



2022

Annual
Report



Glossary

Camp Vidya (Community-Based Learning initiative)	To tackle the problem of closed schools across our program geographies, Educate Girls is adapting to the changing times by conceptualising a Community-Based Learning Program (CBL) known as 'Camp Vidya'.
Door-to-door Survey	Educate Girls conducts a door-to-door survey as it enters a new program geography. In this survey, the staff and Team Balika visit each and every household to identify out-of-school girls (OOSG).
Door-to-door Contact	Large-scale gatherings are restricted due to the pandemic. Thus, the team is conducting household visits to mobilise parents for enrolment.
GSS/MM	Gram Shiksha Sabha (village education meets) and Mohalla (neighborhood) meetings are organised to sensitise the community on the importance of girls' education and help distribute responsibility between the village leaders, elders, school administration, organisational staff, and Team Balika.
KGBV	Kasturba Gandhi Balika Vidyalaya are the government-run residential schools for girls studying in grades 6-8.
Life Skills	Educate Girls provides training to adolescent girls in life skills like problem-solving, decision-making, and interpersonal skills to boost their confidence and enhance leadership, public speaking, and communication skills.
Out-of-school Children (OOSC)	A child is considered OOSC if he/she has never been enrolled in a school or, after enrolment, has been absent from school, without prior intimation for reasons of absence for a period of 45 days or more.
Remedial Learning Curriculum	Gyan Ka Pitara translates to 'Repository of Knowledge' is a micro-competency-based remedial learning curriculum created and designed by Educate Girls in partnership with Sol's Arc – a leading pedagogy expert. The curriculum is built to improve learning levels in English, Hindi, and Math of students (boys and girls) studying in grades 3-5.
School Management Committee (SMC)	A 15-member council comprising parents, teachers, village elders, and students in every school.

<p>School Improvement Plan (SIP)</p>	<p>Prepared by the SMC for improvements in school infrastructure, including facilities like electricity, drinking water, roof, boundary walls, and separate toilets for girls, etc. Educate Girls' field staff and Team Balika assist the SMC in preparing these plans.</p>
<p>Team Balika</p>	<p>Team Balika are unpaid village-based community volunteers associated with Educate Girls. They are the champions for girls' education and gender equality who support Educate Girls' staff in implementing all the program activities in schools and at the village level. Presently, over 18,000 Team Balika are associated with Educate Girls.</p>





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About Us

Educate Girls is a non-profit that works with India's most rural and remote communities to ensure that all girls go to school. Established in 2007, Educate Girls currently has government partnerships in Rajasthan, Madhya Pradesh and Uttar Pradesh and operates in 18,000+ villages across these three states. Educate Girls works closely with the community through thousands of community volunteers to raise awareness about girls' education. It supports the government's effort to ensure every girl goes to school, stays in school and improves their foundational skills in literacy and numeracy.

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 over 15 million children cumulatively by 2024.



From the Founder

Dear Friends,

The second wave of COVID was much more devastating with daily rate of infections surpassing even the peak of the 2020 pandemic. The time was highly challenging for all of us – our girls, communities, staff, Team Balika volunteers and other stakeholders. We had this constant fear of losing all the progress we made towards girls' education over the years.

India witnessed the second longest school closure in the world – over 600 days. The closure of 1.5 million schools during the pandemic has impacted over 247 million children enrolled in elementary and secondary schools.

Last year, I met Nitin, a boy enrolled in our learning camp. On the first day, I asked everyone in the camp to draw a picture of how they see themselves. Nitin drew himself in a clean, formal shirt with red buttons, shorts, shoes, neatly combed hair and tiffin box with lunch and fruits in it. He saw himself as a man of education and was desperate to seek it. He wanted to learn and absorb everything that was being taught.

In a few days, he stopped coming to class. I went to look for him and I was told that his mother is working at a construction site in Bangalore thousands of miles away. His uncles have taken him with them to work in a coal mine.

Before lockdown, he was 10 years old, and this year he will be 12 years old. When the schools will reopen will he go back to school? How are we going to find him? How are we going to make sure that he gets his path back into the school system? This is the story of just one boy Nitin, but there are going to be millions of children like him for whom this is going to be a new reality. Now imagine, if this can happen to a boy, what implications would it bring to girls, who are at the most vulnerable position.

Our focus throughout the year was to create an ecosystem to bring children back to school – all children, they could be someone like Nitin, a COVID-19 orphan or a girl who turned 14 when



COVID-19 hit and this age group of girls could be at the highest risk of not returning to school as they would have crossed the age eligibility criteria for admission as per the Right to Education Act.

We have been in constant touch with parents/guardians, we have counselled and motivated them to enrol their children back in school. We engaged with the community to identify more girls that are now out of school due to various reasons such as reverse migration, financial burden on the households, and more. We have designed and implemented community-based learning intervention (Camp Vidya) to incentivize enrolment. All these strategies helped us get children back in school!

With support from our army of over 18,000+ Team Balika volunteers, over 2,000 full-time employees across 18,000 villages in 3 states, we took stock of the situation. Through an analytical approach we identified 1,517 villages which were most economically disadvantaged and in dire need of additional support. Those were the villages with the highest number of out-of-school girls, and the people there didn't have access to groceries and medical facilities. We distributed 1,06,939 ration and hygiene kits in 2021.

To ensure that children are learning, this year too we organised Camp Vidya - our community based learning initiative. We have successfully engaged 340,000 children in Camp Vidya.

I hope this Annual Report does justice in providing an insight into the urgency of sending children, especially young girls back to school. I would also like to thank all of you who stood by Educate Girls in these times and which motivated us to work harder. I sincerely hope you will continue to champion the cause of girls' education in the days to come.

Warm regards,
Safeena Husain,
Founder and Board Member

Board Members



Dr. Ganesh Natarajan

Founder and Executive Chairman

5F World, a platform for Digital Startups, Skills and Social Ventures in the country

With over 30 years of experience in Manufacturing, Information Technology Franchising and Education, Dr. Ganesh has served as CEO for Aptech & Zensar Technologies.



Ireena Vittal

Former Partner

McKinsey & Co.

An independent director on the boards of some of India's best known companies, Ireena has 24 years of experience in the business sector and she works on issues related to India's urban agenda and agri-markets.



Luis Miranda

Chairman and Co-Founder

Indian School of Public Policy

Luis is also the Chairman of the Centre for Civil Society and CORO and a Co-Founder of Take Charge and has been involved in setting up 2 highly successful companies – HDFC Bank and IDFC Private Equity.



Sumit Bose

Former Union Finance Secretary and Revenue Secretary in the Ministry of Finance, Government of India (GOI)

Serving as an Independent Director on the boards for several companies, Sumit was responsible for the launch of the Sarva Shiksha Abhiyan (SSA) as a Joint Secretary in the Department of Elementary Education.

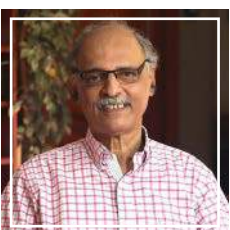


Safeena Husain

Founder and Board Member

Educate Girls

Safeena worked extensively with underserved communities in South America, Africa and Asia before founding Educate Girls. A London School of Economics graduate, she led the world's first Development Impact Bond in education.



Ujwal Thakar

Former CEO

Pratham and GiveIndia

Ujwal Thakar has rich and varied experience spanning the banking, financial industry and the development sector in India and has recently cofounded Ujwal Impact Advisers (UIA) a virtual probono organisation along with seven other senior professionals.

In the news

CAPS ABOUT US OUR WORK RESOURCES CONTACT US NEWSLETTER

Safena Husain (India)
Founder and Board Member
Member since: 2018

Gender inequality has deterred education for girls in India. The gender gap in education was even wider in the state of Rajasthan. In 2011, the state's female literacy rate was just 52% compared to 74% for men – and well below the national literacy rate average of 68% for women.

Established in 2007, nonprofit **Educate Girls** is focused on addressing this gap and mobilizing communities for girls' education in India's rural areas. CAPS (Central) set aside with the organization's Founder and Board Member, Safena Husain, in December 2020 to understand what inspired her to start the organization, her journey to globalizing the first Development Impact Bond (DIB) in education, and the far-reaching impact of innovative models like hers.

CAPS: Safena, thank you for taking the time to speak with us today. Educate Girls' mission is to bridge the gender gap in education in India. What motivated you to start this organization?

HERSTORY NEWSLETTER

International Day of the Girl Child: 4 organisations fighting for girls education and ensuring their social growth

On International Day of the Girl Child, here is a call to action for organisations fighting for girls' education and ensuring their social growth.

- 1. **Thinking Point**
- 2. **Only Capital**
- 3. **Labels**

THE PREDICTIVE POWER OF MACHINE LEARNING

Machine learning uses data, usually in large quantities, and statistical algorithms to predict events long before they happen. The first statistician, Florence Nightingale, explains why.

EDUCATE GIRLS

THE TIMES OF INDIA

Can we ensure that all children return to schools?

As schools are slowly reopening after a long COVID-19 hiatus, it is time to build a better education system for the future on the back of the first pandemic.

By **Safena Husain**

EDUCATE GIRLS

Educate Girls Joins UNICEF And YuWaah's #YoungWarriors Movement

Educate Girls, a non-profit working in the most rural and remote villages of Rajasthan, Madhya Pradesh and Uttar Pradesh to bridge gender and literacy gaps through girls' education, has joined the YoungWarriors Movement in its fight against COVID-19.

rReporters

In trafficking-ridden UP district, girls are quitting school for want of smartphones

With digital education still behind the scenes of the year, thousands of girls

THE TIMES OF INDIA

The Impact of digital revolution on the gender divide

May 7, 2022, 9:01 PM IST | **Safena Husain** in Varanasi, India, TOI

When the pandemic hit, Gita, a child bride, was on the verge of completing her education, at her maternal home. When Gita took her father's phone to text a girlfriend, her father and brother thought she was dishonouring her family, by talking to a boy rather than her husband. Her brother slapped her and in anger and despair, she consumed poison and was washed to a hospital. Gita was lucky to survive, but she was packed off to live with her in-laws. As soon as this happened, three other girls were sent to their respective marital homes within a week.

Your gender should not decide whether you get an education or not. A rudimentary statement, rewording with the echo of gender parity. Expressing a generically accepted yet unexamined, at ground reality sentiment: that girls have the same right when you invest in a girl's education.

THE NEW INDIAN EXPRESS

Starbucks partners with Sabyasachi to launch limited-edition merchandise

Sabyasachi + Starbucks' collection will feature a range of lifestyle drinkware including mugs and stainless-steel tumblers, said a joint statement.

6:07th April 2022 06:37 PM | Last Updated: 07th April 2022 06:37 PM

Forced into menial jobs during lockdown, these girls now teach one another

Hindustan Times

Gender equality must be central to Covid-19 recovery plans

Opinion

While recognising that women's and girls' empowerment is a moral imperative, investing in at academic, vocational, and life skills for girls and young women represents one of the most significant opportunities for sustainable and inclusive development.

By PTI

NEW DELHI: Tata Starbucks on Thursday announced a partnership with leading designer and couturier Sabyasachi Mukherjee to launch limited-edition lifestyle drinkware.

The 'Sabyasachi + Starbucks' collection will feature a range of lifestyle drinkware including ceramic mugs and stainless steel tumblers, said a joint statement.

As part of the tie-up, both Starbucks and Sabyasachi will support 'Educate Girls' – a non-profit organization with a focus on working towards improving girls' and young women's education across rural India.

"This is not just a collaboration with the merchandise. Through this collaboration, we are also trying to put a spotlight on women's and girl child's education. I and Starbucks have pledged together to support Educate Girls," Sabyasachi told PTI.

The Sabyasachi + Starbucks collection showcases an idea of Indian art, rooted in its multi-cultural heritage and celebrates the power of cross-cultural storytelling. Terming the collaboration a "natural fit," Sabyasachi said he did this collaboration for two special reasons - "one the brand (Starbucks) is iconic and it helps a cause which is important to me.

OUR MILESTONES

2007
Independently
registered

2008
Started pilot
project in Pali

2010
Scaled operations
to entire Pali district

2011-13
Expanded operations
to Jalore and Sirohi

2014-15
Scaled operations
to Ajmer,
Bundi and Rajsamand

2016-18
Expanded to Banswara,
Alirajpur, Dhar, Khandwa
and Barwani. Initiated
inorganic NGO partnership
in Madhya Pradesh

2015-16
Commenced the world's first
Development Impact Bond in
education in Bhilwara,
expanded to Udaipur,
Jhalawar and commenced
operations in Madhya Pradesh
with Jhabua.

2018-19

Educate Girls' DIB surpasses its target outcomes and is successfully completed

2019-20

Expanded operations to Chitrakoot, Kaushambi, Banda in Uttar Pradesh and Sidhi, Singrauli and Shahdol in Madhya Pradesh

2020-22

Expanded operations to Prayagraj, Fatehpur, Robertsganj, Mirzapur, Unnao, Sonbhadra, Rae Bareli, and Sant Ravidas Nagar

2022-23

Planning to expand to Bahraich, Balrampur, Maharajganj, Gonda, Kushinagar and Shravasti. Initiated inorganic partnership in Bihar





The Journey

from Closure
to Recovery

The Continued Impact of COVID-19

COVID-19 left us with one of the largest disruptions in the history of education systems, affecting nearly 1.6 billion students in over 190 countries across continents. 94% of the students in the world were impacted by the closures of schools and other learning spaces among which up to 99% of the students were in low and lower-middle income countries, as per UNICEF. While some have been able to adjust to the changes brought about by school closures, the majority have not.

The impact of the coronavirus pandemic has become a stark reminder of the existing socio-economic gaps that affect education and gender equity in India. These gaps and barriers to girls' education that existed prior to the pandemic have now been exacerbated. The present-day conditions are deeply affecting the access to education and learning levels of marginalised children from rural and poor communities, who have no or low literacy skills as first-generation learners.



The pandemic has reinstated and forged significant barriers to girls' education and safety which could last for a long time. To overcome effects of the pandemic, we strive to move forward in this challenging year as one team with one vision, to bring girls back to school.







Educate Girls' Intervention

Reaching Out to Those **Most in Need**

The remote and underserved communities with whom Educate Girls engage for girls' education in Rajasthan, Madhya Pradesh and Uttar Pradesh were badly affected. In response to the pandemic, Educate Girls developed its COVID-19 strategy focusing on the following objectives.

Building Organisational Resilience

The team distributed safety kits, conducted wellness programs, and vaccination for the staff and Team Balika volunteers. This led to ensuring that nearly 100% of Team Balika volunteers and staff are fully vaccinated.



Community Connect Initiative

It was vital to stay connected with the communities and understand the needs of families and to give them a space to share and feel supported. This initiative helped to create deeper ties with key stakeholders of the community despite zero mobility during lockdown.

The initial phase of 'Community Connect' focused on identification of families in need of support and understanding areas of support required. Post-analysis of the community connect, Educate Girls designed a two-pronged approach of direct support through ration kits distribution and important linkages to Social Security Schemes.

This initiative helped us identify the most vulnerable families for relief kit distribution. Connecting with the families also helped us gauge the pulse of the community with regards to the willingness of parents to send their daughters to school.

Trained & Stakeholder contacted for **Community Connect**



Anganwadi
9,601



Auxiliary Nurse
and Midwife
2,358



Parents
2,74,007



Teacher
20,226



Team Balika
13,813



Village Influencers/
PRI/SMC Member
77,856



Key stakeholders
contacted
3,97,861

Some of the major findings

170k+ families
reported loss of livelihood

Many households were
orphaned and an increase in
women led households
could be observed

20% of respondents
(60k+) said they
didn't have an Aadhar Card
or Ration Card

90% of parents
(250k+) have
reported they are willing to
send their children
to Camp Vidya

One of the most significant
outcomes has been
identification of

86,976
most vulnerable families in
need of relief kits

Distribution of COVID-19 Relief Kits

Loss of income due to the unavailability of daily wage labour due to the pandemic was a major setback. Addressing the needs of the most vulnerable in the community, Educate Girls, supported them with relief kits.



With an emphasis on these vulnerable families, the ration packages were modified into relief and hygiene kits, which contained dry food, hand sanitizers, masks, and sanitary pads. Educate Girls defined the most vulnerable as:

1. Ultra-poor families who do not have documents like Aadhar Card or ration card, documents that enable them to avail government's relief schemes.
2. Children orphaned due to COVID-19 crisis and single-parent families (Due to COVID-19 death in the family)

1,06,939 families were supported with relief kits.



Reaching out to Team Balika Volunteers

Team Balika Volunteers are an integral part of our program model and ensuring their safety and security is of utmost importance to us. Most of them come from marginalised families. Keeping in mind Team Balika's enhanced mobility when the lockdown will be lifted, the contents of the kits distributed among them included more hand sanitiser and masks.

12,256 Team Balika volunteers received the relief kits.



Distribution of School Readiness Kits

To tackle hesitancy and create a safe environment for children in school, **Educate Girls distributed School Readiness kits in 24,000+ operational schools** as part of its COVID-19 relief response to the third wave. The kits contained masks, sanitisers, handwash, spray bottles and a poster on COVID-19 awareness.



Community-based learning camps

Under Camp Vidya, community-based learning camps were organised to incentivise enrolment of the most vulnerable out-of-school girls in the age group of 7-14 years. This year **5,142 camps were conducted with 1,17,900 children.**

Leveraging Technology for Volunteer and Staff Training

Team Balika volunteers and trained personnel were prepared for door-to-door survey engagement, school management committee preparations, community connect, life skills education, CBL, and career orientations. Staff personnel were provided soft skills training to interact with the community, parents, volunteers, etc.

Steps were taken to reform initial and ongoing teaching techniques to include digital literacy, ICT-infused pedagogy, and online assessments. The modules aimed to close gender digital access and skill gaps among teachers while also addressing training needs in low-/lower-tech environments. Following are the outcome-wise breakup of staff and Team Balika's trained:

	Enrolment	Retention	Learning
Staff	2,530	2,283	2,352
Team Balika	9,895	16,220	5,878







Building Safer and Inclusive

Learning
Environment
for Girls

Bringing Girls **Back to School**

Increasing community engagement was an important strategy to support girls' education. To actively engage communities and caregivers in supporting girls returning to school messages were tailored. Educate Girls worked with government partners to create targeted programmes to make sure all girls can go back to school, with a special emphasis on the most disadvantaged girls, such as girls from low-income homes, girls with disabilities, and girls from minority households.

These strategies paved way towards enrolment of 194,321 girls.

District Level Decentralised Planning

Girls faced multiple barriers in returning to school after the reopening. Each of our operational districts developed its own plan and strategies for each of its villages in alignment with the priorities of the Government and needs of the community and girls especially.

Engagement with Teachers

The COVID-19 pandemic increased the responsibilities of teachers beyond education. Educate Girls, with the expansive boots-on-the-ground presence of field coordinators and Team Balika, were able to provide timely support to teachers. The following are some examples of engagement with teachers.

- **School Readiness**

Door-to-door contact with parents of out-of-school children to encourage re-joining and supporting teachers in motivating the children to return to school has helped improve school readiness. Teachers received the children's information from Educate Girls as well.

- **National Achievement Survey**

The effectiveness of school education was discussed at the system level by using the survey findings. These findings assisted in comparing performance across the population and the spectrum to determine the most desirable course for improvement and decided on preparing children through mock exam support.



- **Vaccination Drives**

The teachers were tasked with organising vaccination drives at villages. The team supported them through counselling of parents, sending SMS & WhatsApp details on importance of vaccination, vaccination camps details etc.

Camps for Documentation Support and Readiness

We helped parents who were ready to enrol their girls into school but did not have the necessary state-mandated documents to do so. The teams supported them by assisting them in applying and securing these documents. These documents will not only help girls get enrolled in school but will help them get the benefits of social security schemes. Additionally, we aligned with district administrations across our program geographies and organised camps to get these documents ready.



Community Identified Out-of-School Girls (CIOOSGs)

We mapped out the new set of out-of-school girls, who came back to their villages due to reverse migration. Due to lack of data on them, we took support from key stakeholders such as School Management Committee (SMC) members, village leaders and government officials in the regions to help with their identification and enrolment.

**29,464 CIOOSGs
were successfully
enroled this year.**

Keeping Girls in School

Sensitising parents and training teachers on the learning requirements of children and addressing their social and emotional learning through special modules to support their holistic education was an important strategy to make sure that the girls stay in school once enrolled. Contextualised, culturally appropriate, and effective messages are required to change pervasive, adverse gender norms that limit girls' potential. The team engaged parents and communities to ensure girls' participation in these programmes, and their transition to different levels of education, and to training/ employment.

Out of 193140
enrolled girls
of 2020-21,
1,82,720,
95% were found
to be attending
schools in 2021-22.

Verification of Enrolled Girls While Schools Were Closed

In 2020-21 due to school closures, girls for whom all formal admission process was completed were prioritised so that they could be immediately admitted to school once the schools reopened.

After the schools reopened, it was important to ensure that these enrolment-ready girls actually attend the school and do not remain enrolled only on paper. A verification process was run across districts to ensure the girls were enrolment ready with their admission process. After the schools reopened, another verification process was carried out for the girls identified as enrolment ready to confirm that they are attending school. The verification took place against the attendance register through which every enrolment-ready girl of 2020-21 was mapped.



Engagement with School Management Committee (SMC)

The SMCs, local communities, educational offices, and other regional actors were engaged in strategising a plan of action to increase enrolment of girls and continued attendance of all children. When the schools reopened, efforts were made to maximize the engagement with SMC members through meetings that focused on explaining their roles and responsibilities, their support, and how they could play a critical role in preparing the school improvement plans in the new academic year.



Outreach

Villages covered	5301
SMC meetings conducted	5573
SMC members trained	61,147

Life Skills Education (LSE) with Adolescent Girls

Educate Girls revamped its LSE module in alignment with New Education Policy and WHO curriculum. The new module focuses on skills of self awareness, resilience, empathy, interpersonal skills, and decision-making in the first level of implementation followed by critical thinking, problem solving, creativity, negotiation, and communication skills in the subsequent years. It is also critical for girls to acquire secondary-level knowledge and skills in order to transition to further education and/or work. Secondary education improves cognitive skills, which correlates strongly with higher wages and GDP growth, lower poverty, and lower fertility and population growth. It can also keep them safe from child marriage and sexual exploitation.

The formation of Bal Sabha and LSE sessions with adolescent girls was initiated after schools reopened.

59,922 adolescent girl leaders were engaged through these LSE session

Engaging with Communities

Multiple efforts were made to raise community awareness and to help children avail education. Knowing that education is the key to development, communities need to be sensitised. Educate Girls made the communities aware not only of the importance of education but also of its availability and accessibility. Information on different government schemes to provide free and quality education, free ships and scholarships available for different categories, was provided handholding them in availing the same.



Camp Vidya – Community-based Learning

As COVID-19 hit the world in 2020-21 leading to extensive school closures, Educate Girls initiated Camp Vidya – a community-based learning intervention to keep the children engaged and sustain their interest in learning so that they are motivated to go back to schools when they reopen. Since the schools did not reopen in the first five months of 2021-22 also, Camp Vidya continued to function with a strategic focus on the most vulnerable out-of-school girls in the age group of 7 to 14 years. The focus was on building the foundational literacy and numeracy of these girls and to boost their confidence to enter into the formal education system and incentivizing their enrolment through these learning camps.

This year **5,142** camps with **1,17,900** children were conducted.

Along with the primary program, we also conducted **656 learning camps with 12,914 adolescent girls** to help them prepare for the exams.

Camps for Children Across States

	Rajasthan	Madhya Pradesh	Uttar Pradesh
No. of Camps	1,675	2,172	1,951
No. of Children	48,070	52,625	40,033

Impact of COVID-19 in rural India and its effect on girls: Insights from the field

In November 2021, Educate Girls undertook a study to assess how these waves of the pandemic had affected the lives of girls in the rural communities and their ability to resume school education. At this stage, in some parts of India, the schools had opened up and this allowed the study to explore whether girls had started going to school.

The study focused on girls aged 5-18. Through the study, we spoke to mothers, adolescent girls and boys across 900+ rural households in Rajasthan, Madhya Pradesh and Uttar Pradesh. Within these states, 11 districts were selected to represent each economic region where Educate Girls works.

The findings are clear – the barriers to girls' education are greater than ever before and we need to fight greater odds to ensure that these girls go to school, don't drop out and continue to learn. The impact of poverty and patriarchy are highly challenging the efforts of our teams to enrol girls back in schools. Additionally, we witnessed a growing hesitancy amongst parents living in rural India towards sending their girls back to school. Therefore, we realised the importance of further strengthening our community-based mobilisation and enrolment efforts at the ground level.







Stories from the Field

Opportunity knocks on Asita's door



Asita*, comes from a small village in the Banswara district of Rajasthan. She was forced to stop studying after completing Grade 5 in 2018 because her father was critically ill. While her mother worked as a daily wager to support her family, Asita did the house chores and cared for her younger siblings.

In 2019 when Asita lost her father the financial situation of the family worsened, and the pandemic and subsequent lockdowns added to their problems. It became difficult for her mother to feed her 10 children and so Asita had to start working with her mother to ensure the family gets at least one meal a day.

A year later, Dinesh Garasiya, Educate Girls' Field Coordinator met Asita's mother during one of his door-to-door surveys to check on out-of-school girls. Asita's mother told him about their family's condition. "I asked her elder brother and mother to let her study. However, they immediately refused, saying that Asita takes care of the chores and takes goats for grazing," shared Dinesh.

Dinesh revisited Asita's house with Team Balika Kalpesh and together they tried convincing her mother once again. But she didn't agree stating they cannot afford Asita's educational expenses. "We started visiting her family almost every day to convince them and informed them about several government schemes that can support Asita's education. However, she was still not sure. We knew this was our chance to convince them. So, Dinesh Sir and I told them about Kasturba Gandhi Balika Vidyalaya, a free government residential school for girls like Asita. After a lot of convincing her mother finally agreed," says Kaplesh.

Asita was finally enrolled in Grade 6 in the last academic session and will soon be in Grade 7. After her admission, Dinesh and Kalpesh also helped her avail benefits from Palanhar Yojna, through which she gets a monthly allowance of ₹1,000. Finally, a lot has improved in her life. She is among the smartest students in her class.

*Name changed to protect the identity of minor.



“
Asita hopes to become a teacher in the future so that other girls won't have to forego their education in favour of household chores and may continue their education.”

Nisha fills her 3-year learning gap through Camp Vidya!



Sonkhedi, a remote village in the Khandwa district of Madhya Pradesh, has about 200 households. The residents of the village mostly rely on agriculture and labour work for earning. However, due to the lack of work opportunities in the district, they often migrate to bigger cities to for better income opportunities. One such family was of Nisha*, a 9 year old girl who migrated with her family three years ago. She was studying in Grade 2 and had to drop out of school and move with her family.

When the nationwide lockdown was announced to control the outbreak of coronavirus, like other migrants, Nisha's family too returned to their village. When restrictions were lifted, Educate Girls team went door-to-door to check on families who returned to the village. Field Coordinator, Heeralal met Nisha's father and probed on their situation. He asked him to re-enrol her in school. However, her father refused saying she has not been to school in 3 years and won't be able to continue anymore.

"We tried convincing him by telling him how her education can not only benefit her but the family, we also told him about the government schemes that could benefit her. But he was reluctant to send her to school again citing the 3-year gap in her education," shared Heeralal.

After understanding the problem, Heeralal told the family about Educate Girls' Camp Vidya initiative, a community-based programme where Nisha could study Hindi and Maths in a fun-learning way. "I explained to her father and told him about how we are following all COVID precautions. I assured him that Nisha would be given special attention, so that the learning loss is recovered. After many such discussions, he agreed to send her to the camp." said Heeralal.

After seeing Nisha's dedication to learn, her family agreed to enrol her in school, once it reopens. With the help of Heeralal, her family obtained her documents and enrolled her in Grade 3.

*Name changed to protect the identity of the minor.



Nisha came to the camp daily, and her learning level improved a lot. She started enjoying studies, and she did lessons at home too.





Paresh champions girls' education in his village

Paresh, a resident of Gandhwani Block in Dhar, Madhya Pradesh, has been dedicatedly supporting his village and people for the past few years. He helped children of migrant parents in covering up missed curricula in schools. He also assisted Aangawadi and Aasha workers with surveys in his as well as other villages.

Paresh contacted Mukesh, a Educate Girls' Field Coordinator, in 2018 after seeing him work for girls' education in the village. "I met Mukeshji and asked him about the organization and he told me everything about Educate Girls and how it promotes girls' education. I was relieved to learn that they are working on a project that will benefit the development of my village. I expressed my desire to volunteer and joined Team Balika that same year".

As a Team Balika volunteer Paresh assisted Mukesh in identifying never-enrolled and dropped-out girls in the village. He supported activities such as door-to-door surveys, community meetings, and ensuring that the girls' families participated in all activities. He has successfully enrolled 35-40 girls in school as a result of his ongoing efforts. He assisted the families of these girls in obtaining documents such as Aadhar cards and Samgra IDs, which are required for enrolment. Prior to the pandemic, he organised *Gyan Ka Pitara* (Educate Girls' Remedial Learning Kit) sessions in the school, where he helped children improve their learning levels. He also organised SMC meetings ensuring students had access to basic school infrastructure.

Paresh also raised awareness about the pandemic and advised families to use masks, sanitizers, maintain hygiene, and avoid social contact. Along with this, he educated people about vaccinations and helped dispel vaccine myths. To ensure that the children do not miss out on their education, he assisted teachers in school and taught the children using DIGILep a Madhya Pradesh government online learning app, as well as organised Camp Vidya.

“
“I am very thankful to Educate Girls for giving me this opportunity to be associated with them and do something for my village.”

“Today I have a new identity as Team Balika and people look up to me as a leader,” shared Paresh.”



COVID-19 relief helped Sakri feed her family



After the COVID-19 lockdown, the family of Sakri Bai Tiwariya, a single mother and the only earning member of the family, was struggling financially. Their neighbours helped them for a few days, but due to the lockdown, the help couldn't last any longer. The family could only afford one basic meal a day. Around the same time, Educate Girls began COVID-19 relief work, distributing dry rations and hygiene kits containing pulses, rice, sanitizer, spices, flour, masks, and other items. The field staff and volunteers from Team Balika went door-to-door to check on families and learned about Sakri Bai's situation.

Withing a few days ration and hygiene kit distribution began in their village. When the ration vehicle arrived in their village, families were overjoyed. Sakri Bai's eyes welled up with tears, as did for many others on receiving the kits. "I'm at a loss for words; I can't express how happy and relieved I am to receive this kit. I have children at home, and I've been struggling to feed them. My misery multiplied in COVID-19, but thanks to the Educate Girls COVID-19 relief initiative, I can now feed my family for at least a month. Today, I understand the importance of education and how it could have benefited. I could have earned well after my husband passed away, but without an education, I had to resort to manual labour. I will make sure that all my girls go to school so that they don't have to struggle like me", says Sakri Bai.



"Thanks to the Educate Girls' COVID-19 relief initiative, I can feed my family for at least a month."



Empowering Team Balika

Samvad

Samvad is a series of interactions with Team Balika with the purpose of engaging with them through a larger platform and orienting them on different initiatives like Young Warrior of UNICEF, importance of vaccination & mental health during pandemic, etc. These series of Samvad right from district to organisational level paved the way towards close to 7,000 Team Balika registering themselves as Young Warriors and more than 70% Team and Balika getting fully vaccinated.

A Women's Day special Samvaad was organised on 8th March, 2022 with an online presence of more than 4,000 female Team Balika volunteers, where they shared their views and opinions with the larger team of Educate Girls.

Young Warriors

UNICEF launched an initiative called Young Warriors for the youth between the age of 18 to 30 years across the country with the objective of capacitating these young warriors to fight the pandemic losses. More than 6,000 Team Balikas across 3 states have been linked to this initiative.

Vidya Bandhan

The aim of this campaign was to encourage TBs to get vaccinated and provide a band as a symbol of their commitment to protect themselves and their communities by getting vaccinated. A total of 12,944 Team Balika participated in this campaign.

The initiatives like Samvad, Young Warriors and Vidya Bandhan Campaign played a vital role in ensuring 82% of our Team Balika are fully vaccinated.






Exposure visits

The goal of the exposure visits was to introduce Team Balika to new places and activities while keeping their morale high. A total of 18 exposure visits were organised across three states with 315 Team Balika.



Skill Development Courses

Educate Girls conducted aspiration mapping with 11366 Team Balika using Google Forms for data collection. Special efforts were made to identify the partners who were running online skill development courses. Along with vocational skills development courses, self-defence training were also conducted with volunteers. Given below is the breakup of the number of Team Balika attending these courses.

Course Name	Rajasthan	Madhya Pradesh	Uttar Pradesh	Total
 Digital Literacy	438	198	513	1149
 English Speaking	190	212	425	827
 Leadership	0	0	530	530
 Self-Defence	0	0	151	151
 Other Skill Courses	0	0	0	1974

Support for Competitive Exams

4,823

Team Balika who received Book Support

3,487
Team Balika

Provided books for competitive exams.

Rajasthan-**1,246**
Madhya Pradesh- **773**
Uttar Pradesh- **1,468**

1,336
Team Balika

Attended online English-speaking courses with relevant books

Rajasthan- **0**
Madhya Pradesh- **358**
Uttar Pradesh- **978**

428

Team Balika who received Career Coaching

Engagement with Key Stakeholders

Teachers, the Nation Builders

'Teacher, the Nation Builders event was organised in each of its operational blocks to celebrate and recognise teachers' efforts and contributions. These events further strengthened the rapport and engagement between the organisation and the teachers, and for the first time felt honoured for their contribution.

10,638 Teachers Recognised		131 Total Events Conducted
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Testimonials



I have seen Educate Girls' work very closely on enrolment, learning and retention through community and school-based activities. I am happy to share with the teachers through the Teacher Engagement Event that the vision and goal of this organisation are entirely aligned with ours, particularly in the field of girls' education. So, we all should support them and seek support."

Brajesh Singh, ABSA- Kaushambi, Chitrakoot



I am truly overwhelmed with this honour by Educate Girls. This is the first-time teachers have been recognised on such a big platform. Thank you Educate Girls".

School teacher in Banswara







Champions of Education

Desh ki **Team Balika**



Vishwas Nigam, Banswara, Rajasthan

Team Balika Vishwas from Rajasthan never let his disability overpower him or his zeal for girls' education. After the outbreak of pandemic, he took it upon himself to ensure that girls in his village don't drop out. He advised parents as well as the community, emphasising on the need of education. And as a result, enrolled 11 girls and 8 boys for school.

Ramu Deval, Jhabua, Madhya Pradesh

Ramu from Madhya Pradesh runs a digital Seva portal in his village. When the pandemic hit, he immediately started spreading awareness about the virus and safety measures. He was instrumental in the Educate Girls' COVID-19 relief initiative and distributed ration kits to 265 households. He identified 145 out-of-school girls through the door-to-door survey of which he already enrolled 12 girls. He also conducted Camp Vidya at his home where he taught 18-20 children regularly.



Ambikesh Mishra, Singrauli, Uttar Pradesh

Ambikesh from UP is one of our newest members. He became Team Balika just 6 months ago. In this short span of time, he has excelled. He now teaches 14 children, out of which 11 are girls at Camp Vidya and has been motivating them to go back to school.

Team Balika of the Year



Anita Meena, Udaipur, Rajasthan

Anita did not let COVID-19 disrupt the education of girls in her village. This year, during the pandemic she helped in enrolling 23 girls in her village. Prior to COVID-19, she also taught children using *Gyan ka Pitara* and conducted regular Mohalla Meetings.

Mahendra Singh, Ajmer, Rajasthan

Mahendra Singh has truly stood by his community during COVID-19. Not only did he spread awareness about the virus but he also delivered groceries and medicines to those in quarantine. He conducted a door-to-door survey and enrolled 4 girls in school and 3 adolescent girls in distance learning.



Mina Khaped, Jhabua, Madhya Pradesh

Mina conducted a door-to-door survey to identify out-of-school girls and enrolled 20 girls from her village. During COVID-19, she helped distribute ration, masks and sanitisers to 165 households in her village. She also conducted Camp Vidya where she taught 18-20 children regularly.

Anil Patil, Khandwa, Madhya Pradesh

When the lockdown eased up, Anil went door-to-door and spoke to parents about Camp Vidya and motivated them to send their children to the camp. Through all his efforts, he was able to enrol 6 girls in school and support enrolment of 50 girls in Kasturba Gandhi Balika Vidyalaya.



Ashish Dwivedi, Sidhi, Uttar Pradesh

Ashish gave his unwavering support to the Field Coordinator in conducting door-to-door survey. He taught at Camp Vidya where he gave special attention to children who had lost their touch with learning. During pandemic he spread awareness about hygiene practices, encouraged vaccination, and conducted online yoga classes for COVID-19 patients.

Vikash Choudhary, Chitrakoot, Uttar Pradesh

Vikash worked very hard to enrol children in Camp Vidya. He went door-to-door and convinced parents to let their children join the camp. He also held small community gatherings to speak on the importance of education. He ensured, every person in his village was fully vaccinated. In 2021, he enrolled 50 girls in school out of which 10 girls stepped inside a school for the first time.



Field Champions



Rakesh Kumar Paragi, Kotra, Udaipur

Rakesh did not give up even during the pandemic. Last year in the session 2020-21, with support from the community and the government, he enrolled more than 375 underprivileged girls to the school.

Pradeep Singh, Masuda, Ajmer

Pradeep is associated with EG as a field coordinator, he has promoted girls' education even in every situation and has enrolled 154 girls in the school.



Gopal Kumar Prajapat, Jhadol Salumbar

This year Gopal has connected 320 girls with education through CIOOSG. The D2D target this year was of 148 girls aged between 7 to 14 years, out of which 70 girls have already been enrolled, along with this he is also teaching children at Camp Vidya.

Baliram Yadav, Punasa, Khandwa

Baliram Yadav is working as a field coordinator in Khandwa district for the last 3 years. He has enrolled 142 CIOOSG girls at the age of 7-14 years.



Varsha Sisodiya, Thikri, Barwani

Varsha has been working as a Field Coordinator since 2017, she is constantly visiting all 9 villages of her cluster to make the villagers aware about the importance of education and child labour. She also contributed a lot in ration distribution and COVID-19 relief initiative.



Fatya Tarole, Sendhwa 3, Barwani

Fatya joined as Team Balika and connected both dropped-out and never enrolled girls with education. He was appointed as Field Coordinator within a few months because of his dedication to promoting girls' education. He has enrolled 280 girls in the year 2021-2022.

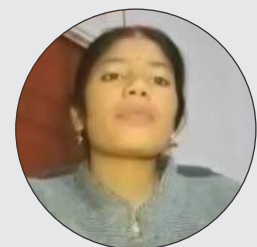


Vijay Kumar Sahu, Chitrangi 3 Sidhi

Vijay went door-to-door to ensure no girl is out of school. This year he enrolled more than 42 girls in school. He also conducted Camp Vidya to ensure uninterrupted learning for the children in his cluster.

Shashi Devi, Hathgaon, Fatehpur

Shashi always wished to create awareness about girls' education and she is working on her dream with Educate Girls. She has enrolled 117 girls aged 7-14 years in school this year. She is not only successfully running 3 Camp Vidya's in her cluster but also ensuring that no girl stays out of school.



Ramesh Kumar, Badokhar Khurd

Ramesh went door-to-door and found 226 girls who were out of school in his village. With the help of the teacher and Team Balika, he enrolled all those girls in the school. He also ensured smooth functioning of Camp Vidya.

Partnerships

The key to advancing the Girls' Education agenda

Keeping millions of girls in school and preventing their permanent exclusion will require both short-term measures informed by rigorous gender-responsive data and evidence and longer-term approaches aimed at rebuilding stronger, gender-responsive, and resilient systems that are ready for future shocks, stresses, and school closures. Such planning must be approached with a long-term perspective that prioritises equitable access, community mobilisation and engagement and efforts to ensure no girl is left behind.

Alignment with the Government Priorities

All state yearly and contingency plans are intertwined with the respective state government's aims to assist girls in returning to school. In Madhya Pradesh, Educate Girls supported the government in conducting the National Achievement (NAS) is a nationally representative large-scale survey of students' learning undertaken by the Ministry of Education, Government of India. NAS gives a system-level reflection on the effectiveness of school education. Findings help compare the performance across the spectrum and across populations in order to find the desired direction for improvements.

In Uttar Pradesh, Mission Prerna is the flagship program of the state to improve the quality of education in approximately 1.3 lakh schools under the Basic Shiksha Department across the state. A partnership was formed with the Government on Mission Prerna to encourage Team Balika to join as Prerna Saathi or community-based champions/volunteers in organisation's operational districts to support improving the foundational learning of students.

In Rajasthan, the team worked closely with the government to share the tech enable enrolment processes through a technical partnership in a few districts of Rajasthan to support teachers in seamlessly identifying out-of-school children and tracking their conversion to school.

Launch of Technical Partnership Project in Rajasthan

Educate Girls and the Rajasthan State Government share a common mandate to bring out-of-school children back to school. Due to the pandemic and over 15 months of school closures, this issue is even more crucial as the girls are at a higher risk of never returning back to school.

Educate Girls partnered with the Rajasthan State Government on a Technical Partnership project that aims to train teachers to use its mobile-enabled enrolment app, data management and reporting to seamlessly identify and enrol children who are out of school. The project was piloted in Jodhpur, Baran and Dungarpur districts of Rajasthan to support teachers in enrolling children during this academic year.

Educate girls trained the master trainers (Govt Resource persons) to conduct door-to-door surveys to identify out-of-school children in the selected geography and support tracking of the children from 'identification' to 'enrolment' through the adoption of Educate Girls' automated enrolment processes. The master trainers in turn trained the teachers at the village level to adopt these processes for enrolment. EG has successfully trained 90 Master trainers in Baran and Dungarpur, and 193 teachers in Baran.

New Partnerships



The R. G. Manudhane Foundation for Excellence (rgMFE) is the brainchild of, and was funded by, the late Ramnarayan Manudhane (1921-2012), a self-made man who exemplified "Values-based Excellence". rgMFE currently supports programs in a) Education/Livelihood, and b) Healthcare/Wellness, including women's empowerment, with an emphasis on innovative, pragmatic and effective solutions. rgMFE is supporting the Educate Girls program in Jhabua, Madhya Pradesh.



Statement of Income and Expenditure for year ended **31st March 2022**

	For the year ended 31st March, 2022 INR	For the year ended 31st March, 2021 INR
Income		
Donations	93,89,27,678	1,24,70,37,228
Other Income	3,68,46,768	4,29,16,772
Total Income	97,57,74,446	1,28,99,54,000
Expenditure		
Program Expenses	50,33,38,108	32,30,40,954
Employee Benefits Expenses	49,09,77,081	39,36,69,786
Other Expenses	4,33,52,341	3,21,95,242
Depreciation and Amortization Exps	1,86,47,971	1,22,77,595
Total Expenditure	1,05,63,15,501	76,11,83,577
Surplus / (Deficit) for the year	(8,05,41,055)	52,87,70,423

Balance Sheet as on 31st March 2022

I. OWN FUNDS AND LIABILITIES	31.03.2022	31.03.2021
1 Own funds		
(a) Reserves and surplus	92,57,96,691	1,00,63,37,746
2 LIABILITIES		
Non-Current liabilities		
(a) Long term provisions	3,30,12,763	2,52,29,050
Current liabilities		
(a) Other current liabilities	2,15,86,420	4,75,37,488
(b) Short-term provisions	52,11,460	43,00,541
Total	98,56,07,334	1,08,34,04,825
II. ASSETS		
1 Non-current assets		
(a) Property, plant and equipment		
(i) Tangible assets	2,07,87,570	2,57,85,870
(ii) Intangible assets	24,96,974	67,77,831
(b) Long term loans and advances	96,94,828	1,13,57,584
2 Current assets		
(a) Cash and cash equivalents	93,21,88,554	1,02,80,80,818
(b) Short term loans and advances	1,64,02,257	16,51,491
(c) Other Current Assets	40,37,151	97,51,231
Total	98,56,07,334	1,08,34,04,825

Partners



*Names arranged in alphabetical order

Recognition



Hundred 2021
Global Collection



MIT Solve's Learning
for Girls & Women
Challenge 2020



Global Giving
Award, 2020



ET Prime Women
Leadership Awards, 2019



Guide Star India
Gold Award, 2018-19



NITI Aayog
Women Transforming
India Award, 2017



Sofcial 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



USAID
Millennium
Alliance
Award, 2014



The British
Asian Trust's
Special
Recognition
Award, 2013



Women
Change Makers
Award, 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




EdelGive Social
Innovation
Honors, 2011


*Arranged in reverse chronology

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

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