



ANNUAL REPORT
2017-18



CONTENTS

From The Executive Director	2
Introduction	4
Development Impact Bond	8
2017-18 Program Updates	30
Partnership & Leadership Updates	34
Events	36
Stories of Hope	40
Financial Statement	46
Partners and Recognition	48



Dear Friends,

Looking back upon 2017-18 it is hard to know where to begin, as so much has happened and things seem to have moved so fast. It was the final, pivotal year of our 3-year Development Impact Bond (DIB) contract and we put all our focus on achieving the set targets. It was also the year we worked on our new organisational strategy, creating the roadmap through to 2024 and the year we initiated our Adolescent Girls Program (AGP).

The highlight of the year has been the final results of the world's first Development Impact Bond (DIB) in education, the outcomes-focused innovative financing tool we piloted in Bhilwara district of Rajasthan in partnership with UBS Optimus Foundation and Children's Investment Fund Foundation. Ever since its launch in 2015, this project has been an enormous source of attention for the development sector as well as the global impact investing fraternity. Given this, we are elated to be presenting an extremely successful proof-of-concept with 116% of the enrolment target and 160% of the learning target achieved. What the results really mean on the ground is that 768 young girls who were at home, engaged in domestic work and at risk of child-marriage are now in school and receiving an education and 7,300 children from marginalised, tribal communities, most of them first generation school-goers, now have the literacy and numeracy skills to excel in higher education and in life.

The results and learning from the DIB mean so much to Educate Girls as an organisation as well. We have now changed a lot as a team, with decision-making happening much closer to the community. The new learning curriculum - Gyan Ka Pitara (GKP) - that is focused on building micro-competencies in language and math, evolved during the project. It is now being implemented in other program schools. Moreover, the robust performance management system that we instituted, will be now rolled out across districts where we work so that the right data drives tailored solutions, ensuring that every last girl is in school and every last child is learning well.

The DIB was a huge undertaking for our team and I am extremely grateful to every member who has strived to make it successful. I hope we have made a valuable contribution globally to the development of innovative financing tools that are so desperately needed to plug the funding gap for achieving the Sustainable Development Goals (SDGs).

During the second half of the year, groundwork to commence operations in Barwani district was undertaken. With this expansion, we have reached over 170,000 more marginalised children in the state of Madhya Pradesh.

Another exciting project that was initiated in the year was the Adolescent Girls Program (AGP) - for girls aged 10-19.

The AGP is a 2-year pilot project covering over 81 villages in Ajmer, Rajasthan. In the first academic year of 2017-18, we have enroled 25% of the identified out-of-school-girls into primary and secondary schools. Our team continues to sensitise communities and use innovative ways to create a safe space for adolescent girls.

Building for the future, we also worked on our new growth strategy, co-created with Strategy&. This ambitious plan builds on the scale and achievements of the past 11 years and takes us now to 31 educationally backward districts reaching 16 million children by 2024. Not only does the new plan see geographic expansion, including Bihar and Uttar Pradesh, but it also sees us working in new partnerships.

From the girls in the remote villages where we work, to climate scientists in the USA – there is an overwhelming consensus that girls' education is a global imperative. 'Educate Girls' is our organisation, but educate girls is also a call to action and we thank you from the bottom of our hearts for your contribution to our action over the last year!

Warm Regards,
Safeena Husain

ABOUT US

Established in 2007 by Safeena Husain (Executive Director), Educate Girls' focus is on mobilising communities for girls' education. Strongly aligned with the 'Right to Education Act' or the 'Sarva Siksha Abhiyan,' Educate Girls is committed to the Government's vision to improve access to primary education for children, especially young girls, by involving the local government and communities. By leveraging the Government's existing investment in schools, Educate Girls delivers measurable results to a large number of beneficiaries and avoids duplication or parallel delivery of services.

Educate Girls believes that if girls in educationally backward districts are educated, they will have the potential to enter the formal economy, gain employment and lift their families out of poverty.

The sustainability and scalability of the model has enabled Educate Girls to consistently expand operations to include more districts. It is now actively working in rural communities across 13,000+ villages in Rajasthan and Madhya Pradesh, reaching millions of children in some of India's most remote areas.

VISION

We aim to achieve behavioural, social and economic transformation for all girls towards an India where all children have equal opportunities to access quality education.

MISSION

We leverage existing community and Government resources to ensure that all girls are in school and learning well.

GOAL

Our goal is to improve access and quality of education for around 16 million children cumulatively by 2024.

EDUCATE GIRLS' PROGRAM MODEL



SUSTAINABLE



SCALABLE



VALUE FOR MONEY

**Working in partnership with the Government and communities
Educate Girls creates community ownership through**



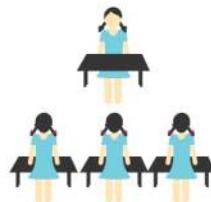
Team Balika
(Community Volunteers -
Champions for Girls' Education)



Community-led
enrolment plans



School Management
Committees (SMC)



Creation of girl leaders



Creative learning and
teaching techniques
and classroom support

Which results in

Increased
ENROLMENT



Increased
RETENTION



Improved
LEARNING OUTCOMES



Educate Girls Because...

Every girl has the potential to aspire and achieve!



Illustration by: Sebin Simon (@inkologyart)

Most people in my community believe that educating girls is a waste of time and money because girls can't take care of their parents after marriage. We are called 'paraya dhan'. Now, I want to study further and prove that even girls can make their parents proud. Someday, I will pilot a plane and be the wings that show my father the world!

- Asmaa (10 years old)

Girls can lead and contribute to the nation's progress!



Illustration by: Sebin Simon (@inkologyart)

In our day, we were told that good girls should neither be seen nor heard. But now, when I see my granddaughter dress up and walk to school everyday, I realise that I don't want her to be invisible. I want her to grow up educated and equipped, empowered to add value to many lives, leaving a mark that cannot be denied!

- Leela Devi (68 years old)

The World's first Development Impact Bond (DIB)
in education surpasses both target outcomes!



EDUCATE GIRLS' DIB: Snapshot

3 YEAR
project (2015-2018)



Working with
166 SCHOOLS
140 villages
in Bhilwara, Rajasthan

 **7,300 CHILDREN**

 US\$ **270,000**

TARGET OUTCOMES:

80% focus

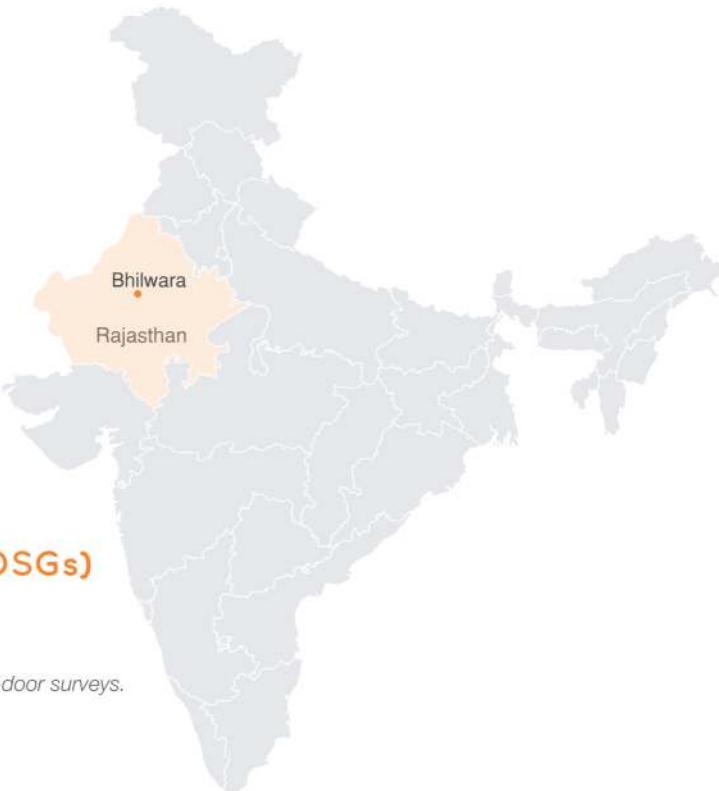
Improve learning outcomes in literacy and numeracy for all children in Grades 3-5.

Evaluated through clustered randomised control trial using ASER test.

20% focus

Increase enrolment of out-of-school girls (OOSGs) in Grades 2-8.

*Pre and post intervention evaluation
Target OOSGs identified through door-to-door surveys.*



Year-3: Final Results

The Educate Girls' DIB achieves:



160%
of the final
learning target

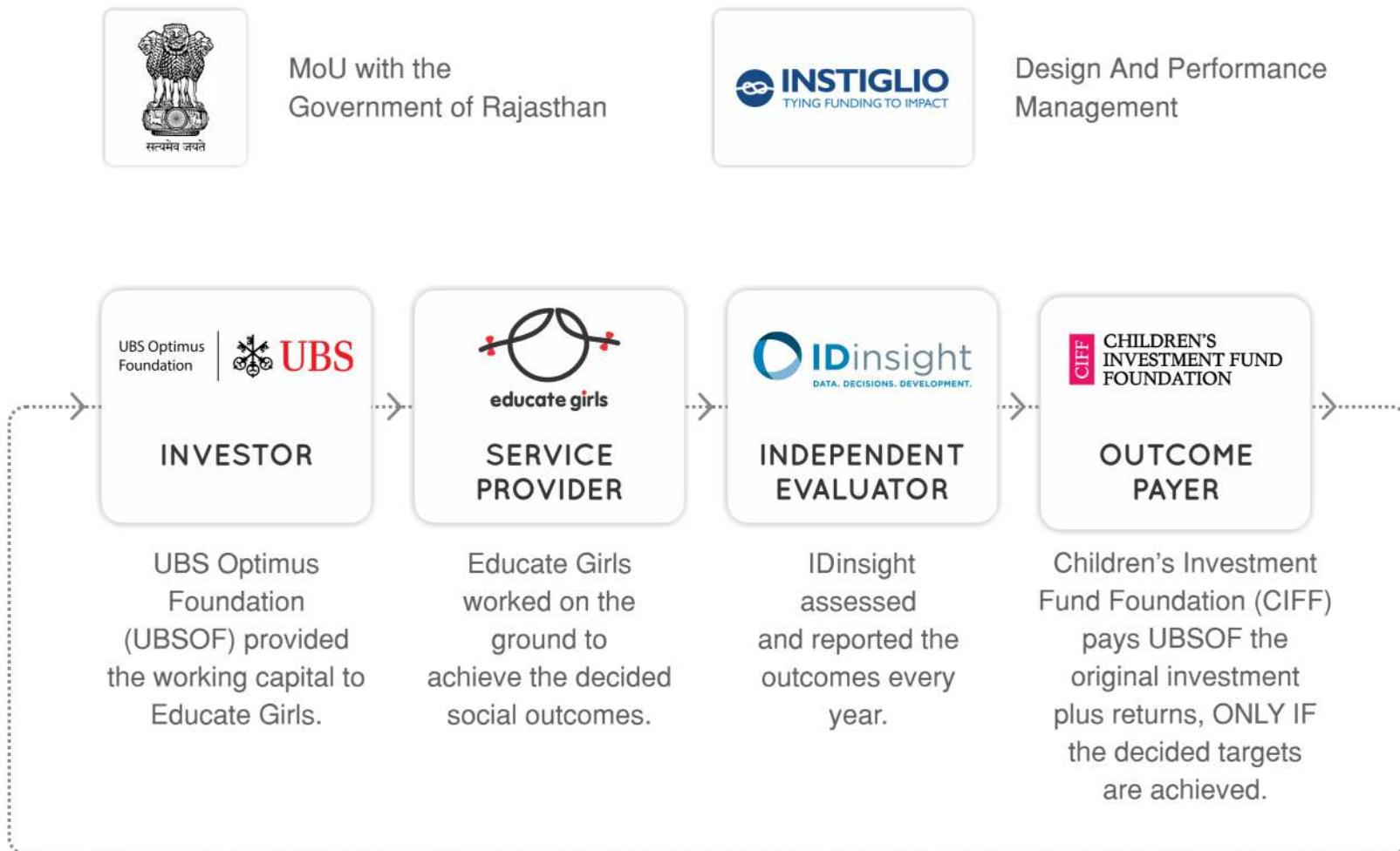


116%
of the final
enrolment target

About Educate Girls' DIB



Educate Girls implemented the world's first Development Impact Bond (DIB) in education - an innovative financing model that ties funding to outcomes - in partnership with UBS Optimus Foundation & Children's Investment Fund Foundation. In a collective effort, various stakeholders came together to support Educate Girls in preparing to scale its model as well as to create benchmarks and a common framework for sector-wide impact. It was intended to be a proof-of-concept.

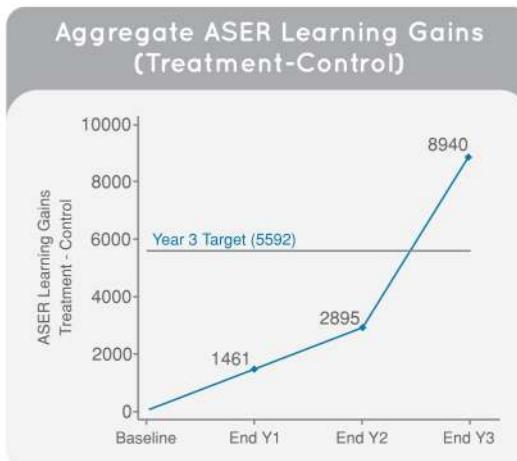
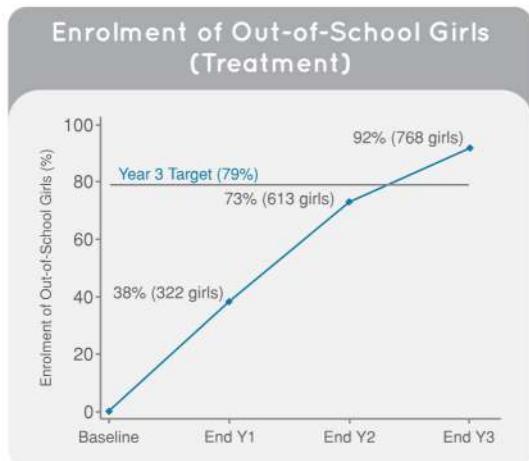


What the Results Mean?



FINAL OUTCOMES

- 768 eligible out-of-school girls identified in the program area were enrolled in school (against a target of 662).
- Students in Educate Girls' program schools had on average 1.08 ASER levels / 28% / 0.31 standard deviation larger learning gains than comparable students in the control group.
- In the final year, learning levels for students in program schools grew 79% more than their peers in other schools – almost the difference of an entire additional year of instruction.
- Learning gains were higher for students in program schools than for control students across all grades and subjects, with relatively higher gains in Math and English than in Hindi.



Course corrections in Year-3 that were instrumental in boosting outcomes:

- Focus on building micro-competencies
- Exercises tailored to individual children
- Home-based teaching for students who were frequently absent
- Teaching sessions during holidays
- Outreach for all older, harder-to-enrol girls

MEASUREMENT OF TARGETS

Learning Outcomes

Students' learning was measured using the ASER test, a widely used test of basic literacy and numeracy, in a randomised controlled trial (RCT). In the case of Educate Girls, the test measured three proficiencies: Hindi, English and Mathematics. The tests were administered to students before and after the intervention. IDinsight measured the impact based on learning gains (from one test to another between students enrolled in the program and in nearby control villages) for students in Grades 3 to 5 over the course of the program.

Enrolment Outcomes

Defined by the percentage of out-of-school girls (between age 7 and 14) enrolled in school by the end of the third year. Educate Girls performed a door-to-door primary survey identifying out-of-school girls, ensuring an accurate target group at the start of the intervention. IDinsight independently verified the accuracy of the enrolment list by sampling a portion of the lists and conducting school and household visits.

Key Learnings



Focus on Outcomes:

The underlying focus on results in the Educate Girls' DIB helped in clearly defining success. This clarity in the meaning of 'outcomes' and exactly what the organisation was hoping to achieve, aligned the organisation to a common goal with increased ownership. This further motivated every single person in the program to think deeply about the barriers to achieving the set outcomes and led to innovative solutions to address these barriers.

Program Delivery:

Educate Girls shifted to a child-centric approach which included focusing on each student in the classroom, tracking each child's progress and conducting exercises to increase learning gains. The team finalised and rolled out tools and worksheets, and field workers collaborated to chalk out customised teaching plans to address the specific needs of each child. Additionally, community volunteers (Team Balika) were allocated subject-wise plans according to their skill levels and they were also supported through in-class observations, demos and regular feedback. Educate Girls also engaged more with the school teachers with the objective of improved delivery of the activity-based remedial curriculum and had continued discussions with the teachers about the progress of children across grades. This improved alignment between teachers and the Educate Girls' team contributed significantly to the success of this DIB.

Flexibility:

The DIB provided Educate Girls with financial as well as operational flexibility to achieve outcomes, making the process activity agnostic. It is this flexibility that led to a host of creative, tailored classroom solutions. At the community level, the field workers were given the flexibility to test different approaches and adapt strategies for enrolment and learning outcomes to a child's unique challenges. Educate Girls was able to hire and move resources through the course of the DIB. The flexibility inherent in the DIB design created an enabling environment.

Data Driven Decision-Making:

The Educate Girls' DIB program collected immense data on activities. Close analysis of this data and improved performance management helped the teams to draw insights that were helpful in planning course-corrections. The DIB program led Educate Girls towards a decentralised decision-making approach, which was built around two core principles - first, capacity building of frontline staff to analyse data and second, empowering mid-management and frontline staff to make live decisions based on data. Data has helped to identify gaps in program delivery, define areas where greater focus was needed and tailor the program delivery to plug these gaps.

"In the DIB program, Educate Girls had the flexibility to innovate, redeploy, and react to on-ground conditions. This enabled us to be more accountable to the students. It brought flexibility to use funds as we saw fit, adapt program delivery to lessons learned in real-time, and stay focused on the results that matter. Data became a tool in the service of those frontline workers on the ground who are responsible for creating impact. The robust Performance Management System (PMS) created for the DIB program gave each frontline worker their own dashboard to be able to study the progress and the roadblocks and think about solutions.

It's been a journey of self-discovery for Educate Girls. The final results are a testimony to our efforts and give us the confidence that Educate Girls can deliver quality at scale and value to every single child in the program."

- Safeena Husain

A panel on 'Results of the Educate Girls' Development Impact Bond' was held on 13th July, 2018, at Brookings Institution, Washington, D.C.



The panel was moderated by Tamar Manuelyan Atinc (Non-resident Senior Fellow, Global Economy and Development, Center for Universal Education), with panelists - Phyllis Costanza (CEO, UBS Optimus Foundation), Avnish Gungadurdoss (Managing Partner and Co-Founder, Instiglio), Safeena Husain (Founder and Executive Director, Educate Girls), Neil Buddy Shah (CEO and Founding Partner, IDinsight) and Grethe Petersen (Director, Strategic Engagement & Communications, Children's Investment Fund Foundation).

Kate Hampton

CEO, CHILDREN'S INVESTMENT FUND FOUNDATION

"The DIB is a new financing tool that can be used to support and scale innovative local solutions with demonstrable results. CIFF is proud to have partnered with Educate Girls and the UBS Optimus Foundation to deliver an independently verified, real-world impact: getting girls into school and helping them learn. We hope others will build on this learning with further innovation and ambition."



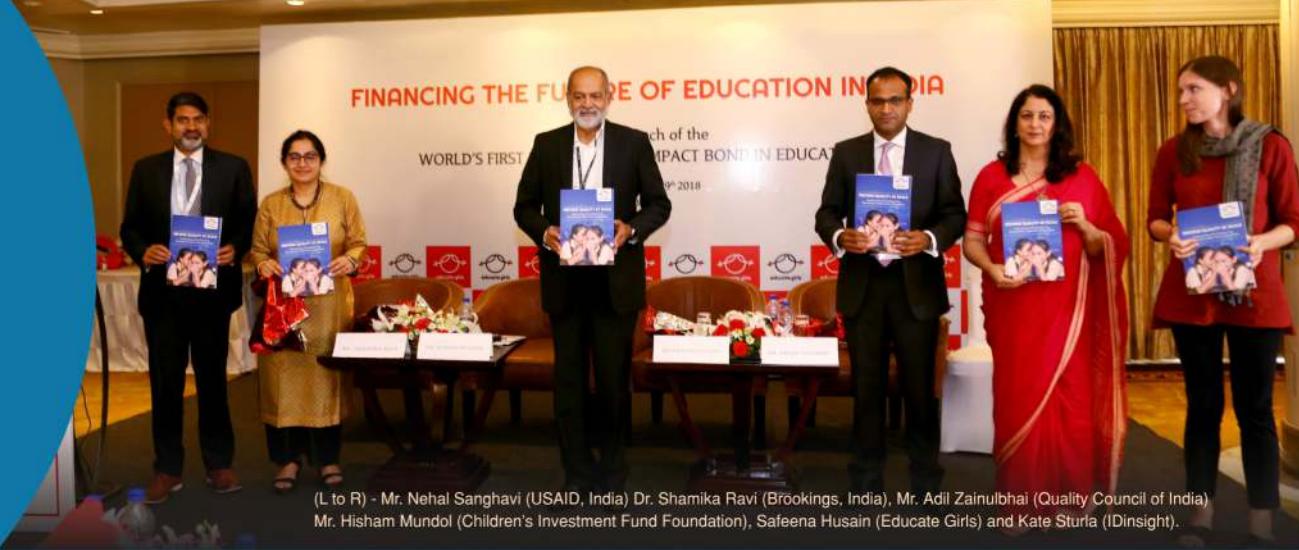
Phyllis Costanza

CEO, UBS OPTIMUS FOUNDATION

"We must challenge, innovate and create if we are to truly reframe the future for thousands of girls across India. The launch of the DIB demonstrates how we are turning those words into action. It is proving an increasingly attractive approach as people recognise the DIB's ability to secure new and much needed funding and deliver significant and sustainable social returns."



A panel on 'Financing the Future of Education in India - Scaling Impact in Education through Innovative Financing' was held on 29th August, 2018 in New Delhi.



(L to R) - Mr. Nehal Sanghavi (USAID, India) Dr. Shamika Ravi (Brookings, India), Mr. Adil Zainulbhai (Quality Council of India)

Mr. Hisham Mundol (Children's Investment Fund Foundation), Safeena Husain (Educate Girls) and Kate Sturla (IDinsight).

The panel discussion was moderated by Dr. Shamika Ravi (Director of Research, Brookings India and Member of the Economic Advisory Council to the Prime Minister of India), with panelists - Mr. Nehal Sanghavi (Senior Advisor for Innovation and Partnership, USAID, India), Mr. Hisham Mundol (Country Head, Children's Investment Fund Foundation) and Safeena Husain (Founder and Executive Director, Educate Girls).

Mr. Adil Zainulbhai

CHAIRMAN, QUALITY COUNCIL OF INDIA

"I congratulate Safeena Husain and Educate Girls for the amazing work they have done in delivering outcomes on the ground and to the various entities, who have put together the Development Impact Bond (DIB), that has allowed Educate Girls to get on the ground and make such a big difference."



Dr. Shamika Ravi

DIRECTOR OF RESEARCH, BROOKINGS INDIA, AND MEMBER OF THE ECONOMIC ADVISORY COUNCIL TO THE PRIME MINISTER OF INDIA

"I congratulate Educate Girls for a very successful proof of concept of Development Impact Bonds in India. They have shown the way of bringing the market disciplines, accountability and greater dynamic efficiency into the social sector where India has a long way to go."

IN THE NEWS

The
Economist

Bloomberg

BROOKINGS

Mumbai **Mirror**

BARRON'S

hindustantimes



COMMITTED TO
IMPROVING THE STATE
OF THE WORLD

Business Standard

devex
Do Good. Do It Well.™

THE
BETTER
INDIA

Alliance
For philanthropy and social investment worldwide

ETPrime

skoll
FOUNDATION

IMPACT **ALPHA**
INVESTMENT NEWS FOR A SUSTAINABLE EDGE

Devdiscourse
Discourse on Development

FINANCIAL EXPRESS

giving **COMPASS**

THE **HINDU**
BusinessLine

THOMSON REUTERS
FOUNDATION

World Finance

Business India

YKA
YOUTH KI AWAAZ

TAIPEI 台北 TIMES

A photograph showing a group of young Indian girls, likely students, wearing light-colored uniforms. They are all smiling and looking towards the camera. The background shows a classroom or school setting with other children and possibly a teacher. The image is used as a visual for an article about development-impact bonds.

A collage of news snippets from various Indian publications. At the top left, a Financial Express article titled 'Education' features a portrait of a man and a woman, with a sidebar on pre-placement offers. The middle section has a large photo of a smiling woman in a sari, with text about lessons from Educate Girls DIB. The bottom section features a Bloomberg Quint logo and a story about UBS's impact on the bond market.

The image is a collage of three news snippets. The top snippet is from Devdiscourse, showing a search bar and navigation menu, with a headline "UBS puts Indian girls into school - and makes a profit". The middle snippet is from Brookings, featuring a photo of several Indian schoolgirls and a quote from UBS Optimus Foundation CEO. The bottom snippet is from The Economic Times, also featuring a photo of schoolgirls and a quote from the same CEO. All snippets mention the "World's first development impact bond (DIB) in education" and its success.

A composite image showing a group of children in a classroom setting, some sitting on the floor and others standing behind them, all looking towards the camera. A woman, identified as Sufena Husain, is in the foreground, smiling. The image is part of a news article about a financial instrument called DIBs.

IMPACT **ALPHA**

Impact Alpha is a platform for impact investing.

2018 Impact Alpha Awards

Small bet, big outcome for UBS' girls education development impact bond



In 2013, the UBS Optimus Foundation placed a small bet on a big idea: that nonprofit development organizations could tap private investors for funding capital.

UBS ALPHAPLUS | UBS PRODUCTS | UBS M&A | UBS LENDING | UBS INVESTMENT BANKING | UBS MORTGAGE | UBS PERSONAL FINANCIAL MANAGEMENT | UBS PRIVATE BANKING | UBS PRIVATE EQUITY | UBS PORTFOLIO MANAGEMENT | UBS ELECTIONS | UBS MEDIA | UBS CONNECT

Business Standard

How outcome-based impact bonds are attracting global investors to India

India is uniquely positioned to attract funding through the impact bond route given the maturity of the social investing ecosystem

Surjeet Dey | New Delhi
Last Updated as September 21, 2018 (08:55 IST)

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US Visa Requires \$500,000
A US Immigration Through Investment With Key Criteria Inside 27 May Justified

Impact Bonds, an outcome-based finance mechanism, has caught the fancy of social impact investors and global philanthropic funds in India. Earlier this month, UBS Optimis

BARRON'S

UBS Development Impact Bond Educates Girls in India



The UBS Development Impact Bond is a type of bond to provide financial flexibility to a nonprofit on behalf of a government to improve the educational environment. It's got to stick to outcomes.

In this case, UBS concerned itself that the development impact bond it created met metric goals, with those goals being that more girls would attend school and receive an education.

If a development impact bond does not meet its goal, then it has to return a portion of principal, those of investors, applied at the end of the program or event.

At the time, UBS put up \$100 million. The working capital for the program was increased.

The children there are taught English, which is important because they will be able to communicate with their parents and grandparents over. This project is implemented by Unicef USA, an organization that does a lot of work over there.

#EducateGirlsDIB



Enroling out-of-school girls in marginalised, rural communities of India

The Right to Education (RTE) Act in India mandates free and compulsory primary education for all children aged 6-14 years.

However, India is still home to millions of out-of-school girls (who have either never been enroled or have dropped out). Especially in rural communities, many girls lack access to quality education and have minimal understanding of their rights. More often than not they cannot contribute towards the progress and development of the country due to lack of education.

Educate Girls, works against this backdrop with the intent to overcome the challenge of gender inequality in education and to provide equal opportunities to girls living in marginalised regions of India.

For this, Educate Girls, in partnership with the Government, mobilises communities, goes door-to-door, conducts village-based community meetings and uses local volunteers and influencers to spread awareness about the countless benefits of girls' education, attempting to alter mindsets for a sustained change.



Educate Girls' team visits Gitika's home to speak with her father about re-enroling Gitika (extreme left) in school



Door-to-door survey to identify girls who are not in school

In 2015, when the Educate Girls' Development Impact Bond (DIB) intervention commenced in 140 villages of Bhilwara district of Rajasthan, Educate Girls conducted a comprehensive door-to-door survey to draw a complete list of eligible yet out-of-school girls. 8-year old Gitika featured in that list.

Gitika Gurjar lives in a remote village situated in Bhilwara district of Rajasthan, India. Her father is involved in agricultural labour while her mother, whose health has not been very well for a few years, looks for odd jobs to generate some much needed extra income to meet the needs of her children. Gitika was previously enrolled in the Government-run primary school in her village. However, when her elder sister moved to her marital home, Gitika dropped out of school to manage domestic work.

There are several socio-cultural reasons why girls like Gitika are not in school - with patriarchy, gender-based discrimination, and limiting mindsets about gender roles, at the epicenter of those reasons.

So, when a young Gitika was spotted grazing cattle, cooking meals, or looking after her siblings instead of being in school, nobody in the community questioned it.

Hereafter, Educate Girls' team of volunteers and staff visited Gitika's parents on several occasions to speak about her enrolment but no amount of convincing seemed to work. Gitika's father argued "If I let her go to school, my wife will have to stay home which would mean less income." An entire academic year passed by with Gitika still out of school.

However, the team didn't give-up and before the start of the next academic year, they reached out to the family with increased rigor, seeking help from the school teachers and village elders as well. They were finally able to convince Gitika's parents about the importance of educating their daughter by highlighting the stark differences between the future of an educated girl compared to that of an uneducated girl by citing examples from in and around the village.

Gitika was eventually re-enrolled and she is extremely happy to be back in her uniform, exclaiming "I have many friends to study with again!"



Educate Girls' volunteer conducts a village-based community meeting to speak about the importance of educating daughters



Educate Girls' team member (extreme right) speaks with Sarika (extreme left) during a routine home visit

According to Vikram Solanki, who manages the DIB operations in Bhilwara, "In the communities that we work in, it becomes extremely difficult to retain girls in school beyond Grade 5. These are girls who are 9 or 10 years and above."

The families of these adolescent girls strongly believe that education is not going to help their daughters after marriage and therefore it's in their best interest to focus on domestic work, preparing for their marital life in the near future."

Educate Girls' DIB therefore focused on improving the outreach for some of these older, harder-to-enrol girls. Recalling one such case, Vikram explains, "We sometimes come across girls, who are engaged to be married or are already married. In such cases, getting a girl back into school is immensely challenging as two sets of families are involved in the decision-making."

Like in the case of Sarika Bheel, a 11- year old living in another village in Bhilwara, who was identified as an out-of-school girl during the survey.

Sarika dropped out at Grade 5 as the village didn't have an upper primary school. Her father had also found a suitable match for her.

When Educate Girls' team approached her father, he said, "I may not necessarily appreciate Sarika going back to school, but the final decision will be made by Sarika's to-be in-laws." Surprisingly, after a little bit of counseling, Sarika's to-be in-laws agreed, but they left the final decision to Sarika's father. Sarika's father was approached once again and after a few weeks of repeated visits from Educate Girls' team, he agreed - but with one condition – Sarika would not be allowed to travel out of the village.

Owing to her father's unwillingness to send her to a residential school, and the fact that there was no upper primary school in the village, Educate Girls' ultimately offered Sarika the option of pursuing her education through open school.

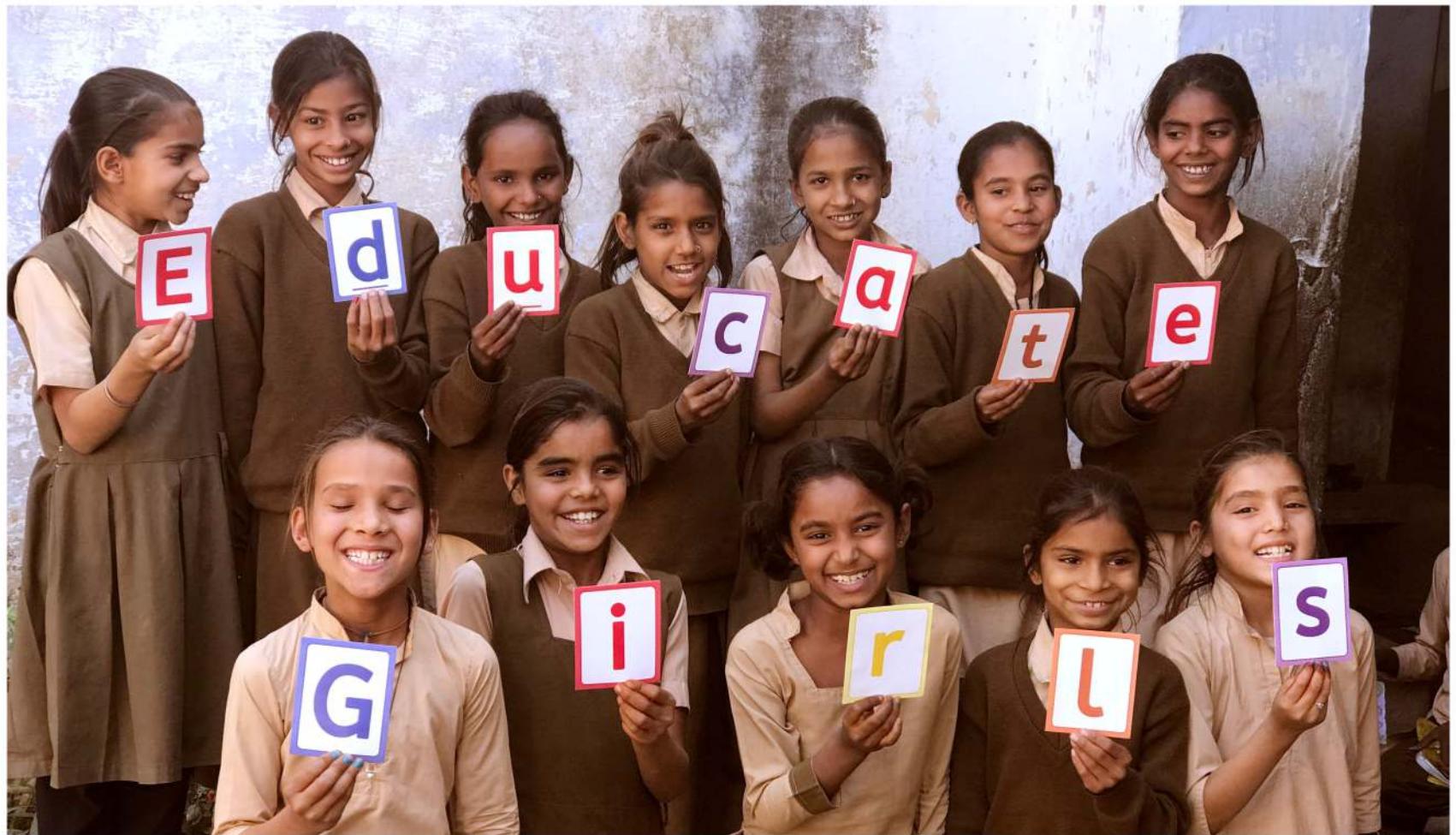
In the case of some other girls - they had been out of school for a couple of years, and so they were apprehensive to re-enrol into a classroom with younger students, fearing humiliation by classmates for not being able to cope up with studies.

Educate Girls was keen to reach harder-to-enrol older girls who contend with social, cultural or personal pressures. Which is why when mainstream schooling was not an option, Educate Girls strived to convince families to allow their girls to opt for the alternative of open schooling.

Vikram adds, "Many girls hadn't studied for years and feared the embarrassment of going back to school or simply lacked interest because they were constantly told that education was futile for them. In some cases the barriers to enrolment were about security concerns over girls having to travel long-distances, often being susceptible to ridicule from the community or eve-teasing. A couple of these girls belonged to migrating tribes, making attendance a challenge."

Open schooling offered these girls the possibility of flexible learning. They could take help from their family or friends, Educate Girls' staff, and teachers, study from home and then appear directly for Grade 10 examinations. "At least this way, we were able to ensure that girls have an opportunity to be a part of formal education and now there is more hope that they will pursue higher studies!" smiles Vikram."

On its completion in 2018, the Educate Girls' DIB helped enrol 768 out-of-school girls back into the formal education system, thereby achieving 116% of its enrolment target.





Improving quality of education for children living in India's remote, rural and marginalised communities

Narayani was identified as an out-of-school girl during a door-to-door survey conducted by Educate Girls. Soon after, efforts commenced to speak with her family to get her re-enroled. After several weeks of persuasion, her family agreed and Narayani was admitted in Grade 4 in accordance with her age.

Having missed out on education in the previous years, Narayani was finding it difficult to cope with what was being taught in class. She was at the risk of dropping out once again.

In another village, Hansraj had been attending school for three years but lacked the literacy and numeracy skills of an average Grade 3 student. During a base-line test, it was found that he could not recognise English alphabets nor identify numbers. He was slightly more confident about Hindi as he could recognise a few alphabets.

To address the needs of children like Narayani and Hansraj, Educate Girls created and implemented a remedial curriculum, Gyan Ka Pitara (GKP), to ensure foundational literacy and numeracy skills for each child.



Narayani



Hansraj with his mother



Educate Girls' Field Co-ordinator conducts home-based teaching for Ankush

Vikram Solanki, who led the DIB implementation in Bhilwara explains the situation, “Throughout the project, we have had to show a great deal of empathy as many of these children are first generation school-goers or are facing other challenges that hamper attendance and learning. Educated parents tend to pass on their knowledge to their children even at home but sadly this wasn’t the case here. Moreover, it’s humanly impossible for a teacher to look into the needs of each child individually and address slow learners separately while also taking care of administration and other responsibilities. This is where we stepped in to bridge the gap. If the needs of these children are not addressed today, they will find themselves lost in upper grades and will eventually either drop-out or have inferior learning outcomes.”

“Educate Girls already had a remedial curriculum that was conducted in classrooms. However, during the DIB, as we collected data on the challenges that children faced individually, this curriculum was revamped with help from a pedagogy expert and was renamed Gyan Ka Pitara, meaning repository of knowledge”, adds Vikram.

Gyan Ka Pitara (GKP) consists of colourful, activity-based tools focused on building micro-competencies in Hindi, English and Math for children in Grades 3, 4 and 5.

The GKP accounts for the needs of the most marginalised children and uses interactive methods such as games, stories, visual tools, flash-cards etc. The kit also includes multiple worksheets for individual practice which helped the staff and even the school teachers keep track of every child’s progress. Hundreds of children have benefitted immensely from the GKP and shown improvement in their learning outcomes.

A case in point – endline tests showed a substantial improvement in learning levels of both Narayani and Hansraj.

Narayani, who could benefit from the remedial curriculum for 2 academic years is now almost at par with her well-performing classmates. She can now fluently read sentences and stories in Hindi with fewer mistakes, can solve certain problems in Math correctly and can recognise capital and small letters of English alphabets. On the other hand, Hansraj, who was exposed to GKP for three years, can now not only recognise numbers and alphabets but can also solve problems and read paragraphs in both Hindi and English.

In the third and final year of the DIB implementation, GKP kits made their way into the homes of some students like Ankush Dhakad - another beneficiary of the program, who was often absent from school.

After the death of his father, his mother handed over his care and upbringing to his paternal grandparents. The ailing senior citizens weren’t greatly invested in Ankush’s education as there so much work to take care of at home and on the fields. Their apathy towards the boy and Ankush’s disinterest in studies were the reasons behind his constant absenteeism. So, while he was a student in school records, unfortunately, he wasn’t learning much.

Speaking about Educate Girls' strategy in the final year, Vikram expounds, "In the first two years, we had done everything possible to increase learning levels of children and made significant progress. However, we were still far away from reaching the set targets. Before the third year started, we now had a chance to look closely at two years' of data that then clearly revealed that children who were often not in classroom were lagging behind, and this reflected on the overall results. So we thought, if the child cannot come to school then we should go to the child! Our field workers and volunteers have provided home-based teaching using GKP, meeting each child at the point of their need."

The result of these efforts can be seen with children like Ankush, who has made good progress and moved up significantly in his learning levels in just a single year.

"In the third year, we used data to study the progress of each child and tailored our exercises to meet their individual needs. Our teams spent extra time with children with special needs and slow learners in school. GKP sessions were even conducted at homes after school and during holidays as well. We were very clear that no child had to be left behind", adds Vikram.

On its completion in 2018, the Educate Girls' DIB achieved 160% of the final learning target, reaching over 7,000 children.





Educate Girls Because...

It has a ripple effect across generations!



Illustration by: Pranita Kocharekar (@pranitart)

My mother always regretted her lack of education. She fought for me when I was asked to drop out of school and it's only because of her support that I have completed my master's degree. She helped me acquire a treasure that cannot be robbed or diminished - one that I will make sure is passed on without discrimination!

- Sultana (22 years old)

It opens up a universe of equal opportunities!



Illustration by: Pranita Kocharekar (@pranitart)

When we enrolled my youngest daughter this year, we finally broke an awful tradition. She is the first girl in our generations to enter a school! I feel remorseful that my elder daughters were married-off early without an education. But as my sons and daughter study together now, I have hope that a better future will replace our past mistakes.

- Vikas (45 years old)

EXPANSION

Educate Girls started operations in the Barwani district of Madhya Pradesh, reaching out to more than 2890 schools across 700+ villages. 92 staff members were recruited and inducted between December 2017 to March 2018.

To identify and engage prospective community volunteers, various Team Balika recruitment events were conducted. Wall paintings and loudspeaker announcements were made in every village and stalls were set up in local markets to spread awareness about the events. Around 290 Team Balika were recruited during the 8 events conducted across 7 blocks in Barwani. Additionally, students from local colleges were also encouraged to join as Team Balika.

DOOR-TO-DOOR SURVEYS

93,826 out-of-school girls, in the age group 6-14, were identified during the door-to-door survey conducted by Educate Girls across all villages in Barwani. The survey reached out to over 3,57,397 households.

VOLUNTEER ENGAGEMENT

Educate Girls provided training to more than 60 Team Balika to enhance their employability skills, including preparatory courses for competitive exams and job placement assistance for interested Team Balika. Various training sessions were conducted in partnership with organisations like Caliber Academy, IACM Academy, Aajeevika Bureau, Mass Infotech Society, Udaan Academy, Antarang Foundation, Chanakya Education Academy, TiTLi, and Pratham.

PERFORMANCE MANAGEMENT SYSTEM

Educate Girls' Performance Management System (PMS), launched in 2016, is a central repository of data that can be accessed across all districts. In 2017, enhancements were made to the current mobile applications and web portal to collect data in real-time for all program activities. This helps in more effectively monitoring and evaluating program performance and making course corrections.



Team Balika recruitment events, Barwani



Staff training for door-to-door survey



Door-to-Door Survey, Barwani



A training session for Team Balika
on employability skills



PMS training for staff members



Recording school assessment and program activities' data in PMS app



ADOLESCENT GIRLS PROGRAM : PILOT

Largely due to gender-discriminatory mindsets, adolescent girls in rural India are the most difficult to enrol and retain in school. Out-of-school adolescent girls are more susceptible to child marriage, early pregnancy, poor health and sanitation, abuse, and being economically dependent. Educating girls increases their chances of formal workforce involvement, increasing their decision-making and earning power, improving their health and the health of their families and future children – ultimately creating stronger, more prosperous, communities and nations.

The Educate Girls' Adolescent Girls Program (AGP) - for girls aged 10 to 19 - launched in the academic year of 2017-18, is a 2-year pilot covering over 81 villages in Ajmer district of Rajasthan. The pilot aims to test various innovations and activities that will help ensure increased enrolment and retention and quality education for marginalised adolescent girls in rural India.

Educate Girls' AGP Pilot Model (Year-1)

Door-to-Door Surveys

Collecting relevant data about adolescent population and identifying potential community influencers in every village.

Sensitising Communities

Creating awareness about the benefits of education and equal rights for girls and boys and mobilising community members to be change-agents.

Advisory Council

- 1 per village
- 12-15 members
- 3 adolescent girls
- 3 young boys/men
- 6-9 members
 - community members
 - parents
 - influencers / PRIs

3-day residential training for sensitisation and capacity-building

My Space

A common area for adolescent girls to gather, led by 'Kishori Coaches'- mentors hired and trained by Educate Girls. The space is made available for 2 hours everyday for 6 days a week in selective months.

- Life skills
- Self-study
- Exam preparatory classes for Rajasthan State Open School (RSOS)
- Remedial classes
- Foundation course

He For She

Gender sensitisation for both boys and girls



- Identification and enrolment of out-of-school girls
- Community mobilisation activities
- Developing a conducive environment for promoting girls' leadership
- Making schools girl-friendly
- Making public spaces safer
- Improving learning outcomes

2017-18 Impact

# of Villages Covered in D2D	81
# OOSG Identified (10-19 yrs)	977
# OOSG Enroled	240 (25%)
# Remedial Classes Conducted	12
# of Kishori Coaches Trained	17
# of Youth Trained Under He for She	87
# of Villages with Advisory Council Formed	49



An activity under the 'He for She' campaign to promote gender sensitivity

	#Girls	Remedial/ Preparatory Classes	Appeared for the exams	Passed the exams	% of girls passed the exams
Enroled in Regular Schools	95	52	52	39	75%
Enroled in Open Schools	145	59	59	30	51%
Total	240	111	111	69	62%



Adolescent Girls' Meeting (My Space)



Advisory Council Meeting



A village meeting conducted at night to gather more people and sensitise communities



Remedial Classes

PARTNERSHIPS



Columbia University

A student from Columbia Business School & Earth Institute at Columbia University, New York, interviewed Educate Girls' volunteers for a research titled "Developing Motivation - Theory Based Interventions to Attract and Retain High - Performing Community Education Volunteers". Findings from the research are being used by Educate Girls to better engage our community volunteers in the states of Madhya Pradesh and Rajasthan.

Gram Bharti Mahila Mandal (GBMM)

Educate Girls has partnered with GBMM to implement its program model in Narwar block of Shivpuri district in Madhya Pradesh. They have conducted program activities in 323 schools across 123 villages.

Sampark Samaj Seva Sanstha

Educate Girls has partnered with Sampark to implement its program model in Bhangwanpura block of Khargone district in Madhya Pradesh. They have conducted program activities in 541 schools across 115 villages.

LEADERSHIP UPDATES

Educate Girls welcomes Mr. Sumit Bose as a new board member. Mr. Bose retired as the Union Finance Secretary and Revenue Secretary in the Ministry of Finance, Government of India (GOI), in 2014 and is now an independent director on the board of several prestigious companies. He also played a key role in the launch of the Sarva Shiksha Abhiyan (SSA) as a Joint Secretary in the Department of Elementary Education.

Educate Girls also welcomes Arun Kumar Singh (Director – IT), Devarajan Iyer (Director – HR), Sandhya Krishnan (Director – Program) and Vijaylakshmi Saxena (Director – Finance) to the Senior Management Team. Together they bring in exceptional expertise to Educate Girls, leading strategy and execution for future development.

NEW PARTNERS



Adobe Systems India Pvt. Ltd.

Adobe is a multinational software company that focuses on the creation of multimedia and creative software products, with a more recent foray into rich Internet application software development. Adobe is supporting Educate Girls' program intervention in Banswara district of Rajasthan.

Azim Premji Philanthropic Initiatives (APPI)

APPI is part of a group of organisations and institutions founded by Azim Premji in the social space to facilitate a just, equitable, humane and sustainable society. It provides grants (and other support where appropriate) to organisations whose work has significant potential to contribute to social change in a synergistic manner. The grant support from APPI has helped Educate Girls to prepare its 'Strategy 2.0' and derive a road-map for the upcoming 5 years.

Fidelity Foundation

The Fidelity Foundation was founded in 1965 and is a private foundation committed to building capacity in non-profit organizations. With the support of a grant from Fidelity, Educate Girls has successfully prepared its Strategy 2.0 which helped us derive a road-map for the next 5 years.

Goldman Sachs

Goldman Sachs (NYSE: GS), a leading global investment bank and active investor in India, announced that Educate Girls has been awarded a grant as a team of young analysts from the Bengaluru office secured a second place finish in the "2017 Goldman Sachs Gives Global Analyst Impact Fund" competition. The grant was utilized towards implementation and delivery of Educate Girls' program in Alirajpur district of Madhya Pradesh.

iPartner India

Founded in 2009 as a registered trust, iPartner India is committed towards building an ecosystem for inclusive and diverse social development in the country. iPartner India works across the key challenges of vulnerable children, education, women & livelihoods, climate change and health. iPartner India in association with Pakhar Singh Foundation is supporting a part of Educate Girls' program in Ajmer district, Rajasthan.

National Stock Exchange Foundation

National Stock Exchange (NSE) is the leading stock exchange in India and the fourth largest in the world by equity trading volume according to World Federation of Exchanges (WFE). It began operations in 1994 and is ranked as the largest stock exchange in India in terms of total and average daily turnover for equity shares every year since 1995, based on annual reports of SEBI. NSE is supporting Educate Girls' program in Ajmer district of Rajasthan.

Katrina Kaif Joins Educate Girls As Ambassador

India's leading and accomplished actor, Katrina Kaif, announced her support to Educate Girls as an Ambassador during a press conference held in Mumbai, on 19th March 2018. Katrina is deeply inspired to lend her voice to one of the most pressing development issues – that of educating girls. Through her association with the NGO, Katrina hopes to bring renewed focus to the importance of girl child education and gender equality.

“FOR ME OR ANY GIRL -
EDUCATION AND
KNOWLEDGE IS POWER.
IT'S THE FIRST STEP INTO
KNOWING YOURSELF
AND TO KNOWING
YOUR POTENTIAL.”

-Katrina Kaif

At the Press Conference



Safeena Husain (L) with Katrina Kaif (R)

EVENTS

10th FOUNDATION DAY ANNIVERSARY CELEBRATION

Educate Girls celebrated its 10th Foundation Day anniversary in December 2017 across all the operational districts, cluster-wise. 874 events conducted across 13 districts were attended by 8328 Team Balika (community volunteers) along with more than 4,500 guests which include staff members, PRIs, community and SMC members, Government officials, school children and journalists.



WE WERE AT...

- SKOLL World Forum 2017 in Oxford, UK
- UN Global Compact 2017, an event held in New Delhi
- Workshop on 'Strategic Management of Non-profit Organizations' by The University of Chicago in New Delhi
- Global Health and Innovation Conference at Yale University, USA
- 'We The Future: Accelerating Sustainable Development Solutions', a Skoll Foundation event, New York
- 'Role of innovation in reaching Education Commission's goals', an event organised by the Centre for Universal Education (CUE) at Brookings, and the International Commission in New York
- 'Growing SIBs, DIBs & Outcome Fund', an event organised by GSS Impact Summit 2017 in Chicago
- WISE Global Summit 2017 in Doha, Qatar
- EDGE Panel 2017 by EdelGive Foundation in Mumbai
- Marshall Institute Lecture Series on 'Philanthropy and Social Entrepreneurship' at LSE in London
- 'Harvard India Conference 2018' at Harvard Kennedy School, USA
- 'Educating Girls: The Journey Ahead' – an event hosted by Asia Society in New York
- Egon Zehnder Event - The Global Partner Meeting in Delhi

Educate Girls Because...

It helps combat abuse and exploitation!



Illustration by: Mounica Tata (@doodleodrama)

The boy I was engaged to was in the same school as I was. When his friends started teasing me, he would get angry with me. One day he said, "I don't want my future wife to have a bad reputation. Leave school now." I stood my ground. Eventually my parents agreed to call-off the engagement. Education first, everything else can wait!

- Raksha (14 years old)

It positively impacts global development!



In many ways, my daughter is the first teacher I ever had! She taught me things that perhaps I should have taught her, like why women have menses every month, what is a balanced diet, how to invest money, about laws that protect women, and much more. When she went to school, so did I! Truly, when you educate girls, you transform entire communities!

- Rachael (52 years old)

STORIES OF HOPE



“ If girls could walk long distances to cut wood from trees then why couldn't they walk to school? It was time to cut down the roots of wrong mindsets. ”

CHANGING MINDSETS FOR GIRLS' EDUCATION

12-year old Pinti is the eldest among 6 siblings; the youngest, only a few months old. Neither Pinti, nor her siblings, had ever been to school.

Living in a simple house in an isolated and hilly area, Pinti's family has always struggled to make ends meet. Her father either works on their small patch of land to grow maize for themselves or often labours on others' fields to earn some money. As far back as she can remember, she has always had to lend a hand towards household chores, attend to her frail and ailing grandmother and increasingly take over her mother's share of work every time her mother was pregnant.

Sibling care, going to collect grass for their cattle, grinding maize, cooking, cleaning, fetching water and much more was Pinti's normal routine, and school was never a part of that.





“ Now, I know better. I am in school and I want to study further. I want to carve a different future for myself. I have places to go and things to do, and getting an education is the only way to do that.



Educate Girls' community volunteer speaking with Pinti's father



Pinti's enrolment in school

When Educate Girls' Team Balika (community volunteer) visited her home, Pinti's mother shared, "The 2-3 kilometres' walk to school will mean traveling alone for Pinti along the difficult terrain and time spent at school will mean a huge loss of help at home for me. Pinti's younger sister is only 5 years old. Her 3 younger brothers help on the fields when possible but no one can expect boys to do the house work. Men don't do these things. Why waste Pinti's time at a school? And who else will help me? Are you going to provide for our needs?"

The Team Balika persisted and continued to visit Pinti's family to convince them about the benefits of education until they gave their consent. She recalls, "I remember telling Pinti's parents that if girls could walk long distances to cut wood from trees then why couldn't they walk to school? It was time to cut down the roots of wrong mindsets. I was overjoyed when they were finally willing to listen!"

Pinti was enrolled in Grade 4 in September 2017 and her siblings followed soon after.

"I was always told that going to school didn't matter, especially for girls as their education wouldn't be of any use to their parents. Now, I know better. I am in school and I want to study further. I want to carve a different future for myself. I have places to go and things to do, and getting an education is the only way to do that." said Pinti.

This is the transformative power of education!



“ It is important to address the entire community! ”

In another village, 9-year old Sovni was identified as an out-of-school girl during an Educate Girls' door-to-door survey. Just like in Pinti's case, her grandmother and mother were vehemently against the suggestion of sending Sovni to school.

Sadly, this resistance to girls' education is not limited only to a few families.

"Most villagers believe that educating a girl would have no long-term benefit and even consenting parents have to contend with many social and cultural pressures if they want to make a change. This is why it becomes important to address the entire community's mindset and not just the parents of girls." said Asha, a Team Balika (Educate Girls' community volunteer).

The Educate Girls' team therefore conducted many community meetings, emphasising the importance and benefits of education and gender equality. They continued to visit Sovni's home regularly, often accompanied by a few village elders and influencers.

These combined efforts bore fruit after the long haul of a year, and finally in 2017, Sovni was enrolled in Grade 3!

"When we first enrolled Sovni, we had to keep monitoring her attendance and progress. She had never been to school and had hence missed out on a lot of the basics. But with Educate Girls' interactive teaching methods - the Gyan ka Pitara kit that uses visual tools, games and worksheets to improve learning for children in Grades 3, 4 and 5 - Sovni picked up the pace," says Surveer Singh, Field Coordinator, Educate Girls.

10-year old Sovni is currently studying in Grade 4 and learning well.



Educate Girls goes door-to-door to identify out-of-school children and spreads awareness in the community about the importance of education and equality



Children enjoy learning with the Educate Girls' remedial kit (GKP)

Now, as Sovni helps her mother with the counting of money, takes her younger brother to school and helps him with homework, her grandmother and mother understand the importance of education, feels Asha. She shares, "We couldn't blame the women for being opposed to the idea of education. They themselves had never been to school and they genuinely believed that women belonged only within the four walls of the home. But Sovni's education is changing that mindset."

"Educating girls is the basic panacea for achieving sustainable development, globally!"

Financial Statement

INCOME & EXPENDITURE

Donations & grants received **415,744,185**
INR

Other income **4,415,358**
INR

Balance Sheet as on 31 March, 2018

Particulars		Year ended 31 March 2018	Year ended 31 March 2017
		Amount (INR)	Amount (INR)
I.	OWN FUNDS & LIABILITIES		
1	Own Funds		
	(a) Reserves and Surplus	124,851,175	229,726,616
2	Non-Current Liabilities		
	(a) Long term provisions	6,336,747	3,810,142
3	Current Liabilities		
	(a) Other Current Liabilities	18,012,150	102,155,145
	(b) Short-Term Provisions	834,915	827,025
	Total	150,034,987	336,518,928
II.	ASSETS		
1	Non-Current Assets		
	(a) Fixed Assets		
	(i) Tangible Assets	10,737,025	10,718,077
	(b) Long term loans and advances	8,724,474	8,243,798
2	Current Assets		
	(a) Cash and Cash Equivalents	129,894,313	316,617,729
	(b) Short Term Loans & Advances	641,769	490,000
	© Other Current Assets	37,406	449,324
	Total	150,034,987	336,518,928

Audited by:

For Deloitte Haskins & Sells LLP
Firm Registration No: 117366W/W-100018
Chartered Accountants

Ketan Vora
Partner
Membership No: 100459

For and on behalf of the Board of Directors FEGG:

Safeena Husain Ujwal Thakar
Director Director

Total revenue (i+ii)

420,159,543
INR

Total expenses

525,034,984
INR

Statement of Income and Expenditure for the year ended 31 March, 2018

	Particulars	Year ended 31 March 2018	Year ended 31 March 2017
		Amount (INR)	Amount (INR)
	Income		
I	Revenue from operations	415,744,185	433,504,287
II	Other Income	4,415,358	8,074,010
III	TOTAL REVENUE (I + II)	420,159,543	441,578,297
IV	EXPENSES		
	a) Employee Benefit Expenses	243,595,884	179,991,552
	b) Depreciation	6,989,401	5,947,366
	c) Other Expenses	274,085,699	176,523,842
V	TOTAL EXPENSES	525,034,984	362,462,760
VI	Excess of Income over Expenditure (III-IV)	(104,875,441)	79,115,537

Audited by:

For Deloitte Haskins & Sells LLP
Firm Registration No: 117366W/W-100018
Chartered Accountants

Ketan Vora
Partner
Membership No: 100459

For and on behalf of the Board of Directors FEGG:

Safeena Husain Director	Ujwal Thakar Director
----------------------------	--------------------------

Partners



Government of
Rajasthan



Government of
Madhya Pradesh

*Names arranged in alphabetical order



10x10



Abhati Suisse



Accenture
Development
Partners



Adobe Systems
India Pvt. Ltd.



APCO
Worldwide



Azim Premji
Philanthropic
Initiatives



Bank of America
Continuum India
Pvt. Ltd



Bloom and Give



Bohemian
Foundation



Cartier
Philanthropy



Como
Foundation



Cotopaxi



Crisil
Foundation



dasra
Liberate for
social change



EAC



Fidelity
Foundation



Fossil
Foundation



Girls
Not Brides



Give2Asia



Give India



Global Giving



Goldman Sachs



HDB Financial
Services



International
Finance
Corporation



iPartner India



Jasmine Social
Investments



Jester
Foundation



LGT Venture
Philanthropy



Lionbridge



Marico Innovation
Foundation



Mercuri Urval



Montpelier
Foundation



National Stock Exchange (NSE)



Oracle



PIAGET



Pratham Rajasthan



Sandhan, Technical resource agency of the Government of Rajasthan



Sols ARC



STiR Education



Strategy&



Students Stand #withMalala



The British Asian Trust



The Circle



The Mulago Foundation



The Womanity Foundation



The World Bank



UBS Optimus Foundation



Dr. Rebecca Thornton From the University of Michigan Ann Arbor



Vodafone Foundation

Recognition

*Arranged in reverse chronology



Guide Star India Gold Award, 2018-19



Women Transforming India Award, 2017



Social Entrepreneur of the Year India Award, 2017 (Finalist)



L'Oréal Paris Women of Worth Award, 2016



Nasscom Foundation Social Innovation Award, 2016



iVolunteer Award, 2016



India's Most Ethical Companies Award, 2015



The Skoll Award For Social Entrepreneurship, 2015



The WISE Award, 2014



Stars Foundation Impact Award, 2014



Millennium Alliance Award, 2014



The British Asian Trust's Special Recognition Award, 2013



Women Change Makers Awards, 2012



The CSR Women Leader Award, 2012



The Rotary's Anita Parekh Award, 2012



The World Bank's India Development Marketplace Award, 2011



Asia 21 Young Leader, 2011



Social Innovation Honors, 2011



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Educate Girls is a project of 'Foundation to Educate Girls Globally' (FEGG) in India

FEGG is registered under section 8 of the Indian Companies Act, 2013

Educate Girls is registered as a non-profit/charity in USA and UK.