

Social Impact Assessment Report



FOUNDATION
TO EDUCATE
GIRLS
GLOBALLY



2024-25



Assessed by:

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To
Board of Directors,
Foundation to Educate Girls Globally,
50/6, First Floor, Tolstoy Lane, Janpath,
New Delhi- 110017

Annual Social Impact Assessment Report 2024-25 –FEGG

Dear Sirs,

We M/s ESGPRO Consultancy India LLP having registration no. ACC-8889 empanelled with ICMAISAO vide empanelment no. ICMAI SAO/ 2024-25/SAO/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 2024-25 as required by Regulation 91 (E) of SEBI (Listing Obligation and Disclosure Requirements (LODR), 2015). 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 19th September 2022 covering all the significant activities carried out by FEGG. The primary objectives of the assessment of the FEGG' program are to assess the role of FEGG in enrolment and retention of out of school girls (OOSG).

Introduction

We, ESGPRO Consultancy India LLP, a Social Impact Assessment Firm duly empanelled with Self-Regulatory Organisation under empanelment no. ICMAI SAO/2024-25/SAO/0001, were engaged by Foundation to Educate Girls Globally (FEGG) ("Client"), a Social Enterprise registered on Social Stock Exchange (SSE) segment of the National Stock Exchange (NSE) on 20.11.2023 and listed on the Social Stock Exchange platform on 12.04.2024, through an engagement letter dated 04.06.2025 to conduct an Annual Social Impact Assessment (SIA) of specific project placed below for which funds were obtained through a process of listing on NSE Social Stock Exchange. The designated Social Impact Assessor for this assignment is Mr. Rakesh Tayal, holding membership number ISAI/SA 025. The boundary of our assessment is restricted to the activity in the financial year 2024-25 and for project with referenced appendices for Assessor's Report as stated below:

S. No	Name of Project/ Program / Intervention	State and Districts	SDGs	Financial Year	Appendix
1	Improving Enrolment, Retention, and Learning outcomes for Out-of-School girls	Shivpur, Raria and Nawabganj Blocks in Bahraich district of Uttar Pradesh	Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all Goal 5: Achieve gender equality and empower all women and girls	2024-25	1

This report is prepared exclusively for the benefit of the Client, as defined in the engagement agreement between ESGPRO Consultancy India LLP, a Social Impact Assessment Entity (SRO registration number ICMAI SAO/ 2024-25/SAO/0001) and the Client FEGG.



**Management Responsibility**

The management of FEGG is, *inter-alia*, responsible for identification of programme output in terms of eligible activities under Regulation 292E of SEBI (ICDR) Regulations, establishing and maintaining appropriate performance management and internal control systems and completion of performance data for reporting purposes.

In relation to the Social Impact Report and more specifically Section 3, referred to in this report contained therein, the management is responsible for ensuring that the Report is prepared in accordance with established social impact assessment methodologies and relevant guidelines and the accuracy and completeness of the information as presented in the Report including a comprehensive assessment of the social impact arising from the organization's activities.

Management 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.

FEGG 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.

Social Impact Assessor Responsibility

A Social Impact assessment, conducted as an independent, objective and reliable examination of impact of a project improving Enrolment, Retention, and Learning outcomes for Out-of-School girls by FEGG, is designed to Assess whether the project 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.

This report also includes a specific review of and our comments on the matters as contained in the Social Impact Report prepared by the FEGG and placed before us in Form 2.1.

FEGG implements similar project(s) in the same geographies funded through sources other than through the Stock Exchange. However, such projects, if any, have not been subject to Social Impact Assessment by us and are excluded from the scope and boundary of our assessment.

We conducted our engagement in accordance with SEBI Regulations/Guidelines, as applicable for Social Enterprises listed on a Social Stock Exchange and the terms of listing of the project on NSE.

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/specific 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/samples/ 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 constituted 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 legal 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.

Work Undertaken

We have conducted a social impact assessment of the project placed before us and also examined the Annual Social Impact Report in Form 2.1 by performing procedures including review of records of the PEGG, documents in relation to project assessed, review of survey responses, field visits, meetings with communities served and conduct of telephonic surveys.

We have also examined a sample of the data and the sources of information on which the Social Impact Assessment Report is based.

Independence

The social impact 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 area 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 SAO 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 behaviour. The social impact assessment organization has systems and processes in place to monitor compliance with the Code and to prevent conflicts regarding independence.

Report

Our detailed report, concluded based on discussions with the client on each of the listed projects is placed in Appendix 1 appended to this report and includes the following details on a project wise basis:

Section A: Executive Summary

Section B: About the Project and Social Enterprise

Section C: Scope and Objectives of the Social Impact Assessment, Approach and Methodology

Section D: Gaps, Findings and Challenges identified along with recommendations

Section E: Social Impact Assessment

Section F: Annexures (Survey Questionnaires)

For ESGPRO Consultancy India LLP
ICMAI SAO/2024-25/SAO/001

**RAKESH
TAYAL**
Partner



Social Impact Assessor Name & Membership No.: Rakesh Tayal, ISAI/SA-025
Unique Document Identification Number (UDIN): 250997036NHUP9842

Appendix 1: Social Impact Assessment Report 2024-25

Name of Social Enterprise	- Foundation to Educate Girls Globally
NSIC -SSE Reg no.	- NSICESSENP00002
Registered Office	-50/B, First Floor, Tolstoy Lane, Janpath, New Delhi - 110001
Corporate & Head Office	-C-103, 50A, 1 st Floor, Rani Baccourt, Shah Industrial Estate, Off Veera Desai Road, Andheri West, Mumbai - 400 053
Operating Locations	- Risia, Nawabganj and Shipur Blocks of Bahraich district of Uttar Pradesh

Report prepared by

Name of SIA Firm	- ESGPRO Consultancy India LLP
Empowerment no.	- (CIN) SAO/ 2024-25/SIAO/0002
Period	-01.04.2024 to 31.03.2025
Framework used	- Logical Framework Analysis and Theory of Change



Notice to Reader

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- d. ESGPRO's observations represent ESGPRO's understanding and interpretation of the facts based on reporting of beneficiaries and stakeholders. The recommendations provided may not be exhaustive from the perspective of bringing about improvements in the program and additional steps/efforts may be required on the part of the management to address the same.
- e. ESGPRO performed and prepared the information at client's direction and exclusively for client's sole benefit and use pursuant to its client agreement. Our report is based on the completeness and accuracy of the above-mentioned facts and assumptions, which if not entirely complete or accurate should be communicated to us immediately, as the inaccuracy or incompleteness could have a material impact on our conclusions.
- f. Should any unauthorized person or any entity other than Foundation to Educate Girls Globally obtain access to and read this report, by reading this report such person/entity accepts and agrees to the following terms:
 - 1) The reader of this report understands that the work performed by ESGPRO was performed in accordance with instructions provided by Foundation to Educate Girls Globally and was performed exclusively for Foundation to Educate Girls Globally sole benefit and use.
 - 2) The reader of this report acknowledges that this report was prepared at the direction of Foundation to Educate Girls Globally and may not include all procedures deemed necessary for the purposes of the



reader:

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Section A: Executive Summary

The Foundation to Educate Girls Globally (FEGG) has raised Rs. 1.30 crore (Rs. 1.25 crore for the project and Rs. 0.05 crore for issue related expenses) from the SSE segment of NSE and listed for Project titled "Improving enrolment, retention, and learning outcomes for out-of-school girls" for intervention carried out in 5 blocks of Bahraich district of Uttar Pradesh state on 20th April 2024. The program is 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 Educate Girls Globally (FEGG), is registered with NSE's SSE segment (Reg. No. NSEBSSEMP00032) since November 20, 2023, and got listed NSE-SSE on April 12, 2024. SEBI's Regulation 91(E) mandates social enterprises to submit an Annual Impact Report assessed by an empanelled Social Impact Assessment Firm. The assessment evaluates FEGG's impact on out-of-school girls' (OOSG) enrolment, 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.

A.3 Program Activities

Table 2: Activity Matrix

Metrics	Target	Achieved
OOSG Enrolled	4255 girls	4275 girls
Retention Rate	90%	NA*
Life Skills Education Participants	962 girls	962 girls
GKP Beneficiaries	3700 beneficiaries	4109 beneficiaries

*We are unable to comment on the retention rate of this target, as the relevant data is typically collected in the second half of the following academic year.

Figure 1: Target Vs Achieved



a. Enrolment and Retention

In F.Y 2024-25, FEGG has taken target to enrol 4,285 girls in 3 blocks of Bahraich district. During the year, FEGG has identified 6079 girls (39% in Shivpur, 38% in Risla and 25% in Nawabganj) and enrolled 4,275 OOSG. 37% are in Shivpur, 38% in Risla and 27% in Nawabganj. As the block-wise target of OOSG enrolment was not provided, our assessment remains limited in this regard. Therefore, a comparison of target vs. actual achievement at the block level could not be undertaken.

b. Bal Sabha Operations (Life Skill Education)

In the academic year 24-25, total 74 schools were selected by FEGG for Life Skill Education program wherein 962 girl members were actively involved in 3 blocks of Bahraich. Out of total schools selected for LSE program 35% are in Risla, 32% in Nawabganj and 32% in Shivpur.

c. GKP Operations

A total of 4,109 students benefited from the GKP program run by FEGG in 80 schools. Out of 548 operational schools, 37% are in Risla, 37% in Nawabganj and 26% in Shivpur. In the academic year 24-25, total 4109 girls were selected for GKP program, out of this 28% schools are in Risla, followed by 33% in Nawabganj and 39% in Shivpur.

A.4 Program Intervention

a. Community Mobilization

- Team Balika:** A network of 121 trained community volunteers played a pivotal role in identifying OOSG, raising awareness, and supporting enrolment and retention efforts.
- Engagement Activities:** Conducted 37 Gram Shiksha Sabhas and 79 Mohalla Meetings to foster community involvement.

b. Educational Interventions

- Gyan Ka Pitara (GKP):** Benefited 4,109 children through activity-based learning kits and remedial sessions focused on foundational literacy and numeracy.
- Life Skills Education:** Engaged 962 adolescent girls in leadership, communication, and critical thinking training through Bal Sabha councils.

c. Government Collaboration

- Partnered with state and local governments to align with initiatives like Samagra Shiksha and NEP 2020.

d. Infrastructure and Support

- Provided learning materials GKP kits in 80 schools.
- Organized vocational training for Team Balika 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:

- Students (Girl):** Girls aged 5-14 years, with a focus on marginalized communities.
- Parents:** Key influencers in enrolment decisions.
- Community Volunteers (Team Balika):** Played a critical role in community mobilization and program delivery.
- Government Officials:** Provided policy alignment and technical support.
- Teachers:** Facilitated program implementation at the school level.



A.6 Methodology and Sampling

The Social Impact Assessment adhered to the framework for Social Audit Standards (SAS) and the guidance provided by SEBI's Listing Obligations and Disclosure Requirements (LODR). A mixed-method approach combining quantitative surveys and qualitative evaluations was employed. The Sample Size is calculated at 95% confidence level with 10% margin of error and 50% population proportion. Minimum sample size for enrolment comes out at 93 out of 4275 as per this approach.

A.7 Program Evaluation

a. Quantitative Analysis

- i. **Sample Size:** A statistically sample of 107 enrolled ODSG, 164 GKP beneficiaries, 34 life skills education beneficiaries, and 9 Team Balika volunteers was selected, representing diverse geographic and socio-economic profiles.
- ii. **Sampling Methodology:** Multi Stage stratified random sampling was employed, ensuring representation across operational district.
- iii. **Key Indicators:** Enrolment rates, literacy and numeracy levels, and stakeholder engagement metrics.

b. Qualitative Analysis

- i. **Framework Utilized:** Logical Framework Approach (LFA): Structured inputs, activities, outputs, outcomes, and impacts to visualize mid-term and long-term projections.
- ii. **Alignment with SAS:** 300 and 400 standards for education and gender equity.

A.8 Survey Findings and Results

a. Enrolment and Retention:

i. Beneficiary Profile:

The initiative targeted girls between the ages of 5 and 14, with a structured approach tailored to different age groups. Younger girls aged 5-10 was reintroduced to foundational education (30%), while adolescents aged 11-14 were prepared for formal schooling alongside life skills training to help them overcome socio-economic challenges (10%). Out of total 97% of girls are enrolled in grade 2 to grade 7 where the efforts are more to convince since this segment is mostly either drop out or least willing for schooling.

A significant proportion of beneficiaries belonged to marginalized communities, with 20% from Scheduled Castes (SC), 62% from Other Backward Classes (OBC), and 18% from other groups.

ii. Findings and Analysis:

The FEGG program has received demonstrates positive feedback, with 58% of participants rating it as "5 - Very Helpful" and 20% providing a rating of 4, reflecting high satisfaction levels. However, 7% rated it 3, signalling opportunities for improvement, while 6% gave a rating of 1, while 29% did not responded. Key suggestions for additional support included financial assistance (30%), extracurricular activities (14%), better learning materials (37%), and career counselling (3%), (8%) do not want anything and (28%) not responded.

The student feedback reveals a largely positive school experience among respondents. A significant 78% of students expressed that they love going to school, indicating a strong level of engagement and motivation. However, 2% reported only occasional enjoyment and 18% chose not to respond, suggesting areas where further inquiry or support may be needed.



When asked about their favourite subjects, Hindi emerged as the most popular choice (41%), followed by Maths (7%), while 12% liked Hindi and Maths, and another 12% selected all three (Hindi, English, and Maths). Notably, 27% did not respond, which may indicate indecision or lack of subject affinity.

In terms of emotional well-being, 83% of students reported feeling happy at school, 2% expressed unhappiness, and 15% did not respond, suggesting overall satisfaction but also a segment requiring emotional support. Regarding teacher accessibility, 42% of students felt they could easily approach all teachers, while 22% were comfortable with only some, and 7% reported only occasional comfort, highlighting the importance of inclusive teacher-student communication.

Lastly, friendship dynamics at school appeared encouraging, with 74% confirming they have friends, though 12% reported lacking friendships, and 14% did not respond, indicating the potential need for initiatives to promote peer inclusion and social bonding.

iii. Input

The following program inputs were identified across stakeholder groups:

a. Program Awareness and Support

Parents became aware of FEGG through school announcements and community outreach. They appreciated assistance in documentation for enrolment, especially Aadhar-related tasks, and acknowledged FEGG's role in motivating families. Students reported a positive school environment, encouragement to attend, and support from volunteers. Teachers and volunteers confirmed that Team Balika members regularly tracked student attendance and worked closely with schools to identify absentees. Government officials highlighted alignment of FEGG's objectives with existing schemes such as scholarships and mid-day meals.

b. Infrastructure

Teachers highlighted infrastructure challenges, including lack of adequate facilities and learning materials. Community leaders also pointed to persistent gaps in sanitation, safety, and classroom infrastructure, especially in remote schools.

c. Volunteer Training

Volunteers expressed strong motivation to contribute to girls' education. Key challenges included community resistance, inadequate training, and the need for recognition and logistical support.

d. Identified Needs

Parents requested support for transportation, follow-up for irregular attendance, and help with enrolment documentation. Volunteers emphasized the need for refresher training tailored to local community dynamics. Teachers indicated the necessity for additional teaching aids and facility upgrades.

iv. Output

The program has achieved notable quantitative and qualitative results:

- Enrolment and Attendance:** 83% of students reported regular attendance post-intervention.
- Educational Engagement:** 80% of students expressed they feel happy at school, while 74% reported having strong friendships, showcasing a supportive social environment.



iii. **Teacher-Student Interaction:** 50% of students found teachers approachable and supportive, reflecting improved engagement.

v. **Outcome**

Students participating in the program reported better communication, decision-making, and confidence. Life skills were applied in home, school, and peer settings. Students reported that they now attend school more regularly and feel supported by their family. Teachers observed reduced dropout rates, increased participation, improved student behaviour, and a shift in parental attitudes toward girls' education.

Parents reported that their daughters became more attentive, organized, and interested in school. Students shared that it became easier to stay in school, and they felt encouraged to study further. Career aspirations among students included becoming teachers, doctors, or police officers.

vi. **Impact**

Across all eight stakeholder groups, there is consistent affirmation of the FEGG program's effectiveness. Stakeholders observed tangible improvements in school enrolment, student engagement, and parental attitudes. To sustain and build on these gains, continued investment in training, educational materials, and stronger government integration is recommended. A collaborative approach between community, government, and FEGG teams will be key to ensuring long-term, scalable impact.

b. **GKP and LSE**

As a part of its retention program, GKP and LSE are the key activities performed by FEGG program aims to improve foundational literacy, numeracy, and life skills among students in underserved regions. This assessment synthesises data from students, teachers, and principals across Shivpur, Nawadganj, and Risla to evaluate the programs' reach and effectiveness.

In the survey, total 252 students and 22 teachers were approached. Students are Majority in 9-12 age group: 96% with over a year of school experience. 91% of the teachers are associated with FEGG program for more than one year.

i. **Input**

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

- **GKP Resources:** 27% of students consistently attended sessions, and 100% of teachers confirmed adequate resource availability.
- **LSE Resources:** 76% of students and 100% 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, ensures that both programs are delivered effectively. However, occasional logistical challenges underline the need for improved resource distribution mechanisms.

ii. **Output**

GKP:

- 67% of students reported improvements in their skills.
- 76% almost completed assigned tasks in sessions, demonstrating high engagement.
- Teachers observed enthusiastic participation in interactive activities, such as group problem-solving and reading comprehension.

LSE:



- 88% of students gained problem-solving skills, 35% learned health and hygiene concepts, and 29% developed communication skills.
- Group participation was significant, with 74% consistently engaging in collaborative activities.

ii. Outcome

GKP:

94% of teachers reported improvements in literacy (reading comprehension and vocabulary) and numeracy (arithmetic and problem-solving).

LSE:

71% of participants demonstrated better decision-making, and 57% showed increased confidence.

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

iv. Impact

Long-Term Aspirations:

- GKP students demonstrated improved academic performance, with 88% of teachers reporting significant progress.
- LSE students with 71%, exhibited better time management and problem-solving abilities preparing them for future challenges.

Community Transformation:

- 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 envision brighter academic and personal futures. The involvement of volunteers amplified community impact, ensuring skill dissemination beyond classrooms.

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: ₹1.30 crores (₹1.125 for the project and ₹0.05 for issue related expenses) over the financial year.

Social Value Generated: ₹28.53 crores, including increased household incomes, reduced fertility rates, improved health and long-term economic benefits of education.

SROI Ratio: 22.68:1, indicating significant social value creation.



A.10 Logical Framework and Impact Scorecard

Table 2: Log Framework

Component	Input	Output	Outcome	Impact
OOBG Enrolment	Community mobilization resources	4,278 girls enrolled	Improved access to education	Enhanced gender equity in education
Life Skills Education	Training modules for life skills	962 girls trained	Increased confidence and leadership	Long-term social and economic empowerment
Gyan Ka Pitara	Educational kits and remedial sessions	4,109 students benefited	Enhanced literacy and numeracy	Improved academic performance

A.11 Gaps and Challenges

Challenges

a. Infrastructure Deficits:

- Insufficient 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.

Gaps

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

A.12 Recommendations for Improvement

a. Strengthening Infrastructure:

- Increase number of GKP session duration by increasing visits of Field Coordinators and Team Balika
- Synchronization of GKP and LSE curriculum with Government Study material so that same can be carried forward by teachers after training by FEQG.
- To know real impact, track how many girls are enrolled in Secondary and Senior Secondary Schools.

b. Enhance Community Engagement:

- Conduct more frequent Gram Shiksha Sabhas and Mohalla Meetings specially to increase the retention and attendance rate.
- Incentivize parental involvement through awareness campaigns on long-term educational benefits.
- Brand awareness sync with program intervention will help in reduction in cost.

c. Scale Vocational Training:

Expand skill development programs for Team Balika volunteers to enhance local leadership capacity.



Key challenges identified in the programs include low participation in Life Skills Education (LSE) programs, which can be addressed by expanding the program to include more older students while tackling gender-specific barriers to retention. Material access issues highlight the need to strengthen logistics for 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 programs' impact.

A.13 Conclusion

FEGG's 2004-05 initiatives have made transformative strides in improving education access and gender equity in rural India. By enrolling 4275 OOSG, enhancing foundational literacy, and empowering girls through life skills education, the program has laid a solid foundation for long-term societal change.

The SROI of 22.06:1 highlights the significant social 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 FEGG's commitment to empowering girls through education.



SECTION B: About the Project and Social Enterprise

B.1 Background of the Engagement

Foundation to FEGG Globally, also known as "FEGG" (hereinafter referred to as "FEGG" or "the Company" or "NPO" or "the Foundation") was incorporated on December 5, 2007, as a private limited company (Limited by Guarantee under Section 25 of the Companies Act, 1956, validly existing under Section 8 of the Companies Act, 2013). The company is registered with SSE segment of National Stock Exchange on 20.11.2023 bearing registration no.: NSESENP06032 and got listed on SSE segment of NSE on April 12, 2024.

As required by Regulation 91 (E) of SEBI (Listing Obligation and Disclosure Requirements (LODR), 2015), every Social Enterprise which is either registered with or raised funds through a Social Stock Exchange or a Stock Exchanges, 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. In this respect Form 3.1 has been issued by respective stock exchanges for the listed projects.

FEGG has engaged M/s ESGPRO Consultancy India LLP, a Social Impact Assessment Firm empanelled with self-regulatory authority carrying empanelment no. ICHAI SAO/2024-25/SAO/0001 vide engagement letter dated 04.06.2025. Mr. Rakesh Tayal is the Social Impact Assessor having membership no. ISAI/SA 025. The scope of our assessment is limited to the program listed on the NSE SSE.

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 19th September 2022 covering all the significant activities carried out by FEGG. The primary objectives of the assessment of the FEGG program are to assess the role of FEGG in enrolment and retention of out of school girls (OOSG).



B.2 About the Project

The project is titled “Improving enrolment, retention, and learning outcomes for out-of-school girls”. It aims to address educational exclusion by identifying, enrolling, and supporting out-of-school girls (OOSGs) aged 5-14 years and adolescent girls who have dropped out of formal education and are in high-need geographies, who are vulnerable to long-term exclusion from formal education due to early marriage, poverty, and low literacy.

The intervention is located in three rural and educationally backward blocks of Bahraich district (which is an aspirational district) located in the state of Uttar Pradesh—Shivpur, Risa, and Nawabganj — taken in view of the socio-economic challenges prevailing in these geographies, which contribute to low literacy rates and poor levels of education.

Figure 2: Map showing Geographical Coverage



Under this project, the Foundation to Educate Girls Globally (FEGG) will implement a community-based, government-aligned model for:

- Enrolment - Retention - Learning Cycle
- Community Mobilization and Empowerment
- Team Baitika and Staff Training
- Foundational Learning through Gyan-Ka-Pitra

The initiative is funded through the issuance of Zero Coupon Zero Principal (ZCZP) Instruments aggregating ₹1.30 crore (Rs. 1.25 for the project and Rs. 0.05 for issue related expenses) (with each unit priced at ₹1). 100% of the net proceeds are utilized for direct programmatic implementation, ensuring on-ground impact without administrative diversion.

The project is aligned with key government initiatives such as the Right to Education Act, Samagra Shiksha Abhiyan, Beti Bachao Beti Padhao, and the National Education Policy 2020, reinforcing public education delivery rather than creating parallel systems.

a. Target Segment

The program is geographically and demographically targeted to support Out-of-School Girls from underserved and weaker sections in regions marked by low female literacy, inadequate educational infrastructure, and limited engagement with formal schooling systems.

Table 4: Target Segment

Category	Attribute	Details
Demographics	Target Group	Out-of-School Girls (OOSGs)
	Age Range	5 to 14 years
	Gender	Female
Geographic Focus	State	Uttar Pradesh
	District	Bahraich
	Blocks Covered	Shivpur, Risa, Nawabganj
Socio-Economic Profile	Economic Class	Marginalized and economically weaker families
	Identification Method	Community-based surveys and FEGG's internal enrolment mapping

Internal Definition of Target Segments:

FEGG 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 been absent for 45 days or more.

- **Persistent Gaps in Literacy and Learning:** Districts with low female literacy rates and foundational learning outcomes, indicating the need for remedial academic support.
- **Socio-economic Challenges:** Districts identified through national indices (e.g., NRI, NFHS) as educationally and economically backward.

b. Program 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 teams for imparting training in the field of education, creation and promotion of awareness in rural and backward areas for education of girls.

Table 6: Program Objective

Name of the program	Identification, Enrolment and Retention of Marginalized Out-of-School Girls	
SOG Goal Alignment	 SDG 4 - Quality Education  SDG 5 - Gender Equality	
Thematic area under SEBI (ICDR) Regulation 2010	202E(i): Promoting education, employability and livelihoods 202E(iv): Promoting gender equality and empowerment of women and LGBTQIA+ communities	
Purpose of the Project	Improve Enrolment and Retention of marginalised out-of-school girls (aged 5-14 years), and Learning outcomes in foundational literacy and numeracy for children from the most rural, remote and educationally backward blocks of Shivpur, Risla and Newabganj in Bahraich district of Uttar Pradesh.	
Duration of Program	12 months	
Number of Direct Beneficiaries FY 24-25	Total Out-of-School Girls (OOSG) Enrolled: 4,255 % of OOSG Retained year on year: 90 Total Girls Trained in Life Skills: 962 Total Children with Improved Learning Outcomes: 3,700	

E. Problem Overview

i. Problem Statement:

Despite advancements in education over the past decades, millions of girls in rural and educationally backward areas of India remain out of school. Societal norms, poverty, early marriage, and lack of awareness significantly limit access to education for girls, particularly in rural areas. These barriers result in low enrolment 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.

ii. Extent of Challenge:

- **Enrolment Gaps:** India still has around 4 million out-of-school girls in the 5-14 age group. These girls face multiple barriers to accessing education and realizing their potential.

- **Foundational Learning Deficits:** The Annual Status of Education Report (ASER) 2022 underscores serious gaps in foundational literacy and numeracy, especially among rural girls. More than 50% of adolescents aged 14–18 struggle to solve basic math problems or read simple text, indicating the fragility of learning outcomes.
- **Geographic Disparities:** States like Uttar Pradesh consistently record poor educational indicators. As highlighted by ASER 2022 and UDISE+ data, weak schooling infrastructure and socio-economic disadvantages in these states deepen the challenges related to both enrolment and learning outcomes.
- **Retention Rates, Dropout Rates and Out-of-School Girls (OOSG):** Retention rates also highlight challenges. Data from UNICEF India (2023) indicates that about 30% of girls drop out before completing elementary education, driven by factors such as early marriage, child labour, and societal biases. Several factors that contribute to dropout rate are:
 - o **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 labour, distracting them from their educational pursuits. Approximately 6.68% of children aged 10–14 are engaged in child labour, with a higher prevalence among males (7.2%) compared to females (6.1%). Source UNICEF
 - o **Cultural Norms:** Traditional gender roles and expectations, such as early marriage, prevent many girls from continuing their education.
 - o **Infrastructure Gaps:** Lack of separate toilets and safe school environments disproportionately affect adolescent girls.
 - o **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 lower enrolment and higher dropout rates. Efforts are ongoing to shift these perceptions through awareness campaigns and community engagement initiatives.

Educate Girls works to advance girls' education in these rural, educationally backward areas—not for commercial gain, but to strengthen human resources through awareness building, community mobilisation, and capacity development. The organization also focuses on nurturing grassroots teams that facilitate training, enrolment, and retention efforts in these communities.

d. Program / Intervention Summary:

Educate Girls works to advance girls' education in these rural, educationally backward areas—not for commercial gain, but to strengthen human resources through awareness building, community mobilisation, and capacity development. The organization also focuses on nurturing grassroots teams that facilitate training, enrolment, and retention efforts in these communities. By addressing key issues such as school enrolment 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.



Table 6: Summary of the Programme Intervention

Particulars	OOSB Enrolment & Retention	Team Balika	Life Skill Education (Kai Sabha)	Oyan Ka Pitara
Target Beneficiaries	Out-of-school girls aged 9-14 years.	Community volunteers advocating for girls' education.	Adolescent girls in grades 6-8.	Children in primary grades, especially first-generation learners.
Goals & Objectives	Increase enrolment 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.
Input Resources	Community mobilization tools, surveys, mobilization sessions.	Volunteer recruitment and training modules, advocacy tools.	Life skills training modules, materials for participatory activities.	GoP kits (worksheets, tools), volunteer training resources.
Activities	-Identify OOSBs via door-to-door surveys. -Conduct Gram Shiksha Sabhas (GSS) and Mahila Meetings.	-Recruit and train Team Balika members. -Organize household visits and community awareness events.	-Establish Kai Sabha councils. -Conduct life skills sessions on leadership, hygiene, and confidence.	-Distribute GoP kits. -Conduct remedial learning sessions. -Evaluate progress through assessments.
Outputs	-Enrol OOSBs in schools. -Increase attendance and reduce dropouts.	-Increased number of trained volunteers. -Improved community awareness about girls' education.	-Formation of functional Kai Sabha councils.	-Reduced the learning gaps in primary grades. -Enhanced literacy and numeracy skills.
Outcomes	-Increased enrolment rates for OOSBs. -Positive shift in community attitudes.	-Empowered community leaders advocating education. -Increased enrolment and retention rates.	-Girls exhibit leadership and problem-solving skills. -Increased confidence among participants.	-Improved academic performance. -Higher engagement and confidence among students.
Impact	-Enhanced gender equity in education. -Long-term benefits through increased literacy and employability.	-Sustained community support for girls' education. -Long-term gender equality in education access.	-Empowered girls become agents in their communities. -Intergenerational social impact.	-Long-term academic success for marginalized children. -Confidence to pursue higher education.



B.3 KPIs:

a. Operational Target

Table 7: Operational Key Performance Indicators

KEY PERFORMANCE INDICATORS	
District	Bahraich
Blocks	3
Villages	124
Total Operational schools	124
Field Coordinators (FC)	37
Team Balika (TB)	124
Block Officers (BO)	3
Total Out-of-School Girls (OOSG) to be enrolled (aged 5 to 14)	4,255
Girl Leaders to be Trained in Life Skills	962
School Management Committee (SMC) Members to be Trained	688
Total Gyan Ka Pitara (GKP) Beneficiaries	3,703
School Improvement Plans (SIP) Beneficiaries	2,229
Total Beneficiaries (Number OOSG enrolled + Girl leaders + GKP Beneficiaries + SIP beneficiaries)	11,127

b. Budget

Table 8: Budget Allocation

Cost Head	Total Budget (in INR)
Cost for enrolment of out of school girls	3,74,777
Cost of Retention of children	6,96,019
Cost of Learning of Children	7,10,986
Project Office Cost	4,10,866
Project Monitoring and Evaluation Cost	27,036
Program Implementation Team's Cost	57,11,620
Program Implementation Team's Travel Cost	29,00,517
Volunteer Engagement Cost	62,083
Central Program Cost	8,06,528
Total	1,25,00,000

B.4 Brief about Social Enterprise (Organization) - FEGG

Foundation to Educate Girls Globally (also known as "FEGG") (hereinafter referred to as "FEGG" or "the Company" or "the Foundation") was incorporated on December 5, 2007, as a private limited company, Limited by Guarantee under Section 25 of the Companies Act, 1956, validly existing under Section 8 of the Companies Act, 2013. The company has its registered office at 50/8, First floor, Tolstoy Lane, Jangpeth, New Delhi - 110001, India and head Office/Corporate office at C-103, Remi Bazaar, Plot No. 9, Shah Industrial Estate, Off Veera Desai Road, Andheri West, Mumbai - 400053, Maharashtra, India. The Corporate Identification no. of the company is U80900DL2007NPL171093.



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 not on a commercial basis.
- To promote human resources and work teams 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.

B.5 Organization Structure and Governance at reporting date

Figure B: Organisation Structure



The organisational structure at Foundation to Educate Girls Globally (FEGG) is designed to drive its mission of improving girls' 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 5 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.

On the ground, Field Teams comprise program staff, field coordinators. These teams are crucial for identifying out-of-school girls, mobilizing communities, engaging local stakeholders, and driving enrolment 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
- Prevention of Sexual Harassment Policy
- Privacy Policy
- CSR policy
- Determination of materiality of Key Risk and Information Policy
- Preservation of Document
- Risk Management policy



viii. Anti-fraud & Whistle blower policy

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

B.6 Organizational Approach

FEGG 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:

I. General Activities for Enrolment-Retention-Learning Cycle

a. Team Balika and Staff Training

Team Balika are unpaid, mission-aligned community volunteers from the village who work to catalyze school reforms at the village level and serve as a bridge between the community and the cause. Educate Girls conducts residential and non-residential training sessions for Team Balika and program staff to equip them with the skills and capabilities required for implementing all aspects of the program on the ground.

b. Community Mobilization and Empowerment

To create a mindset, shift toward girls' education and foster a sustainable ecosystem of support, parents and communities are mobilized through home visits and counselling sessions conducted by field teams and Team Balika. Additional outreach includes Gram Shiksha Sabhas (GSS) and Mahalla Meetings (MM) to raise awareness about the importance of girls' education. These events are used to engage village leaders, elders, school staff, and the broader community in creating an enabling environment for girls' education and empowerment.

II. Activities for Enrolment

a. Identification and Enrolment of Out-of-School Girls (OOSGs)

The enrolment process involves door-to-door surveys by Team Balika and field staff, alongside triangulation with state-wise government data to identify out-of-school girls in the target geographies. Upon identification, follow-up home visits are conducted to counsel families and encourage enrolment. Community-level sensitization is reinforced through GSS and MM platforms.

III. Activities for Retention

a. School Management Committee (SMC) Strengthening

In line with the Right to Education Act (2009), every school is expected to have a functional School Management Committee (SMC) comprising parents, teachers, village elders, and students. The implementing agency provides orientation and capacity-building support to SMC members, many of whom lack formal education, to enable them to understand their responsibilities and contribute effectively. Support is provided to assist SMCs in preparing School Improvement Plans (SIPs) aimed at ensuring five basic RTE-compliant infrastructure requirements:

- Adequate student-teacher ratio
- Separate toilets for girls
- Safe drinking water facility
- Boundary walls for school premises
- Kitchen shed/facility for mid-day meals



Monthly parent meetings are also facilitated to monitor school-level issues and discuss corrective measures.

b. Life Skills Education for Adolescent Girls

The formation of a democratically elected Bal Sabha (Girls' Council) is undertaken for girls in grades 6-8. The council comprises 10 members and serves as a platform for participation and leadership development. Life skills sessions cover communication, confidence, leadership, public speaking, health, hygiene, critical thinking, and problem-solving.

IV. Activities for Improving Learning Outcomes

a. Gyan Ka Pitara (GKP) – Supplementary Learning Curriculum

Recognising that enrolment alone does not ensure learning, the program introduces **Gyan Ka Pitara (Repository of Knowledge)**—a remedial curriculum for children in grades 1 to 5. This curriculum is designed to support first-generation learners from marginalized communities who lack a conducive learning environment at home.

GKP includes modules and worksheets aimed at building micro-competencies in English, Hindi, and Mathematics. The curriculum is gender-agnostic and aligned with ASER standards. Progress is measured through baseline and endline assessments conducted annually to track improvements in foundational literacy and numeracy.

V. Comprehensive Impact

The total number of direct beneficiaries from these initiatives is an impressive 9,040 encompassing:

- 4,275 out-of-school girls who will be enrolled.
- 902 girl leaders trained in life skills.
- 4,109 beneficiaries of the Gyan Ka Pitara program.

By focusing on life skills education, FEGG 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

The Securities and Exchange Board of India (SEBI) introduced amendments to the Listing Obligations and Disclosure Requirements (LODR) Regulations in 2021, integrating social impact assessment into the reporting framework for entities listed on the Social Stock Exchange (SSE).

Scope:

- Understanding objectives, scope* and parameters
- Review of secondary data obtained from the company
- Designing questionnaires for direct and indirect beneficiaries
- Identifying data source and collation of data of projects
- Understanding who are the beneficiaries of the project and benefits received
- Analysing information and data obtained from:
 - Company
 - Beneficiaries
 - Third Parties
- Conducting visits at Project locations for surveys, interviews and group discussions etc.

Our Scope of Social Impact Assessment is limited to the listed project only.

The purpose of Social Impact Assessment (SIA) is to ensure transparency and accountability in the operations of social enterprises and non-profits listed entities 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 to Educate Girls Globally (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 PGGG's core programs:

Table B: Impact Metrics

Focus Area	Metrics	Qualitative/Quantitative
Enrollment and Retention of Out-of-School Girls (OOSGs)		
Number of OOSGs Identified and Enrolled	Track girls identified and enrolled in education.	Quantitative
Dropout Reduction Rates	Track the percentage decrease in school dropout rate post-intervention.	Quantitative
Regular Attendance Rates	Measures the percentage of enrolled girls attending school regularly.	Quantitative
Community Engagement Activities	Measures Gram Shiksha Sathas (GSS) and Mahila Meetings (MH) conducted to mobilize families.	Qualitative
Team Balika (Volunteer Engagement)		
Number of Volunteers Trained	Track the number of Team Balika members recruited and trained.	Quantitative
Outreach Activities by Volunteers	Number of home visits, counseling sessions, and community mobilization activities conducted.	Qualitative
Retention of Volunteers	Percentage of Team Balika members continuing their roles year-over-year.	Quantitative
Impact on Enrollment Rates	Number of girls enrolled due to direct intervention by volunteers.	Quantitative
Life Skills Education through Bal Sabha		
Number of Adolescent Girls Trained	Track girls participating in life skills programs like Bal Sabha councils.	Quantitative
Skills Development Outcomes	Percentage of girls reporting improved leadership, confidence, and decision-making abilities.	Qualitative
Number of Life Skills Sessions Conducted	Total sessions delivered focusing on critical thinking and public speaking.	Quantitative
Gyan Ka Pitara (Learning Outcomes)		
Foundational Literacy and Numeracy Progress	Improvement in literacy and numeracy levels as measured through baseline and end-line assessments.	Qualitative
Number of GKP Kits Distributed	Total kits (worksheets, flashcards, storybooks) provided to schools.	Quantitative
Participation Rates in Remedial Sessions	Track the number of children attending GKP remedial learning sessions.	Quantitative
Monitoring and Evaluation		
Baseline and End-Line Assessments Conducted	Total assessments performed to measure program outcomes and progress.	Quantitative

Focus Area	Metrics	Qualitative/Quantitative
Percentage of Data Cross-Verified	Independent audits conducted to ensure data accuracy.	Quantitative
Impact on Gender Parity	Changes in gender ratios in school enrolment and attendance post-intervention.	Quantitative
Financial Efficiency		
Cost per Beneficiary	Track the average expenditure per beneficiary to measure resource optimization.	Quantitative
Funds Utilised for Programme Implementation	Proportion of funds allocated directly to high-impact interventions.	Quantitative

i. Alignment with SEBI Guidelines

These metrics align with SEBI'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.

ii. Alignment with National Policies

Ensuring alignment with RTE, Samagra Shiksha Abhiyan and NEP 2020

C.2 Objectives of Social Impact Assessment

The Objective of Impact Assessment is to evaluate the effectiveness, efficiency and relevance of social interventions undertaken by FEQG for the project listed on the Stock Exchange. The primary aim is to assess whether the project/program/program-based activity is operating in accordance with the stated strategic intent and planning, assesses the stated performance in terms of impact/outcomes and to provide suggestions if any to improve the impact measurement and / or performance and to provide a report thereon.

C.3 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.

C.4 Approach and Methodology

Guided by the integrated Logical Framework Analysis (LFA) and Theory of Change model, the study adopted a cohesive and structured approach to assess the impact of the project.

The ESGPRO team initiated the assignment with a formal kick-off meeting with the Foundation to Educate Girls (FEGG) team to clarify the scope of work, align expectations, and understand the project context. Key documents such as the Memorandum of Understanding (MoU) between FEQG and State Government was reviewed.

Using LFA principles, a detailed desk review was undertaken to:

- Conduct stakeholder and contextual analysis.
- Develop problem and solution trees.



- Design the logical framework linking inputs, activities, outputs, outcomes, and impact.
- Finalize key stakeholders for engagement.

The Theory of Change model was applied to validate causal pathways from activities to outcomes, identify underlying assumptions and potential risks, and refine indicators for effective monitoring and evaluation.

a. Approach:

FEGG 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 6th to 8th standard through life skill education programs. The indirect benefit due to project intervention has also extended to the Team Balika (Volunteers) who have been provided training in vocational courses and developing community leadership through their active involvement in FEGG 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 FEGG's Project Interventions

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

Table 1.0: Logical Framework Approach

Component	Input	Output	Outcome	Impact
Enrolment & Retention of OOSG	Community mobilization resources (volunteers, training materials).	Identification of OOSG in target states (district-wise).	Reduction in the number of out-of-school girls.	Enhanced educational access for marginalized girls.
	Volunteers' capacity building	Enrolment campaigns conducted.		Improved literacy rates and gender parity in education.
	Data collection tools for OOSG identification.	Increased enrolment 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 mentoring activities.	Enhanced capacity of volunteers to address local challenges.	Increased community ownership education outcomes.

Component	Input	Output	Outcome	Impact
Life Skill Education through Bal Sabha	Training modules for life skills education.	Establishment of Bal Sabha councils in schools.	Improved leadership, decision-making, and self-confidence among girls.	Empowered girls as change agents in their communities.
	Capacity building for teachers and volunteers to mentor girls.	Training 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 (guides, posters, workbooks).			
Gyan Ka Pitara	Provision of educational kits (flashcards, storybooks, worksheets).	Distribution of GNF 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.	Increased confidence and engagement in education.

Indicators Tray used to conduct the Social Impact Assessment for Impacts created under the project

Table 1.1: Indicator Tray

Component	Quantitative Indicators	Qualitative Indicators
Enrolment & Retention of OOSG	Number of OOSG identified.	Parent feedback on enrolment campaigns.
	Enrolment rates (%).	Testimonials from girls on school experience and attendance.
Team Balika	Number of volunteers recruited and trained.	Community perceptions of Team Balika.
	Number of mentoring visits.	Feedback from volunteers on training effectiveness.
Life Skill Education through Bal Sabha	Number of Bal Sabha councils established.	Stories 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.	
Gyan Ka Pitara	Number of kits distributed.	Feedback from students on learning materials.
	Improvement in literacy and numeracy scores (pre- and post-assessment).	Teacher testimonials on classroom engagement improvement.



Complementing this, The Theory of Change (ToC) approach was also adopted to evaluate the Foundation to Educate Girls Globally (FEGG) program. This framework allows for a structured understanding of how specific activities—such as girl identification, enrolment, and learning interventions—are expected to lead to tangible educational outcomes.

Figure 4: Theory of Change



By mapping the causal pathway from inputs to impact, the ToC approach ensures clarity in assessing program logic, stakeholder assumptions, and outcome attribution. It also supports alignment with FEGG's overarching goal of ensuring gender-equitable access to quality education in underserved regions. This lens has guided both the analysis of performance indicators and the formulation of impact insights presented in this report.

b. Methodology: The methodology adopted for impact assessment is designed to evaluate the social impact created by FEGG. It focuses on ensuring transparency, accountability, and alignment of organisational 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 SSE standards.

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

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 IRIS+ standards to ensure relevance and consistency. The collected data is then analysed and verified through third-party validation or independent audits to enhance credibility and objectivity.

The findings are compiled into a comprehensive Social Impact Assessment 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 assessment into future strategies and operations.



Steps Followed in Impact Assessment Study

i. Desktop Search

1. Information required for Desktop search:

1.1 Related to Project "IMPROVING ENROLMENT, 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 PEGG-like GMP kits.
- What are the activities conducted for awareness and enrolment of girls?
- What is the frequency of the training programs organized for Team Balika and staff members?
- What is the output of activity undertaken; how many girls attended the program? Curriculum design and course books for students/team Balika, Feedback forms by students/team Balika, Baseline, end-line assessment formats, Advertisement leaflets/newspaper, Attendance registers of students/team Balika.
- Has the organization conducted a survey for reasons why girls were not sent to the schools or denied for the program?
- What is the income of those who have adopted for the program and those who have not adopted for the program?
- Has the PEGG 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

- Name, qualification, and remuneration details of the program in charge, communication in charge, procurement in charge.
- Name and contact details of the community stakeholders – Local political leaders, Panchayat members, Tehsildar / patwari, influencers and Government Schools in the locality.
- Name of the Volunteers.

2. Document Review

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

List of Documents for Review in PEGG Social Impact Assessment

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

2.1 Organizational Documents

- Mission and Vision Statements:**
Outlines the organization's goals and alignment with its social objectives.
- Annual Reports:**
Provides a summary of achievements, impact metrics, and financial performance.
- Legal Registrations:**
Section 12A registration for tax exemptions.
FCRA certification for foreign contributions.
Corporate registration documents under the Companies Act, 2013.



2.2 Program Design and Implementation

- Project Proposal:
 - Details of objectives, strategies, and targeted outcomes for key initiatives (e.g., OOSG Enrolment, Team Balika, Gyan Ka Pitara).
- Program Work Plans:
 - Specific timelines, milestones, and resource allocations for program activities.
- Training Manuals and Modules:
 - Content used to train Team Balika volunteers, SMC members, and field coordinators.

2.3 Beneficiary Data

- Beneficiary Identification Records:
 - Documentation of Identified Out-of-School Girls (OOSGs), including surveys and enrolment forms.
- Life Skills Programme Participation Lists:
 - Records of girls participating in Bal Sabha councils and life skills sessions.

2.4 Community Engagement

- Community Meeting Reports:
 - Agendas, minutes, and outcomes of Gram Shiksha Sabhas (GSS) and Mahila Meetings (MM).
- Parent Counselling Records:
 - Logs of home visits and counselling sessions conducted by Team Balika volunteers.
- Feedback Forms:
 - Responses from parents, community leaders, and other stakeholders.

2.5 Learning Outcomes

- Baseline and End-Line Assessment Reports:
 - Measures foundational literacy and numeracy improvements using ASER guidelines.
- Gyan Ka Pitara Progress Records:
 - Data on distributed GKP kits and remedial sessions conducted.
- Student Performance Data: Academic progress reports and evaluation outcomes.

2.6 Monitoring and Evaluation

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

2.7 Financial Records

- Programme Budgets:
 - Allocations for each initiative (e.g., OOSG enrolment campaigns, Team Balika training).

2.8 Expenditure Reports:

- Actual spending against approved budgets.
- Fund Utilization Statements:
 - Detailed statements of funds received and utilized, including donor contributions.



2.9 Policy and Compliance

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

2.10 Stakeholder Feedback

- Beneficiary Feedback Forms:
- Inputs from girls, parents, and community members on program effectiveness.
- Volunteer Feedback Reports:
- Insights from Team Balika members on challenges and improvements.

3. Data Sampling:

- Leveraged program specific tools such as feedback forms, and performance reviews to evaluate learning outcomes and stakeholder satisfaction.
- Reviewed baseline, mid-line, and end-line data for consistency and effectiveness in achieving intended objectives.

3.1 Sampling Methodology:

a. Sample Size

During the year 2024-25, FEGG has enrolled 4275 ODSG, 4109 Gyan Ka Pitara program beneficiaries. The Sample Size is calculated as populated in the table below:

Table 12: Sample Size Table

ODSG		GKP		LSE	
Total	Sample	Total	Sample	Total	Sample
4275	107	4109	104	962	34
CI	95%	CI	95%	CI	95%
MOE	0.10	MOE	0.10	MOE	0.10
PP	50%	PP	50%	PP	50%

b. Sampling Technique:

The sampling method employed was stratified random sampling. This approach involves dividing the population into distinct strata (in this case, blocks with recorded achievements) and then randomly selecting samples from each stratum. This approach was chosen to ensure inclusivity and representativeness, so that feedback was gathered from stakeholders across all relevant districts.

For statistical validation, the sampling was designed to meet a 95% confidence level with a $\pm 10\%$ margin of error, thereby ensuring that the collected data reliably represents the population's characteristics.

4. Mapping of Stakeholders

Stakeholders included girls, community stakeholders, program facilitators, parents and other stakeholders. Each group was mapped based on their interaction with the program.

5. Field visit & data collection

Field Visit has been conducted by the implementing agency. Due to time limitation, an online verification was conducted by the FEGG.



6. Analysis & writing report.

After the data entry and data cleaning, the analysis was carried out to arrive at the insightful findings for each of the projects. The draft consolidated report was prepared accordingly, and key findings were discussed with PEGG team for obtaining their feedback and inputs. ESGPRO submitted the final report to PEGG for management's consideration post-incorporating the inputs received from the team.

The subsequent sections discuss the detailed project's key findings and Log Frame and Theory of Change Model analysis based on the desk review and stakeholders' interactions carried out for the project.

c. Impact Assessment Timeline

The Assessment took 3 weeks and will be broken down into the following stages:

Stage 1: Initial Review (½ week)

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

Stage 2: Data Collection & Interviews (1 week)

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

Stage 3: Analysis and Evaluation (1 week)

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

Stage 4: Draft Audit Findings and Review of Final Report (½ week)

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

d. Assessment Team

The assessment team consists of:

- a. **Social Impact Specialist:** Rakesh Tayal and Nitesh Gupta- Expert in social impact assessments and community engagement.
- b. **Technical Writing & Data Analyst:** Vichi Mittal and Sheetal Agarwal

C.5 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 to Educate Girls Globally (FEGG):

a) Dependence on Data Accuracy

PEGG uses a mobile app to collect data on 20+ impact indicators, ensuring data tracking. However, any gaps in field-level reporting or delays in data validation could impact audit results. Subjectivity in Evaluation Assessing community mindset shifts or behavioural changes (e.g., increased value for girls' education) may involve subjective judgment.

b) Limited Resources for Comprehensive Assessment

Operating in 124 villages with diverse socio-economic contexts makes a detailed review resource intensive.

c) Community Resistance

Cultural resistance to girls' education in certain regions could limit open feedback during audits.

d) Focus on Measurable Outcomes

Quantifiable metrics like enrolment rates and attendance may overshadow qualitative aspects like leadership development among girls.

e) Audit Fatigue

Frequent surveys and monitoring activities may disengage beneficiaries, particularly in regions with repetitive audits.



f) Dynamic External Environment

Factors like pandemic-induced school closures may affect enrolment and retention rates, complicating impact attribution.

g) Bias in Reporting

Field teams may unintentionally overemphasize successes, especially when reporting progress to donors.

h) Time-Limited Impact Assessment

Social Impact Assessment may not capture long-term impacts like intergenerational benefits or sustained literacy improvements.

i) Inaccessibility of Field Sites

Due to the non-operational status of schools during the assessment period, field visits could not be undertaken. This limited the ability to conduct direct on-site observations and firsthand verification of program implementation and outcomes.

j) Retention Rate not yet Measurable

Retention rate will be assessed through data to be collected in September 2025. Since the tracking of student continuity is still in progress, validated data was unavailable during the assessment period. This outcome will be better evaluated in future reporting cycles.

k) Time Constraints and Sampling Scope

The engagement commenced at a later stage in the reporting cycle, which limited the overall time available.

l) Absence of Block-Wise Target Allocation

The enrolment targets were defined at the aggregate level without a block-wise breakdown. This limited the ability to assess geographic performance variations and identify underperforming blocks within the program's covered blocks.



Section D: Findings, Gaps and Recommendations

D.1 FEGG Work Area Coverage and Reach

The Foundation to Educate Girls Globally (FEGG) continued its mission in FY 2024-25 to transform education for marginalized children. 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 social impact assessment process, in FY 2024-25, FEGG's initiatives spanned 3 Operational blocks in Bahraich district, Uttar Pradesh state in India, targeting communities with historically low literacy and gender parity rates. The organization worked closely with over 124 villages, implementing grassroots programs that directly impacted 4275 girls. 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 Bal Sabha 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 Pitara (Repository of Knowledge) program enhanced learning outcomes by providing engaging and accessible educational content to over 4169 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 2024-25 have laid a strong foundation for achieving 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 Enrolment Data

The Foundation for Education of Girl's Growth (FEGG) has an outreach to 124 villages across 3 Operational blocks in Bahraich district of Uttar Pradesh (U.P.). Shivpur accounts for 31%, Risa accounts for 40% and Navabganj accounts for 29%. At the beginning of the year, the total out-of-school girls (OOSG) stood at 6,079, with 39% in Shivpur, 38% in Risa, and 25% in Navabganj.

Figure 5: % of Villages



Table 12: % of villages per block

Blocks	Shivpur	Risa	Navabganj	Total
Villages	39	50	36	124
%	31%	40%	29%	100%

Figure 6: % of OOGs Enrolled



Table 14: % of OOGs enrolled per block

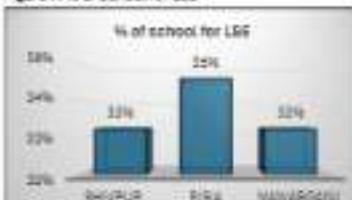
Blocks	Shivpur	Risa	Navabganj	Total
OOGs	1536	1550	1193	4275
%	36%	37%	27%	100%

The targeted population is decided based on number of districts in the state, MOU with the State Governments, and use of AIMS, OOSG prediction. FEGG set a target to enrol 4255 girls, FEGG enrolled 4275 OOSG, with Shivpur contributing 1536, Risa 1550, and Navabganj 1193, showcasing its extensive reach and commitment to empowering girls through education.

b. Key Insights from Bal Sabha 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. 15-member Bal Sabha (Girls' Councils) are elected democratically in upper primary school (grades 6th-8th). FEGG staff and Team Balika imparted 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. Eligible schools must have a minimum of 20-30 girls enrolled across grades 6, 7, and 8 to ensure program effectiveness.

Figure 7: % of School for LSE



FEGG has enrolled 4275 girls in 392 schools out of 548 schools that are operational. Out of 548 schools, 143 are upper primary and of which 29% are in Shivpur, 33% in Risa and 38% in Navabganj. In the academic year 24-25, total 74 schools were selected for Life Skill Education program wherein 962 girl members were actively involved. Out of this, 32% schools are in Shivpur followed by 35% in Risa and 33% in Navabganj.



c. Key Insights from GKP Operations

The Gyan Ka Pitara (GKP), meaning "Repository of Knowledge," is an innovative remedial learning curriculum developed by FEGG to enhance foundational literacy and numeracy skills among children in grades 3 to 5. This program is particularly beneficial for children in remote, rural, and marginalized communities who may have missed out on earlier education or are struggling to keep up with their peers.

The selected schools for the program were identified based on specific criteria to address critical challenges. These include primary schools with low learning outcomes, where most students in grades 3 to 5 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 4109 students benefited from the GKP program run by FEGG in 93 schools. Out of 548 schools 25% are in Shipur, 37% in Risla and 37% in Nawabganj in the academic year 2024-25, total 93 schools were selected for GKP program, out of these 30 schools are in Nawabganj followed by 33 in Risla and 30 in Shipur.

d. Key Insights from Team Balika Operations

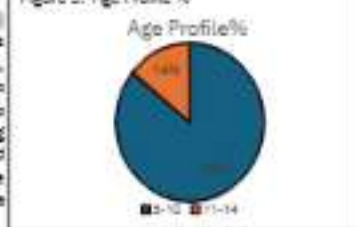
Comprising community-based volunteers, Team Balika plays a pivotal role in mobilizing communities, increasing enrollments of girls in schools, and enhancing learning outcomes for all children. Basic qualification for eligible Team Balika Volunteers is above 10 years, ready to commit minimum 10-12 hours per week and 12th Standard pass out. FEGG motivates the Team Balika through organising vocational courses in 22 fields like Digital literacy, Basic Healthcare and First Aid Course, Tailoring, Accounting (Tally), Computer course, beauty parlour and also promotes best performing Team Balika to Field coordinators and absorb in organisation. During the year there were 121 Team Balika Volunteers for 124 operational villages i.e. effectively one Team Balika per operational village.

D.2 FEGG Beneficiary Profiling

In FY 2024-25, the Foundation to Educate Girls Globally (FEGG) achieved significant progress under its Out-of-School Girls (OOSG) initiative, enrolling 4275 girls across Shipur, Risla, Nawabganj blocks. This effort addressed critical barriers to education for marginalized girls, ensuring their reintegration into formal schooling and equipping them with foundational learning and life skills. The initiative focused on rural and underserved areas, covering Bahraich district of Uttar Pradesh state. 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 (86%), while adolescents aged 11-14 (14%) were prepared for formal schooling alongside life skills training to help them overcome socio-economic challenges. During the year 24-25, total 3,545 girls were enrolled between the ages of 5-10 years in grade 1 to 5 and 122 girls were enrolled in grades 6-8 and between 11-14 years, 125 girls were enrolled in grade 1 to 5 and 482 girls were enrolled in 5-8. Out of the total 33% girls are enrolled in grade 2 to grade 5 where the efforts are

Figure 9: Age Profile %



more to convince since this segment is mostly either drop out or least willing for schooling. Enrolment in Grade 1 amounts to 69% of the total.

Figure 10: % of Social Category



A significant proportion of beneficiaries belonged to marginalized communities, with 20% from Scheduled Castes (SC), 62% from Other Backward Classes (OBC), 18% 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 more than 76% 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.

Pre-program assessments revealed that 74% 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, FEGG actively engaged parents, community members, and local leaders. Through parental awareness campaigns, the organization reached over 6079 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, FEGG's ODSG initiative in Shripur, Risia, Nawabganj made a transformative impact in FY 2024-25. The program not only reconnected 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.

D.3 Social Impact Assessment Data Sample and Design

States: Uttar Pradesh

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 samples selected. However, specific samples have been selected for each of the program design of FEGG to ensure adequate coverage and results:

Qualitative Assessment

For the qualitative assessment we have selected In Depth Interviews with

Table 15: In Depth Interviews

Beneficiary / Stakeholder	IDI
Girls- already enrolled within the school from the start of the intervention	115
Girls and Boys - GKP Schools and LSE	252
Community Leaders	9
Teachers (GKP Schools and LSE)	22
Teachers (Enrolment)	16
Parents (Enrolment and GKP)	106
Team Balika Volunteers	11
Govt. officials (District officials/ Block officials)	6
Total	537

Quantitative Criteria for KPI Assessment

Table 16: Budgeted vs Actual Operational KPIs

Key Performance Indicators	Target Number	Actual Number
District	1	1
Blocks	3	3
Villages	124	124
Total Operational schools	124	940
Field Coordinators (FC)	37	37
Team Balika (TB)	124	121
Block Officers	3	3
Total Out-of-School Girls (OOSG) enrolled (aged 5 to 14)	4,255	4,275
Gri Leaders trained in Life Skills	962	962
School Management Committee (SMC) Members to be Trained	888	1,289
Gyan Ka Pata (GKP) Beneficiaries	3,750	4,109
School Improvement Plans (SIP) Beneficiaries	2,220	4,132
Beneficiaries (Number OOSG enrolled + Gri leaders + GKP Beneficiaries + SIP beneficiaries)	11,137	13,605

D.4 Enrolment and Retention

The findings provide data about the Foundation to Educate Girls Globally (FEFG) initiative in FY 2024-25, showcasing operational villages, out-of-school girls (OOSG) enrolled, and sample study sizes across Behraich district.

Table 17: Summary of Sample Data

Block Name	Parent	OOSG Enrolment	Student GKP & LSE	Teacher Enrolment	Teacher GKP & LSE	Volunteer	Community Leader	Govt. Official
NAWABGANJ	24	34	71	7	9	2	6	2
RUSA	22	30	48	4	4	2	1	4
SHIVPUR	20	42	130	2	9	3	2	0
Total	106	116	252	10	22	11	9	6

a. Background profile of Stakeholders

Table 18: Demographic Profile

#	Stakeholder	Sample size	Key Characteristics
1	Students	115	Gender & Age: All Girls, 85% are in the age of 5-10 and 14% in 11-14. Class Distribution: 91% in primary grades (Classes 1-5), 9% in classes (6-8). Marginalised Group: 90% belong to underserved communities.
2	Parents	106	74% with annual incomes below One lakh; 54% families had daughters never enrolled in school before.
3	Teachers and Principal	10	25% associated with the program for over 3 years; 56% emphasised enrolment as support received.
4	Volunteers	11	64% engaged for 1-3 years; 91% involved in door-to-door campaigns and parent counseling.

b. Analysis:

To assess the social impact of the Educate Girls (EG) program in Bahraich district, Uttar Pradesh, a stakeholder feedback exercise was undertaken. The process involved structured surveys and direct interviews across three program blocks: Nawabganj, Risla, and Shivpur. Responses were collected from eight distinct stakeholder groups: Parents, Students (GKP & LSE), Teachers (Enrolment), Teachers (GKP & LSE), Volunteers (Team Balika), Government Officials, and Community Leaders. This section analyses the findings across five key components: Inputs, Activities, Outputs, Outcomes, and Impact, with specific focus on identified barriers and stakeholder recommendations.

c. Inputs

The following program inputs were identified across stakeholder groups:

i. Program Awareness and Support

Parents learned about FEGB through school announcements and targeted community outreach. They valued the support provided for enrolment processes—particularly assistance with documentation such as Aadhar—and appreciated FEGB's role in encouraging families to prioritize girls' education. Students described the school environment as welcoming and motivating, citing consistent encouragement from volunteers. Teachers and volunteers reported that Team Balika actively monitored attendance and collaborated closely with schools to follow up on absentees. Government officials acknowledged FEGB's alignment with government schemes such as scholarships and mid-day meals, reinforcing the program's relevance and value.

ii. Infrastructure: Teachers noted ongoing infrastructure gaps, particularly the shortage of adequate learning materials and classroom facilities. Community representatives echoed these concerns, highlighting the need to address sanitation, safety, and basic amenities in schools, especially in more remote areas.

iii. Volunteer Training: Volunteers expressed strong motivation to contribute to girls' education. Key challenges included community resistance, inadequate training, and the need for recognition and logistical support.

iv. Identified Needs: Parents requested support for transportation, follow-up for irregular attendance, and help with enrolment documentation. Volunteers emphasized the need for refresher training tailored to local community dynamics. Teachers indicated the necessity for additional teaching aids and facility upgrades.

d. Activities

With support from FEGB, student attendance has improved, although occasional absenteeism persists due to household responsibilities. Students shared that staying in school has become easier, with families showing more supportive attitudes toward their education. Most students reported feeling encouraged, enjoying peer support at school, and aspiring to continue their studies—often expressing dreams of becoming teachers, doctors, or police officers.

High participation in Gyan Ka Pitara (GKP) sessions was reported, along with regular access to learning materials. Students shared that their reading, writing, and math skills had improved, particularly in real-life application. Participants of Life Skills Education (LSE) sessions described enhanced confidence, better communication, and stronger decision-making abilities. They found these skills valuable not only in school, but also at home and with peers.

GKP sessions were conducted regularly and drew strong engagement from students. Teachers observed notable improvements in foundational literacy and numeracy, while LSE sessions—focused on emotional and communication skills—contributed to more positive student behaviour. Collectively, GKP and LSE were seen

as instrumental in driving both academic progress and social development among students.

e. Outputs

The program has achieved notable quantitative and qualitative results:

- Enrolment and Attendance:** 85% of student reported regular attendance by their daughter's post-intervention.
- Educational Engagement:** 85% of students expressed they feel happy at school, while 74% reported having strong friendships, showcasing a supportive social environment.
- Teacher-Student Interaction:** 42% of students found teachers approachable and supportive, reflecting improved engagement.

f. Outcomes

Students participating in the program reported better communication, decision-making, and confidence. Life skills were applied in home, school, and peer settings. Students reported that they now attend school more regularly and feel supported by their family. Teachers observed reduced dropout rates, increased participation, improved student behaviour, and a shift in parental attitudes toward girls' education. Parents reported that their daughters became more attentive, organized, and interested in school. Students shared that it became easier to stay in school, and they felt encouraged to study further. Career aspirations among students included becoming teachers, doctors, or police officers.

g. Impact

Across all eight stakeholder groups, there is consistent affirmation of the PEGG program's effectiveness. Stakeholders observed tangible improvements in school enrolment, student engagement, and parental attitudes. Programs like GAP and LSC not only advanced learning but also improved confidence and life skills. To sustain and build on these gains, continued investment in training, educational materials, and stronger government integration is recommended. A collaborative approach between community, government, and PEGG teams will be key to ensuring long-term, scalable impact.

h. Quantitative and Qualitative Analysis:

Table 18: Quantitative: Attendance and Retention

Aspect	Details
Daily Attendance	92% said yes always and 8% said sometimes
Impact on Younger Students	98% find staying in school easier due to PEGG intervention.
Reason for Absenteeism	Household duties (66%), health issues (40%), transportation (7%).
Post-Intervention Attendance	83% attend school regularly; 4% occasionally, 1% frequently absent and 11% not responded.
Like to Stay in School	80% say it is very much, 3% say somewhat, 1% said no and 16% not responded

Table 20: School Experience (Qualitative Impact)

Aspect	Details
Enjoying School	80% love school, 3% enjoy sometimes, 1% don't like, 16% no response.
Favourite Subjects	Hindi (41%), Maths (7%), English (1%), Any 2 of the above (32%), Hindi+English+Maths (12%) and 27% not responded.
Feeling Happy at School	83% said yes, 3% said no and 14% did not responded.
Ease of Contacting Teachers	42% easily approach all teachers, 22% comfortable with some and 36% 7% occasionally, 6% not responded.

Friendships at School	74% have friends at school; 12% don't have friends, 14% not responded.
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Table 21: Family and Community Impact

Aspect	Details
Parental Support	82% supportive, 3% sometimes supportive, 2% not supportive, 13% no response
Other Girls in Village Attending School	54% said yes, 13% said no, 13% no response, 20% unclear/others
Community Attitudes Toward Girls' Education	86% positive, 4% not positive, 10% no response
Family Attitude Changes (Older Students)	73% observed change, 27% no change
Community Changes for Older Students	72% supportive, 15% noted partial or occasional support, 10% did not respond or were unsure
Advocacy by Students	90% reported participating in advocacy, 10% did not respond

i. Summary of feedback and impact effectiveness of Enrolment program

The FEQS program has received predominantly positive feedback, with 38% of participants rating it as "5 - Very Helpful" and 20% providing a rating of 4, reflecting high satisfaction levels. However, 7% rated it 3, signaling opportunities for improvement, while 6% gave a rating of 1, while 29% did not respond indicating areas needing enhancement. Key suggestions for additional support included financial assistance (10%), extracurricular activities (14%), better learning materials (37%), and career counselling (3%), (8%) do not want anything and (28%) not responded.

In terms of program impact, 71% of participants reported significant positive effects, showcasing the program's effectiveness in creating meaningful change. Another 24% noted moderate improvements, while 4% found the program less impactful, and 1% 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 inclusive and sustainable outcomes.

j. Barriers Identified and Recommendations

Table 22: Barriers Identified and Recommendations

#	Barriers identified from Sample	Recommendation
1	Financial Constraints	Explore government social security scheme to mitigate the financial challenges of parents.
2	Cultural Resistance	Conduct targeted advocacy campaigns showcasing success stories from similar communities.
3	Infrastructure Deficiency	Prioritize investment in sanitation facilities, classrooms, and drinking water in underserved schools.
4	Distance to Schools	Provide transportation or develop proximity schooling solutions for remote regions.
5	Limited Access to Career Guidance	Introduce structured career counselling sessions with role models and exposure to diverse professions.



D.5 GKP and LSE Operations

As a part of its retention program, GKP and LSE are the key activities performed by FEQG 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 Shivpur, Nawabganj, and Raib to evaluate the programs' reach and effectiveness.

Table 23: Background profile of Stakeholders

	Stake Holder	Sample size	Key Characteristics
1	Students (GKP & LSE)	282	74% in 9-12 age group; 88% with over a year of school experience
2	Teachers and Principal	22	45% teachers, 55% principals; 91% associated with FEQG for more than one year

Inputs

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

- **GKP Resources:** 75% of students consistently attended sessions, and 100% of teachers confirmed adequate resource availability.
- **LSE Resources:** 76% of students and 100% 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, ensures that both programs are delivered effectively. However, occasional logistical challenges underline the need for improved resource distribution mechanisms.

a. Outputs

i. GKP:

- o 87% of students reported improvements their skills.
- o 76% almost completed assigned tasks in sessions, demonstrating high engagement.
- o Teachers observed enthusiastic participation in interactive activities, such as math problem-solving and reading comprehension.

ii. LSE:

- o 55% of students gained problem-solving skills, 36% learned health and hygiene concepts, and 29% developed communication skills.
- o Group participation was significant, with 74% consistently engaging in collaborative activities.

b. Outcomes

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

GKP:

- o 94% of teachers reported improvements in literacy (reading comprehension and vocabulary) and numeracy (arithmetic and problem-solving).



LSE:

- 71% of participants demonstrated better decision-making, and 57% showed increased confidence.

c. Impacts

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

i. Long-Term Aspirations:

- GKP students demonstrated improved academic performance, with 55% of teachers reporting significant progress.
- LSE students with 71% exhibited better time management and problem-solving abilities, preparing them for future challenges.

ii. Community Transformation:

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

d. Analysis

Strengths:

- High Engagement:** Regular attendance and material accessibility 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.

e. Challenges and Recommendations:

Table 6: Challenges and Recommendations

Challenge	Recommendation
Low LSE Selection	Expand the program to include more older students, addressing gender-specific barriers to retention.
Material Access Issues	Strengthen logistics to ensure timely delivery of resources to all students and teachers.
Sustainability Concerns	Increase the duration of GKP program.
Skill Retention	conduct refresher courses annually to sustain skill application and deepen impact.

D.6 Output Monitoring

Assessment of FEGG'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 how the foundation keeps monitoring the output generated against each of their intervention legs. The Foundation to Educate Girls Globally (FEGG) employs robust monitoring and evaluation mechanisms to ensure the effectiveness of its programs, including Enrollment, Bal Sabha, Gyan Ka Pitara (GKP). 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 FEGG's monitoring methods for each component and the measures utilized to monitor outputs.



a. Enrolment

PEGG's enrolment services aim to bring out-of-school girls (OOSG) back into formal education, focusing on marginalized communities. Monitoring outputs under this component involves:

- Baseline Data Collection:** PEGG collects baseline data on the number of out-of-school girls in each target area before interventions.
- Tracking Enrolments:** Enrolment 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 enrolment campaigns.
- Verification Processes:** Third-party or independent audits are conducted to validate enrolment numbers and ensure accuracy.
- Monitoring Measures:** Monthly and quarterly reports, community surveys, and real-time dashboards are used to monitor progress and ensure that enrolment targets are met.

b. Bal Sabha

Bal Sabha sessions focus on building leadership and advocacy skills among children. PEGG 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 committees provide feedback on the visible changes in children's confidence and leadership abilities.
- Monitoring Measures:** Facilitator logs, session-wise attendance sheets, and qualitative assessments through focus group discussions are employed to evaluate Bal Sabha outputs.

Figure 11: Bal Sabha



c. Gyan Ka Pitara (GKP)

GKP 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 GKP 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 GKP outputs.



d. Cross-Component Monitoring Strategies

Across all components, IFGG uses the following overarching strategies to monitor outputs effectively:

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

IFGG's monitoring mechanisms for Enrolment, Bai Sabha, OHP, and SIP 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), IFGG 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 IFGG all decisions, from programmatic strategy to field-level, are enabled using a geo-tagged tech-based monitoring system that extensively monitors each function. IFGG employs an Android OS-based mobile app for comprehensive monitoring of education programs. The app collects data on 30+ 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 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, enhancing agility. Data-driven decision-making and mid-course adjustments are enabled by insights drawn from the system. IFGG has timely submitted the certificate of utilisation with the stock exchange and no material deviation is observed. 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.

e. Quality Assurance & Monitoring Activities:

The quality monitoring process includes the following types of activities:

- i. **Trace verification:** Trace and verify reported numbers in data collection formats collected from field coordinators, against the specification in which the data must be received.
- ii. **Cross Verification:** 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 10% for sampling errors.
- iii. **Spot checks:** Perform "spot-checks" to observe the quality of program delivery in community mobilization, enrolment, learning and retention activities. Record observations in prescribed formats. Typically, we run spot checks across 10% of the community mobilization activities and across 10% of the schools across the program.
- iv. **Classroom observations** of our learning program in 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 audits wherein they make school visits to cross check enrolment with their data. Audit reports are used for continuous process improvement and course correction.



D.7 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 Non-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 FEQG integrates stakeholder engagement as a core component across its major interventions—Out-of-School Girls (OOSG) Enrolment, Bal Sabha, Team Balika, Gyan Ka Pitara (GKP).

Below is a detailed assessment of engagement across four dimensions: Identification, Communication,

Engagement, and Feedback Integration as observed by the Social Impact Assessment Team.

Table 19: Identification, Communication, Engagement, and Feedback Integration

Component	Identification	Communication	Engagement	Feedback Integration
OOSG Enrolment	Girls aged 5-14 identified as primary stakeholders.	Door-to-door campaigns addressing cultural barriers.	Parents actively involved in enrolment drives, counselling and Door to Door Contact.	Parent feedback on enrolment challenges guided intervention strategies.
	Parents and guardians as key influencers.	Village meetings and public announcements.	Collaboration with village influencers.	Community insights shaped culturally sensitive messaging.
	Community leaders and local officials engaged.	Inviting and engaging them through community mobilisation activities.	Peer advocacy by enrolled girls.	Monitoring ensured accuracy.
	School authorities and teachers involved.	Posters and multimedia tools for outreach.	Support them with mobilising OOSG and their documentation.	
Bal Sabha Girls	Girls aged 10-17 as primary stakeholders.	Girl-friendly methods like storytelling and games.	Girls participated in debates and group activities.	Girls' suggestions refined activities.
	Parents involved to support participation.	Frequent updates to parents about participation.	Parents observed sessions.	Parents influenced timing and content.
	Teachers and school staff engaged.	Regular teacher-facilitator meetings.	Teachers mentored children.	Teacher feedback improved session facilitation.
Team Balika	Volunteers as key stakeholders.	Team Balika recruitment drive.	Conduct trainings for Team Balika.	Volunteer feedback informed training content.
	Volunteers engaged.	Meetings explaining volunteer roles.	Peer learning among volunteers.	Parent of OOSG voluntarily addressed similar issues.

Component	Identification	Communication	Engagement	Feedback Integration
Gyan Ka Pitara (GKP)	School authorities collaborated.	Digital tools like WhatsApp for communication.	Participation in village advocacy events.	Teacher feedback refined strategies.
	Local leaders involved in advocacy efforts.	Regular progress updates.	Coordination with schools.	Community shaped outreach methods.
	Children grade 3-8 identified as primary beneficiaries.	Introduced materials via GKP sessions.	Children attend GKP classes.	Children feedback and support extended whenever required.
	Parents engaged to support learning.	Clear instructions to parents for at-home support.	Facilitators engaged children with interactive sessions.	Parents suggestions refined classroom usage.
	Facilitators trained.	Updates on progress.	Peer groups formed for learning.	Facilitator's suggestion incorporated.
	Local NGOs supported outreach.	Flyers in local languages.	Facilitators provided individual support.	Children's input refined delivery.

Analytical Note on Stakeholder Engagement in FEGG Initiatives

The Foundation to Educate Girls Globally (FEGG) employs stakeholder engagement strategies across its initiatives, including Out-of-School Girls (OOSG) Enrolment, Bal Sabha, Team Balika, 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

i. OOSG Enrolment

- Parents: Engaged as primary stakeholders, almost all associated with FEGG reported increased awareness and confidence in advocating for girls' education
- Volunteers: All Team Balika focus on enrolment drives and 45% on retention, acting as grassroots change agents
- Students: 60% of respondents are first-generation learners, highlighting a focus on breaking generational barriers

ii. GKP and LSE

- Teachers: 58% of participants were classroom teachers, the rest were principals, offering a balanced perspective.
- Students: Represent diverse demographics, with 85% from marginalized communities and 100% living in rural areas

b. Communication

- Parent Outreach: Community meetings (84%) and door-to-door campaigns (61%) were primary modes of communication.
- Student Interaction: 48% of students experienced weekly visits by FEGG representatives; 34% interacted occasionally; 11% gave no response.
- Teacher Collaboration: 81% of teachers reported weekly engagement and access to resources; 10% mentioned less frequent support.

c. Engagement

i. Community Participation

- Parents: 58% participated in FEGG activities, such as Mahalla Meetings and Gram Ward Sabha.
- Students: 73% found it easier to remain in school post-intervention, reflecting enhanced motivation.

- **Volunteers:** Active in door-to-door campaigns and counselling, with 82% involved in enrolment drives.
- ii. **Programme-Specific Engagement**
- **GKP Activities:** 78% of teachers observed active participation in literacy and numeracy exercises, highlighting enthusiasm for interactive sessions.
- **Bal Sabha:** Students participated in leadership and advocacy programs, with parents often observing sessions to understand their 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 stationery 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 19% recommended career counselling.

e. Key Findings

- **Positive Attitudes:** 97% of parents observed improved community support for girls' education.
- **Academic Outcomes:** Teachers reported 81% improvement in numeracy and 82% in literacy, with students applying these skills at home.
- **Sustainability:** 74% of students believe the program's benefits will persist with minimal external support, indicating strong local ownership.
- **Challenges:** Resistance from families (66%) and health issues (53%) remain significant barriers, requiring ongoing engagement and tailored solutions.

PEGG's stakeholder engagement strategies have been instrumental in driving enrolment, retention, and life skills development. By leveraging grassroots participation, consistent communication, and iterative feedback loops, PEGG 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.



D.8 Feedback Analysis

Social Audit team found out that FEGG 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 to Educate Girls Globally (FEGG) has garnered substantial feedback from diverse stakeholders across its core interventions, including Life Skills Education (LSE), Gyan Ka Pitara (GKP), and initiatives focused on enrolment and retention. This note synthesizes feedback from students, parents, community members, teachers, and volunteers, leveraging data and insights from the reports provided.

a. Parent Feedback

- **Awareness & Support:** Majority heard of EG via community visits or school. Parents appreciated support in documentation and motivation.
- **Behavioural Change:** Many reported their daughters became more attentive, organized, and interested in school.
- **Retention:** Regular attendance improved post-program; parents expressed willingness to support girl's continued education.
- **Suggested Support:** Help with transport, Aadhar-related issues, and sustained community follow-up.

b. Student Feedback (Enrolment)

- **School Attendance:** Attendance improved, though some students still missed school due to household responsibilities.
- **Impact of EG:** Students acknowledged it became easier to stay in school; improved family attitudes were commonly reported.
- **Engagement:** Most felt supported, had friends at school, and wanted to study further.
- **Career Aspirations:** Common aspirations included becoming teachers, doctors, or police officers.

c. Student Feedback (GKP & LSE)

- **GKP Attendance:** High levels of attendance and material access reported.
- **Learning Gains:** Improved reading, writing, and math application in real life.
- **LSE Impact:** Students reported better communication, decision-making, and confidence.
- **Application:** Life skills were considered useful in home, school, and peer settings.

d. Teacher Feedback (Enrolment)

- **Enrolment Impact:** Majority saw reduced dropout rates and increased participation.
- **Barriers:** Dropouts were linked to financial hardship and family resistance.
- **Infrastructure:** Many flagged facility gaps and requested more educational resources.
- **Parental Attitudes:** Shift observed toward higher support for girls' education.

e. Teacher Feedback (GKP & LSE)

- **GKP Execution:** Conducted regularly, with strong student engagement.
- **Skill Improvements:** Marked gains in foundational reading and math.
- **LSE Sessions:** Focus on communication and emotional skills; improved student behaviour noted.
- **Impact on Academics:** GKP and LSE led to significant academic and social development.

f. Volunteer Feedback

- **Motivation:** Volunteers driven by community betterment and career goals.
- **Challenges:** Lack of resources and community resistance were key barriers.
- **Contribution:** Volunteers felt their work made a noticeable impact on enrolment.



- **Support Needed:** More logistical support, regular training, and recognition.

g. Government Official Feedback

- **Policy Alignment:** Officials noted synergy with EG on scholarships, mid-day meals, and access.
- **Program Impact:** Significant rise in enrolment and retention observed.
- **Sustainability:** Emphasized need for continued support but acknowledged long-term benefits.
- **Suggestions:** More inter-department coordination and consistent policy support.

h. Community Leader Feedback

- **Perceptions:** Strong belief in EG's positive influence on enrolment and awareness.
- **Barriers:** Cultural resistance, safety, and infrastructure gaps remain challenges.
- **Improvements:** Noted increase in girl participation in both school and community.
- **Long-Term View:** Belief in higher education, job readiness, and leadership as outcomes.

D.9 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.

Table 38: Key Metrics

Stakeholder	Key Feedback	Positive Impact	Challenges Identified
Students	81% active in LSE, 77% in GKP	91% like going to school, 97% want to continue education	Household chores or health issues
Parents	92% saw significant benefits	96% reported increase in girls' confidence; 97% believe higher community awareness	Lack of documents; Cultural Barriers
Community	72% noted improved awareness	78% believe that Educate Girls program will have lasting impact	Economic and cultural barrier
Teachers	61% observed life skills used in daily life	All students observed academic improvement; 87% students attend regularly	Request for infrastructure/materials
Volunteers	60% motivated by personal connection	82% made significant contribution for community awareness	Logistical issues, gaps in transportation



D.10 Community Feedback

a. Stakeholder Engagement

3 blocks demonstrates strong community engagement, with all 9 stakeholders actively involved in supporting education initiatives led by Educate Girls. This consistent presence reflects robust grassroots partnerships and trust in the program's local relevance.

Awareness Levels

While no stakeholder reported awareness beyond three years, this also indicates that FEQG's outreach has effectively penetrated new geographies in recent years. The fresh engagement base presents a strong foundation for sustained long-term impact as awareness deepens.

b. Key Challenges

Economic Barriers

All 9 stakeholders highlighted economic hardship as a key challenge to enrolment—an important insight guiding scholarship linkages, uniform support, and community-based financial aid efforts.

Cultural Resistance

4 out of 9 stakeholders (44%) cited cultural factors. This underscores the need to continue proven community sensitization approaches like Bai Sabhas, local champions, and parental storytelling.

Transportation Constraints

2 stakeholders (22%) raised concerns around school accessibility, pointing to a need for hyper-local schooling options or safer commuting support.

c. Barriers to Enrolment

Financial Issues as a Primary Concern

Most of the community stakeholder identified financial hardship as a primary barrier to enrolment. This points to a critical area where solutions like scholarships, uniform support, and reduced cost of schooling can make an immediate and meaningful difference.

Community Awareness

Stakeholders also emphasized that low community awareness can hinder enrolment. Rather than a limitation, this presents a strategic opening for Educate Girls to deepen its grassroots communication, leverage trusted community voices, and expand school-readiness narratives through platforms like Mahila Meetings and PRI engagement.



D.11 Alignment of FEGB Initiatives with SDG and National / State Policy

a. Alignment with State Policies

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

- Right to Education (RTE) Act** implementation, ensuring enrolment 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 enrolment and attendance.
- Tribal and Rural Education Policies** that target underserved regions, aligning with FEGB's focus areas on states like Uttar Pradesh.
- Skill Development and Life Skills Education** frameworks introduced at the state level, which resonate with FEGB's Life Skills Education (LSE) programs.
- By working closely with district-level education officers and integrating state guidelines, FEGB enhances its operational effectiveness and ensures compliance with local educational priorities.

b. Alignment with Sustainable Development Goals (SDGs)

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 resulting economic growth, 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 curb carbon emissions significantly.

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

- SDG 4: Quality Education:** FEGB addresses foundational literacy and numeracy gaps through its Gyan Ka Pitara (GKP) initiative, fostering inclusive and equitable quality education for all children.
- SDG 5: Gender Equality:** By focusing on girls' enrolment, 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, FEGB equips girls with problem-solving, decision-making, and leadership skills, laying the foundation for future economic participation and career readiness.

Figure 13: SDG Goals



- 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 scalable impact.

c. Alignment with State and Central Government Schemes

Uttar Pradesh's Kanya Samangala Yojana: FEGG aligns with this scheme's objectives by encouraging education and addressing financial barriers for girls' education.

Figure 14: Empowering Girls Education



i. Central Government Schemes

Samagra Shiksha Abhiyan (SSA): FEGG's enrolment and GXP 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 FEGG's objective of promoting gender equality and addressing educational disparities.
- National Skill Development Mission (NSDM):** FEGG's LSE 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.

The initiatives of the Foundation to Educate Girls 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 evolving policy frameworks and developmental trajectories, FEGG ensures the continued relevance, scalability, and sustainability of its interventions, thereby embedding its efforts within a dynamic and additive socio-educational ecosystem.



D.12 Convergence

The Foundation for Educating Girls Globally (FEQG) has leveraged partnerships and collaborations to drive its initiatives in Uttar Pradesh during FY 2024-25. This analytical note explores the various convergences fostered by FEQG's projects, evaluating their impact across the contributions to the project, field-level benefits, challenges faced, and potential areas for enhancement. This analysis examines the convergences achieved through these efforts, detailing contributions, field impact, and areas for future growth.

a. Partnering Bodies

FEQG's initiatives were bolstered by diverse partnerships across government departments, NGOs, private sector stakeholders, and community organizations. In Uttar Pradesh, the Women and Child Development Department integrated health awareness with life skills 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 FEQG's partners significantly scaled the impact of their initiatives. Government support in enrolling ODSO, while Uttar Pradesh aligned adolescent health education with life skills to retain students.

c. Field Level Benefits

The alignment of Gyan Ka Pitara (GKP) with state curricula has yielded significant field-level benefits, enhancing foundational learning outcomes in rural settings. Through comprehensive curriculum mapping, GKP's worksheets in Hindi, Mathematics, and English were meticulously aligned with state learning outcomes, ensuring age-appropriateness and relevance. Collaborative engagement with SCERT enabled GKP to incorporate state pedagogy and contextual priorities, fostering coherence with government instructional methods and assessment practices.

The integration of activity-based learning and community engagement aligned GKP with state efforts to reinforce foundational literacy and numeracy, creating a cohesive teaching approach. This seamless integration has strengthened GKP'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.

D.13 Gaps Identified

The Foundation to Educate Girls Globally (FEQG) programs, including Gyan Ka Pitara (GKP), Life Skills Education (LSE), and enrolment initiatives, have highlighted feedback gaps and challenges across various stakeholders. Below is an analysis based on insights provided by students, parents, teachers, and volunteers.

a. Gaps Identified by Students

i. Key Gaps

• Limited Material Accessibility:

GKP: 29% of students reported only occasional access to learning materials.

LSE: 20% noted materials were missing in some sessions, indicating room for improved logistical consistency.

• Behavioural and Practical Barriers:

3% of students found decision-making skills difficult to apply in real-life, especially in rural community settings—pointing to the need for more contextualized life skill reinforcement.



- **Engagement Variability:**
While 63% attended sessions regularly, 12% noted inconsistent participation due to household responsibilities and transport issues.

i. Impact

These gaps highlight the importance of strengthening material availability and contextual engagement strategies to ensure that every student consistently benefits from GNP and LSE sessions.

b. Gaps Identified by Parents

i. Key Gaps

- **Financial Barriers:**
43% cited lack of financial resources or inability to provide documentation (Aadhaar, bank account, etc.) as reasons for their daughter's initial school absence.
- **Cultural Resistance:**
Around 20% highlighted family attitudes, safety concerns, or household roles as deterrents.

ii. Impact

Parental challenges impede consistent participation and retention of girls in education programs, necessitating targeted awareness campaigns and financial support systems.

c. Gaps Identified by Teachers

i. Key Gaps

- **Resource Limitations:**
Lack of Teaching Learning materials, worksheets and basic stationery in delivering educational materials to remote areas.
- **Recommendations from Teachers:**
Consistent GNP sessions and providing sports materials to enhance engagement.
Addressing logistical constraints to ensure timely delivery of learning resources

ii. 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

- **Challenges:**
72% cited economic problems and 45% culture and family related issues as barriers to effective enrolment and retention on campaigns.
- **Insufficient Training:**
Require more training to address community-specific challenges, such as handling cultural resistance.

Figure 15: Student Learning Gaps and Engagement



i. Recommendations from Volunteers:

More tailored training to equip volunteers with soft skills and village-specific knowledge.
Financial incentives for volunteers to improve motivation and retention rates.

ii. Impact

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

a. 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 hardships and cultural resistance remain significant barriers to enrolment 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.

F. Recommendations

i. Enhanced Logistics:

Improve material delivery systems to ensure timely and consistent availability of educational resources.

ii. Awareness Campaigns:

Increase community-level outreach to address cultural resistance and improve parental understanding of the value of education.

iii. Financial Assistance:

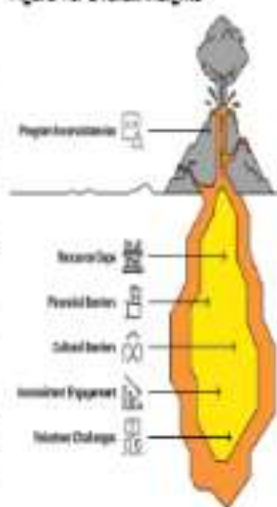
Provide scholarships and financial incentives to alleviate economic barriers for families and volunteers.

iv. Training Programs:

Tailor training for teachers and volunteers to address specific challenges such as cultural resistance and soft skills gaps.

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

Figure 10: Overall Insights



D.14 Financial Details: Expenditure, SROI, Impact Rationale

Financial analysis is a cornerstone of social audits at the Social Stock Exchange (SSE) India, ensuring transparency, accountability, and sustainability of social enterprises (SEs) and not-for-profit organizations (NPOs). It evaluates the prudent use of funds, alignment with social objectives, and cost-effectiveness of interventions. By analysing financial health and resource allocation, stakeholders—especially investors and donors—gain confidence in the organization's 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 intended social objectives. This tool fosters accountability, transparency, and informed decision-making in the social sector.

Cost details made available by FEGG to the social audit team for analysing the resource effectiveness:

Table 27: Actual Cost Breakup

Cost Head*	Actual 24-25 (Rs. in INR)
Cost for enrolment of out of school girls	3,74,816
Cost of Retention of children	6,19,713
Cost of Learning of Children	7,11,563
Project Office Cost	4,15,175
Project Monitoring and Evaluation Cost	25,089
Program Implementation Team's Cost	70,28,243
Program Implementation Team's Travel Cost	26,56,851
Volunteer Engagement Cost	85,642
Central Program Cost	6,06,764
Total	1,25,04,854

*excluding project issue related expenses and impact assessment expenses

Table 28: Cost per Beneficiary

Actual cost - FY24-25	Balranch District
Cost per OOSG enrolled	1263
Cost of per learning beneficiary	748
Cost per total beneficiary	683

Cost Concepts applied

Cost for enrolment of OOSG

The cost per Out-of-School Girl (OOSG) 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 training of staff and volunteers and the provision of program materials directly linked to enrolment 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 enrolment activities. Once the total common costs are established, they are divided by the total number of enrolment coordinators in the state to determine the per-beneficiary cost.

The per-00SG cost varies across each state 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 55%-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.

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.

Cost per beneficiary

The cost per beneficiary in each state is calculated by dividing the total expenses incurred by the total number of beneficiaries.

SROI

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 14-19% 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-five 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 altruistic and community-driven behaviours, 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

Integrated Totals:

- Total Inputs: Rs. 1.30 crore (Rs. 1.25 for the project and Rs. 0.05 for issue related expenses)
- Total Value Generated: Rs. 28.83 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 primary education earns 14% 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 3 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 incurs by failing to educate its women. We have considered the above factors while arriving at SROI calculation and assigning a contribution of 10% towards the enrolment the SROI is calculated.



SROI is calculated using the formula:

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

Integrated SROI = 26.60 ÷ 1.26 = 22.60:1

Explanation of the Integrated SROI

For every Rs.1 invested in FEGG's initiatives, Rs. 22.06 of social value is created. This high SROI reflects the combined impact of:

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

Table 29: Calculation of SROI

#	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 25 years	Avg. income of an uneducated women in rural India is Rs. 230 per day with 270 working days	$= 230 \times 270 \times 14\%$	2,17,350
2.	Reduction in fertility rate 2.5 child instead of 5 children	Upbringing cost of child minimum @18000 per year for 14 years assuming free education and medical facility	$= 18000 \times 0.5 \times 14$	1,26,000
3.	Reduction in malnutrition. In India early marriage and having children at early age 2 children will die till the age of 5 year.	Minimum Health cost on food and medicine assuming major cost is free.	$1500 \times 5 \times 2$	15,000
4.	Early Childbearing - Earning loss	Assuming 5 working years	$230 \times 270 \times 5$	5,10,500
A.	Total Savings / Increase in income over life of women		Rs.	6,68,850
	Girls enrolled during 24-25		4276 girls	
B.	FEGG contribution on a conservative side in enrolment of girls	10% on conservative side as enrolment is cumulative effect of Govt. schemes, target to school principals, Mid-day meal scheme, incentive by	8	428



#	Parameters	Assumptions	Calculations	Rs. per Beneficiary
		Govt. on enrolment etc.		
	Social Return		A*B (Rs. Crore)	28.60
	Spent excluding fundraising and capex		Rs. Crore	1.29*
	SROI			22.08 times

* SROI is calculated on actual spent on project excluding compliance / issue / fund raising related expenses.

Key Highlights of the Integrated SROI

- 000G Enrolment and Retention:** Contributes significantly due to the transformative lifelong benefits of education.
- Team Balika:** Amplifies the impact by fostering grassroots advocacy and community involvement.
- Gyan Ka Pitara:** Fills critical learning gaps, ensuring long-term academic success.

The integrated SROI demonstrates FEGG's efficiency in converting financial resources into substantial social value. A return of ₹ 22.08 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.



Figure 17: Quantitative Advantages of Educating a Girl



Section E: Social Impact Assessment

E.1 Analysis of Solution Implementation Plan (SIP) and Key Performance Indicators

Table 20: Analysis of Solution Implementation Plan

Strengths of the SIP	Weaknesses and Areas for Improvement	Suggestions for Improvement
- The SIP clearly covers the full cycle of enrolment, retention, and learning improvement. - It includes well-planned field activities such as home visits, Mohalla Meetings, and Gram Shiksha Sabhas to raise awareness in the community. - Use of trained local volunteers (Team Balika) adds strong community engagement and helps build trust. - The SIP includes structured life skills education through Bal Sabha and remedial learning via Gyan Ka Pitara. - It aligns with Right to Education Act, 2009 norms by supporting School Management Committees to improve school infrastructure (toilets, water, boundary wall, etc.).	- The SIP does not specify a month-wise or quarter-wise timeline for implementation. - There is no mention of how convergence with local government schools or education officials will be ensured.	- Add an activity calendar to show clearly when each step (like training, enrolment, life skills sessions) will take place. - Create a basic risk matrix to address possible dropout, migration, or volunteer gaps. - Develop a convergence strategy with local education departments and government schools. 

Table 21: Analysis of Key Performance Indicators

Strengths of the KPIs	Weaknesses and Areas for Improvement	Suggestions for Improvement
- KPIs are clearly defined with specific numbers, such as 4,255 girls to be enrolled, 902 girl leaders trained, and 3,700 children benefiting from the learning program. - They cover all areas of work — enrollment, life skills, and learning. - ASEP-aligned baseline and endline assessments make the GGP learning outcomes more reliable. - Beneficiary numbers are broken down by activity, which helps track coverage effectively. - The KPIs match the budgeted activities listed in the PFMD.	- KPIs focus more on the number of people reached than the actual change or outcomes (e.g., % of girls retained or improved scores). - There are no KPIs to track impact of life skills sessions (like increased confidence or participation). - Infrastructure outcomes from SIP (e.g., working toilets, water) are not tracked as output.	- Add outcome KPIs, such as % of enrolled girls who stay in school after 5 months or % of improvement in learning test scores. - Include indicators for tracking behavioural or mindset changes among parents and girls. - Break down beneficiaries by caste, income group, or first-generation learners to track inclusion. - Add specific indicators to track school infrastructure improvements (e.g., 70% of schools now have separate girls' toilets). - Create a simple reporting system to check how life skills training improved student engagement or confidence.

E.2 Logical Framework Analysis (Log Frame) of FEGG Initiatives

A Logical Framework (Log Frame) analysis provides a structured approach to understand and evaluate the key components of FEGG's initiatives. Below is the Log Frame for FEGG's core initiatives: ODSG Enrollment, Team Balika, Life Skill Education through Bal Sabha and Gyan Ka Pitara. Please refer to the Log Frame mentioned in Section D.

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

Table 22: Enrollment & Retention of Out-of-School Girls (ODSG)

Input	Output	Outcome	Impact
Community mobilization resources, including over Team Balika volunteers.	Enrollment of ODSG in 4275 FY 2004-05.	*	Strengthened community-led systems that sustainably support girls' right to education.



Input	Output	Outcome	Impact
Awareness programs, home visits, and community meetings.	Tailored enrolment 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 6079 OOBGs (average 48 per village in Bahraich).	Accurate targeting of high-need households for intervention.	Increased enrolment: conversion from identification to actual enrolment.	Reduction in systemic exclusion in remote and underserved geographies.

* Outcome cannot be measured because the data will be collected in end of second quarter i.e. September 2023 for the year ended 2024-25

Table 20: Team Balke

Input	Output	Outcome	Impact
Recruitment and training of 121 community volunteers.	121 volunteers actively engaged in capacity-building programs.	Strengthened volunteer engagement in outreach programs, with 61% actively involved in enrolment and counselling activities.	79% of volunteers helped more than 10-30 girls enrol in schools.
Leadership and skill development programs.	18 volunteers secured private sector employment, showcasing individual growth.	Volunteers increased trust and participation in educational initiatives.	Volunteers became key enablers of local education systems, reinforcing girls' right to schooling.
Tools and resources to advocate for girls' education.	Volunteers equipped with advocacy toolkits and ongoing mentoring to lead local education campaigns.	Increased local ownership of girls' education as a shared community responsibility.	Long-term cultural shifts towards gender equality in education.

Table 21: Life Skills Education through Bal Sabha

Input	Output	Outcome	Impact
Training modules for life skills education.	Training of 962 adolescent girls in leadership, communication, and problem-solving skills.	85% of girls improved decision-making and problem-solving skills.	85% of girls reported improved decision-making skills.
Capacity-building for and volunteers.	Establishment of 74 Bal Sabha councils in schools.	Increased leadership participation among adolescent girls.	89% noted increased confidence in leadership.
Materials for Bal Sabha activities (guides, posters, workbooks).		Improved self-confidence and community involvement for participants.	Empowered girls to act as change agents in their communities.

Table 28: Gyan Ka Pitara

Input	Output	Outcome	Impact
Provision of educational kits (flashcards, storybooks, worksheets).	GKP curriculum introduced in 93 schools, benefiting 4,109 children.	88% of students demonstrated improvements in literacy and numeracy.	88% of students reported significant skill improvements.
Training sessions for teachers and volunteers on remedial learning techniques.	Remedial learning sessions with 86% task completion.	Reduced learning gaps in critical subjects: Hindi (41% improvement), English (34%), and Mathematics (38%).	86% applied skills in daily life.
		Strengthened academic engagement and foundational skills.	Reduced learning gaps and increased academic performance.

E.3 Impact Aspects

a. Impact score card for FY 24-25

Amidst the challenges posed by heightened poverty rates and resistance within communities, we have achieved a remarkable feat in enrolling 4,273 out-of-school girls during the year of (FY 24-25), showcasing noteworthy progress. The following data in the impact card sheet and later in the section of qualitative and quantitative aspects is taken from multiple sources including primary field data, FGD and open domains. Primary data itself may have multiple responses against one data set coming from different respondents, which has been taken as an estimate for the purpose of understanding the impact aspects. For example, a data set regarding the "probable change in dropout rate of DOBO" may have varying responses from - students, teachers, parents and volunteers.

Table 29: Impact Score Card

Category	Metric/Indicator	Target	Achieved	Impact Assessment	Remarks/Next Steps
Educational Impact	Number of out-of-school girls enrolled	4,255 girls	4,273 girls	High	Target exceeded. Still need to work in underserved and remote areas.
	Attendance rate in schools (%)	85%	86%	High	Continue parent engagement workshops to maintain and improve attendance levels.
Programme Reach	Villages covered	124	124	High	Reached the target villages.
	Gyan Ka Pitara kits distributed	93 kits	93 kits	High	Ensure timely procurement and distribution.
Social Impact	Number of Team Balika volunteers trained	121 volunteers	121 volunteers	High	Ensure Scaling volunteer training and support.



Category	Metric/Indicator	Target	Achieved	Impact Assessment	Remarks/Next Steps
	Increase in community awareness sessions (%)	70%	73%	High	Introduce innovative formats for sessions to attract more participation.
Gender Equality	Girls transitioned to higher education (%)	30%	33%	High	Maintain teacher interaction to increase the transition of girls.
Operational Efficiency	Timeliness of program execution (%)	90%	95%	High	Optimize coordination among stakeholders.
	Cost per beneficiary (₹)	₹1,122	₹683	Moderate	Innovate for low-cost models of program implementation.
Stakeholder Impact	Satisfaction level of beneficiaries (%)	90%	86%	High	Collect structured feedback to guide process revamp.
	Partnerships with local Government	1 state partnerships	1 state partnerships	High	Deepen collaboration with existing partner state.

b. Quantitative Representation of Impact

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

i. OOSG Enrolment

- Girls Enrolled: 6079 identified and 4275 enrolled.
- Attendance Rates: 85% to 88% attendance rate among enrolled girls.
- Community Engagement: Conducted 118 community mobilization meetings (Gram Shiksha Sabhas and Mohala Meetings).
- Target Geography: Active in Navabganj, Risla and Shimpur blocks of Behranch district of Uttar Pradesh.

ii. Team Balika

- Volunteers Recruited: Over 121 Team Balika members trained and operational.
- Community Outreach: Engaged with 6,000+ households to advocate for girls' education.
- Enrolment Impact: Contributed to the enrolment of 4275 OOSGs through advocacy and counselling.

iii. Life Skills Education through Bal Sabha

- Bal Sabha Formed: Established 74 Bal Sabha councils in schools.
- Adolescent Girls Reached: Trained 982 girls in leadership and life skills.
- Life Skill Sessions Conducted: Organized 700+ sessions on confidence, communication, health, and hygiene.
- Feedback Impact: 96% of participants reported increased confidence and decision-making ability.

iv. Overall Quantitative Impact

- Reach: Covered 124 villages across 3 different blocks.
- Beneficiaries: Impacted the lives of 4275 girls through integrated interventions.
- Learning Outcomes: Improved literacy and numeracy skills for 4109 children through remedial education (Gyan Ka Pitara).



c. Qualitative Impact of FEGG Interventions

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

i. OGG Enrolment and Retention Behavioural Change in Communities

The FEGG program has successfully initiated a significant behavioural 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 underscore 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 enrolment 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.

ii. Team Balika Community Leadership Development

Team Balika volunteers have risen as influential leaders 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 had transformative effects 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 FEGG program.

Strengthened Advocacy for Girls' Rights

The influence of Team Balika 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 enrolments but also cultivated an environment where girls are seen as equal contributors to society. Team Balika's efforts ensure that education becomes a gateway for broader societal change.

Social Cohesion

The work of Team Balika 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 cohesive environment cultivated by Team Balika highlights the power of collective action in driving progress and ensuring that no child is left behind.

Volunteer Empowerment

For the volunteers themselves, being part of Team Balika 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 Sabha

Enhanced Leadership Skills

The Life Skill Education sessions delivered through Bal Sabha 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.

Resilient Girls

Life skill education through Bal Sabha has played a crucial role in equipping girls with the resilience needed to overcome societal barriers. Participants are better prepared to resist early marriage and assert their rights to education and equal opportunities. They 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 futures. By fostering 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 Sabha 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 long-standing 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, enabling 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 obstacles, fostering a sense of agency and determination to pursue education despite adversity.

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 solving issues related to girls' education, fostering shared accountability and creating a supportive environment for sustained progress.

E.4 Areas of 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 Bahraich district of Uttar Pradesh state. Through initiatives such as Out-of-School Girls (OOSG) enrolment, Gyan Ka Pitara (GKP) and Life Skills Education (LSE), 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 2024-25. The analysis is categorized into core areas of engagement: enrolment, program delivery, stakeholder capacity, community mobilization, and monitoring and evaluation.

a. Enrolment

Areas of Improvement:

- It is recommended to strengthen efforts that encourage regular school attendance, as many students emphasized the importance of going to school every day.
- It is advised to leverage peer motivation strategies, encouraging enrolled students to influence and guide other girls in their community to join school.

Recommendations:

- Daily/weekly attendance tracking dashboards at the school and cluster level.



b. Stakeholder Capacity Building

Areas of Improvement:

- **Session Regularity:** Teachers repeatedly emphasized the importance of consistent delivery, stating that GNP and LSE sessions should continue throughout the academic year.
- **Pedagogical Approaches:** Teachers expressed the need for more activity-based learning, including weekly tasks, shared reading, and practical exercises.

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.

c. Community Mobilization

Areas of Improvement:

- **Resistance to Girls' Education:** Cultural resistance continues to impede progress in several areas.
- **Low Parental Engagement:** Despite outreach efforts, not many parents actively participated in school events and activities. This lack of engagement reduces the community's collective accountability towards girls' education.

Recommendations:

- **Behavioural Change Campaigns:** Conduct targeted campaigns using local influencers, radio programs, and street plays to challenge societal 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 mobilize collective action.

E.5 Conclusion

The Social Impact Assessment for FY 2024-25 affirms that the Foundation to Educate Girls Globally (FEGG) has delivered meaningful, measurable outcomes through its intervention in the Bahraich district. By enrolling 4,275 out-of-school girls and improving foundational literacy, life skills, and school engagement, the program has directly contributed to SDG 4 (Quality Education) and SDG 5 (Gender Equality).

Initiatives such as Oyan Ka Pitara (OKP) and Life Skills Education (LSE), supported by trained volunteers under Team Balika, have created a structured support ecosystem that fosters retention and student development. The SROI ratio of 22.08.5 underscores the exceptional social value created against the financial investment.

Feedback from students, parents, and teachers validates the program's relevance and effectiveness. However, infrastructure limitations, low visibility in certain geographies, and short program durations have emerged as areas for improvement.

To sustain impact and enhance reach, it is recommended that FEGG strengthen field operations, improve logistical coordination, and integrate its interventions with government systems for long-term adoption. Overall, FEGG's model represents a scalable, community-rooted approach to advancing girls' education in underserved regions.



Section F: Annexures

Annexure A: Abbreviations

Abbreviation	Full Form	Abbreviation	Full Form
ZCZP	Zero Coupon Zero Principal	RTE	Right to Education
ASER	Annual Status of education report	SAS	Social Audit Standards
BSP	Beti Bachao Beti Padhao	SC	Scheduled Castes
MPI	Multidimensional Poverty Index	SCERT	State Council of Education Research and Training
BPL	Below Poverty Line	SDGs	Sustainable Development Goals
BS	Bal Sabha	SEs	Social Enterprises
CEO	Chief Executive Officer	SA	Social Impact Assessment
CSOs	Civil Society Organisation	SIP	School Improvement Program
ESOPRO	Social Impact Assessment Entity	SMCs	School Management Committee
FC	Field Coordination	SRO	Self-Regulatory Organisation
FEQG	Foundation to Educate Girls Globally	SROI	Social Return on Investment
FGDs	Focused Group Discussions	SSA	Samagra Shiksha Abhiyan
GER	Gross Enrolment Ratio	SSE	Social Stock Exchange
GKP	Gyan Ka Phara	ST	Scheduled Tribes
NFHS	National Family Health Survey	TB	Tam Baika
GSD	Gram Shiksha Sabha	UDISE+	Unified District Information System for Education Plus
ICAI	Institute of Chartered Accountants of India	UNICEF	United Nations Children's Fund
IDIs	In depth Interview	UP	Uttar Pradesh
KPI	Key Performance Indicators	WHO	World Health Organisation
LFA	Logical Framework Approach	ICDR	Issue of Capital and Disclosure Requirements

LODR	Listing Obligations and Disclosure Requirements	OOSG	Out of School Girls
LSE	Life Skills Education	PMS	Performance Management System
MSE	Monitoring and Evaluation	OOSC	Out of School Children
		NSE	National Stock Exchange
HMs	Household Meetings	SEBI	Securities and Exchange Board of India
NEP	New Education Policy, 2020	ICMAI SAO	Institute of Cost Accountants of India - Social Audit Organisation
NPOs	Non for Profit Organisations	ISAI	Individual Social Audit Identifier (for assessor membership)
FY	Financial Year	UDIN	Unique Document Identification Number
OBC	Other Backward Classes		

Annexure B: Survey Tools, Interview Forms

Detailed Questionnaire for Students (Girls) - Assessing Qualitative and Quantitative Impact - Beneficiaries	
Section 1 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 religion background?	
Where do you live? (Village/Region)	
How long have you been going to school?	Less than 6 months 6 months to 1 year More than 1 year
Are you the first in your family to attend school?	Yes No
Section 2 Attendance and Retention (Quantitative Impact)	
Did you go to school before this academic year?	Yes No
Do you go to school every day?	Yes, every day Sometimes Not often
For child up to 10 years of age	
Why do you miss school sometimes?	I have to help at home I'm sick I don't have transport to school Other (please explain):
Since PEGG helped, do you feel it's easier to stay in school?	Yes No
For child 10-14 years	
If no, why were you not attending school before?	Lack of financial resources Distance from school Cultural or family opposition Lack of interest Other (please specify):
Since joining the program, have you been able to attend school regularly?	Yes, regularly Yes, but occasionally absent No, often absent



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 FECC has made it easier for you to stay in school?	Yes, very much
	Sometimes
	No Difference
Section 3 School Experience (Qualitative Impact)	
For children up to 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?	Yes
	No
Do you feel easy to contact your teachers	All the teachers all time
	Some Teachers all the time
	All teacher some time
	Some teachers some time
Do you have friends at school?	Yes
	No
Section 5 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 FECC?	Yes
	No
How do people in your village feel about girls going to school now?	They are happy about it
	They are now more supportive
	They don't care
	They don't like it
	They disagree with the idea of girl's 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?	Yes
	No
Section 6: Simple Feedback for Improvement	
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 extracurricular opportunities
	Access to better learning materials
	Career counselling
How can FEGG help you continuing your education?	
Were there any specific challenges you faced, and how did FEGG help you overcome them?	
Section 7: Inputs (Resources, Support, and Infrastructure)	
Do you feel supported by the FEGG team?	Yes
	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
Section 8: Activities (Programs, Training, and Engagement)	
Which of the following activities have you participated in through FEGG?	GKP
	LSE
	None
	Both
Which activity has had the most positive impact on you?	Yes, a lot
	Yes, somewhat

How often do FEQG volunteers or representatives visit your school?	Not much
	Not at all
	Weekly
	Monthly
	Occasionally
Rarely	
Section 9: Outputs (Immediate Results)	
How many girls from your community have joined school because of FEQG?	None
	1-5 girls
	6-10 girls
	More than 10 girls
Are you able to attend school regularly after receiving support from FEQG?	Yes
	No
	Sometimes
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?	Yes
Do you believe the improvements in school attendance and performance will continue even if FEQG stops providing support?	No
	Yes, the improvements are sustainable
	Yes, but we will need occasional support
	No, we will still need ongoing support
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 PEGG program?	Less than 6 months 6 months to 1 year more than 1 year
What class/grade is your daughter currently in?	
Household Income	Below 1,00,000 1,00,000-5,00,000 Above 5,00,000
Section 2: Attendance and Retention (Quantitative Impact)	
Was your daughter attending school before the Education program?	Yes No
If no, why was she not attending school?	Lack of financial opposition Cultural or family opposition Lack of interest or motivation Distance from School Gender disparity Abuse/discomfort at school Medium of Education at School Reasons associated with caste differences other (please specify)
If yes, does daughter goes to school regularly?	Yes No Somewhat regular
What are the reasons for her absences, if any? (this question is conditionally applicable to respondent to question no. 3 if he chooses second/third option)	Household responsibilities Distance to School Lack of Motivation other (please specify)
Has he observed any change in the child's outlook for education since enrolling in the program?	Has become more attentive Has become more disciplined Has turned more Organized Has become interested in school Has improved social skill
Do You intend to send your daughter to school after completing her current grade?	Yes, definitely Yes, but not sure about higher grades

	No	
Section 3: Experience with Education Girl (Qualitative Impact)		
How did you first hear about Education Girls?	Community volunteer visit	
	Village meeting	
	School	
	Neighbours/relatives	
	Other_	
Do you believe the support from FEGG has helped your family?	Yes, significantly	
	Yes, a little	
	No	
Section 4: Inputs (Resources and Support)		
Do you feel supported by FEGG team?	Yes	
	No	
	In what way has FEGG supported your family? (Check all that apply)	Helped with documentation for school enrolment
		Raised awareness about the importance of girls' education
		Motivated us to send our daughter to school
		Helped with other issues (Please specify)
No support received		
Section 5: Activities (Programs and Engagement)		
Have you participated in any activities organized by FEGG (Door to Door Contact, Mohalla Meeting (MM), Gram Siksha Sabha (GSS), etc. ?	Me only	
	Me and my daughter	
	None	
Did the FEGG team conduct any home visits or community meetings to support your daughter's school attendance?	Yes	
	No	
How often does FEGG visit your community or school?	Weekly	
	Monthly	
	Occasionally	
	Rarely	
Do you think these activities have helped your daughter in getting her back into school?	Yes, significantly	
	Yes, a little	
	No	
Section 6: Outputs (Immediate Results)		
How has your daughter's school attendance improved since joining FEGG?	She now attends school regularly	

	Her attendance has improved, but she still misses some days
	No improvement
Have other girls in your community also benefited from FEGG's initiatives?	Yes, many girls
	Yes, but only a few
	No, not many girls
Do you feel that FEGG's program has increased the community's awareness about the importance of educating girls?	Yes, significantly
	Yes, somewhat
	No, not much change
Section 7: Outcomes (Changes in Attitudes and Skills)	
Has your daughter become more confident in her schoolwork since joining Educate Girl?	Yes, very confident
	Yes, somewhat confident
	No change
How has the program changed your family's or community's attitude towards girls' education?	Much more supportive
	Somewhat more supportive
	No change in attitude
Has FEGG's program made it easier for you to encourage your daughter to stay in school?	Yes, definitely
	Yes, but still challenging
	No
Section 8: Impact (Long-Term Change and Sustainability)	
Has your view on the importance of girls' education changed since participating in the program?	Yes, very much
	Somewhat changed
	Not at all
Do you feel the program has helped bring lasting benefits to your family in terms of education, confidence, and future opportunities for your daughter?	Yes
	Maybe
	No
Section 9: Additional Feedback for Logical Framework Model Analysis	
What barriers still exist in your community that might prevent other girls from attending school?	Financial constraints
	Cultural or Family Resistance
	Distance to school
	Health or safety concerns
	Other (please specify)
What additional support do you think FEGG should provide?	
Do you have any suggestions on how FEGG can improve its program to better serve girls and their families?	

Detailed Questionnaire for Student 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 religion background?	
Where do you live? (Village/Region)	
How long have you been going to school?	Less than 6 months
	6 months to 1 year
	More than 1 year
Section 1: Gyan Ka Pitara (Foundational Numeracy & Literacy)	
Input:	
How often did you attend the Gyan Ka Pitara sessions?	Regularly (Every session)
	Often (Most sessions)
	Sometimes (Some sessions)
	Rarely
Did you have the materials needed for the Gyan Ka Pitara activities (e.g., worksheets, notebooks, etc.)?	Yes, always
	Sometimes
	Rarely
	No, never
Output:	
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
Outcome:	
Do you feel your reading and math skills have improved since participating in Gyan Ka Pitara?	Yes, significantly
	Yes, somewhat
	No, not much
	No, not at all
Impact:	
	Frequently
	Sometimes

How have you applied the reading and math skills you learned in Gyan Ka Pitara to your daily life (e.g., reading books, solving math problems at home)?	Rarely Never
Section 2: Life Skills Education (LSE)	
Input:	
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 Emotional well-being Financial literacy Other (please specify)
How often did you participate in group activities or discussions during LSE?	Always Often Sometimes Rarely Never
Outcome:	
What improvements have you noticed in your behaviour or skills after participating in LSE? (Select all that apply)	Improved communication Better decision-making Greater confidence Better time management 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 Somewhat likely Not likely Not sure
Have the LSE sessions helped you in overcoming challenges or difficult situations in your daily life?	Yes, often Yes, sometimes Rarely

	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/Region)	
How long have you been associated with the PEGG program?	Less than 6 months 6 months to 1 year 1-3 years More than 3 years
What grades do you teach or manage (if applicable)	
Section 2: Gyan Ka Pitara Input:	
How frequently were Gyan Ka Pitara sessions conducted in your school?	Regularly (As per schedule) Often (With some gaps) Sometimes (Irregular) Rarely or never Always
Were the necessary teaching materials (books, worksheets, tools) available for these sessions?	Often Sometimes Rarely or never
Output	
How actively did students participate in the Gyan Ka Pitara sessions?	Very actively Somewhat actively Neutral Not very actively
Which activities were most effective for improving students' foundational skills? (Select all that apply)	Reading stories aloud Writing exercises Basic math practice (addition, subtraction, etc.) Number games Vocabulary building exercises Learning through play
Outcome	
What improvements have you noticed in students' literacy skills since participating in GKP? (Select all that apply)	Better reading ability Improved writing skills

	Better comprehension Expanded vocabulary No significant change
What improvements have you noticed in students' numeracy skills since participating in OIKP? (Select all that apply)	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 Gyan Ka Pitara 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 wellbeing Other (please specify):

How actively did students participate in the LSE sessions?	Very actively
	Somewhat actively
	Neutral
	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
	Better problem-solving skills
	Increased confidence
	More self-awareness
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
	Somewhat likely
	Not likely
	Not sure
How have the LSE sessions helped students overcome challenges or solve problems in school or at home?	Significantly
	Somewhat
	Not much
	Not at all
Overall Feedback:	
What improvements would you suggest for the GEP or LSE programs?	
Any additional comments or feedback?	

Detailed Questionnaire for Volunteers of the "FEGG" Program

Section 1: General Information	
Your Name	
How long have you been a volunteer with FEGG?	Less than 6 months
	6 months to 1 year
	1-3 years
	More than 3 years
Which areas do you volunteer in?	Enrollment of out-of-school girls
	Retention
	Learning
	Life Skills
	Others: Specify
Section 2: Volunteer Experience (Qualitative Impact)	
What motivated you to volunteer for FEGG?	Personal interest in girls' education
	Desire to give back to the community

How has your experience been working as a volunteer?	Career development opportunities
	Other (please specify):
	Very fulfilling
	Fulfilling
	Neutral
What activities have you been involved in as a volunteer?	Unfulfilling
	Door-to-door enrolment campaigns
	Counseling parents
	Organizing community meetings
	Learning Support - GKP
Do you feel your contributions as a volunteer have made a difference in the community?	Life Skills
	Other (please specify):
	Yes, significantly
	Yes, but only a small difference
	No, not much of a difference
What challenges do you face in your role as a volunteer?	Lack of resources
	Resistance from families/community
	Difficulty in engaging parents
	Transportation or logistical challenges
	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
	Yes, adequate
	No, insufficient
2. What type of training did you receive as a volunteer?	Training
	Support from PEGG team
	Leadership and skill development
	Other (please specify):
3. Were the resources provided (e.g., educational materials, logistical support) sufficient for your role?	Yes, more than sufficient
	Yes, adequate
	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?	Counselling parents about enrolling girls in school Conducting community outreach and awareness programs Imparting 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 enrol their daughters in school?	One-on-one counselling Group/community meetings School or program visits Other (please specify):
Section 5: Immediate Results (Outputs)	
1. How many girls have you helped enrol in school through your volunteer efforts?	Less than 10 11 to 30 31 to 50 More than 50
2. Have you noticed any changes in the girl's attendance after enrolling them in school?	Significant improvement Moderate improvement No improvement Performance has worsened
3. How have the girls' participation in school activities changed since being enrolled?	They participate more actively They participate the same as before They are still disengaged
Section 6: Behavioural 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
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 FEQG 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 ensure progress
4. What is the most significant long-term impact you expect from your volunteering efforts with FEQG?	
Section 8: Additional Feedback for Logical Framework Model Analysis	
1. What challenges do you still see in encouraging parents to enrol their girls in school?	Financial difficulties Cultural or traditional resistance Distance to school Lack of trust in education Other (please specify):
2. How can FEQG improve its volunteer program to increase its impact on girls' enrolment 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 "FEQG" Program

Section 1: General Information	
1. Your Name:	
2. Your Position/Role:	
3. Government Department/Office:	
4. Location of Your Office (City/Town/Village):	
5. How familiar are you with the FEQG initiative?	Very familiar Somewhat familiar Not familiar

6. How long have you been aware of the program in your region?	Less than 6 months 6 months to 1 year 1-3 years More than 3 years
Section 2: Government Involvement and Support (Quantitative Impact)	
What has been the government's role in supporting the FEGG initiative?	Providing support for implementing FEGG's program Offering policy or regulatory support Facilitating access to schools and infrastructure Mobilizing community awareness Other (please specify):
2. How many schools in your jurisdiction have benefited from the FEGG program?	Less than 10 10-30 31-50 More than 50
3. What percentage of out-of-school girls in your jurisdiction has been enrolled in schools through the FEGG initiative?	Less than 20% 20-40% 40-60% More than 60%
4. Has there been any reduction in dropout rates among girls since the introduction of FEGG in your area?	Yes, a significant reduction Yes, a slight reduction No change Dropout rates have increased
Section 3: Policy and Resource Inputs (Inputs)	
What type of government policies have been implemented to support girls' education in conjunction with FEGG?	Education scholarships Free textbooks and uniforms Provision of meals or mid-day programs Transportation assistance Other (please specify):
2. Do you believe these policies have helped in increasing girls' enrolment and retention in schools?	Yes, significantly Yes, but only slightly No noticeable change
3. Has the government provided enough resources (financial, human, or infrastructure) to support the implementation of FEGG's objectives?	Yes, more than sufficient Yes, but more is needed No, insufficient
4. What additional government support or policy changes would further enhance the success of FEGG?	
Section 4: Program Implementation and Government Engagement (Activities)	
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-led 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 program 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?	
Section 5: Immediate Results and Impact (Outputs)	
What is the increase in school enrolment for girls in your jurisdiction since the introduction of FEGG?	Significant increase Moderate 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
4. Are there specific schools or areas that have shown better results in terms of enrolment and retention?	Yes No Not sure
Section 6: Attitudes and Behavioural Changes (Outcomes)	
Has the FEGG initiative influenced the community's perception of girls' education in your jurisdiction?	Yes, significantly positive change Yes, slightly 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 FEGG 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 FEGG's efforts?	Yes, definitely
	Yes, but unsure
	No

Section 7: Long-Term Impact and Sustainability (Impact)

1. What long-term benefits do you foresee for girls who have enrolled through FEGG's efforts?	Greater opportunities for higher education
	Better job prospects
	Improved financial independence
	Other (please specify):
2. Do you believe the FEGG 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 infrastructure improvements would ensure the sustainability of girls' education in your area?	
4. How can the government ensure that the positive changes initiated by FEGG are sustained over time?	

Section 8: Additional Feedback for Logical Framework Model 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 FEGG'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 FEGG?	

Detailed Questionnaire for Community Leaders for "FEGG" Program

Section 1: General Information	
1. Your Name:	
2. Role/Position in the Community:	



3. Village/Region:	
4. How long have you been aware of the FEGG program in your community?	Less than 6 months 6 months to 1 year 1-3 years More than 3 years
5. Have you been involved in supporting the FEGG initiative in any way?	Yes No
Section 2: Community Context and Barriers to Enrollment (Quantitative Impact)	
1. What percentage of girls aged 5-14 in your community are currently out of school?	Less than 20% 20-40% 40-60% More than 60%
2. In your opinion, what are the main reasons why girls are not attending school in your community?	Financial difficulties Cultural or traditional beliefs Distance from school Lack of awareness of the importance of education Household responsibilities Other (please specify): Less than 20%
3. What percentage of out-of-school girls have been successfully enrolled through FEGG's efforts?	20-40% 40-60% More than 60%
4. Have dropout rates decreased since the introduction of the FEGG initiative in your community?	Yes, significantly Yes, slightly No change Dropout rates have increased
Section 3: Program Awareness and Community Engagement (Inputs)	
1. How aware is your community of the FEGG initiative?	Very aware Somewhat aware Not aware
2. Have there been any community meetings or events organized by FEGG to promote awareness of girls' education?	Yes, several Yes, a few No, none
3. What kind of support has FEGG provided to the community?	Financial assistance for education Educational materials and resources Training for teachers Support for health and hygiene education

	Aware communities about the Government Policies for girls' education
	Other (please specify):
4. Do you think FEGG has provided sufficient resources and support to improve girls' enrolment in your community?	Yes, more than sufficient
	Yes, but more is needed
	No, insufficient support
5. What additional support would be needed to improve the impact of FEGG 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 FEGG initiative?	Yes, a significant increase
	Yes, but only a small increase
	No change
2. How do parents in your community feel about sending their girls to school after FEGG's involvement?	Very supportive
	Supportive but with reservations
	Neutral
	Still resistant
3. Have you noticed any changes in the girls' academic performance and participation in school since their enrolment?	Yes, significant improvement
	Yes, slight improvement
	No change
	Their performance has worsened
4. Are girls more active in community activities or leadership roles since participating in FEGG programs?	Yes, much more active
	Yes, but only slightly more active
	No, no change
Section 5: 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 FEGG program?	More girls will pursue higher education
	Girls will have better job opportunities
	Girls will take on leadership roles in the community
	Other (please specify):
2. Do you think the FEGG program will have a lasting impact on the future of girls in your community?	Yes, definitely
	Yes, but unsure
	No
	Yes, the changes are sustainable
	Yes, but more support is needed
	No, the changes will not be sustained
4. What do you think is the most significant long-term benefit of FEGG's work in your community? (Open ended)	
Section 7: Additional Feedback for Logical Framework Model Analysis	
	Cultural or traditional opposition

1. What challenges still exist in your community that prevent girls from attending school regularly?	Financial difficulties
	Distance to school
	Safety concerns
	Other (please specify):
2. What additional actions or resources do you believe are needed to ensure more girls enroll in and complete their education?	Financial support for families
	Transportation for students
	Community awareness programs
	Scholarships for higher education
3. Do you have any suggestions or feedback for improving the FEGG initiative? (Open ended)	Other (please specify):

Detailed Questionnaire for the Management of "FEGG" NGO

Section 1: General Information

1. Your Name:	
2. Your Role in the Management Team:	
3. How long have you been with the FEGG NGO?	Less than 6 months
	6 months to 1 year
	1-3 years
	More than 3 years
4. Which areas of the program are you responsible for?	Enrollment of out-of-school girls
	Skill-building programs
	Partnerships and collaborations
	Fundraising and financial management
	Monitoring and evaluation
	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
	Adequate
	Inadequate
2. What sources of funding and resources does FEGG rely on?	Government grants
	Corporate partnerships
	International donors
	Individual contributions
3. Has the NGO faced any challenges in securing sufficient funding to sustain its programs?	Other (please specify):
	Yes, significant challenges
	Yes, but manageable
	No challenges
4. What additional resources or support would be beneficial to improve the NGO's impact?	

Section 3: Program Implementation and Activities



1. What are the primary activities that FEGG carries out in your region?	Enrollment campaigns
	Community outreach and awareness programs
	Skill-building workshops for girls
	Partnerships with schools and local governments
	Teacher training and support
2. How frequently do you assess the progress and impact of these activities?	Other (please specify):
	Weekly
	Monthly
	Quarterly
	Annually
3. What challenges have you encountered in implementing these activities?	Resistance from families or communities
	Lack of resources or infrastructure
	Limited community awareness
	Difficulty in tracking outcomes
	Other (please specify):
4. Which program activities have been the most successful in achieving the NGO's goals?	Enrollment drives
	Health and hygiene education
	Academic tutoring
	Leadership and skill-building programs
	Community awareness campaigns
5. What improvements can be made in the implementation of these activities?	Other (please specify):
Section 4: Immediate Results and Outputs	
1. How many girls have been successfully enrolled through FEGG's initiatives in the past year?	Less than 50000
	50001-100000
	100001-200000
	More than 200000
2. What percentage of girls regularly attend school after enrollment?	Less than 50%
	51-70%
	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%