention, FEGG runs two core programs:

- Gyan to Pehchan (G2P):** Designed to foster learning, engaging and encourage students to stay in school.
- Life Skills Education (LSE):** Aimed at equipping older students with essential life skills to boost confidence and prepare them for real-world challenges.

Participation rates highlight the reach of these programs:

- 88% of participants continued participation in G2P, reflecting the program's widespread impact.



- 80% participated in LSC.

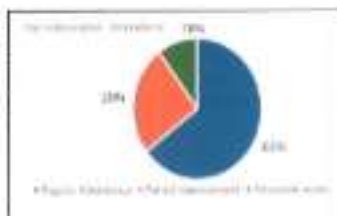
Continued engagement by FESG representatives further strengthens these efforts. 50% of participants reported weekly visits, ensuring ongoing support and motivation. 20% noted occasional visits, while the highlighted missing visits, indicating areas for improved frequency of interaction.

Through this comprehensive strategy, FESG ensures that girls are not only involved but remain actively engaged in their educational journey. By addressing both systemic and individual barriers, the organization creates a sustainable ecosystem that prioritizes long-term educational outcomes for girls in underserved communities.

#### c. Outputs

The program has achieved notable quantitative and qualitative results:

- Enrollment and Attendance:** 60% of parents reported regular attendance by their daughter's post-intervention.
- Educational Engagement:** 30% of students expressed a love for school, while 50% reported having strong friendships, showcasing a supportive social environment.
- Teacher-Student Interaction:** Over half (52%) of students found teachers approachable and supportive, reflecting improved engagement.



#### f. Outcomes

The program has driven positive behavioral and attitudinal changes:

- Family Support:** 60% of families of older girls became highly supportive of education.
- Academic Confidence:** Significant boosts were reported by 60% of parents and 60% of teachers, reflecting the program's success in empowering students.
- Community Perception:** 70% of parents and 60% of teachers showed a shift in community attitudes toward valuing girls' education.

#### g. Impact

The program has shown potential for lasting transformation:

- Long-Term Aspirations:** An overwhelming 90% of students aspire to higher education, with career interests focused on teaching (20%), medicine (20%), and law enforcement (20%).
- Sustainability:** 50% of stakeholders trust that program outcomes will sustain with external support, while volunteers and educators foresee reduced cultural resistance as a key legacy.

#### h. Quantitative and Qualitative Analysis

##### i. Quantitative: Attendance and Retention

| Aspect                       | Details                                                                                                                                                                                                                                                                                                                                       |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Daily Attendance             | 70% attend daily, 20% attend "sometimes."                                                                                                                                                                                                                                                                                                     |
| Impact on Younger Students   | 90% find staying in school easier due to FESG intervention.                                                                                                                                                                                                                                                                                   |
| Reasons for Absenteeism      | <p>Younger students: Household duties (40%), health issues (30%), and transportation (5%).</p> <p>Older students: Financial constraints (40%), distance (20%), perceived unfair opposition (20%), lack of interest (20%).</p> <p>Overall: Household duties (35%), financial constraints (20%), health issues (20%), transportation (10%).</p> |
| Post-Intervention Attendance | 90% attend regularly, 10% occasionally, 0% frequently absent.                                                                                                                                                                                                                                                                                 |



|                           |                                                              |
|---------------------------|--------------------------------------------------------------|
| Easy at Staying in School | 76% say it is "very much" easier, 18% say "somewhat" easier. |
|---------------------------|--------------------------------------------------------------|

#### 4. School Experience (Qualitative Impact)

| Aspect                      | Details                                                                                                         |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------|
| Enjoying School             | 70% are going to school, 7% enjoy school more, 3% do not like it and 20% did not respond.                       |
| Teaching Subjects           | Math (18%), Hindi and English (57%) and not responded (25%).                                                    |
| Feeling Happy at School     | 80% feel happy while learning, 2% do not, 17% did not respond highlighting opportunities to enhance engagement. |
| Ease of Contacting Teachers | 42% easily approach all teachers, 22% comfortable with some teachers, 7% occasionally, 29% not responded.       |
| Friendships at School       | 47% have friends at school, 4% don't have friends, 23% not responded.                                           |

#### 4. Family and Community Impact

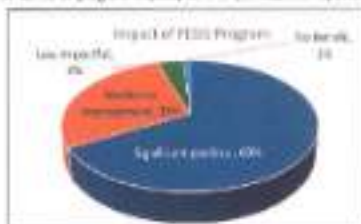
| Aspect                                      | Details                                                                                                                  |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Parental Support                            | 80% is supportive, 18% occasionally supportive, 2% not supportive, 20% not responded.                                    |
| Other Girls in Village Attending School     | 76% observed more girls attending school, 4% noted no change and 20% did not respond indicating different opportunities. |
| Community Attitudes Toward Girls' Education | 41% positive, 23% increasingly supportive, 3% indifferent, 2% negative, 31% did not respond.                             |
| Family Attitude Change (Other Students)     | 11% very supportive, 74% somewhat supportive, 1% no change and not supportive and 14% not responded.                     |
| Community Change for Older Students         | 17% observed positive shifts in attitudes, 1% noted no change or negative perceptions, and 82% not responded.            |
| Attitude by Students                        | 26% actively encourage other girls to attend school, showcasing peer support and role modeling.                          |

#### 4. Summary of feedback and impact effectiveness of Enrolment program

The FEGG program has received predominantly positive feedback, with 39% of participants rating it as "5 - Very Helpful" and 32% providing a rating of 4, reflecting high satisfaction levels. However, 20% rated it 3, signaling opportunities for improvement, while 9% gave a rating of 1 or 2, indicating areas needing enhancement. Key suggestions for additional support included financial assistance (21%), extracurricular activities (18%), better learning materials (26%), and career counseling (9%).



In terms of program impact, 68% of participants reported significant positive effects, showcasing the program's effectiveness in creating meaningful change. Another 20% noted moderate improvements, while 4% found the program less impactful, and 8% reported no benefit, highlighting areas that require targeted interventions. These findings affirm the program's success while pointing to opportunities for further refinement to ensure optimal and sustainable outcomes.



#### j. Barriers Identified and Recommendations

| # | Barriers Identified from Surveys  | Recommendation                                                                                                         |
|---|-----------------------------------|------------------------------------------------------------------------------------------------------------------------|
| 1 | Financial Constraints             | Explore government social security schemes to mitigate the financial challenges of parents.                            |
| 2 | Cultural Resistance               | Conduct targeted advocacy campaigns showcasing success stories from similar communities.                               |
| 3 | Infrastructure Deficiency         | Support the existing system to invest in sanitation facilities, classrooms, and drinking water in underserved schools. |
| 4 | Distance to Schools               | Provide transportation or develop proximity schooling solutions for remote regions through village committees.         |
| 5 | Limited Access to Career Guidance | Introduce structured career counseling sessions with role models and exposure to diverse professions.                  |



## 9.5 GEP and LSE Operations

As a part of its mission, GEP and LSE are the key activities performed by FEIG program aimed to improve foundational literacy, numeracy, and life skills among students in underserved regions. This assessment synthesizes data from students, teachers, and principals across Madhya Pradesh, Rajasthan, and Uttar Pradesh to evaluate the program's reach and effectiveness.

### a. Background profile of Stakeholders

|   | Stakeholder             | Sample size | Key Characteristics                                                         |
|---|-------------------------|-------------|-----------------------------------------------------------------------------|
| 1 | Students (GEP & LSE)    | 3075        | Majority 10-15 age group; 60% with over a year of school experience         |
| 2 | Teachers and Principals | 105         | 50% teachers, 42% principals; 52% associated with FEIG for over three years |

### Geographic Coverage:

- Madhya Pradesh: 787 participants (648 GEP, 137 LSE).
- Rajasthan: 610 participants (506 GEP, 103 LSE).
- Uttar Pradesh: 2,425 participants (1,803 GEP, 562 LSE).



### b. Inputs

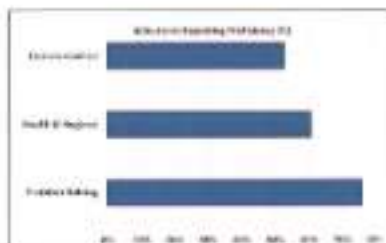
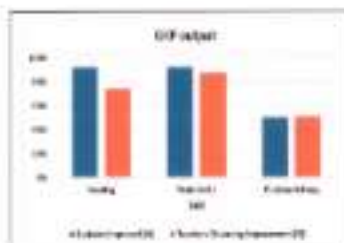
The programs were well-supported with resources and consistent teacher and volunteer engagement:

- GEP Resources:** 88% of students consistently accessed necessary materials, and 93% of teachers confirmed adequate resource availability.
- LSE Resources:** 75% of students and 68% of teachers validated sufficient materials for effective sessions.
- Volunteer Support:** Volunteers provided personalized attention to students, helping them overcome logistical and academic barriers.
- The input structure,** supported by volunteers and teachers, ensured that both programs are delivered effectively. However, occasional logistical challenges (LPM) underline the need for improved resource distribution mechanisms.

### c. Outputs

#### L GEP:

- 82% of students reported improvements in foundational reading and numeracy skills.
- 94% completed assigned tasks in sessions, demonstrating high engagement.
- Teachers observed enthusiastic participation in interactive activities, such as math problem-solving and reading comprehension.



#### 6. LSE:

- 70% of students gained problem-solving skills, 60% learned health and hygiene concepts, and 52% developed communication skills.
- Group participation was significant, with 60% consistently engaging in collaboration activities.

Both programs achieved desired outputs, reflecting their effectiveness in addressing specific learning gaps and equipping students with essential skills. The emphasis on practical, activity-based learning resonated engagement among students.

#### 7. Outcomes

##### a. Behavioral Changes:

- GDP: 24% of teachers reported improvements in literacy (reading comprehension and vocabulary) and numeracy (arithmetic and problem-solving).
- LSE: 74% of participants demonstrated better decision-making, and 71% showed increased confidence.

##### b. Skill Application:

- GDP: 63% of students frequently used literacy and numeracy skills at home, showcasing skill relevance in daily life.
- LSE: 52% of students applied life skills in daily interactions, and 46% were 'teamwork ready'.

The programs significantly influenced student behavior and skill application, contributing to both academic performance and personal development. Increased confidence and decision-making capabilities highlight the program's transformative potential.

#### 8. Impact

##### a. Long-Term Aspirations:

- GDP: students demonstrated improved academic performance, with 62% of teachers reporting significant progress.
- LSE: students exhibited better time management (44%) and problem-solving abilities (53%), preparing them for future challenges.

##### b. Community Transformations:

- Volunteers and teachers observed students inspiring peers and contributing to family and community welfare using acquired skills.

The programs fostered a culture of learning and self-reliance, enabling students to pursue higher academic and personal goals. The involvement of volunteers amplified community impact, ensuring skill dissemination beyond classrooms.

#### vi. Analysis

##### Strengths:

- High Engagement:** Regular attendance and material access to by ensured consistent participation in both programs.
- Skill Development:** Measurable improvements in foundational literacy, numeracy, and life skills indicate program success.
- Community Impact:** Students applied learned skills beyond classrooms, contributing to family and community welfare.

##### 7. Challenges and Recommendations:

| # | Challenge                    | Recommendation                                                                                                  |
|---|------------------------------|-----------------------------------------------------------------------------------------------------------------|
| 1 | Low LSI Selection (20%)      | Expand the program to include more underprivileged students, addressing gender-specific barriers to enrollment. |
| 2 | Material Access Issues (27%) | Strengthen logistics to ensure timely delivery of resources to all students and teachers.                       |
| 3 | Sustainability Concerns      | Re-evaluate the duration of GGP programs.                                                                       |
| 4 | Skill Retention              | Conduct refresher courses annually to sustain skill application and deepen impact.                              |

#### D.6. Output Monitoring

##### Assessment of FDOG's Monitoring of Outputs under Key Service Components

This section is based on the understanding that the Social Audit team developed during the process to understand as how the foundation is monitoring the output generated against each of their intervention legs. The Foundation to FDOG-Girls (FDOG) employs robust monitoring and evaluation mechanisms to ensure the effectiveness of its programs, including Enrollment, Skill Safety, Oyan Ka Pitara (OGP). These mechanisms are designed to track outputs, measure progress, and identify areas for improvement, ensuring that the organization delivers impactful and sustainable results. Below is an assessment of FDOG's monitoring methods for each component and the measures utilized to monitor outputs.

##### a. Enrollment

FDOG's enrollment system aims to bring out-of-school girls (OOSG) back into formal education, focusing on underserved communities. Monitoring outputs under this component involves:

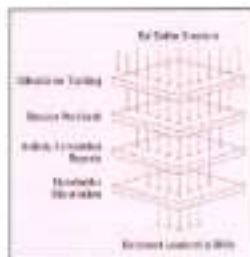
- Baseline Data Collection:** FDOG collects baseline data on the number of out-of-school girls in each target area before interventions.
- Tracking Enrollments:** Enrollment figures are tracked and updated regularly, using village-level data from field teams.
- Community Engagement Metrics:** The effectiveness of community mobilization efforts is monitored by assessing the participation of parents and local leaders in enrollment campaigns.
- Verification Processes:** Third-party independent audits are conducted to validate enrollment numbers and ensure accuracy.
- Monitoring Measures:** Monthly and quarterly reports, community surveys, and real-time dashboards are used to monitor progress and ensure that enrollment targets are met.



#### b. Bal Sabha

Bal Sabha sessions focus on building leadership and advocacy skills among children. FEOD monitors the outputs of this component through:

- Attendance Tracking:** Participant attendance in Bal Sabha sessions is recorded to ensure consistent engagement.
- Session Feedback:** Structured feedback from children and facilitators is collected to assess session quality and relevance.
- Activity Completion Reports:** Completion rates for planned activities (e.g., leadership exercises, group discussions) are tracked to measure engagement levels.
- Stakeholder Observation:** Community leaders and school management personnel provide feedback on the visible changes in children's confidence and leadership abilities.
- Monitoring Measures:** Facilitator logs, attendance sheets, and qualitative assessments through focus group discussions are employed to evaluate Bal Sabha outputs.



#### c. Open Reading (OR)

OR focuses on foundational literacy and numeracy improvement. Monitoring outputs in this component involves:

- Learning Assessments:** Pre- and post-program learning assessments are conducted to measure progress in literacy and numeracy skills.
- Material Utilization Rates:** Distribution and usage of OR learning materials (e.g., workbooks, visual aids) are monitored to ensure that they are reaching beneficiaries and being utilized effectively.
- Facilitator Performance:** Regular observation of facilitators during sessions helps evaluate the delivery of content and engagement with children.
- Retention Rates:** Attendance and retention rates are tracked to identify trends and address dropouts.
- Monitoring Measures:** Standardized testing tools, facilitator performance reviews, and periodic classroom observations are key measures used to monitor OR outputs.

#### d. Cross-Component Monitoring Strategies

Across all components, FEOD uses the following integrated strategies to monitor outputs effectively:

- Field-Level Monitoring:** Trained field teams collect real-time data and provide regular updates.
- Digital Dashboards:** Technology-driven dashboards compile and analyze data from multiple sources, providing actionable insights.
- Third-Party Audits:** Independent audits validate output data and ensure transparency.
- Periodic Reviews:** Quarterly and annual reviews assess progress against planned outputs, enabling course corrections as needed.

FEOD's monitoring mechanisms for Enrollment, Bal Sabha, OR, and GP demonstrate a strong commitment to accountability, data-driven decision-making, and continuous improvement. By combining quantitative tools (e.g., dashboards and audits) with qualitative methods (e.g., community feedback and session observations), FEOD ensures that its programs achieve their intended outputs while remaining adaptable to local contexts. Strengthening digital tools for real-time monitoring and increasing the frequency of third-party evaluations could further enhance the robustness of these monitoring systems.

Other key aspects are as follows:

#### i. Mobile Tracking

At FEOD at various, from programmatic strategy to field-level, are enabled using a geo-tagged technology.





monitoring system that collectively monitors each function. IFGG employs an Android OS-based mobile app for comprehensive monitoring of education programs. The app collects data on 20+ impact indicators, conducts assessments, and tracks field personnel's real-time location via GPS on a cloud server. This streamlined system enhances decision-making, resource allocation, and program impact assessment for IFGG's initiatives.

**ii. Performance Management System:**

IFGG employs a robust Performance Management System (PMS) to collect, validate, and report on field activities with a user-friendly interface. The PMS facilitates real-time data transformation into actionable insights, targets, and plans, ensuring agility. Data-driven decision-making and mid-course adjustments are enabled by insight to down from the system. To maintain data integrity, independent spot checks are conducted as part of the audit processes. This comprehensive approach ensures effective monitoring, evaluation, and continuous improvement of programmatic activities.

**iii. Quality Assurance & Monitoring Activities:**

The quality monitoring process includes the following types of activities:

- i. Triaxial verification:** Track and verify reported numbers in data collection forms collected from field coordinators, against the specification in which the data must be received.
- ii. Cross Verifications:** Perform "cross-checks" of the reported numbers for a randomly selected sample (stratified when necessary), by visiting the site where primary data is collected from, conducted by members of the Impact Team. The sample size selected is based on a 95% confidence level with a range of 30% for sampling errors.
- iii. Spot checks:** Perform "spot checks" to discover the quality of program delivery in community mobilization, enrollment, learning and retention activities. Based on observations in pre-defined formats. Typically, we run spot checks across 50% of the community mobilization activities and across 30% of the schools across the program.
- iv. Classroom observations:** of our learning program is structured formats. The observation of all aspects of delivery (including session planning, strategies used, student engagement and these observations are used to inform course correction in process and content.
- v. Internal Audit:** In addition to the first level of verification that is done by the Impact Team, we also have a dedicated and independent Internal Audit team that conducts data audits to further validate the quality of our data. The auditors perform both desk audits of the paper formats in which data is collected, as well as field visits when necessary, to cross check enrollment and retention data. Audit reports are used for continuous process improvement and course correction.



## D1. Stakeholder Engagement

**Stakeholder engagement** within the context of the Social Stock Exchange (SSE) India refers to the systematic identification, involvement, communication, and collaboration with various individuals, groups, and entities that are directly or indirectly impacted by or contribute to the activities and outcomes of Social Enterprises (SEs) and Not-for-Profit Organizations (NPOs). The SSE framework emphasizes stakeholder engagement as a critical component for ensuring accountability, transparency, inclusivity, and the achievement of intended social and environmental outcomes.

The FE66 integrates stakeholder engagement as a core component across its major interventions—Out-of-School Girls (OOSG) Enrolment, Bal Sakha, Teen Sakha, Ryan Ka Pitara (RKP).

Below is a detailed assessment of engagement across four dimensions: Identification, Communication, Engagement, and Feedback Integration as observed by the Social Impact Assessment team.

| Component       | Identification                                        | Communication                                                   | Engagement                                                                            | Feedback Integration                                                  |
|-----------------|-------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| OOSG Enrolment  | On 14 April 13-14 identified as primary stakeholders. | Door-to-door campaigns and testing (during home visits).        | Parents and only involved in enrolment (visit, counselling and Data to Door Contact). | Parents feedback on enrolment challenges guided enrolment strategies. |
|                 | Parents and government school teachers.               | Village meetings and public announcements.                      | Collaboration with village welfare committees.                                        | Community insights shared regularly through meetings.                 |
|                 | Community leaders and local officials engaged.        | Meeting and engaging them through community meetings and calls. | Not adequately represented.                                                           | Providing prompt and timely.                                          |
|                 | Before activities and teachers involved.              | Parents and teachers involved.                                  | Support them with monitoring OOSG and their documentation.                            |                                                                       |
| Bal Sakha Girls | On 14 April 13-14 as primary stakeholders.            | Girl-friendly methods like storytelling and games.              | Girls participate in debates and group activities.                                    | Girls suggested their preferred activities.                           |
|                 | Parents involved to support participation.            | Regular updates to parents about participation.                 | Parents share and monitor.                                                            | Parents enhance learning and control.                                 |
|                 | Teachers and school staff engaged.                    | Regular teacher-mentor meetings.                                | Teachers monitor and address girls.                                                   | Teacher feedback informed session facilitation.                       |
| Teen Sakha      | Initiators (key stakeholders).                        | Teen Sakha recruitment drive.                                   | Girls will have rights for Teen Sakha.                                                | Regular feedback informed training content.                           |
|                 | Initiators engaged.                                   | Meetings and sharing volunteer roles.                           | Parents and community involvement.                                                    | Parents of OOSG concerns addressed systematically.                    |



| Component            | Identification                                         | Communication                                       | Engagement                                               | Feedback Integration                                       |
|----------------------|--------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------|
|                      | School authorities collaboration.                      | Digital tools like WhatsApp for communication.      | Participation in village advisory boards.                | Teacher feedback and shared strategies.                    |
|                      | Local leaders involved in advisory efforts.            | Regular progress updates.                           | Coordination with schools.                               | Community-shaped outreach methods.                         |
| Gyan Ka Pitara (GKP) | Children aged 2-5 identified as primary beneficiaries. | Educational materials via GKP sessions.             | Children attend GKP at school.                           | Children feedback and support extended via group WhatsApp. |
|                      | Parents engaged in school learning.                    | Clear instructions for parents for at-home support. | Facilitators engaged in individual interactive sessions. | Parents suggestions and feedback shared.                   |
|                      | Facilitators trained.                                  | Guidelines in progress.                             | Peer groups formed for learning.                         | Facilitators' suggestions incorporated.                    |
|                      | Local NGOs supported facilitators.                     | Materials in local languages.                       | Facilitators provided individual support.                | Children's input refined delivery.                         |

#### Analytical Note on Stakeholder Engagement in FEGG Initiatives

The Foundation for FEGG Globally (FEGG) employs stakeholder engagement strategies across its initiatives, including Out-of-School Girls (OOSG) Enrolment, *Bas Sahiba*, *Team Sahiba*, *Gyan Ka Pitara* (GKP). These strategies focus on stakeholder identification, communication, engagement, and feedback integration, ensuring measurable impacts in terms of enrolment, retention, life skills development, and community participation. Below is an analysis based on data and insights from reports provided by parents, students, facilitators, and volunteers.

#### a. Stakeholder Identification

##### 1. OOSG Enrolment:

- **Parents:** Engaged as primary stakeholders; 90% of parents interacted with FEGG reported increased awareness and confidence in advocating for girl's education.
- **Volunteers:** 60% focus on enrolment drives and 40% on retention, acting as grassroots change agents.
- **Students:** 80% of respondents are first-generation learners, highlighting a focus on breaking generational barriers.

##### 2. GKP and TSC:

- **Teachers:** 55% of participants were classroom teachers; the rest were principals, offering a balanced perspective.
- **Students:** Represent diverse demographics, with 80% from marginalized communities and 20% from rural areas.

#### b. Communication

- **Parent Outreach:** Community meetings (65%) and door-to-door campaigns (70%) were primary modes of communication.
- **Student Interaction:** Regular school visits by FEGG representatives ensured engagement, with 85% of students reporting weekly interactions.
- **Teacher Collaboration:** 90% of teachers found sufficient resources and regular communication essential to conducting sessions.

#### c. Engagement

##### Community Participation

- **Parents:** 50% participated in FEGG activities, such as *Habibula Meetings* and *Gyan Sanga Sahiba*.
- **Students:** 70% found it easier to remain in school post-intervention, reflecting enhanced engagement.
- **Volunteers:** Active in door-to-door campaigns and counselling, with 80% involved in enrolment drives.



**Programme-Specific Engagement**

- **GAO Activities:** 77% of teachers observed active participation in literacy and numeracy sessions, highlighting enthusiasm for interactive lessons.
- **Self-Support:** Students participated in mentorship and advocacy programs, with parents often observing sessions to understand the impact.

**d. Feedback Integration**

- **Parental Input:** Parents highlighted financial constraints (40%) and cultural resistance (27%) as barriers, prompting tailored campaigns.
- **Teacher Recommendations:** Suggestions included enhancing infrastructure and providing stationary and sports equipment for interactive sessions.
- **Volunteer Feedback:** Volunteers emphasized the need for better training and logistical support to address resistance and cultural challenges.
- **Student Suggestions:** 30% requested better learning materials, and 18% recommended career counseling to expand horizons beyond academics.

**e. Key Findings**

- **Positive Attitudes:** 72% of parents observed significant shifts in community attitudes toward girls' education, while 55% of older students noted increased family support.
- **Academic Outcomes:** Teachers reported 87% improvement in elementary and 70% in literacy, with students applying these skills at home.
- **Sustainability:** 58% of students believe the program's benefits will persist with minimal external support, indicating strong local ownership.
- **Challenges:** Resistance from families (35%) and logistic hurdles (40%) remain significant barriers, requiring ongoing engagement and tailored solutions.

HGG's stakeholder engagement strategies have been instrumental in driving enrollment, retention, and life skills development. By leveraging grassroots partnerships, consistent communication, and iterative feedback loops, HGG has fostered transformative changes in education for marginalized communities. Strengthening logistical support for volunteers, expanding infrastructure, and integrating digital tools could further enhance engagement outcomes and program sustainability.



## 08. Feedback Analysis

Social Audit team found out that FOGG recognizes the importance of engaging with various stakeholders to ensure the success and sustainability of its programs. The organization has mapped and prioritized stakeholders based on their influence, interest, and impact on the educational ecosystem. The key stakeholders include community members, volunteers, government officials, teachers, donors, and the beneficiaries (students and their families).

**Analytical Note on Feedback from Stakeholders: Students, Parents, Community, Teachers, and Volunteers**

The Foundation is FOGG Obesity (FOGG) has gathered substantial feedback from diverse stakeholders across its core interventions, including Life Skills Education (LSE), Open Ka Pitara (OKP), and initiatives focused on enrollment and retention. This note synthesizes feedback from students, parents, community members, teachers, and volunteers, leveraging data and insights from the reports provided.

### (i) Students

#### Life Skills Education (LSE)

- **Engagement:** 85% of students participated actively in LSE sessions, citing topics like communication, health, and problem-solving as highly engaging.
- **Behavioral Changes:** 75% reported increased confidence, while 60% exhibited improved problem-solving skills. Self-awareness (55%) and communication (50%) also showed positive changes.
- **Impact on Daily Life:** 65% actively applied learned skills in daily life, demonstrating the program's transformative influence.

#### Open Ka Pitara (OKP)

- **Participation:** 70% of teachers observed "very active" participation from students in OKP activities, with significant enthusiasm for reading and math exercises.
- **Learning Outcomes:** 80% of students improved their numeracy skills, while 70% displayed enhanced literacy, including reading comprehension and vocabulary.
- **Engagement and Aspirations:** 80% enjoyed school, and 90% aspired to pursue higher education, showcasing strong motivational outcomes.

### (ii) Parents

- **Perceived Impact:** 70% reported significant benefits from the program, particularly in enrollment and building confidence to advocate for their child's education.
- **Engagement and Support:** 85% felt well-supported through enrollment documentation, motivational campaigns, and awareness programs. However, 50% saw room for improvement in outreach and communication.
- **Challenges Identified:** Financial constraints (60%), cultural resistance (45%), and distance to schools (30%) were significant barriers, underscoring the need for targeted interventions.

### (iii) Community

- **Awareness:** Over 70% of students and parents observed a substantial increase in community awareness about girl education, reflecting shifts in local attitudes.
- **Cultural Resistance:** Despite progress, 30% of parents and volunteers reported ongoing cultural challenges related to enrollment and retention.
- **Community Participation:** Volunteers emphasized the importance of regular community meetings and advocacy to sustain educational efforts.



#### c) Teachers

##### Life Skills Education (LSE)

- Behavioral Observations:** Teachers reported notable improvements in confidence (75%), problem-solving (60%), and self-advocacy (55%) among students, reflecting LSE's impact.
- Skill Application:** 65% observed students using life skills to resolve conflicts and manage responsibilities, indicating practical benefits.

##### Open Ka Fitara (OKF)

- Academic Growth:** 80% observed improved numeracy skills, including arithmetic and problem-solving, while 70% reported enhanced literacy.
- Engagement:** Teachers highlighted interactive activities, like solving stories and tackling math problems, as particularly impactful.

#### e) Volunteers

- Motivation and Impact:** 60% of volunteers cited a personal connection to the cause as their primary motivation, with 45% observing significant community impact.
- Challenges:** Resistance from families (55%) and logistical difficulties (40%) were common issues, indicating the need for enhanced training and resources.
- Support:** 65% felt adequately trained, but 30% requested more tailored sessions to address specific challenges like soft skills and community assistance.

#### B.3 Key Metrics

The FEGG program demonstrates strong positive feedback across all stakeholders, particularly in improving education outcomes and shifting community attitudes. However, challenges like financial constraints, cultural resistance, and logistical barriers underscore the need for ongoing support, enhanced training, and targeted interventions to sustain and expand the program's impact.

| Stakeholder | Key Feedback                                 | Positive Impact                        | Challenges Identified                              |
|-------------|----------------------------------------------|----------------------------------------|----------------------------------------------------|
| Students    | 85% active in LSE, 70% in OKF                | 65% improved numeracy, 70% literacy    | Household responsibilities, financial constraints  |
| Parents     | 75% saw significant benefits                 | 85% felt well-supported                | Economic barriers (40%), cultural resistance (25%) |
| Community   | 70% noted improved awareness                 | Cultural attitudes shifting positively | Persistent resistance in some areas                |
| Teachers    | 65% observed life skills usage in daily life | 80% reported academic improvements     | Scheduling and resource challenges                 |
| Volunteers  | 60% motivated by personal connection         | 80% felt well-trained                  | Resistance from families (55%), logistical gaps    |



## B1A. Community Feedback

### a. Stakeholder Engagement

- **High Engagement in Madhya Pradesh and UP:**

Madhya Pradesh and UP have the highest number of stakeholders involved, with 6 and 9 stakeholders, respectively.

These states also report the most active involvement in support, with all stakeholders in these regions participating in support efforts.

- **Limited Engagement in Rajasthan:**

Rajasthan shows the least participation, with only 1 stakeholder actively engaged and involved in supporting initiatives.

### b. Awareness Levels

- **Strong Awareness in Madhya Pradesh:**

Most stakeholders in Madhya Pradesh (83%) have been aware of FICG initiatives for more than 3 years, reflecting strong outreach and consistent program presence.

- **Gaps in Awareness in UP:**

None of the stakeholders in UP report awareness beyond 1 year, indicating a need for deeper and more sustained awareness campaigns in this area.

### c. Key Challenges

- **Economic Barriers Across All States:**

Economic challenges were the most frequently reported issue, with 5 out of 9 stakeholders in Madhya Pradesh and all stakeholders in UP citing this as a barrier to school enrollment.

- **Transportation Challenges:**

Transportation difficulties were highlighted in Madhya Pradesh (67%) and UP (66%), indicating a need for logistical support such as transportation facilities or localized schooling options.

- **Cultural Resistance:**

UP reported cultural resistance as a significant barrier (33%), while Madhya Pradesh had lower such cases (17%). Rajasthan reported no cultural resistance challenges.

### d. Barriers to Enrollment

- **Financial Issues as a Primary Concern:**

Financial problems were the most cited barrier for enrollment, with all stakeholders in Madhya Pradesh and 66% in UP stating this as a critical issue.

- **Community Awareness:**

Lack of community awareness was a challenge in all regions except Rajasthan, where it was not reported.

### e. Regional Disparities

- Madhya Pradesh and UP exhibit higher engagement and awareness, but they also face significant economic and transportation challenges, highlighting a dual dynamic of involvement and barriers.





## 6.11 Alignment of FEGG Initiatives with SDG and National / State Policy

### a. Alignment with State Policies

FEGG's initiatives complement state government policies focused on promoting education, particularly for marginalized and disadvantaged groups. The program works in tandem with key state-specific educational policies, such as:

- Right to Education (RTE) Act Implementation**, ensuring enrollment and retention of out-of-school children (OOSC), particularly girls.
- Gender Parity Goals** under state education departments, aimed at bridging the gender gap in school enrollment and attendance.
- Tribal and Rural Education Policies** that target underserved regions, aligning with FEGG's focus areas in tribal and rural India.
- Skill Development and Life Skills Education** frameworks introduced at the state level, which resonate with FEGG's Life Skills Education (LSE) programs.
- By working closely with district-level education officers and integrating state guidelines, FEGG enhances its operational effectiveness and ensures compliance with local educational priorities.

### b. Alignment with Sustainable Development Goals (SDGs)

The World Bank says girls' education is the single best investment a country can make. Educating girls helps address 9 of the 17 Sustainable Development Goals (SDGs) directly, including poverty alleviation, reduced income inequalities, hunger reduction, improved health indicators and sanitation, better gender equality across sectors, improved access to decent work and ending economic poverty, and a more responsible outlook towards consumption and production. Climate scientists rank girls' education as number 6 that can help reverse global warming, as educated girls have fewer children. The resulting reduction in the fertility rates could cut carbon emissions significantly.

FEGG's programs are directly aligned with multiple SDGs, ensuring a holistic approach to education and empowerment:

- SDG 4: Quality Education:** FEGG addresses foundational literacy and numeracy gaps through its Oyin Da Phase (ODP) initiative, fostering inclusive and equitable quality education for all children.
- SDG 5: Gender Equality:** By focusing on girls' enrollment, retention, and life skills development, the program empowers girls to overcome socio-economic and cultural barriers, contributing to gender equality.
- SDG 8: Decent Work and Economic Growth:** Through life skills education, FEGG equips girls with problem-solving, decision-making, and leadership skills, laying the foundation for future economic participation and career readiness.
- SDG 10: Reduced Inequalities:** FEGG's work in tribal and rural communities directly tackles inequalities by providing access to



quality education and opportunities for marginalized populations.

By aligning with SDG indicators, FEGG contributes to both local and global development goals, ensuring measurable outcomes and sustainable impact.

#### 6. Alignment with State and Central Government Schemes

##### 1. State-Level Schemes

- **Madhya Pradesh's Harsat Bati Harsat Abhiyan** and **Ladli Laxmi Yojana**: FEGG supports these initiatives by focusing on girl child education and empowerment.
- **Rajasthan's Gargi Panchak** and **Aapki Bet Scheme**: FEGG enhances recruitment and retention efforts in tandem with these schemes aimed at reviving girl child education.
- **Uttar Pradesh's Kanya Samaksha Yojana**: FEGG aligns with this scheme's objective by encouraging education and addressing financial barriers for girls.



##### 2. Central Government Schemes

- **Samagra Shiksha Abhiyan (SSA)**: FEGG's recruitment and GRP initiatives align with SSA's goals to ensure universal access, retention, and quality education for all children.
- **Beti Bachao Beti Padhao (BBBP)**: The program's emphasis on girls' education directly supports BBBP's objective of promoting gender equality and addressing educational disparities.
- **National Skill Development Mission (NSDM)**: FEGG's LSC initiative, which focuses on problem-solving, communication, and leadership skills, aligns with NSDM's efforts to foster soft skills that are useful in future for youth development.
- **National Education Policy (NEP) 2020**: FEGG's focus on foundational literacy, numeracy, and life skills reflects NEP's emphasis on early-stage learning and holistic education.
- **MPUN Bhavati**: MPUN Bhavati and Education align in their shared mission to enhance foundational literacy and numeracy, ensuring equitable education access and improved learning outcomes for marginalized children in rural India.

The initiatives of the Foundation to FEGG Globally (FEGG) are found to be meticulously calibrated to achieve strategic congruence with state-specific policy mandates, global Sustainable Development Goals (SDGs), and integrated state:

and central government schemes. Through sustained engagement with existing policy frameworks and developmental trajectories, FEGG ensures the continued relevance, scalability, and sustainability of its interventions, thereby embedding its efforts within a dynamic and adaptive socio-educational ecosystem.

### D.32 Convergence

The Foundation for Educating Girls Globally (FEGG) has leveraged partnerships and collaborations to drive its initiatives in Madhya Pradesh, Uttar Pradesh, and Rajasthan during FY 2023-24. This analytical note explores the various convergences facilitated by FEGG's projects, evaluating their impact across the contributions to the project, field-level benefits, challenges faced, and potential areas for improvement. This analysis examines the convergences achieved through these efforts, detailing contributions, field impact, and areas for future growth.

#### a. Partnering Bodies

FEGG's initiatives were bolstered by diverse partnerships across government departments, NGOs, private sector stakeholders, and community organizations. In Madhya Pradesh, the Department of Education facilitated foundational literacy programs and teacher training. Rajasthan's district officials identified and enrolled out-of-school girls (OOSGs), while in Uttar Pradesh, the Women and Child Development Department integrated health awareness with life skills education. Local CSOs in Rajasthan, Madhya Pradesh addressed cultural resistance to girls' education. Community organizations, like Village Education Committees and Parent-Teacher Associations, ensured grassroots involvement, accountability, and ownership of initiatives.

#### b. Contributions to the Project

The collaborative efforts of FEGG's partners significantly amplified the impact of their initiatives. Government support in Madhya Pradesh facilitated the implementation of foundational literacy programs, including gender-sensitive teacher training. Rajasthan's education officials played a vital role in identifying and enrolling OOSGs, while Uttar Pradesh aligned adolescent health education with life skills to retain students. Community stakeholders, including VECs and SMCs, addressed local issues, such as school safety and attendance barriers, creating an inclusive framework for education.

#### c. Field-level Benefits

The alignment of Girls' Education (GEP) with state curricula has yielded significant field-level benefits, enhancing foundational learning outcomes in rural settings. Through comprehensive curriculum mapping, GEP's worksheets in Hindi, Mathematics, and English were meticulously aligned with state learning outcomes, ensuring age-appropriateness and relevance. Collaborative engagement with SCERT ensured GEP to incorporate state policy and contextual priorities, fostering coherence with government instructional methods and assessment practices. The integration of activity-based learning and community engagement aligned GEP with state efforts to reinforce foundational literacy and numeracy, creating a cohesive learning approach. This seamless integration has strengthened GEP's role as a reinforcement tool within the broader education ecosystem, enabling impactful learning outcomes, enhancing credibility, and positioning it as a model for innovative curriculum alignment in rural education reform.





### c. Gaps Identified by Teachers

#### i. Key Gaps

##### • Scheduling and Logistical Challenges:

15% of teachers noted irregular sessions due to scheduling conflicts.

##### • Resource Limitations:

7% highlighted logistical issues in delivering educational materials to remote areas.

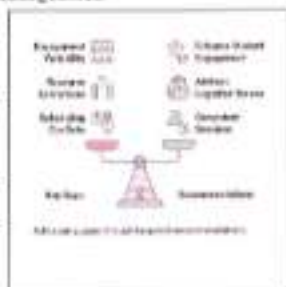
##### • Engagement Variability:

Teachers observed that approximately 20% of students displayed moderate classroom participation, with gaps in attention and focus.

#### ii. Recommendations from Teachers:

• Consistent GMP sessions and providing sports materials to enhance engagement.

• Addressing logistical constraints to ensure timely delivery of learning resources.



#### iii. Impact

Teachers face barriers in maintaining uniform program delivery and ensuring sustained participation, reducing the potential impact of programs on student outcomes.

### d. Gaps Identified by Volunteers

#### i. Key Gaps

##### • Logistical Challenges:

40% cited transportation and other logistical issues as barriers to effective sessions and report on campaigns.

##### • Insufficient Training:

2% felt inadequately trained to address community-specific challenges, such as handling cultural resistance.

#### ii. Recommendations from Volunteers:

• Provide tailored training to equip volunteers with soft skills and village-specific knowledge.

• Financial incentives for volunteers to improve motivation and retention rates.

#### iii. Impact

Volunteers are critical in bridging community and educational institutions, but gaps in resources and training affect their ability to execute campaigns effectively.

### e. Overall Insights

#### i. Infrastructure and Resource Gaps:

Across all stakeholders, logistical constraints and insufficient material availability have been observed, affecting program consistency and accessibility.

#### ii. Financial and Cultural Barriers:

Economic hardship and cultural resistance remain significant barriers to enrollment and retention, requiring targeted interventions such as scholarships and community advocacy campaigns.

#### iii. Inconsistent Engagement:

Students and teachers both reported variability in session attendance and participation, highlighting the need for better scheduling and support mechanisms.

#### iv. Volunteer Support:



While volunteers are motivated, they face challenges due to insufficient training and logistical constraints, which limit the reach and impact of their efforts.



#### I. Recommendations:

- **Enhanced Logistics:**  
Improve material delivery systems to ensure timely and consistent availability of educational resources.
- **Awareness Campaigns:**  
Increase community-level awareness through various initiatives and improve parental understanding of the value of education.
- **Financial Assistance:**  
Provide scholarships and financial incentives to alleviate economic barriers for families and volunteers.
- **Training Programs:**  
Tailor training for teachers and volunteers to address specific challenges such as cultural resistance and skill gaps.

By addressing the gaps identified by students, parents, teachers, and volunteers, FSGG can enhance the impact of its educational programs, ensuring consistent participation, improved education, and long-term educational outcomes for marginalized communities.



### B.34 Financial Details: Expenditure, SROI, Impact Rationale

Financial analysis is a cornerstone of social audits of the Social Stock Exchange (SSE) India, ensuring transparency, accountability, and sustainability of social enterprises (SEs) and not-for-profit organizations (NFPOs). It evaluates the prudent use of funds, alignment with social objectives, and cost-effectiveness of interventions. By analyzing financial health and resource allocation, stakeholders—especially investors and donors—gain confidence in the organizations' ability to deliver impact efficiently. Financial analysis also identifies gaps, optimizes budget planning, and ensures compliance with SSE reporting standards. This fosters trust, strengthens governance, and enhances the credibility of social enterprises operating within the SSE framework.

#### SROI

Social Return on Investment (SROI) is a critical financial analysis tool used in social audits to measure the broader social, environmental, and economic value created by an organization's activities. SROI goes beyond traditional financial metrics, quantifying the tangible and intangible benefits generated per unit of investment. By assigning monetary values to social outcomes—such as improved education, health, or livelihoods—SROI provides a comprehensive view of impact. It is particularly useful for stakeholders at the Social Stock Exchange (SSE) India, enabling them to assess cost-effectiveness, justify funding decisions, and ensure alignment with broader social objectives. This tool fosters accountability, transparency, and informed decision-making in the social sector.

Cost details made available by FEED to the social audit team for analyzing the resource effectiveness

| Cost Head                                 | Actual 23-24 (Rs in crores) |
|-------------------------------------------|-----------------------------|
| Project Salary                            | 68.54                       |
| Project Travel                            | 19.60                       |
| Training                                  | 14.70                       |
| Learning and other program material costs | 2.32                        |
| Project office cost                       | 3.88                        |
| Impact Analysis and Evaluation Cost       | 0.22                        |
| Other Program cost                        | 3.58                        |
| Support Cost                              | 0.87                        |
| Fund Raising                              | 3.28                        |
| Capex                                     | 2.35                        |
| Contingency                               | -                           |
| <b>Total</b>                              | <b>132.8</b>                |

| Actual cost - FY23-24        | Rajasthan | Madhya Pradesh | Uttar Pradesh |
|------------------------------|-----------|----------------|---------------|
| Cost of enrolment bond copy  | 1,457     | 1,138          | 985           |
| Cost of learning beneficiary | 715       | 1,512          | 828           |
| Cost per total bond copy     | 279       | 262            | 357           |
|                              |           |                |               |

#### Cost Concepts applied

##### Cost for enrolment of OGB

The cost per Out of School Girl (OOG) enrolled is calculated by combining two components: specific costs and apportioned common costs. Specific costs refer to expenses directly tied to enrolment activities, such as the printing





of staff and volunteers and the provision of program materials directly linked to treatment efforts within a particular state.

Common costs, on the other hand, include salaries of project staff, travel expenses, and overheads for project offices. These costs are allocated based on the number of person-days dedicated to treatment activities. Once the total common costs are established, they are divided by the total number of enrolments completed in the state to determine the per-beneficiary cost.

The per-CCSG cost varies across states due to state-specific factors such as minimum wage laws, social-cultural and demographic differences as well as programme maturity levels. Staff salaries and related expenses, which constitute approximately 60%-70% of the total project cost, are also influenced by state-specific minimum wage regulations. For instance, states with higher minimum wages incur higher salary-related costs, raising the overall enrolment cost.

Furthermore, Rajasthan, as a mature intervention area (where we have been present for over 10 years), faces higher costs because the existing CCSG are harder to enroll, reducing the number of girls reached per Field Coordinator. Uttar Pradesh (UP), being a newer intervention area and a state with higher population, has a large pool of CCSG. Field Coordinators in UP therefore enroll more girls, resulting in a significantly lower per-beneficiary cost compared to Rajasthan and Madhya Pradesh.

#### Cost for learning of children

The cost per learning beneficiary also like enrolment varies across states due to differences in programme maturity and demographic factors. Specific costs such as training staff and volunteers and providing learning materials, are directly tied to implementing learning interventions. Common cost, which include salaries of project staff, travel expenses, and project office overheads, are allocated based on the number of person-days dedicated to learning activities. These costs are divided by the number of learning beneficiaries to calculate the per-learning beneficiary cost.

In Rajasthan, the cost per learning beneficiary is lower as it is a mature geography with over 10 years of programme presence and field staff have accrued experience, which allows them to deliver interventions more effectively at scale. On average, 1 Field Coordinator manages 4 schools, and the number of beneficiaries per school is 48.

In Madhya Pradesh (MP), the cost per learning beneficiary is higher compared to Rajasthan and Uttar Pradesh (UP) in FY24. This is primarily because MP has fewer beneficiaries per school—around 37 due to lower school population influenced by tourism and tribal geography. Additionally, each Field Coordinator (FC) in MP manages only 3 schools due to these logistical challenges, further making up costs.

Uttar Pradesh, as a newer intervention area, achieves the lowest cost per learning beneficiary. While each Field Coordinator manages only 3 schools, the higher school populations—amounting to nearly 58 beneficiaries per school. This larger pool of beneficiaries per school, offsets out the costs.

#### Cost per beneficiary

The cost per beneficiary in each state is calculated by dividing the total expenses incurred by the total number of beneficiaries. The cost per beneficiary varies across Madhya Pradesh (MP), Rajasthan, and Uttar Pradesh (UP) due to differences in demography, program maturity, and geographic challenges. Uttar Pradesh, with its highest population, has a large pool of out-of-school girls and a higher number of beneficiaries per school, resulting in the lowest cost per beneficiary due to economies of scale. In contrast, Rajasthan, as a more mature geography for the program, has already addressed much of its target population, leaving fewer out-of-school girls to reach. This reduced enrolment moderately increases the cost per beneficiary. Meanwhile, Madhya Pradesh presents the greatest challenges, with a lower density of beneficiaries per school and tougher geographic conditions, leading to higher operational costs and a correspondingly higher cost per beneficiary.

#### SDG

The lack of primary education for girls results in significant economic and social costs. Women without education earn substantially less, with primary education increasing earnings by only 24.63% compared to no education. This gap in earnings leads to a loss in human capital wealth, contributing to global economic losses estimated at \$15-30 trillion. Furthermore, uneducated women face higher risks of child marriage and early childbearing, perpetuating cycles of poverty and socio-economic challenges. They also encounter greater rates of child malnutrition, under-<sup>18</sup>

mortality, and psychological stress, underscoring the multi-dimensional impact of education on health and well-being.

The consequences extend to population growth and societal structures. Uneducated mothers tend to have higher fertility rates, which strains resources and reduces per capita income. These women also have limited agency in household decision-making and reduced participation in societal and community-driven activities, weakening societal cohesion. Addressing these challenges through primary education is critical, as it fosters economic empowerment, reduces fertility rates, and strengthens social capital. The World Bank's "The High Cost of Not Educating Girls" report highlights the transformative impact of education on earnings, health, and societal outcomes, making a strong case for investments in girls' education.

#### Integrated Totals:

- Total Inputs: Rs. 127 crore
- Total Value Generated: Rs. 2,280 Crore

#### Integrated SROI Calculation

The High Cost of Not Educating Girls report by the World Bank highlights the economic and social costs of depriving girls of education. A girl with a primary education earns 16% more than an uneducated girl, while a girl who completes secondary education earns twice as much as one with only primary education. Furthermore, the average fertility rate among educated women is reduced to 2.5 children compared to 5 children, effectively saving the cost of raising one child per two women.

Additionally, the chances of malnutrition are significantly higher among children of uneducated mothers. On average, two children per woman face malnutrition and die before the age of five despite receiving medical treatment. Uneducated women also have a shorter earning life, on average five years less than women with primary education. These factors collectively represent the substantial economic and social losses a country faces by failing to educate its women. We have considered the above factors while arriving at SROI calculation and assuming a contribution of 10% towards the environment, the SROI is calculated.

SROI is calculated using the formula:

$SROI = \frac{\text{Total Value Generated}}{\text{Total Inputs}}$

Integrated SROI =  $2035 \div 127 = 16.04$



#### Explanation of the Integrated SROI

For every Rs.1 invested in EFGG's initiatives, Rs. 18.5 of social value is created. This high SROI reflects the combined impact of:

1. **Direct Benefits:** Enrollment and retention of out-of-school girls, foundational literacy improvements, and school infrastructure upgrades.
2. **Community Engagement:** Sustained advocacy and capacity building through Team Satika and SMCs.
3. **Long-Term Outcomes:** Economic empowerment of educated girls, reduced gender disparity, and strengthened educational ecosystems.

| #  | Parameters                                                                                                                              | Assumptions                                                                                                                                                          | Calculations                                | Rs. per Beneficiary |
|----|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|---------------------|
| 1. | Increase in earning of a women having elementary / primary education is 14% higher than uneducated women, with working life of 20 years | Avg. income of an uneducated woman in rural India is: Rs. 320 per day with 270 working days                                                                          | $\sim 320 \times 270 \times 25\% \times 14$ | 2,37,300            |
| 2. | Reduction in fertility rate 2.5 child instead of 3 children                                                                             | Upbringing cost of child minimum ₹10000 per year for 14 years, assuming free education and medical facility                                                          | $\sim 10000 \times 0.5 \times 14$           | 1,26,000            |
| 3. | Reduction in malnutrition, in India early marriage and rising children at early age 3 children will die before age 15 years             | Minimum Health cost on food and medical care assuming major cost is free                                                                                             | $5000 \times 1 \times 2$                    | 10,000              |
| 4. | Early Childbearing – Earning loss                                                                                                       | Assuming 11 working years                                                                                                                                            | $200 \times 270 \times 5$                   | 2,12,500            |
| A. | Total Savings / Increase in income over life of women                                                                                   |                                                                                                                                                                      | <b>Rs.</b>                                  | 6,09,800            |
|    | Girls enrolled during 23-24                                                                                                             |                                                                                                                                                                      | 3,54,227 girls                              |                     |
|    | Retention rate                                                                                                                          | 80% based on 23-25                                                                                                                                                   | 3,13,230 girls                              |                     |
| B. | EFGG contribution on a conservative side in enrollment of girls                                                                         | 30% or conservative side on enrollment is cumulative effect of Govt. schemes, target in school principals, Mid-day meal scheme, incentive by Govt on enrollment etc. | <b>8</b>                                    | 25,200              |
|    | Social Return                                                                                                                           |                                                                                                                                                                      | A+B (Rs. Crns)                              | 2685                |
|    | Spent (excluding fund raising and capital)                                                                                              |                                                                                                                                                                      | Rs. Crns                                    | 127                 |
|    | SROI                                                                                                                                    |                                                                                                                                                                      |                                             | 21.5 times          |



#### Key Highlights of the Integrated SROI

1. **OSGO Endowment and Nominations:** Conditions significantly due to the transformative lifelong benefits of education.
4. **Tease Bulker Amplifies the Impact:** by fostering grassroots advocacy and community involvement.
5. **Open the Pitara Film and Learning Space:** ensuring long-term academic success.

The Integrated SROI demonstrates FEGG's efficiency in converting financial resources into substantial social value. A return of **£ 34.5 for every £1 invested** highlights the scalability and sustainability of FEGG's approach to addressing gender and education challenges in underserved regions. This integrated analysis validates FEGG's strategy as a model for impactful social investments.



## SECTION E: Social Impact Assessment

### E.1. Logical Framework Analysis (Log Frame) of FEOG Initiatives

A Logical Framework (Log Frame) analysis provides a structured approach to understanding and evaluating the key components of FEOG's initiatives. Below is the Log Frame for FEOG's core initiatives: ODSG Enrollment and Retention, Team Sakha, Life Skills Education through Bal Sakha - Gyas Ba Mitara. Please refer to the Log Frame mentioned in Section C.

Social Impact Assessment Team collected the data from numerous sources and also conducted series of FODs and the information so gathered was analysed around the Log Frame as mentioned in Section A and C. The data table with the inputs is presented as hereunder:

#### a. Enrollment & Retention of Out-of-School Girls (ODSG)

| Input                                                                          | Output                                                       | Outcome                                                           | Impact                                                             |
|--------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------|
| Community mobilization resources, including over 13,000 Team Sakha volunteers. | Enrollment of 345,271 ODSG in FY 2022-23.                    | Reduction in dropout rates to less than 10% among enrolled girls. | ODSG, 98% cumulative ODSG brought back to school.                  |
| Data collection tools for identifying ODSG.                                    | 80% retention rate during 2023-24.                           | Increased regular school attendance for 65% of females.           | 80% retention rate achieved in 2023-24.                            |
| Awareness programs, home visits, and community meetings.                       | Tailored awareness campaigns addressing regional challenges. | Enhanced parental awareness and support for girls' education.     | Enhanced educational access and literacy among marginalized girls. |
| Door-to-door surveys identifying 275,000 ODSGs (average 78 per village in UP). |                                                              |                                                                   |                                                                    |

#### b. Team Sakha

| Input                                                         | Output                                                                           | Outcome                                                                                                                     | Impact                                                   |
|---------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| Recruitment and training of over 35,000 community volunteers. | Over 12,000 volunteers actively engaged in capacity-building programs.           | Strengthened volunteer engagement in outreach programs, with 85% actively involved in enrollment and counseling activities. | 48% of volunteers helped 10-20 girls enroll in schools.  |
| Leadership and skill development programs.                    | 100+ volunteers secured private sector employment, showcasing individual growth. | Volunteers motivated to lead and participate in educational initiatives.                                                    | Volunteers contributed to a 38% retention rate for ODSG. |

|                                                       |  |  |                                                                 |
|-------------------------------------------------------|--|--|-----------------------------------------------------------------|
| Tools and resources to advocate for girls' education. |  |  | Long-term cultural shifts towards gender equality in education. |
|-------------------------------------------------------|--|--|-----------------------------------------------------------------|

### c. Life Skill Education through Bal Saksha

| Input                                                             | Output                                                                                        | Outcomes                                                             | Impact                                                        |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------|
| Training modules for life skills education.                       | Training of 10,001 adolescent girls in leadership, communication, and problem-solving skills. | 95% of girls improved decision-making and problem-solving skills.    | 85% of girls reported improved decision-making skills.        |
| Capacity-building for and volunteers.                             | Establishment of 2,040 Bal Saksha centers in schools.                                         | Increased leadership participation among adolescent girls.           | 72% noted increased confidence in leadership.                 |
| Materials for life skills activities (games, posters, workbooks). |                                                                                               | Improved self-confidence and community involvement for participants. | Empowered girls to act as change agents in their communities. |

### Gyan Ka Pitara

| Input                                                                          | Output                                                                       | Outcomes                                                                                                   | Impact                                                   |
|--------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| Provision of educational kits (flashcards, storybooks, workbooks).             | 200 educational kits deployed in 5,000 schools, benefiting 200,000 children. | 90% of students demonstrated improvements in literacy and numeracy.                                        | 82% of students reported significant skill improvements. |
| Training sessions for teachers and volunteers on remedial learning techniques. | Hosted 100 learning sessions with 85% task completion.                       | Reduced learning gaps in critical subjects: Hindi (80% improvement), English (72%), and Mathematics (65%). | 88% applied skills in daily life.                        |
|                                                                                |                                                                              | Strengthened academic engagement and foundational skills.                                                  | Reduced learning gaps and improved academic performance. |

## 1.2 Impact Aspects

### a. Impact scope and the FY 23-24

Amidst the challenges posed by heightened poverty rates and resistance within communities, we have achieved a remarkable feat in enrolling 240,274 out of school girls during the initial year of post-pandemic implementation (FY 23-24), showcasing noteworthy progress. The following data is the impact said these and later in the section of qualitative and quantitative aspects is taken from multiple sources including primary field data, FGD and aged datasets. Primary data itself may have multiple responses against one data set coming from different respondents, which has been taken as estimate for the purpose of understanding the

impact aspects. For example, a data set regarding the "probable change in enrolment up to 0000" may have varying



responses from – students, teachers, parents and institutions

#### Report against Key Inputs

| Activity                                                      | FY 2023-24 Data                                  | FY 2024-25 Data                                                                                                                                                   |
|---------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Number of Out-of-School Girls (OOSG) Mobilized for Enrollment | 245,371 girls enrolled.                          | 264,257 girls enrolled in primary schools, 19-34 girls enrolled per school (42%), 35-50 girls (17%), and over 10 girls (6%). 50% of schools enrolled 19-34 girls. |
| Number of Oyan Ka Pitana (OKP) Schools                        | 6,617 schools implemented the OKP curriculum.    | 5,392 schools implemented the OKP curriculum.                                                                                                                     |
| Number of OKP Beneficiaries                                   | 276,385 children benefited                       | 260,682 children benefited.                                                                                                                                       |
| Number of School Management Committees (SMCs) Formalized      | 7,845 SMCs formalized.                           | 9,190 SMCs formalized.                                                                                                                                            |
| Number of SMC Members Trained                                 | 65,452 members trained.                          | 65,696 members trained.                                                                                                                                           |
| Number of Bul Bulika Formatted                                | 3,454 Bul Bulika councils established            | 2,848 Bul Bulika councils established                                                                                                                             |
| Number of Girls Trained in Life Skills Education              | 3,488                                            | 35,931 adolescent girls trained                                                                                                                                   |
| Number of Staff Trained                                       | Specific number not disclosed in available data. | 2,333                                                                                                                                                             |
| Number of Team Bulika Trained                                 | Over 11,000 Team Bulika Volunteers trained.      | 15,241                                                                                                                                                            |

#### Impact Score Card

| Category           | Metric/Indicator                         | Target            | Achieved          | Impact Assessment | Remarks/Next Steps                                        |
|--------------------|------------------------------------------|-------------------|-------------------|-------------------|-----------------------------------------------------------|
| Educational Impact | Number of out-of-school girls enrolled   | 266,644 girls     | 264,257 girls     | High              | Strengthen enrollment strategies in underserved areas.    |
|                    | Attendance rate in schools (%)           | 85%               | 70%               | Moderate          | Conduct parent engagement workshops to boost attendance.  |
| Programme Reach    | Villages covered                         | 14,000            | 13,767            | High              | Expand outreach to remote regions.                        |
|                    | Oyan Ka Pitana kits distributed          | 4,800 kits        | 4,307 kits        | Moderate          | Ensure supply chain optimization for kit distribution.    |
| Social Impact      | Number of Team Bulika volunteers trained | 11,267 volunteers | 15,461 volunteers | High              | Recruit and train additional volunteers in new locations. |



| Category               | Metric/Indicator                             | Target               | Achieved             | Impact Assessment | Remarks/Next Steps                                                      |
|------------------------|----------------------------------------------|----------------------|----------------------|-------------------|-------------------------------------------------------------------------|
|                        | Increase in community awareness sessions (%) | 70%                  | 85%                  | Moderate          | Implement innovative formats for sessions to attract more participants. |
| Gender Equality        | Girls transitioned to higher education (%)   | 30%                  | 35%                  | Moderate          | Launch mentorship programs for adolescent girls.                        |
| Operational Efficiency | Timeliness of program execution (%)          | 90%                  | 95%                  | High              | Optimize coordination among stakeholders.                               |
|                        | Total Cost per beneficiary (₹)               | ₹100.2               | ₹11.6                | Moderate          | Identify cost-saving measures without compromising quality.             |
| Stakeholder Impact     | Satisfaction level of beneficiaries (%)      | 90%                  | 88%                  | High              | Gather feedback and refine program delivery methods.                    |
|                        | Partnerships with local government           | 0 state partnerships | 4 state partnerships | High              |                                                                         |

#### B. Quantitative Representation of Impact

Here is a quantitative representation of the key impacts created by FEGG in the field of girls' education for each component. These figures provide a comprehensive qualitative summary of FEGG's transformative impact on girls' education, highlighting their effectiveness in achieving large-scale social change.

##### i. ODSO Engagement

- **Girls Enrolled:** Over 3,80,000+ ODSOs identified and enrolled.
- **Retention:** 85%.
- **Attendance Rates:** 65% to 85% attendance rate among enrolled girls.
- **Community Engagement:** Conducted 8000+ community mobilization meetings across Shiksha Sahas and Mahila Heliways.
- **Target Geography:** Active in 15,000+ villages across multiple states.

##### ii. Team Sahas

- **Volunteers Recruited:** Over 10,000 Team Sahas members trained and operational.
- **Community Outreach:** Engaged with 8,00,000+ households to advocate for girls' education.
- **Enrollment Impact:** Contributed to the enrollment of 1,50,000+ ODSOs through advocacy and counseling.
- **Training Hours:** Conducted 51,00,000+ hours of training sessions for Team Sahas members.
- **Volunteer Retention:** Achieved 30% retention rate for Team Sahas members annually.

##### iii. Life Skill Education through Bal Sahas

- **Bal Sahas Perished:** Over 1,00,000+ Bal Sahas centers in schools.
- **Adolescent Girls Reached:** Trained 25,000+ girls in leadership and life skills.
- **Life Skill Sessions Conducted:** Organized 25,000+ sessions on confidence, communication, health, and hygiene.
- **Community Role Models:** Over 10% of Bal Sahas members actively mentor younger girls in their communities.
- **Feedback Impact:** 95% of participants reported increased confidence and decision-making skills.

##### iv. Overall Quantitative Impact

- **Reach:** Covered 15,000+ villages across multiple states in India.
- **Beneficiaries:** Impacted the lives of 5,00,000+ girls through integrated interventions.
- **Learning Outcomes:** Improved literacy and numeracy skills for 2,00,000+ children through school education (Nyan Ki Phari).



- **Gender Equality:** Contributed significantly to reducing the gender gap in education, with all the districts showing increased female enrollment.
- C. Qualitative Impact of FCGG Interventions

FCGG's initiatives have brought about transformative changes in girls' education and community ecosystems. Below are the key qualitative impacts across the organization's interventions:

**1. CDD Environment and Retention**

**Behavioral Change in Communities**

The FCGG program has successfully initiated a significant behavioral shift within communities, particularly in how they perceive girls' education. Parents who once held deeply entrenched cultural and gender biases have begun valuing education for their daughters. This transformation is reflected in the increasing trust between communities and schools, fostering collaborative efforts to promote girls' education. By bridging gaps in understanding and addressing misconceptions, the program has created a solid foundation for lasting change.

**Improved Family Dynamics**

Improved family dynamics further accelerated this transformation. Many families now actively prioritize their daughters' education, recognizing its importance for their future. Parents who once hesitated due to societal norms or financial challenges are now advocates for education, promoting attendance and academic progress. This paradigm shift has empowered girls to envision brighter futures for themselves, allowing them to break free from societal constraints such as early marriage. Enrolled girls report increased confidence and hope, becoming beacons of change within their communities.

**Sustainable Ecosystems**

The establishment of community-driven support systems ensures the sustainability of these achievements. Local groups and stakeholders have taken ownership of the initiative, creating ecosystems that continuously support the enrollment and retention of girls in schools. These efforts highlight the program's ability to instill long-term cultural and educational transformation, ensuring that the progress made today will persist into the future.

**2. Team Balleh**

**Community Leadership Development**

Team Balleh volunteers have risen as influential voices within their communities, embodying the principles of educational reform and social equality. These individuals, often coming from the same villages they serve, act as relatable role models for families and children. Their persistent efforts to challenge stereotypes and promote the value of education have started a transformative ripple effect on local attitudes. Through their leadership, they inspire a collective effort to prioritize education, bridging gaps between traditional norms and progressive values. Their involvement highlights the importance of grassroots initiatives in creating sustainable change, making them indispensable pillars of the FCGG program.

**Strengthened Advocacy for Girls' Rights**

The influence of Team Balleh has led to a remarkable shift in how communities perceive and address girls' rights. Volunteers actively engage with families and local leaders to dismantle harmful practices such as child marriage and gender discrimination. By creating awareness and fostering dialogue, they empower communities to rethink entrenched biases and take tangible steps toward gender equality. This advocacy has not only increased school enrollments but also shifted the environment where girls are seen as equal contributors to society. Team Balleh's efforts ensure that education becomes a gateway to broader societal change.

**Social Cohesion**

The work of Team Balleh has significantly strengthened the social fabric of villages, fostering a sense of unity among diverse stakeholders. By bringing together parents, teachers, local leaders, and community members, they have created a collaborative approach to addressing educational challenges. This collective effort has improved educational outcomes and built trust within the community. Villages that once resisted change now exhibit a shared commitment to providing better opportunities for girls. The

collective own ownership, collectively Teem Sakhla highlights the power of collective action in driving progress and ensuring that no one is left behind.

#### **Volunteer Empowerment**

For the volunteers themselves, being part of Teem Sakhla is a journey of personal growth and empowerment. They acquire critical skills in community engagement, leadership, and problem-solving, which enhance their ability to mobilize others and effect changes. Beyond skill development, volunteers often experience a deep sense of fulfillment and purpose, knowing they are making a tangible difference in the lives of girls and their families. This empowerment not only benefits their communities but also transforms the volunteers into confident and capable leaders who continue to inspire progress long after their initial involvement with the program.

### **II. Life Skill Education through Bal Sakhla**

#### **Enhanced Leadership Skills**

The life skill education sessions delivered through Bal Sakhla have had a transformative impact on participating girls, especially in fostering leadership qualities. These sessions have equipped girls with the ability to articulate their thoughts confidently, showcasing significant improvements in public speaking, decision-making, and critical thinking. Such skills not only empower them within the classroom but also prepare them to face broader societal challenges. Girls now actively participate in discussions and are better able to navigate complex situations, making them more effective leaders in their communities. This enhanced ability to think critically and make informed decisions marks a pivotal shift in their personal development and aspirations.

#### **Empowered Role Models**

Adolescent girls participating in Bal Sakhla have become empowered role models within their communities, challenging the prevalent impact of life skill education. They inspire their peers to pursue education and challenge societal norms, while also influencing their families to adopt more progressive values. These girls, once confined by traditional expectations, now advocate for change and serve as examples of resilience and capability. Their efforts ripple outward, encouraging other community members to embrace the importance of educating girls. The Bal Sakhla initiative has effectively positioned these girls as change agents, catalyzing a broader cultural shift toward gender equality and empowerment.

#### **Resilient Girls**

Life skill education through Bal Sakhla has played a crucial role in equipping girls with the resilience needed to overcome societal barriers. Participants are better prepared to not only navigate and assert their rights to education and equal opportunities but also have developed a strong sense of self-worth and the ability to navigate adversities with confidence. This newfound resilience is evident in their ability to challenge traditional roles and advocate for their future. By building such strength, the program ensures that these girls can lead more empowered lives, breaking the cycle of dependency and societal constraints that have historically hindered their progress.

#### **Gender Norm Transformation**

The impact of Bal Sakhla extends beyond individual participants to the broader community, fostering a transformation in gender norms. Communities are increasingly recognizing the potential and capabilities of girls, leading to a more equitable environment. The visibility of empowered girls has challenged longstanding biases and stereotypes, paving the way for a cultural shift that values the contributions of both genders equally. Families and community members are now more likely to support girls' education and

aspirations, understanding their vital role in societal development. This transformation is a testament to the program's success in creating a foundation for long-term gender equity.

#### Overall Qualitative Impact

##### Cultural Shifts

The program has been pivotal in fostering cultural shifts within communities, gradually dismantling patriarchal norms and traditional gender roles. This transformation has been achieved through sustained advocacy and engagement, leading to an increasing prioritization of girls' education. Families and community members are now more open to challenging long-standing biases, recognizing the value of educating girls as a pathway to collective progress.

##### Intergenerational Change

Educated girls are becoming powerful role models within their families and communities, inspiring younger siblings and peers to pursue education. This ripple effect ensures that the benefits of the program extend beyond individual participants, fostering a culture of learning and ambition that permeates future generations. The intergenerational impact is creating a foundation for sustained educational growth.

##### Increased Aspirations

The program's influence has reshaped family aspirations, with parents and guardians now envisioning futures where their daughters pursue higher education and fulfilling careers. This shift in mindset signals a profound societal transformation, as families begin to view education as a tool for empowerment and economic mobility, breaking the cycle of poverty and gender inequality.

##### Building Resilience

Interventions by the program have strengthened the resilience of girls and their communities, equipping them to overcome external challenges such as poverty, discrimination, and limited resources. The skills imparted through the program have equipped participants with the confidence and capability to navigate adversity, fostering a sense of agency and determination to pursue education despite obstacles.

##### Collaborative Ecosystems

The program has played a crucial role in building collaborative ecosystems, bringing together parents, teachers, and community stakeholders to address educational challenges collectively. These strengthened bonds have led to a unified approach in seeking issues related to girls' education, fostering shared accountability and creating a supportive environment for sustained progress.

### 3.3 Areas for Improvement

It is well learned through the process of Social Impact Assessment that there are positive impacts and social capital generated through the project interventions. Foundation for Educating Girls Globally (FEGG) has made significant strides in addressing educational barriers for girls in Madhya Pradesh, Uttar Pradesh, and Rajasthan. Through initiatives such as Out-of-School Girls (OOSG) movement, Gyan Ka Dhara (GKD), Life Skills Education (LSE), and School Improvement Programs (SIP), FEGG has aimed to enhance literacy, life skills, and retention rates in schools. However, there are areas that should be considered for further improvement.

This section identifies key areas needing improvement based on feedback and data from FY 2023-24. The analysis is categorized into four areas of engagement: enrollment and retention, program delivery, stakeholder engagement, community mobilization, and monitoring and evaluation.

#### a. Enrollment and Retention



**Areas of Improvement:**

- **Low Retention Rates in Remote Areas:** Retention has been a persistent challenge in remote areas. Dropout rates reached 30% in certain districts of Rajasthan and Uttar Pradesh, particularly among older girls transitioning to secondary education. Financial constraints, safety concerns, seasonal/persistent migration, and a lack of perceived value in continuing education were key contributing factors. Parents in these regions often cited economic hardships and cultural norms as barriers to retention.
- **Gaps in ODSO Breakdown:** While the enrollment of over 10,000 girls was a commendable achievement, under-served regions such as Bundelkhand in Uttar Pradesh fell short of their targets, achieving only 15% of the annual goal. Limited advocacy efforts and logistical challenges in these areas hindered further progress.

**Recommendations:**

- **Community Partnerships:** Work closely with local organizations and grassroots NGOs to address cultural resistance to girls' education.
- **Targeted Outreach:** Focus advocacy and awareness in districts with high dropout rates and low enrollment figures, ensuring equitable distribution of support.

**b. Program Delivery****Areas of Improvement:**

- **Inconsistent Availability of GEP Materials:** The timely distribution of Gyan Ka Panch (GKP) materials emerged as a critical challenge. In Madhya Pradesh, 30% of students reported delays in receiving their kits, impacting the continuity of foundational literacy and numeracy efforts. Logistical inefficiencies and resource allocation issues contributed to these delays.
- **Limited Life Skills Training:** Life Skills Education (LSE) programs, though impactful, faced limitations in implementation. Only 50% of participating students demonstrated noticeable improvements in decision-making and problem-solving skills.

**Recommendations:**

- **Strengthen Supply Chains:** Develop state-specific logistics plans to ensure the timely delivery of GEP materials, employ technology to track distribution in real-time.
- **Curriculum Enhancement:** Revise LSE content to include more interactive activities, role-playing exercises, and real-life scenarios that resonate with students' experiences.
- **Feedback Mechanisms:** Regularly gather feedback from students and educators to identify areas of improvement and adapt programs accordingly.

**c. Stakeholder Capacity Building****Areas of Improvement:**

- **Teacher Training Needs:** Teachers play a pivotal role in implementing educational programs. However, 65% of teachers reported the need for additional training, particularly in using digital tools and fostering inclusive classroom environments. Many educators reported challenges in adapting to new pedagogical methods introduced under GEP and LSE programs.
- **Volunteer Attrition:** Volunteers are integral to PRGG's outreach efforts. However, 25% of volunteers chose not to renew their engagement, citing inadequate training, limited recognition of their efforts, and insufficient resources to carry out their responsibilities effectively.

**Recommendations:**

- **Enhanced Training Programs:** Organize regular workshops and provide access to online training modules for teachers to stay updated on best practices.
- **Volunteer Incentives:** Introduce recognition programs, such as certificates, awards, and stipends, to retain volunteers and motivate them.

- **Continuous Support:** Establish mentorship systems to provide volunteers with ongoing guidance and support throughout their engagement.

#### d. Community Mobilization

##### Areas of Improvement:

- **Resistance to Girls' Education:** Cultural resistance continues to impede progress in several areas. In Rajasthan, 37% of stakeholders highlighted strong patriarchal norms and misconceptions about the value of educating girls as persistent barriers.
- **Low Parental Engagement:** Despite outreach efforts, only 40% of parents actively participated in school events and activities. This lack of engagement reduces the community's collective accountability towards girls' education.

##### Recommendations:

- **Behavioral Change Campaigns:** Conduct targeted campaigns using local influencers, radio programs, and street plays to challenge gendered norms and promote the benefits of girls' education.
- **Parent-School Partnerships:** Host regular interactive sessions, such as parent-teacher meetings and workshops, to foster stronger connections between families and schools.
- **Community Advocacy:** Leverage the support of local leaders and community influencers to champion educational initiatives and motivate collective action.

#### 5.4 Conclusion

The Foundation for FEGG Global (FEGG) has achieved transformative results in FY 2023-24, surpassing enrollment targets by 27% and increasing SSA retention among out-of-school girls. A notable accomplishment is the program's emphasis on regular school attendance, facilitated by community volunteers and field coordinators across program states. Partners such as Gyan Ka Prasth (GKP) and Bal Saksh have contributed to improving foundational literacy, numeracy, and life skills in communities, while also promoting gender equity. To enhance the program's sustainability and scalability, FEGG can maintain a centralized repository of past trend data to provide a comprehensive impact analysis. Developing written guidelines for selecting target areas—similar to the selection process for GKP and JSA schools and Team Kalra recruitment—will ensure consistency and efficiency in expanding operations. Furthermore, aligning curricula with government benchmarks and extending program support to secondary education will amplify its long-term impact, ensuring an inclusive and equitable educational ecosystem.





## SECTION F: Annexures

### Annexure A: Sample photographs of field visit



Set Sakila – FGD



Feedback on LSE



FGD with parents, students, Team Sakila



Discussion with Control Ball group



FGD with Headmaster and Teacher



FGD Team Sakila





## Annexure B: Abbreviations

| Abbreviation | Full Form                                       | Abbreviation | Full Form                                              |
|--------------|-------------------------------------------------|--------------|--------------------------------------------------------|
| AI           | Artificial Intelligence                         | RTE          | Right to Education                                     |
| ASLR         | Annual Status of Education Report               | SAS          | Social Audit Standards                                 |
| BSP          | Beti Bachao Beti Padhao                         | SC           | Scheduled Caste                                        |
| BK           | Bhar                                            | SCERT        | State Council of Educational Research and Training     |
| BPL          | Below Poverty Line                              | SDGs         | Sustainable Development Goals                          |
| BS           | Ba Sahas                                        | SEs          | Social Enterprises                                     |
| CEO          | Chief Executive Officer                         | SEA          | Social Impact Assessment                               |
| CSOs         | Civil Society Organizations                     | SIP          | School Improvement Program                             |
| ESIPMO       | Social Impact Assessment Entity                 | SMCs         | School Management Committees                           |
| FC           | Field Coordinator                               | SRO          | Self-Regulatory Organization                           |
| FECC         | Foundation for FECC Globally                    | SROI         | Social Return on Investment                            |
| FODs         | Facilitator Group Discussions                   | SSA          | Sarva Shiksha Akshar                                   |
| GER          | Global Environment Report                       | SSE          | Social Stock Exchange                                  |
| GEP          | Gyan Ka Peeth                                   | ST           | Scheduled Tribes                                       |
| GPS          | Global Positioning System                       | TD           | Tamil Nadu                                             |
| GBS          | Global Skills Survey                            | UDISE+       | Unified District Information System for Education Plus |
| ICI          | Institute of Chartered Accountants of India     | UNICEF       | United Nations Children's Fund                         |
| IEIs         | In-depth Interview                              | UP           | Uttar Pradesh                                          |
| KPI          | Key Performance Indicators                      | VECs         | Village Employment Councils                            |
| LTA          | Logical Framework Approach                      | WHO          | World Health Organization                              |
| LODR         | Listing Obligations and Disclosure Requirements |              |                                                        |
| LSE          | Life Skills Education                           |              |                                                        |
| M&E          | Monitoring and Evaluation                       |              |                                                        |
| ML           | Machine Learning                                |              |                                                        |
| MMs          | Mothers Meetings                                |              |                                                        |
| MP           | Madhya Pradesh                                  |              |                                                        |
| NEP          | New Education Policy, 2020                      |              |                                                        |
| NPOs         | Not-for-Profit Organizations                    |              |                                                        |
| NEEDH        | National Skill Development Mission              |              |                                                        |
| OBC          | Other Backward Classes                          |              |                                                        |
| OOSC         | Out of School Children                          |              |                                                        |
| OOSC         | Out of School Girls                             |              |                                                        |
| PMS          | Performance Management System                   |              |                                                        |
| Raj          | Rajasthan                                       |              |                                                        |



|                                                                     |                                                 |
|---------------------------------------------------------------------|-------------------------------------------------|
| If absent, what are the main reasons for missing school?            | Household responsibilities                      |
|                                                                     | Health issues                                   |
|                                                                     | Financial constraints                           |
|                                                                     | Lack of transportation                          |
|                                                                     | Other (please specify)                          |
| Do you feel that FGD has made it easier for you to stay in school?  | Yes, very much                                  |
|                                                                     | Sometimes                                       |
|                                                                     | No Difference                                   |
| Section 3: School Experience (Qualitative Impact)                   |                                                 |
| For children aged 10 years of age                                   |                                                 |
| Do you like going to school?                                        | Yes, very much                                  |
|                                                                     | Sometimes                                       |
|                                                                     | No                                              |
| Which subject do you like the most?                                 | Math                                            |
|                                                                     | Reading/Writing                                 |
|                                                                     | Science                                         |
|                                                                     | Other (please specify)                          |
| Do you feel happy learning at school?                               | a. Yes                                          |
|                                                                     | a. No                                           |
| Do you feel easy to contact your teachers                           | All the teachers all time                       |
|                                                                     | Some teacher all the time                       |
|                                                                     | All teacher some time                           |
|                                                                     | Some teachers some time                         |
| Do you have friends at school?                                      | a. Yes                                          |
|                                                                     | a. No                                           |
| Section 3: Family and Community Impact                              |                                                 |
| For children 5-10 years of age                                      |                                                 |
| Do your parents support you going to school?                        | Yes, they are happy                             |
|                                                                     | Sometimes                                       |
|                                                                     | No, they don't want me to go                    |
| Do other girls in your village also go to school because of FGD?    | a. Yes                                          |
|                                                                     | a. No                                           |
| How do people in your village feel about girls going to school now? | They are happy about it                         |
|                                                                     | They are more than happy                        |
|                                                                     | They don't care                                 |
|                                                                     | They don't like it                              |
|                                                                     | They disagree with the idea of girls' education |
| For children 10-14 years of age                                     |                                                 |



|                                                                                              |                                        |
|----------------------------------------------------------------------------------------------|----------------------------------------|
| Has your family's attitude towards your education changed since you joined the FEGG program? | Yes, very supportive                   |
|                                                                                              | Somewhat supportive                    |
|                                                                                              | No change                              |
|                                                                                              | They still don't support my education  |
| How has your community's attitude toward educating girls changed?                            | Positive change                        |
|                                                                                              | No change                              |
|                                                                                              | Negative change                        |
| Do other girls in your community now attend school because of FEGG?                          | Yes, many                              |
|                                                                                              | Yes, a few                             |
|                                                                                              | No change                              |
| Are you involved in advocating for other girls to attend school?                             | a. Yes                                 |
|                                                                                              | b. No                                  |
| <b>Section 6: Simple Feedback for Improvement</b>                                            |                                        |
| How do you feel about the support provided by the FEGG program?                              | Not helpful                            |
|                                                                                              | Very helpful                           |
| What additional support would you like to receive from FEGG?                                 | More financial assistance              |
|                                                                                              | More educational opportunities         |
|                                                                                              | Access to better learning materials    |
|                                                                                              | Career counseling                      |
| How can FEGG help me continue my education?                                                  |                                        |
| Were there any specific challenges you faced, and how did FEGG help you overcome them?       |                                        |
| <b>Section 7: Inputs (Resources, Support, and Infrastructure)</b>                            |                                        |
| Do you feel supported by the Educated Girls team?                                            | a. Yes                                 |
|                                                                                              | b. No                                  |
| Do you feel you have adequate infrastructure at your school?                                 | Yes, all are adequate                  |
|                                                                                              | Some are adequate, some are lacking    |
|                                                                                              | No, there are significant deficiencies |
| <b>Section 8: Activities (Programs, Training, and Engagement)</b>                            |                                        |
| Which of the following activities have you participated in through FEGG?                     | GGP                                    |
|                                                                                              | LSF                                    |
|                                                                                              | None                                   |
|                                                                                              | Both                                   |
| Which activity has had the most positive impact on you?                                      | Yes, a lot                             |
|                                                                                              | Yes, somewhat                          |
|                                                                                              | Not much                               |



|                                                                    |            |
|--------------------------------------------------------------------|------------|
| How often do FEGG volunteers or representatives visit your school? | Not at all |
|                                                                    | Rarely     |
|                                                                    | Monthly    |
|                                                                    | Quarterly  |
|                                                                    | Frequently |

## Section 9: Outputs (Intermediate Results)

|                                                                            |                    |
|----------------------------------------------------------------------------|--------------------|
| How many girls from your community have joined school because of FEGG?     | None               |
|                                                                            | 1-5 girls          |
|                                                                            | 6-10 girls         |
|                                                                            | More than 10 girls |
| Are you able to attend school regularly after receiving support from FEGG? | a. Yes             |
|                                                                            | a. No              |

## Section 10: Outcomes (Changes in Behaviour, Attitude, and Skills)

|                                                                                                          |                                   |
|----------------------------------------------------------------------------------------------------------|-----------------------------------|
| Have you seen any change in how your family or community views your education after joining the program? | Yes, they are more supportive now |
|                                                                                                          | No, their views have not changed  |
|                                                                                                          | No, they are still unsupportive   |

## Section 11: Impact (Long-Term Change and Sustainability)

|                                                                                                                          |                                          |
|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| Will you be continuing higher education?                                                                                 | a. Yes                                   |
|                                                                                                                          | a. No                                    |
| Do you believe the improvements in school attendance and performance will continue even if FEGG stops providing support? | Yes, the improvements are sustainable    |
|                                                                                                                          | Yes, but we will need occasional support |
|                                                                                                                          | No, we will still need ongoing support   |
|                                                                                                                          | Other (Please Specify)                   |
| What do you want to be when you grow up?                                                                                 | Teacher                                  |
|                                                                                                                          | Doctor                                   |
|                                                                                                                          | Police                                   |
|                                                                                                                          | Other (Please Specify)                   |

## Section 12: Open Feedback

|                                                                         |  |
|-------------------------------------------------------------------------|--|
| What would you suggest to improve the program for other girls like you? |  |
| Any additional thoughts or feedback you'd like to share?                |  |

| Detailed Questionnaire for Parents/Guardians - Assessing Qualitative and Quantitative Impact |  |
|----------------------------------------------------------------------------------------------|--|
| Section 1: General Information                                                               |  |
| Your Name                                                                                    |  |
| Name of Your Daughter(s)                                                                     |  |
| Village/Region                                                                               |  |





|                                                                                                                                                             |                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How long has your daughter been part of the PEDG program?                                                                                                   | Less than 6 months<br>6 months to 1 year<br>more than 1 year                                                                                                                                                                 |
| What class grade is your daughter currently in?                                                                                                             |                                                                                                                                                                                                                              |
| Household Income                                                                                                                                            | Below 1,00,000<br>1,00,000-5,00,000<br>Above 5,00,000                                                                                                                                                                        |
| <b>Section 2 Attendance and Retention (Qualitative Impact)</b>                                                                                              |                                                                                                                                                                                                                              |
| Was your daughter attending school before the Education program?                                                                                            | Yes<br>No                                                                                                                                                                                                                    |
| If no, why was she not attending school?                                                                                                                    | Lack of financial opportunities<br>cultural or family opposition<br>Lack of interest or motivation<br>Gender disparity<br>Abuse/discourtesy at school<br>Reasons associated with caste differences<br>other (please specify) |
| If yes, does daughter go to school regularly?                                                                                                               | Yes<br>No<br>Semi-regular                                                                                                                                                                                                    |
| What are the reasons for not attending, if any? (This question is conditionally applicable to respondent to question no. 3P he chooses second/third option) | Household responsibilities<br>Distance of institution<br>other (please specify)                                                                                                                                              |
| Has he observed any change in the child's interest for education since enrolling in the program?                                                            | Has become more attentive<br>Has become more disciplined<br>Has become interested in school<br>Has increased academic skill                                                                                                  |
| Do you intend to send your daughter to school after completing her current grade?                                                                           | Yes, definitely<br>Yes, but not sure about higher grades<br>No                                                                                                                                                               |
| <b>Section 3 Experience with Education CH (Qualitative Impact)</b>                                                                                          |                                                                                                                                                                                                                              |
| How did you find her about Education CH?                                                                                                                    | Conveniently contacted staff<br>Willing to attend<br>School<br>Friendly/affordable<br>Other                                                                                                                                  |
| Do you believe the support from PEDG has helped your family?                                                                                                | Yes, significantly                                                                                                                                                                                                           |

|                                                                                                                                         |                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                         | No                                                                                                                                                                                                       |
| <b>Section 4: Inputs (Resources and Support)</b>                                                                                        |                                                                                                                                                                                                          |
| Do you feel supported by TEOG team?                                                                                                     | Yes<br>No                                                                                                                                                                                                |
| In what way has TEOG supported your family? (Check all that apply)                                                                      | Helped with documentation for school enrollment<br>Raised awareness about the importance of girls' education<br>Motivated us to send our daughter to school<br>Helped with other issues (Please specify) |
| <b>Section 5: Activities (Programs and Engagements)</b>                                                                                 |                                                                                                                                                                                                          |
| Have you participated in any activities organized by TEOG (Door to Door Contact, Village Meeting (VM), Gram Shiksha Sabha (GSS), etc.)? | No only<br>Me and my daughter<br>None                                                                                                                                                                    |
| Did the TEOG team conduct any home visits or community meetings to support your daughter's school attendance?                           | Yes<br>No                                                                                                                                                                                                |
| How often does TEOG visit your community or school?                                                                                     | Weekly<br>Monthly<br>Occasionally<br>Rarely                                                                                                                                                              |
| Do you think these activities have helped your daughter in getting her back into school?                                                | Yes, significantly<br>Yes, a little<br>No                                                                                                                                                                |
| <b>Section 6: Outputs (Immediate Results)</b>                                                                                           |                                                                                                                                                                                                          |
| How has your daughter's school attendance improved since joining TEOG?                                                                  | She now attends school regularly<br>Her attendance has improved, but she still misses some days<br>No improvement                                                                                        |
| Have other girls in your community also benefited from TEOG's initiatives?                                                              | Yes, many girls<br>Yes, but only a few<br>No, not many girls                                                                                                                                             |
| Do you feel that TEOG's program has increased the community's awareness about the importance of educating girls?                        | Yes, significantly<br>Yes, somewhat<br>No, not much change                                                                                                                                               |
| <b>Section 7: Outcomes (Changes in Attitudes and Beliefs)</b>                                                                           |                                                                                                                                                                                                          |
| Has your daughter become more confident in her schoolwork since joining TEOG?                                                           | Yes, very confident<br>Yes, somewhat confident                                                                                                                                                           |



|                                                                                                                                                         |                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                         | No change<br>Much more supportive<br>Somewhat more supportive<br>No change in attitude<br>Yes, definitely<br>Yes, but still challenging<br>No |
| How has the program changed your family's or community's attitude towards girls' education?                                                             |                                                                                                                                               |
| Has FEAG's program made it easier for you to encourage your daughter to stay in school?                                                                 |                                                                                                                                               |
| Section 8 Impact during Term Change and Sustainability                                                                                                  |                                                                                                                                               |
| Has your view on the importance of girls' education changed since participating in the program?                                                         | Yes, very much<br>Somewhat changed<br>Not at all<br>Yes<br>Maybe<br>No                                                                        |
| Do you feel the program has helped bring lasting benefits to your family in terms of education, confidence, and future opportunities for your daughter? |                                                                                                                                               |
| Section 9 Additional Feedback for Logical Framework Model Analysis                                                                                      |                                                                                                                                               |
| What barriers still exist in your community that might prevent other girls from attending a school?                                                     | Financial constraints<br>Cultural or family resistance<br>Distance to school<br>Health or safety concerns<br>Other (please specify)           |
| What additional support do you think FEAG should provide?                                                                                               |                                                                                                                                               |
| Do you have any suggestions on how FEAG can improve its program to better serve girls and their families?                                               |                                                                                                                                               |

| Detailed Questionnaire for Students on GEP and LSE           |                                                                                    |
|--------------------------------------------------------------|------------------------------------------------------------------------------------|
| General Information                                          |                                                                                    |
| What is your name?                                           |                                                                                    |
| How old are you?                                             |                                                                                    |
| What class/grade are you in?                                 |                                                                                    |
| What is the name of your school?                             |                                                                                    |
| Caste or religious background?                               |                                                                                    |
| Where do you live? (Village/Town)                            |                                                                                    |
| How long have you been going to school?                      | Less than 6 months<br>6 months to 1 year<br>More than 1 year                       |
| Section 1: Open Ka Pitara (Foundational Numeracy & Literacy) |                                                                                    |
| Input:                                                       |                                                                                    |
| How often did you attend the Open Ka Pitara sessions?        | Regularly (Every session)<br>Often (Most sessions)<br>Sometimes<br>Rarely<br>Never |



|                                                                                                                                                        |                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
|                                                                                                                                                        | Sometimes (Some sessions)                                       |
|                                                                                                                                                        | Rarely                                                          |
|                                                                                                                                                        | Yes, always                                                     |
| Did you have the materials needed for the Qiyas al-Fikr activities (e.g., worksheets, notebooks, etc.)?                                                | Sometimes                                                       |
|                                                                                                                                                        | Rarely                                                          |
|                                                                                                                                                        | No, never                                                       |
| <b>Output:</b>                                                                                                                                         |                                                                 |
| Which of the following activities were most useful to you?                                                                                             | Reading stories                                                 |
|                                                                                                                                                        | Writing practice                                                |
|                                                                                                                                                        | Math problems (addition, subtraction, multiplication, division) |
|                                                                                                                                                        | Number games                                                    |
|                                                                                                                                                        | Vocabulary-building exercises                                   |
| How many of the assigned tasks did you complete during the sessions?                                                                                   | All tasks                                                       |
|                                                                                                                                                        | Most tasks                                                      |
|                                                                                                                                                        | Some tasks                                                      |
|                                                                                                                                                        | Very few tasks                                                  |
| <b>Outcome:</b>                                                                                                                                        |                                                                 |
| Do you feel your reading and math skills have improved since participating in Qiyas al-Fikr?                                                           | Yes, significantly                                              |
|                                                                                                                                                        | Yes, somewhat                                                   |
|                                                                                                                                                        | No, not much                                                    |
|                                                                                                                                                        | No, not at all                                                  |
| <b>Impact:</b>                                                                                                                                         |                                                                 |
| How have you applied the reading and math skills you learned in Qiyas al-Fikr to your daily life (e.g., reading books, solving math problems at home)? | Frequently                                                      |
|                                                                                                                                                        | Sometimes                                                       |
|                                                                                                                                                        | Rarely                                                          |
|                                                                                                                                                        | Never                                                           |
| <b>Section 2: Life Skills Education (LSE)</b>                                                                                                          |                                                                 |
| <b>Input:</b>                                                                                                                                          |                                                                 |
| Did you have all the materials and resources you needed for the LSE sessions?                                                                          | Yes, always                                                     |
|                                                                                                                                                        | Sometimes                                                       |
|                                                                                                                                                        | Rarely                                                          |
|                                                                                                                                                        | No, never                                                       |
| How many LSE sessions did you attend?                                                                                                                  | All sessions                                                    |
|                                                                                                                                                        | Most sessions                                                   |
|                                                                                                                                                        | Some sessions                                                   |
|                                                                                                                                                        | Very few sessions                                               |



| OUTPUT:                                                                                                            |                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Which life skills did you learn during the LSE sessions?                                                           | Communication                                                                                                                |
|                                                                                                                    | Problem solving                                                                                                              |
|                                                                                                                    | Health and hygiene                                                                                                           |
|                                                                                                                    | Time management                                                                                                              |
|                                                                                                                    | Decision-making                                                                                                              |
|                                                                                                                    | Emotions well-being                                                                                                          |
|                                                                                                                    | Financial literacy                                                                                                           |
|                                                                                                                    | Other (please specify):                                                                                                      |
| How often did you participate in group activities or discussions during LSE?                                       | Always                                                                                                                       |
|                                                                                                                    | Often                                                                                                                        |
|                                                                                                                    | Sometimes                                                                                                                    |
|                                                                                                                    | Rarely                                                                                                                       |
|                                                                                                                    | Never                                                                                                                        |
| Discussion:                                                                                                        |                                                                                                                              |
| What improvements have you noticed in your behaviour or skills after participating in LSE? (Select all that apply) | Improved communication<br>Better decision-making<br>Greater confidence<br>Better time management<br>Improved problem solving |
| Impact:                                                                                                            |                                                                                                                              |
| How likely are you to use the life skills you learned in LSE at home, in school, or with your friends?             | Very likely<br>Somewhat likely<br>Not likely<br>Not sure                                                                     |
| Have the LSE sessions helped you in overcoming challenges or difficult situations in your daily life?              | Yes, often<br>Yes, sometimes<br>Rarely<br>No, not at all                                                                     |
| How do you feel these life skills will help you in the future?                                                     |                                                                                                                              |

| Detailed Questionnaire for Teachers and Principals – Assessing Qualitative and Quantitative Impact |                                             |
|----------------------------------------------------------------------------------------------------|---------------------------------------------|
| Section 1: General Information                                                                     |                                             |
| Your Name:                                                                                         |                                             |
| School Name:                                                                                       |                                             |
| Role:                                                                                              | Teacher                                     |
|                                                                                                    | Principal                                   |
| Location of School (Village/Town):                                                                 |                                             |
| How long have you been associated with the FİGÖS program?                                          | Less than 6 months<br>6-1 year<br>1-3 years |

|                                                                                                                                |                                                         |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
|                                                                                                                                | More than 3 years                                       |
| What grades do you teach or manage (if applicable)?                                                                            |                                                         |
| <b>Section 2: Enrollment and Retention (Quantitative Impact)</b>                                                               |                                                         |
| Before the FCGG initiative, what is the number of girls aged 5-14 in your community who were not enrolled in school?           | 3-5                                                     |
|                                                                                                                                | 6-10                                                    |
|                                                                                                                                | 11-15                                                   |
|                                                                                                                                | 16-20                                                   |
| How many out-of-school girls were enrolled in your school after the FCGG program was introduced?                               | Less than 10                                            |
|                                                                                                                                | 11-20                                                   |
|                                                                                                                                | 21-30                                                   |
|                                                                                                                                | More than 30                                            |
| Has there been a reduction in the dropout rate among girls since the program began?                                            | Yes, a significant reduction                            |
|                                                                                                                                | Yes, but only a slight reduction                        |
|                                                                                                                                | No change                                               |
|                                                                                                                                | Dropout rates have increased                            |
| What are the key reasons for dropout rates among girls (if any)?                                                               | Financial difficulties                                  |
|                                                                                                                                | Cultural or family opposition                           |
|                                                                                                                                | Distance to school                                      |
|                                                                                                                                | Household responsibilities                              |
| What is the current average attendance rate for girls enrolled through FCGG?                                                   | Less than 50%                                           |
|                                                                                                                                | 51-70%                                                  |
|                                                                                                                                | 71-90%                                                  |
|                                                                                                                                | Over 90%                                                |
| <b>Section 3: Teaching Resources and Support (Inputs)</b>                                                                      |                                                         |
| What type of support has been provided to improve the quality of education for these girls?                                    | Equipment                                               |
|                                                                                                                                | Materials                                               |
|                                                                                                                                | Infrastructure improvements (classrooms, toilets, etc.) |
|                                                                                                                                | Training                                                |
| Do you have adequate infrastructure (classrooms, toilets, etc.) to support the increase in student numbers due to the program? | Yes                                                     |
|                                                                                                                                | No                                                      |
| What additional resources or support do you think are needed to improve the effectiveness of FCGG's initiatives?               |                                                         |
| <b>Section 4: Programs and Activities (Activities)</b>                                                                         |                                                         |
| How often do FCGG representatives or volunteers visit your school?                                                             | Weekly                                                  |
|                                                                                                                                | Monthly                                                 |
|                                                                                                                                | Occasionally                                            |
|                                                                                                                                | Rarely                                                  |

|                                                                                                                 |                                                    |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| Have these activities contributed to increasing the girls' self-confidence?                                     | Yes, significantly                                 |
|                                                                                                                 | Yes, somewhat                                      |
|                                                                                                                 | No change                                          |
| What percentage of the girls enrolled through FEGG participate in classroom activities and discussions?         | Less than 30%                                      |
|                                                                                                                 | 30-60%                                             |
|                                                                                                                 | 60-80%                                             |
|                                                                                                                 | Over 80%                                           |
| Section 5: Changes in Behaviour and Attitudes (Outcomes)                                                        |                                                    |
| Have you noticed an improvement in the girls' confidence levels since joining the FEGG program?                 | Yes, they are much more confident                  |
|                                                                                                                 | Yes, but only slightly more confident              |
|                                                                                                                 | No change                                          |
| How has the program changed the attitudes of parents and the community towards girls' education?                | Much more supportive                               |
|                                                                                                                 | Somewhat more supportive                           |
|                                                                                                                 | No significant change                              |
| Section 6: Long-Term Impact and Sustainability (Impact)                                                         |                                                    |
| What long-term benefits do you expect for the girls enrolled through FEGG?                                      | Better career opportunities                        |
|                                                                                                                 | Higher education enrollment                        |
|                                                                                                                 | Leadership in the community                        |
|                                                                                                                 | Other (please specify)                             |
| Do you think the changes introduced by FEGG will be sustained even if the program stops?                        | Yes, the improvements are sustainable              |
|                                                                                                                 | Yes, but some support will still be needed         |
|                                                                                                                 | No, the program is essential for continued success |
| What is the next significant long-term impact you expect FEGG to have on your school or community? (Open-ended) |                                                    |
| Section 7: Additional Feedback for Logical Framework Model Analysis                                             |                                                    |
| What challenges still exist that prevent some girls from attending school regularly, despite FEGG's efforts?    | Family responsibilities                            |
|                                                                                                                 | Cultural opposition                                |
|                                                                                                                 | Distance to school                                 |
|                                                                                                                 | Lack of interest                                   |
|                                                                                                                 | Other (please specify)                             |
| How could the FEGG program be improved to increase its impact on enrollment and skill building?                 | More resources and materials                       |
|                                                                                                                 | Improved instruction                               |



|                                                                          |                                    |
|--------------------------------------------------------------------------|------------------------------------|
|                                                                          | Additional training for teachers   |
|                                                                          | More engagement with the community |
|                                                                          | Other (please specify):            |
| Any additional suggestions or feedback you'd like to share? (Open ended) |                                    |

| Detailed Questionnaire for Teachers and Principals – Assessing Qualitative and Quantitative Impact        |                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Section 1: General Information</b>                                                                     |                                                                                                                                                  |
| Your Name                                                                                                 |                                                                                                                                                  |
| School Name                                                                                               |                                                                                                                                                  |
| Role                                                                                                      | Teacher<br>Principal                                                                                                                             |
| Location of school (Village/Region)                                                                       |                                                                                                                                                  |
| How long educate (TTOG program)?                                                                          | Less than 6 months<br>6 months to 1 year<br>1-3 years<br>More than 3 years                                                                       |
| What grades do you teach or manage (if applicable)                                                        |                                                                                                                                                  |
| <b>Section 2: Open Ka Pitara Impact</b>                                                                   |                                                                                                                                                  |
| How frequently were Open Ka Pitara sessions conducted in your school?                                     | Regularly (As per schedule)<br>Often (With some gaps)<br>Sometimes (Irregular)<br>Rarely or never                                                |
| Were the necessary teaching materials (books, worksheets, books) available for these sessions?            | Always<br>Often<br>Sometimes<br>Rarely or never                                                                                                  |
| Overall                                                                                                   |                                                                                                                                                  |
| How actively do students participate in the Open Ka Pitara sessions?                                      | Very actively<br>Somewhat actively<br>Neutral<br>Not very actively                                                                               |
| Which activities were most effective for improving students' foundational skills? (Select all that apply) | Reading stories aloud<br>Writing exercises<br>Basic math practice (addition, subtraction, etc.)<br>Number games<br>Vocabulary building exercises |

|                                                                                                                     |                                      |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------------|
|                                                                                                                     | Learning through play                |
| Outcome:                                                                                                            |                                      |
| What improvements have you noticed in students' literacy skills since participating in OÖ?? (Select all that apply) | Better reading ability               |
|                                                                                                                     | Improved writing skills              |
|                                                                                                                     | Better comprehension                 |
|                                                                                                                     | Expanded vocabulary                  |
| What improvements have you noticed in students' numeracy skills since participating in OÖ?? (Select all that apply) | No significant change                |
|                                                                                                                     | Better understanding of numbers      |
|                                                                                                                     | Improved addition and subtraction    |
|                                                                                                                     | Improved multiplication and division |
|                                                                                                                     | Better problem-solving skills        |
|                                                                                                                     | No significant change                |
| Impact:                                                                                                             |                                      |
| How likely are students to apply their improved reading and math skills outside of the classroom (e.g., at home)?   | Very likely                          |
|                                                                                                                     | Somewhat likely                      |
|                                                                                                                     | Not likely                           |
|                                                                                                                     | Not sure                             |
| How has Open Ka-Maps impacted your students' overall academic performance?                                          | Significant improvement              |
|                                                                                                                     | Some improvement                     |
|                                                                                                                     | No noticeable improvement            |
|                                                                                                                     | Decline in performance               |
| Section 3: Life Skills Education                                                                                    |                                      |
| Input:                                                                                                              |                                      |
| Did you have all the resources and support needed to effectively conduct the LSE sessions?                          | Yes, always                          |
|                                                                                                                     | Sometimes                            |
|                                                                                                                     | Rarely                               |
|                                                                                                                     | No, never                            |
| How many LSE sessions were conducted for your students?                                                             | All planned sessions                 |
|                                                                                                                     | Most sessions                        |
|                                                                                                                     | Some sessions                        |
|                                                                                                                     | Very few sessions                    |
| Output:                                                                                                             |                                      |
| Which life skills were most emphasized during the LSE sessions? (Select all that apply)                             | Communication skills                 |
|                                                                                                                     | Problem solving                      |
|                                                                                                                     | Health and hygiene                   |
|                                                                                                                     | Time management                      |
|                                                                                                                     | Financial literacy                   |



|                                                                                                                                          |                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                          | Emotional well-being<br>Other (please specify):                                                                                |
| How actively did students participate in the LSE sessions?                                                                               | Very actively<br>Somewhat actively<br>Neutral<br>Not very actively                                                             |
| Outcome:                                                                                                                                 |                                                                                                                                |
| What positive changes have you noticed in your students' behaviour since they participated in the LSE sessions? (Select all that apply): | Improved communication<br>Better problem-solving skills<br>Increased confidence<br>More self-awareness<br>No noticeable change |
| Impact:                                                                                                                                  |                                                                                                                                |
| How likely are students to use the life skills they learned in LSE in their daily lives (e.g., at home, in the community)?               | Very likely<br>Somewhat likely<br>Not likely<br>Not sure                                                                       |
| How have the LSE sessions helped students overcome challenges or solve problems in school or at home?                                    | Significantly<br>Somewhat<br>Not much<br>Not at all                                                                            |
| Overall Feedback:                                                                                                                        |                                                                                                                                |
| What improvements would you suggest for the RPOG or LSE programs?                                                                        |                                                                                                                                |
| Any additional comments or feedback?                                                                                                     |                                                                                                                                |

| Detailed Questionnaire for Volunteers of the "LEGO" Program |                                                                                                |
|-------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Section 1: General Information                              |                                                                                                |
| Your Name                                                   |                                                                                                |
| How long have you been a volunteer with RPOG?               | Less than 6 months<br>6 months to 1 year<br>1-3 years<br>More than 3 years                     |
| Which areas do you volunteer in?                            | Environment of out-of-school girls<br>Literature<br>Learning<br>Life Skills<br>Others: Specify |
| Section 2: Volunteer Experience/Qualitative Impact          |                                                                                                |

|                                                                                                            |                                                                                                                                                                 |
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| What motivated you to volunteer for FEAG?                                                                  | Personal interest in global education<br>Desire to give back to the community<br>Career development opportunities<br>Other (please specify):                    |
| How has your experience from working as a volunteer?                                                       | Very fulfilling<br>Fulfilling<br>Neutral<br>Unfulfilling                                                                                                        |
| What activities have you been involved in as a volunteer?                                                  | Door-to-door enrollment campaigns<br>Counseling parents<br>Organizing community meetings<br>Learning Support - QOT<br>Life Skills<br>Other (please specify):    |
| Do you feel your contributions as a volunteer have made a difference in the community?                     | Yes, significantly<br>Yes, but only a small difference<br>No, not much of a difference                                                                          |
| What challenges do you face in your role as a volunteer?                                                   | Lack of resources<br>Resistance from families/community<br>Difficulty in engaging parents<br>Transportation or logistical challenges<br>Other (please specify): |
| Section 3: Inputs (Resources and Support)                                                                  |                                                                                                                                                                 |
| 1. Have you received sufficient training and resources to carry out your role effectively?                 | Yes, more than sufficient<br>Yes, adequate<br>No, insufficient                                                                                                  |
| 2. What type of training did you receive as a volunteer?                                                   | Training<br>Support from FEAG's team<br>Leadership and skill development<br>Other (please specify):                                                             |
| 3. Were the resources provided (e.g., educational materials, logistical support) sufficient for your role? | Yes, more than sufficient<br>Yes, adequate<br>No, insufficient                                                                                                  |



|                                                                                                                    |                                                      |  |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--|
| 4. What additional support or training do you think is needed to improve your volunteer work?                      |                                                      |  |
| Section 4: Activities (Programs and Engagement)                                                                    |                                                      |  |
| 1. What type of activities do you engage in most frequently?                                                       | Counseling parents about enrolling girls in school   |  |
|                                                                                                                    | Conducting community outreach and awareness programs |  |
|                                                                                                                    | Importing Life Skills Education in school            |  |
|                                                                                                                    | Learning in School                                   |  |
|                                                                                                                    | Other (please specify):                              |  |
| 2. How often do you conduct community outreach activities as a volunteer?                                          | Weekly                                               |  |
|                                                                                                                    | Monthly                                              |  |
|                                                                                                                    | Occasionally                                         |  |
|                                                                                                                    | Rarely                                               |  |
| 3. Which activities do you feel have the greatest impact on encouraging parents to send their daughters to school? | One-on-one counseling                                |  |
|                                                                                                                    | Circular community meetings                          |  |
|                                                                                                                    | School or program visits                             |  |
|                                                                                                                    | Other (please specify):                              |  |
| Section 5: Immediate Results (Outputs)                                                                             |                                                      |  |
| 1. How many girls have you helped enroll in school through your volunteer efforts?                                 | Less than 10                                         |  |
|                                                                                                                    | 11 to 30                                             |  |
|                                                                                                                    | 31 to 50                                             |  |
|                                                                                                                    | More than 50                                         |  |
| 2. Have you noticed any change in the girls' attendance after enrolling them to school?                            | Significant improvement                              |  |
|                                                                                                                    | Moderate improvement                                 |  |
|                                                                                                                    | No improvement                                       |  |
|                                                                                                                    | Performance has worsened                             |  |
| 3. How has the girls' participation in school activities changed since being enrolled?                             | They participate more actively                       |  |
|                                                                                                                    | They participate the same as before                  |  |
|                                                                                                                    | They are still discouraged                           |  |
| Section 6: Behavioral Changes and Outcomes (Qualitative Impact)                                                    |                                                      |  |
| 1. Have you noticed changes in the parents' attitudes toward girls' education since you started working with them? | Yes, they are much more supportive                   |  |
|                                                                                                                    | Yes, but only slightly more supportive               |  |
|                                                                                                                    | No change                                            |  |
|                                                                                                                    |                                                      |  |



|                                                                                                                                 |                                                       |
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| 2. Do the girls seem more interested in continuing their education after primary school?                                        | Yes, definitely                                       |
|                                                                                                                                 | Yes, but unsure                                       |
|                                                                                                                                 | No                                                    |
| Section 7: Long-Term Impact and Sustainability (Impact)                                                                         |                                                       |
| 1. What long-term changes do you expect for the girls enrolled through the FEGG program?                                        | They will pursue higher education                     |
|                                                                                                                                 | They will contribute to family income                 |
|                                                                                                                                 | They will take leadership roles in the community      |
|                                                                                                                                 | Other (please specify):                               |
| 2. Do you believe the program will have a lasting impact on the girls' futures?                                                 | Yes, definitely                                       |
|                                                                                                                                 | Yes, but unsure                                       |
|                                                                                                                                 | No                                                    |
| 3. Do you think that the changes made in the community's attitudes toward girls' education will be sustained after the program? | Yes, they are sustainable                             |
|                                                                                                                                 | Yes, but some ongoing support will be needed          |
|                                                                                                                                 | No, the program needs to continue to sustain progress |
| 4. What is the most significant long-term impact you expect from your volunteer efforts with FEGG?                              |                                                       |
| Section 8: Additional Feedback for Logical Framework Model Analysis                                                             |                                                       |
| 1. What challenges do you still see in encouraging parents to send their girls to school?                                       | Financial difficulties                                |
|                                                                                                                                 | Cultural or traditional resistance                    |
|                                                                                                                                 | Distance to school                                    |
|                                                                                                                                 | Lack of trust in education                            |
|                                                                                                                                 | Other (please specify):                               |
| 2. How can FEGG improve its volunteer programs to increase its impact on girls' enrollment and skill development?               | Better training                                       |
|                                                                                                                                 | More resources and logistical support                 |
|                                                                                                                                 | Greater community engagement                          |
|                                                                                                                                 | Other (please specify):                               |
| 3. Any additional suggestions or feedback?                                                                                      |                                                       |

#### Detailed Questionnaire for Government Officials for the "FEGG" Program

##### Section 1: General Information

|                                  |  |
|----------------------------------|--|
| 1. Your Name:                    |  |
| 2. Your Position/Role:           |  |
| 3. Government Department/Office: |  |







|                                                                                                             |                                                     |
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| 4. What additional government support or policy changes would further enhance the success of FEGG?          |                                                     |
| <b>Section 4: Program Implementation and Government Engagement (Activities)</b>                             |                                                     |
| 1. How involved is your department in the implementation of FEGG's programs?                                | Directly involved in program execution              |
|                                                                                                             | Supportive but not directly involved                |
|                                                                                                             | Minimal involvement                                 |
|                                                                                                             | No involvement                                      |
| 2. Which government (or) activities have been aligned with FEGG's objectives?                               | Community awareness and engagement                  |
|                                                                                                             | Teacher training and capacity building              |
|                                                                                                             | Infrastructure development (schools, toilets, etc.) |
|                                                                                                             | Provision of educational materials                  |
| Other (please specify):                                                                                     |                                                     |
| 3. Have government policies or programs been modified to align with FEGG's objectives?                      | Yes, significantly                                  |
|                                                                                                             | Yes, slightly                                       |
|                                                                                                             | No changes                                          |
| 4. What are the primary challenges in coordinating with the FEGG programs at the government level?          | Lack of funding                                     |
|                                                                                                             | Communication gaps between departments              |
|                                                                                                             | Resistance from local communities                   |
|                                                                                                             | Insufficient infrastructure                         |
| Other (please specify):                                                                                     |                                                     |
| 5. How can the collaboration between FEGG and the government be improved?                                   |                                                     |
| <b>Section 5: Immediate Results and Impact (Outputs)</b>                                                    |                                                     |
| What is the increase in school enrollment for girls in your jurisdiction since the introduction of FEGG?    | Significant increase                                |
|                                                                                                             | Modest increase                                     |
|                                                                                                             | Slight increase                                     |
|                                                                                                             | No increase                                         |
| 2. Have parents and community members shown greater support for girls' education after FEGG's intervention? | Yes, significantly more supportive                  |
|                                                                                                             | Yes, but with reservations                          |
|                                                                                                             | No noticeable change                                |
|                                                                                                             | Still resistant                                     |
| 3. Have you noticed improvements in the academic performance of girls enrolled through FEGG's efforts?      | Yes, significant improvement                        |
|                                                                                                             | Yes, slight improvement                             |
|                                                                                                             | No change                                           |
|                                                                                                             | No                                                  |
| 4. Are there specific schools or areas that have shown better results in terms of enrollment and retention? | Yes                                                 |
|                                                                                                             | No                                                  |
| Not sure                                                                                                    |                                                     |
| <b>Section 6: Attitudes and Behavioral Changes (Outcomes)</b>                                               |                                                     |
| Has the FEGG initiative influenced the community's perception of girls' education in your jurisdiction?     | Yes, significantly positive change                  |
|                                                                                                             | Yes, slight positive change                         |



|                                                                                                                                            |                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
|                                                                                                                                            | No change                                          |
|                                                                                                                                            | Negative change                                    |
| 2. Have the attitudes of parents towards enrolling their daughters in school improved since the program began?                             | Yes, parents are much more supportive              |
|                                                                                                                                            | Yes, but only slightly more supportive             |
|                                                                                                                                            | No change                                          |
|                                                                                                                                            | Parents remain resistant                           |
| 3. Do girls seem more confident and engaged in school activities after participating in the FEQO program?                                  | Yes, significantly more confident                  |
|                                                                                                                                            | Yes, but only slightly more confident              |
|                                                                                                                                            | No change                                          |
| 4. Do you believe that more girls in your jurisdiction are likely to continue their education beyond primary school due to FEQO's efforts? | Yes, definitely                                    |
|                                                                                                                                            | Yes, but unlikely                                  |
|                                                                                                                                            | No                                                 |
| Section 7: Long-Term Impact and Sustainability (Impact)                                                                                    |                                                    |
| 1. What long-term benefits do you foresee for girls who have enrolled through FEQO's efforts?                                              | Greater opportunities for higher education         |
|                                                                                                                                            | Better job prospects                               |
|                                                                                                                                            | Improved financial independence                    |
|                                                                                                                                            | Other (please specify):                            |
| 2. Do you believe the FEQO program will have a lasting impact on girls' futures even after the program ends?                               | Yes, the impact will last                          |
|                                                                                                                                            | Yes, but additional support is needed              |
|                                                                                                                                            | No, the program must continue to maintain progress |
| 3. What long-term policy or infrastructural improvements would ensure the sustainability of girls' education in your area?                 |                                                    |
| 4. How can the government ensure that the positive changes initiated by FEQO are sustained over time?                                      |                                                    |
| Section 8: Additional Feedback for Impact Framework Analysis                                                                               |                                                    |
| 1. What are the biggest challenges that still prevent out-of-school girls from enrolling in schools in your jurisdiction?                  | Financial barriers                                 |
|                                                                                                                                            | Cultural resistance                                |
|                                                                                                                                            | Distance and transportation issues                 |
|                                                                                                                                            | Lack of infrastructure                             |
|                                                                                                                                            | Other (please specify):                            |
| 2. What additional resources, policies, or actions are needed from the government to fully support FEQO's mission?                         | Increased funding                                  |
|                                                                                                                                            | Enhanced teacher training                          |
|                                                                                                                                            | Better infrastructure development                  |
|                                                                                                                                            | More community engagement and awareness programs   |
|                                                                                                                                            | Other (please specify):                            |
| 3. Do you have any suggestions for improving the partnership between the government and FEQO?                                              |                                                    |

Overall and Partner Questions for the "FEQO" Initiative



| Section 1: General Information                                                                          |                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Your Name/Organization Name:                                                                         |                                                                                                                                                                                       |
| 2. Role within the Organization:                                                                        | Owner<br>Partner Organization                                                                                                                                                         |
| 3. Years of Partnership with FEGB:                                                                      | Less than 1 year<br>1-5 years<br>3-5 years<br>More than 5 years                                                                                                                       |
| 4. Nature of Contributions:                                                                             | Financial support<br>Material/in-kind donations<br>Technical support/expertise<br>Policy advocacy<br>Program implementation<br>Other (please specify):                                |
| Section 2: Strategic Alignment and Inputs (Inputs)                                                      |                                                                                                                                                                                       |
| 1. How closely do you think FEGB's mission aligns with your organization's goals and values?            | Fully aligned<br>Somewhat aligned<br>Not aligned                                                                                                                                      |
| 2. What type of resources have you contributed to the FEGB initiative?                                  | Financial<br>Material (tools, uniforms, etc.)<br>Infrastructure development (schools, toilets, etc.)<br>Technical assistance<br>Program management support<br>Other (please specify): |
| 3. Do you feel that your contributions are being used effectively to achieve the program's objectives?  | Yes, very effectively<br>Yes, but could be better utilized<br>No, not effectively                                                                                                     |
| 4. Do you believe FEGB has sufficient resources (financial, material, staff) to achieve its goals?      | Yes, more than sufficient<br>Yes, sufficient<br>No, insufficient                                                                                                                      |
| 5. What additional resources or support do you think would benefit the FEGB initiative? (Please expand) |                                                                                                                                                                                       |
| Section 3: Program Implementation and Activities (Activities)                                           |                                                                                                                                                                                       |
| 1. What role do you play in the implementation of FEGB's programs?                                      | Direct involvement in program execution<br>Indirect support through funding or technical assistance<br>No direct involvement                                                          |
|                                                                                                         | Very effective<br>Somewhat effective                                                                                                                                                  |

|                                                                                                                                                          |                                                                                                                                                                                                                                                                 |
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| 2. In your opinion, how effective are the current program activities in achieving the goal of enrolling out of school girls and developing their skills? | Not effective                                                                                                                                                                                                                                                   |
| 3. What types of program activities do you think are most important for the success of the FEGG initiative?                                              | Enrollment campaigns<br>Teacher training and capacity building<br>Skill building workshops for girls<br>Health and hygiene education<br>Community outreach<br>Government Partnerships<br>Life skill education for adolescent girls<br>Other (please specify)    |
| 4. What challenges do you think the program faces in achieving its goals?                                                                                | Lack of resources<br>Cultural resistance<br>Low community participation<br>Logistical difficulties (e.g., transport, access to schools)<br>Other (please specify)                                                                                               |
| 5. How do you believe these challenges could be addressed?                                                                                               |                                                                                                                                                                                                                                                                 |
| Section 4: Outputs and Immediate Results (Outputs)                                                                                                       |                                                                                                                                                                                                                                                                 |
| 1. Have you noticed tangible results from the FEGG program since your involvement?                                                                       | Yes, significant results<br>Yes, some results<br>No noticeable results                                                                                                                                                                                          |
| 2. In your view, what are the most important outputs of the FEGG program?                                                                                | Increased enrollment of out of school girls<br>Improved academic performance of enrolled girls<br>Higher participation in extracurricular activities<br>Increased awareness in the community about the importance of girls' education<br>Other (please specify) |
| 3. Do you think the program is reaching its enrollment targets for out of school girls?                                                                  | Yes, exceeding targets<br>Yes, meeting targets<br>No, not meeting targets                                                                                                                                                                                       |
| 4. What other measurable outcomes should the FEGG program focus on?                                                                                      | Academic improvement<br>Reduction in dropout rate<br>Leadership development for girls<br>Other (please specify)                                                                                                                                                 |
| Section 5: Long-Term Outcomes and Behavioural Changes (Outcomes)                                                                                         |                                                                                                                                                                                                                                                                 |

|                                                                                                                                     |                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| 1. Have you observed any behavioural or attitudinal changes in the community as a result of FEGG's program?                         | Yes, significant positive changes                                 |
|                                                                                                                                     | Yes, some positive changes                                        |
|                                                                                                                                     | No changes                                                        |
| 2. Do you believe the program has improved community attitudes toward girls' education?                                             | Yes, significantly                                                |
|                                                                                                                                     | Yes, somewhat                                                     |
|                                                                                                                                     | No change                                                         |
| 3. Do you think the girls enrolled in the FEGG program are more confident and better equipped with skills to succeed in the future? | Yes, very confident and skilled                                   |
|                                                                                                                                     | Yes, but some more training is needed                             |
|                                                                                                                                     | No, more focus is required on skill building                      |
| 4. What additional activities or programs do you think should be introduced to ensure long-term success for the girls?              | Vocational training and job placements                            |
|                                                                                                                                     | Leadership development programs                                   |
|                                                                                                                                     | Financial literacy and entrepreneurship                           |
|                                                                                                                                     | Higher education scholarships                                     |
|                                                                                                                                     | Other (please specify):                                           |
| Section 6: Sustainability and Long-Term Impact (Open-ended)                                                                         |                                                                   |
| 1. Do you believe the changes made by FEGG in the community are sustainable?                                                        | Yes, the impact is sustainable                                    |
|                                                                                                                                     | Yes, but ongoing support is needed                                |
|                                                                                                                                     | No, the program will need continuous intervention                 |
| 2. What long-term goals would you like to see the FEGG achieve in the future?                                                       | Scaling up to more communities and existing states of operations  |
|                                                                                                                                     | Scaling up to more states                                         |
|                                                                                                                                     | Achieving universal primary education for girls                   |
|                                                                                                                                     | Reducing dropout rates to below 30%                               |
|                                                                                                                                     | Integrating skill building into the national education curriculum |
|                                                                                                                                     | Other (please specify):                                           |
| 3. What additional support (policy, funding, etc.) do you think is required to ensure the sustainability of FEGG's achievements?    |                                                                   |
| 4. In your view, what is the most significant long-term impact the FEGG program has had or could have? (Open-ended)                 |                                                                   |
| Section 7: Feedback and Suggestions                                                                                                 |                                                                   |
| 1. What aspects of your partnership with FEGG have been most valuable? (Open-ended)                                                 |                                                                   |

|                                                                                                                       |  |
|-----------------------------------------------------------------------------------------------------------------------|--|
| 2. What improvements or changes would you suggest to enhance the effectiveness of the FREG initiative? (Open ended)   |  |
| 3. Do you have any suggestions for how FREG can engage more parents and partners to support the program? (Open ended) |  |

| Detailed Questionnaire for Community Leaders for "FREG" Program                                     |                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Section 1: General Information</b>                                                               |                                                                                                                                                                                                                                                                                                                                                            |
| 1. Your Name:                                                                                       |                                                                                                                                                                                                                                                                                                                                                            |
| 2. Role/Position in the Community:                                                                  |                                                                                                                                                                                                                                                                                                                                                            |
| 3. Village/Region:                                                                                  |                                                                                                                                                                                                                                                                                                                                                            |
| 4. How long have you been aware of the FREG program in your community?                              | <input type="radio"/> Less than 6 months<br><input type="radio"/> 6 months to 1 year<br><input type="radio"/> 1-5 years<br><input type="radio"/> More than 5 years                                                                                                                                                                                         |
| 5. Have you been involved in supporting the FREG initiative in any way?                             | <input type="radio"/> Yes<br><input type="radio"/> No                                                                                                                                                                                                                                                                                                      |
| <b>Section 2: Community Context and Barriers to Enrollment (Qualitative Impact)</b>                 |                                                                                                                                                                                                                                                                                                                                                            |
| 1. What percentage of girls aged 5-14 in your community are currently out of school?                | <input type="radio"/> Less than 20%<br><input type="radio"/> 20-40%<br><input type="radio"/> 40-60%<br><input type="radio"/> More than 60%                                                                                                                                                                                                                 |
| 2. In your opinion, what are the main reasons why girls are not attending school in your community? | <input type="checkbox"/> Financial difficulties<br><input type="checkbox"/> Cultural or traditional beliefs<br><input type="checkbox"/> Distance from school<br><input type="checkbox"/> Lack of awareness of the importance of education<br><input type="checkbox"/> Household responsibilities<br><input type="checkbox"/> Other (please specify): _____ |
| 3. What percentage of out-of-school girls have been successfully enrolled through FREG's efforts?   | <input type="radio"/> Less than 20%<br><input type="radio"/> 20-40%<br><input type="radio"/> 40-60%<br><input type="radio"/> More than 60%                                                                                                                                                                                                                 |
| 4. Have dropout rates decreased since the introduction of the FREG initiative in your community?    | <input type="radio"/> Yes, significantly<br><input type="radio"/> Yes, slightly<br><input type="radio"/> No change<br><input type="radio"/> Dropout rates have increased                                                                                                                                                                                   |
| <b>Section 3: Program Awareness and Community Engagement (Thematic)</b>                             |                                                                                                                                                                                                                                                                                                                                                            |
| 1. How aware is your community of the FREG initiative?                                              | <input type="radio"/> Very aware<br><input type="radio"/> Somewhat aware<br><input type="radio"/> Not aware<br><input type="radio"/> Yes, aware                                                                                                                                                                                                            |

|                                                                                                                                     |                                                                                                                                                                                                                                                   |
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| 2. Have there been any community meetings or events organized by FIGG to promote awareness of girls' education?                     | Yes, a few<br>No, none                                                                                                                                                                                                                            |
| 3. What kind of support has FIGG provided to the community?                                                                         | Financial assistance for education<br>Educational materials and resources<br>Training for teachers<br>Support for health and hygiene education<br>Aware communities about the Government Policies for girls' education<br>Other (please specify): |
| 4. Do you think FIGG has provided sufficient resources and support to improve girls' enrollment in your community?                  | Yes, more than sufficient<br>Yes, but more is needed<br>No, insufficient support                                                                                                                                                                  |
| 5. What additional support would be needed to improve the impact of FIGG in your community? (Open ended)                            |                                                                                                                                                                                                                                                   |
| Section 4: Immediate Results and Impact (Outputs)                                                                                   |                                                                                                                                                                                                                                                   |
| 1. Has there been a visible increase in the number of girls attending school regularly in your community since the FIGG initiative? | Yes, a significant increase<br>Yes, but only a small increase<br>No change                                                                                                                                                                        |
| 2. How do parents in your community feel about sending their girls to school after FIGG's involvement?                              | Very supportive<br>Supportive but with reservations<br>Neutral<br>Still resistant                                                                                                                                                                 |
| 3. Have you noticed any changes in the girls' academic performance and participation in school since their enrollment?              | Yes, significant improvement<br>Yes, slight improvement<br>No change<br>Their performance has worsened                                                                                                                                            |
| 4. Are girls more active in community activities or leadership roles since participating in FIGG programs?                          | Yes, much more active<br>Yes, but only slightly more active<br>No, no change                                                                                                                                                                      |
| Section 6: Long-Term Impact and Sustainability (Impact)                                                                             |                                                                                                                                                                                                                                                   |
| 1. What long-term changes do you expect for the girls in your community as a result of the FIGG program?                            | More girls will pursue higher education<br>Girls will have better job opportunities<br>Girls will take on leadership roles in the community<br>Other (please specify):                                                                            |
| 2. Do you think the FIGG program will have a lasting impact on the future of girls in your community?                               | Yes, certainly<br>Yes, but unsure<br>No                                                                                                                                                                                                           |

|                                                                                                                             |                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                             | Yes, the changes are sustainable<br>Yes, but more support is needed<br>No, the changes will not be sustained                                                  |
| 4. What do you think is the most significant long-term benefit of FECD's work in your community? (Open ended)               |                                                                                                                                                               |
| Section 2: Additional Feedback for Logical Framework Model Analysis                                                         |                                                                                                                                                               |
| 1. What challenges or obstacles in your community that prevent girls from attending schooling easily?                       | Cultural or traditional opposition<br>Financial difficulties<br>Distance to school<br>Safety concerns<br>Other (please specify):                              |
| 2. What additional actions or resources do you believe are needed to ensure more girls enroll and complete their education? | Financial support for families<br>Transportation for students<br>Community awareness programs<br>Scholarships for higher education<br>Other (please specify): |
| 3. Do you have any suggestions or feedback for improving the FECD initiative? (Open ended)                                  |                                                                                                                                                               |

| Detailed Questionnaire for the Management of "FECD" NGO                                                            |                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Section 1: General Information                                                                                     |                                                                                                                                                                                                 |
| 1. Your Name:                                                                                                      |                                                                                                                                                                                                 |
| 2. Your Role in the Management Team:                                                                               |                                                                                                                                                                                                 |
| 3. How long have you been with the FECD NGO?                                                                       | Less than 6 months<br>6 months to 1 year<br>1-2 years<br>More than 3 years                                                                                                                      |
| 4. Which areas of the program are you responsible for?                                                             | Enrollment of out-of-school girls<br>Skill-building programs<br>Partnerships and collaborations<br>Fundraising and financial management<br>Monitoring and evaluation<br>Other (please specify): |
| Section 2: Program Inputs and Resources (Quantitative Impact)                                                      |                                                                                                                                                                                                 |
| 1. How adequate are the resources available (Financial, human, infrastructure) for achieving the NGO's objectives? | More than adequate<br>Adequate<br>Inadequate                                                                                                                                                    |
| 2. What sources of funding and resources does FECD rely on?                                                        | Government grants<br>Corporate partnerships<br>International donors                                                                                                                             |

|                                                                                                |                                                                                                                                                                                                                       |
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|                                                                                                | Individual contributions<br>Other (please specify):                                                                                                                                                                   |
| 3. Has the NGO faced any challenges in securing sufficient funding to sustain its programs?    | Yes, significant challenges<br>Yes, but manageable<br>No challenges                                                                                                                                                   |
| 4. What additional resources or support would be beneficial to improve the NGO's impact?       |                                                                                                                                                                                                                       |
| <b>Section 3: Program Implementation and Activities</b>                                        |                                                                                                                                                                                                                       |
| 1. What are the primary activities that FEGG carries out in your region?                       | Employment campaigns<br>Community outreach and awareness programs<br>Skill-building workshops for girls<br>Partnerships with schools and local governments<br>Teacher training and support<br>Other (please specify): |
| 2. How frequently do you assess the progress and impact of these activities?                   | Weekly<br>Monthly<br>Quarterly<br>Annually                                                                                                                                                                            |
| 3. What challenges have you encountered in implementing these activities?                      | Resistance from families or communities<br>Lack of resources or infrastructure<br>Limited community awareness<br>Difficulty in tracking outcomes<br>Other (please specify):                                           |
| 4. Which program activities have been the most successful in achieving the NGO's goals?        | Employment drives<br>Health and hygiene education<br>Academic tutoring<br>Leadership and skill-building programs<br>Community awareness campaigns<br>Other (please specify):                                          |
| 5. What improvements can be made in the implementation of these activities?                    |                                                                                                                                                                                                                       |
| <b>Section 4: Immediate Results and Outcomes</b>                                               |                                                                                                                                                                                                                       |
| 1. How many girls have been successfully enrolled through FEGG's initiatives in the past year? | Less than 50000<br>50001-100000<br>100001-200000<br>More than 200000                                                                                                                                                  |
| 2. What percentage of girls regularly attend school after enrolling in?                        | Less than 50%<br>51-75%                                                                                                                                                                                               |



|                                                                                                            |                                      |
|------------------------------------------------------------------------------------------------------------|--------------------------------------|
|                                                                                                            | 71-90%                               |
|                                                                                                            | Over 90%                             |
| 3. Have dropout rates decreased among enrolled girls since the program began?                              | Yes, significantly                   |
|                                                                                                            | Yes, slightly                        |
|                                                                                                            | No change                            |
| 4. What percentage of enrolled girls are actively participating in skill-building activities?              | Less than 30%                        |
|                                                                                                            | 30-50%                               |
|                                                                                                            | 50-70%                               |
|                                                                                                            | Over 70%                             |
| Section B: Behavioral and Attitudinal Changes (Deliveries)                                                 |                                      |
| 1. Have you observed any changes in the girls' confidence and leadership skills since joining the program? | Yes, significantly                   |
|                                                                                                            | Yes, but only slightly               |
|                                                                                                            | No change                            |
| 2. How have the attitudes of parents towards girls' education changed since the start of the program?      | Parents are much more supportive     |
|                                                                                                            | Parents are slightly more supportive |
|                                                                                                            | No change                            |
|                                                                                                            | Parents remain resistant             |
| 3. What improvements have you seen in the academic performance of girls enrolled through TEOG?             | Significant improvement              |
|                                                                                                            | Modest improvement                   |
|                                                                                                            | No noticeable improvement            |
| 4. What other behavioral or attitudinal changes have you observed among the girls and their families?      |                                      |
| Section C: Long-Term Impact and Sustainability Impact                                                      |                                      |
| 1. What long-term impact do you expect for the girls enrolled through TEOG's programs?                     | Improved job prospects               |
|                                                                                                            | Higher education opportunities       |
|                                                                                                            | Leadership roles in the community    |
|                                                                                                            | Other (please specify):              |



## Disclaimer

- i. Our services were performed in accordance with the terms of our engagement letter to perform Social Impact Assessment. When performing our work, we have relied on disclosures by the ESGPRO as per the Documents and information provided to us, and Disclaimers with concerned personnel.
- ii. The Client remains responsible for the scope of work and their relevant covered processes and activities that were mandated by the ESGPRO. ESGPRO shall not be responsible for the use or implementation of the output of the services.
- iii. The analysis included in the report is based on the information provided to us by the management. We have assumed the authenticity of all documents submitted to us as original, and the veracity of the copies or extracts submitted to us with that of the original documents. Our findings and recommendations shall be based on the evidence obtained by us which may be considered as persuasive rather than conclusive.
- iv. This report is confidential and has been prepared exclusively by the board and management of the Company for further submission to the Social Stock Exchange (SSE). This will not be used by, or distributed, copied, disclosed, or distributed to, nor will reference to such reports be made to anyone who is not a member of the management or a member of Board of Directors of the ESGPRO or external auditors or external regulators except as permitted for the purpose unless the SSE-SSE requires to publish in public domain. Our responsibility is restricted.
- v. Statement of Responsibility: ESGPRO is responsible for preparing a Comprehensive Social Impact Assessment (SIA) report by identifying stakeholders, collecting baseline data or conducting situational analysis, and analysing potential social impacts (both positive and negative) of the proposed project while paying special attention to vulnerable groups and gender specific concerns.

The management of ESGPRO, and will continue to be, solely responsible for establishing and maintaining an effective framework for social audit practices, including, without limitation, systems designed to ensure alignment with organizational objectives, adherence to policies, procedures, and compliance with applicable law, regulations, and social impact assessment standards.

- vi. Social impact assessment (SIA), a strategic framework designed and implemented, cannot provide a complete assurance of achieving the desired social objectives. The effectiveness of these controls is subject to inherent limitations, including human judgment errors, misinterpretations, or oversight during decision-making. Furthermore, controls can fail due to human error, collusion among stakeholders, or management override. These disclosures underscore the need for continuous monitoring and adaptive strategies to maintain the credibility and effectiveness of the SIA process.
- vii. Though the utmost care has been taken to prepare this document, ESGPRO reserves the right to modify/ amend/ revise/ update on the document.
- viii. In case there is any inconsistency between this disclaimer and the Engagement Letter, the terms of the Engagement Letter will prevail.



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NHVS (National Family Health Survey) data

POG education data for BPL families

ASGS Household Consumption Survey

RBI Household Finance Reports

Various education cost surveys by financial institutions

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