



GIRL POWER

TRANSFORMING INDIA THROUGH EDUCATING GIRLS

March 2010



In Sanskrit, Dasra means “Enlightened Giving”

Dasra brings two vital and transformational elements to the non-profit sector in India: management expertise, in the form of capacity building support; and growth funding, specifically focused on supporting the costs that will enable organizations to expand their operations. Dasra maximizes charitable investments for philanthropists, moving more people out of poverty quicker.

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Godrej Industries commissioned Dasra to write this report in order to identify strategic investments in girls' education.

Approximately 25% of the shares of the Godrej Group's holding company are held in a trust that invests back in the environment, healthcare and education. In addition, individual companies in the group have corporate responsibility programs. Business philosophy at Godrej is not just about big bucks but keeping our land green, folks happy and healthy, and kids smart. Giving back is Godrej's way of saying thank you to all its stakeholders.

<http://www.godrej.com>

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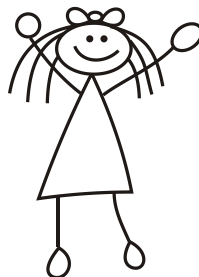
“The world is a mess.

Poverty, AIDS, hunger, war.

What if there was an unexpected solution that could
turn this sinking ship around?

It's not the internet, science, government, money.....

It's..... a girl.”



www.girleffect.org

Introduction



“I would like to see a sharp increase in the enrollment of the girl child in schools. Every girl child should have the opportunity to fulfil her potential and become equal citizens of our great republic.”

Manmohan Singh, Prime Minister
Kolkata, 16 January 2010

With an estimated 165 million women aged over 15 still illiterate and only one in 100 girls reaching the final standard of school, India is a long way from achieving the Prime Minister’s vision and is at serious risk of missing the UN’s Millennium Development Goal of quality education for all by 2015.

To understand the plight of girls’ in India today, particularly in rural communities, we must understand that discrimination has deep-seated roots in culture and society. Girls are systematically excluded from education and often, cultural norms on adolescence mean they are not even free to leave their homes and villages to visit schools or universities.

Dasra’s report lays out some of the basic facts about the state of girls’ education in India today and addresses the following questions:

Why does investing in girls’ education alleviate poverty? What is the scope of the problem surrounding girls’ education? What is currently being done? Who are the key players? And, how can philanthropists make the most difference?

Why invest in educating girls?

Education equips girls to make more informed life decisions and improves their health, creating spillover effects for their families and throughout society

True progress and advancement for any society is impossible if girls are excluded. The social and economic goals of the future, depend heavily on the condition of girls today. Girls' education yields some of the highest returns of all investment in development benefitting individuals, families, and society as a whole. Girls have the ability to bring unprecedented social and economic change to their families and communities.



The health of future generations is directly linked to the current physical condition of girls and women. Infant mortality decreases by 8% for each year a woman stays in school

- Smaller families: Improvements in the status of girls and women (including but not limited to more schooling), leads to women having fewer children.
- Increased Immunization: Multi-country data indicates that educated mothers are about 50% more likely to immunize their children than uneducated mothers.
- Lower infant mortality: There exists a strong correlation between under-5 mortality rates and educational attainment of mothers as the above statistic shows.
- Lower risk of violence: Women with higher levels of schooling faced a lower risk of physical or sexual violence at the hands of a partner.

(See UNICEF and WHO.)

The returns on investment in girls' education are higher than for boys; educated women can increase earning potential and eventually economic growth rates

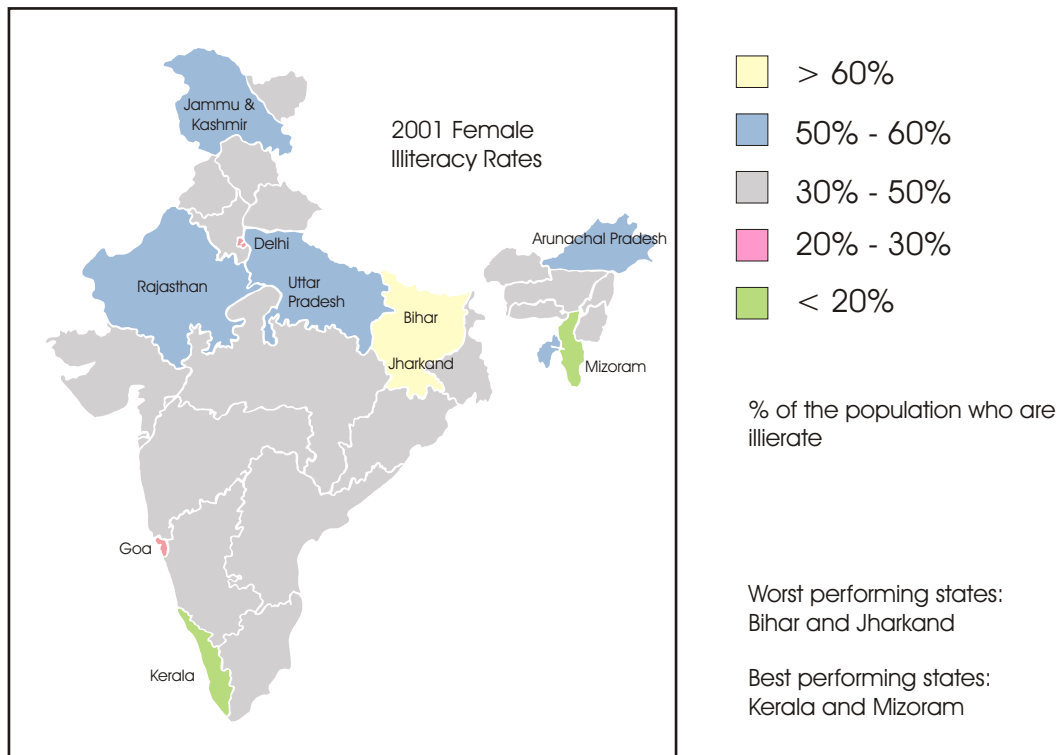
- Productive labor force: The size and competitiveness of a future labor force is determined by educating girls and equipping them with the skills necessary to participate in the formal and non-formal economy.
- Higher growth: Increased secondary education can lead to women having fewer children, or fewer dependents per worker, creating the right conditions for economic growth. As the dependency ratio falls, income per capita increases, savings rates can increase, and economies can expand.
- Increased wages: Providing girls one extra year of education boosts their eventual wages by 10–20%; for boys, the returns are 5–15%.
- Improved governance: Girls' schooling and social inclusion prepares young women to participate actively in civic life, make informed decisions, exercise their rights, and advocate for community improvements.

A 2004 survey by the International Center for Research on Women on the well-being of adolescents in Bihar and Jharkhand, found that educated girls married later; these girls were also less likely than girls who married before 18 years to report being beaten, slapped, or threatened by their husbands.

<http://www.icrw.org>

Trends and indicators

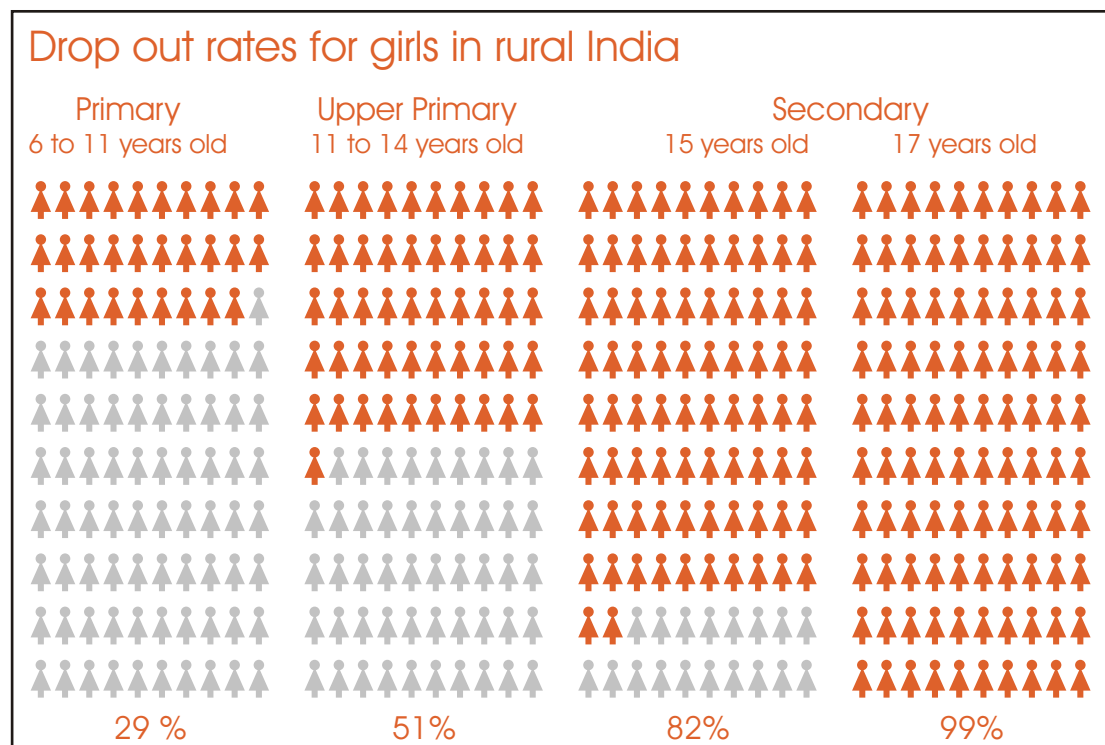
Almost one in two women across India cannot read or write, that means 165 million females in India are illiterate



India has the largest number of illiterates of any country in the world and almost twice as many women are illiterate as men. The national average female illiteracy rates (age 15 and older) stands at 45.5% compared to 23.1% for men (UNFPC, 2009). Almost one in two women across India cannot read and write.

The disparity is regional, with more women able to read and write in Southern states and particularly poor figures in the Northern Hindi-speaking states, ranging between 33–50%. 6 states in India account for just over 70% of India's illiterate population: Bihar, Rajasthan, Uttar Pradesh, Madhya Pradesh, Andhra Pradesh and West Bengal. In Rajasthan, for example, 56% of women are illiterate compared to 23% of men. Enrollment of marginalized and tribal girls poses an even greater challenge: amongst the marginalized communities in Bihar, five out of every six girls is illiterate (or an illiteracy rate of 83%).

Approximately 82% of girls enrolled in the first standard drop out before they are 15 years old



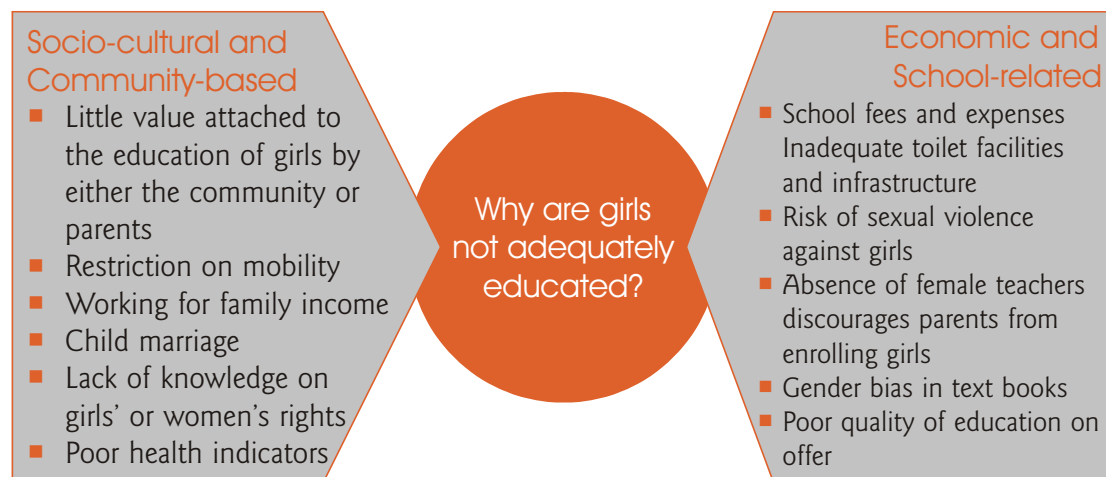
Although the government now states that at primary level India has achieved 82% enrollment, this is not an indication of regular attendance. According to government sources there are primary schools within one kilometer of 94% of India's population. However, despite this relatively good access, girls attendance is extremely low, as illustrated by the above drop-out rates. These drop out figures are more indicative of the situation than looking at enrollment levels in isolation.

The school system itself is also failing girls

Even if a girl manages to enroll in school, a large percentage of girls across classes in primary schools do not have basic skills of numeracy and literacy. A 2006 World Bank study indicated that 50% of the 10-year old students surveyed were unable to read and 28% of students aged 11-12 years old were unable to do two-digit subtraction. Low levels of learning are due to the inability to implement the national norm of two classrooms and two teachers, rampant teacher absenteeism and a lack of locally contextualized content and textbooks with no relevance to the student's everyday life.

* Recent government reports state that enrollment figures have improved to the extent that the number of out-of-school children has fallen to 7.5 million. However the majority of NGOs across India would reject this figure, for failing to correlate with what they know about drop-out rates.

The dismal situation of girls' education stems from a host of inter-related factors that reduce access to, and retention in, schools



Although some of the factors outlined above apply to both boys and girls, many tend to be more applicable to girls.

Simple issues such as the lack of toilets in schools remain critical barriers for girls attending school

Child marriages, shortage of teachers, educational expenses, and lack of support from parents and the community leads to high attrition of girls. The further a girl has to travel to school, the greater the risk of violence against them and hence the greater parents worry about sending them. A lack of separate toilets and an absence of female teachers further discourages parents from enrolling girls: only 55% of schools in the country have girls' toilets. Most schools have no notion of girls' or women's rights. Textbooks are suffused with gender bias: more stories and pictures center on boys than girls, and boys and men typically take stereotypical active roles, whilst girls and women take passive roles.

"I was told by my mother that it is better that girls do not go to school as they will use their education to write love letters to boys. I now realize that attending school is the only way that [my granddaughter] will ever escape the poverty we live in."

A 75-year old Grandmother in a NGO program, India

Key players

Central and State governments have devised schemes to improve the conditions for girls' schooling

The government's education program, the **Sarva Shiksha Abhiyan (SSA)**, has led to substantial steps towards education for all. Between 1999 and 2007, gross enrollment ratios rose by 21% in India, while India's out-of-school population declined by almost 15 million to 7.5 million, according to government figures. The SSA established schools closer to homes, offered scholarships and mid-day meals, and encouraged community mobilization around girls' schooling. But the implementation of these programs has been patchy and the programs have not tended to girls' particular problems and have looked at infrastructure and enrollment at primary level without giving enough emphasis to the quality and attendance problems at secondary level.



- The government has set up balika shivirs (residential camps for girls), bridge courses and some 750 residential schools (Kasturba Gandhi Balika Vidyalayas or KGBVs) for under-privileged girls in difficult-to-reach areas. The KGBV scheme has displayed mixed results across states. Although these residential schools target the most marginalized girls, some states have violated norms and enrolled girls that do not necessarily fit this criterion.
- The National Programme for Education of Girls at Elementary Level involves setting up a 'model cluster school' per cluster for every 8 to 10 villages in 'educationally backward blocks'. These schools are envisaged as 'girl-friendly', with provision for special incentives, libraries, teachers trained to understand girls' problems, crèches next to schools, girls' collectives (Meena Manch) and Mothers' Committees.
- Mahila Samakhayas (Education for Women's Equality) operational in 9 States, has been touted as the program that has achieved the greatest success. It comprises alternative learning centers for imparting education and providing empowering skills to girls from disadvantaged communities.
- Total Sanitation Campaign, provision for a subsidy to construct school sanitation blocks.

International donors, corporates and NGOs have attempted to fill gaps in the public education system, often in partnership

Despite efforts to reach out to large numbers of girls, government-run schools alone have a limited ability to act as agents of social transformation. International donors, NGOs (local and international), corporate donors, foundations and bilateral agencies have partnered with government efforts to improve literacy levels in states that have the largest numbers of out-of-school children, with a focus on girls from marginalized and minority communities.

International Donors: Donors have tended to focus education spending on primary education. Organizations like World Bank, UNICEF, DFID and CARE have large girls' education portfolios and play the role of a technical agency supporting the government program (SSA). They provide capacity building support and often partner with NGOs to undertake pilot programs. For example, the World Bank provided USD 500 million to SSA Phase I (2003-07), and will be providing USD 650 million for Phase II.



In general, the development community has focused on primary education and has shied away from the rights, needs, and opportunities of adolescent girls (ie secondary education). Dealing with adolescents requires attending to sexuality and gender roles and donors find it easier to invest in programs for young children or older mothers, with adolescents often falling between the cracks of development assistance.

NGOs: NGOs are typically good at reaching socially excluded populations, from which the majority of out-of-school girls come. They run programs focused on encouraging enrollment, retention, empowerment or a combination of the above. Some organizations run their own schools while others work to fill gaps in the existing government system through non-formal education centers, remedial coaching, residential camps and teacher training. Community mobilization is integral to NGO educational programs. Organizations tend to work closely with local community groups, including parents, teachers and school administrators, to ensure that girls are supported in their educational pursuits. They often undertake advocacy and capacity building and spread awareness regarding the benefits from educating girls. NGOs also run programs focused on life skills development, skill-building in both traditional and non-traditional sectors by creating vocational centers for girls.

Corporate Donors: A number of corporates have invested in constructing schools, enhancing teacher training, introducing distance learning technologies, and providing scholarships. They often work with existing government schools or partner with relevant NGOs. For example, within the Satya Bharti Schools, there is a special focus on girls. Their program has 48% girl students, separate toilets for boys and girls, women-centric themes in the curriculum, quarterly audits on the number of out-of-school girls, special counseling for girls and parents, and community day care centers.

Education strategies and solutions

There are a host of activities and initiatives that have been adopted in the area of girls' education, including scholarships, literacy camps, gender-specific policies, teacher sensitization programs for equitable learning opportunities, teaching-learning materials and the construction of separate toilets for girls. Additionally, training in life skills (psychosocial / interpersonal) and vocational training have been introduced to develop critical reasoning skills, self-esteem, reflection skills and capacity for independent action.

The following section highlights some of the key intervention strategies adopted in the girls' education space, along with benefits and downsides of each.

(1) Financial Aid: This includes scholarships, school fees, material support (textbooks, uniforms, stationery, transportation costs)

Financial assistance can sustain at-risk girls in schools and allow successful transition to higher classes

Pros +	Cons -
<ul style="list-style-type: none">■ Removes cost barrier to education, particularly for girls from marginalized and disadvantaged backgrounds■ Increases retention as incentives can often motivate parents as well as girl children to remain in schools■ Supports girls to move to higher levels of education, become economically independent and improve career prospects■ Allows easier scaling and impact on a large number of girls	<ul style="list-style-type: none">■ Excludes socio-cultural and other factors that deter girls from attending school; financial inability is not the only reason■ Difficult in the absence of a mentoring / enabling environment, as well as support from community, parents, teachers■ Needs close monitoring of attendance and performance of participants■ Creates tensions in community by excluding boys that may be out-of-school■ Inadequately addresses safety issues or infrastructure at schools e.g. toilets for girls■ Less effective if programs are one-time or for short periods

(2) Empowerment, Research and Advocacy: This includes rights-based education with a view to empowering girls and advocate for issues related to gender and education

Girls can be empowered through recognition of their rights, enabling access to information, and engendering the education processes

Pros +	Cons -
<ul style="list-style-type: none"> ■ Awareness of rights (human, child, property) increases self-confidence of girls, enabling increased participation in promoting rights at grassroots level leading to systemic change <ul style="list-style-type: none"> ■ Provides a perspective for reflecting on problems of basic education and primary health, eventually empowering them to demand and access rights ■ Raises aspirations for a life free of discrimination, economic and social exploitation and easier mainstreaming into society ■ Impacts policy-level discussions and allows debates on issues related to gender and education <ul style="list-style-type: none"> ■ Motivates community towards promotion of girls' education ■ Allows dissemination of awareness information on health and sexuality ■ Improves access and quality of services through facilitating dialogue between community and local government institutions 	<ul style="list-style-type: none"> ■ Difficult to assess the impact of such programs in a short period of time, as these are not sustainable ■ Does not allow easy scaling as benefits are less quantifiable and have limited direct effects ■ Involving the community in dissemination and knowledge sharing takes time ■ Causes concern to governments and donors as some programs are rooted in the activist movement

(3) Formal School Interventions: This includes programs directed towards improving the quality of education within the school system. These typically include remedial coaching classes, creating gender-sensitive teacher-learning materials (TLM), strengthening infrastructure (e.g. toilets), teacher training

Quality of education is best addressed within the school framework by implementing changes that are girl-friendly

Pros +	Cons -
<ul style="list-style-type: none"> ■ Allows detailed mapping / data collection on status of toilets, TLMs, teacher-student ratio, electricity and drinking water, for relevant action by governments and NGOs ■ Encourages more girls to attend schools through a girl-friendly environment (presence of female teachers, gender sensitization) ■ Allows easier scaling and wide reach by working directly in government schools ■ Builds capacities of teachers by providing required support 	<ul style="list-style-type: none"> ■ Dependence on buy-in from the government, as well as community to take "ownership" of schools can alter impact of programs ■ Requires strong management to implement gender sensitive programs ■ Needs to incorporate important interventions such as life skills education, creative learning and work skills in the school program

(4) **Community Initiatives:** This includes programs that are undertaken at the community level. Examples include non-formal education centers, bridge courses, literacy camps, life skills development, vocational training etc.





































Initiatives rooted in the community can fill key gaps through essential skills-building and mainstreaming girls into government schools





Pros +	Cons -
<ul style="list-style-type: none"> ■ Provides much-needed linkage between community and schools ■ Improves girls' access by enrolling school drop-outs and never enrolled girls for alternative education ■ Addresses needs of older out-of-school girls to mainstream them to government schools ■ Supports parents and community members exposing them to importance of education ■ Builds capacity for income generation through vocational skills training ■ Allows close bonding and sharing of new experiences (riding a bike, visiting a local bank etc.) through residential camps ■ Enhances productivity, self-efficacy, self-esteem, and quality of life of adolescent girls ■ Improves child-teacher relationship 	<ul style="list-style-type: none"> ■ Needs location of camps in immediate vicinity to enable girls to participate; many girls are cautious about leaving the house and convincing them and their families is difficult ■ Building trust within communities takes time ■ Requires training and support to community teachers as they are often not adequately educated or trained ■ Generates possible resistance from government schools to accept out-of-school girls; mainstreaming is an important element of success

Each of the interventions described above to some degree helps enrollment, retention or improves the quality of education for girls, and addresses one or more of the factors that prevent girls from going to school. Bridge courses and literacy camps are linked with the school system or curriculum and address other school-related factors that inhibit retention. Scholarships fill the economic shortfall faced by many poor families, while empowerment programs tackle the overall socio-cultural origins of the problem, and have less to do with economic factors (e.g. fees) that inhibit attending school.

What barriers, that prevent girls from going to or staying in school, can each intervention address?

The table below analyses each of the key discrete interventions outlined in the previous tables (other than those mentioned under empowerment and advocacy) and measures their effectiveness at addressing three key barriers: economic, school-related and socio-cultural.

DISCRETE EDUCATION INTERVENTION	BARRIERS ADDRESSED		
	Economic	School-Related	Socio-Cultural
Scholarships			
Tuition Fees and Material Support			
Remedial Coaching			
Camps for out-of-school girls			
Bridge Course			
Non-formal Education Centers			
Life-skills Development			
Female teachers			
Teachers training			
Gender sensitization			
Vocational training			
Infrastructure (e.g. girls' toilets)			

Low effectiveness —————→ *High effectiveness*

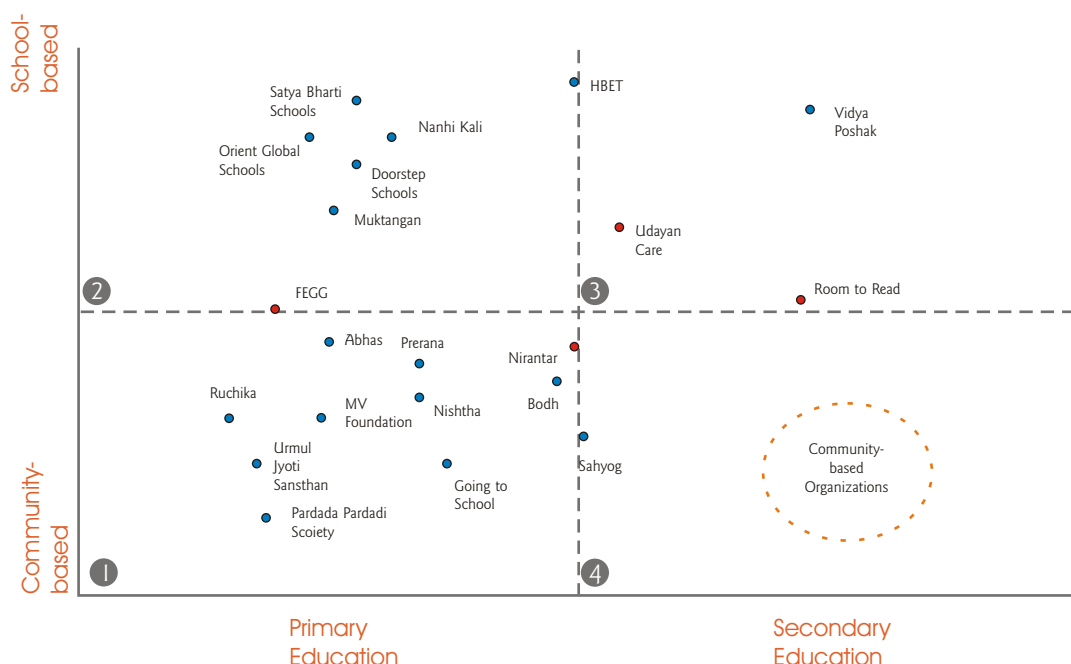
The table illustrates that girls' education issues are complex and the inter-linkages and dependencies between factors require careful analysis. Although donors may cherry-pick the intervention that fits their overall strategy, they need to recognize that they may not be addressing the overall problem, but filling a small gap. For example, scholarships are an easy-to-scale program with demonstrable impact, however, donors have to be aware that scholarships alone are insufficient in enrolling and keeping girls in school. The scholarship / economic approach needs to be complemented with other joined-up programs. For example, support groups for parents, teachers and school staff need to be created to fully secure approval for educating girls in the first place. Several organizations that started with purely a scholarship program have now graduated to incorporating such key elements to ensure girls progress to higher education.

Activities on the ground



Most NGOs have focused their efforts on school enrollment at the primary level; activity in secondary education is minimal

Dasra mapped select organizations as indicative of the larger scope of activities in the girls' education space. The diagram overleaf allows us to graphically see that organizations are choosing to focus their efforts on school-based primary level programming, following the government's approach through the SSA. Secondary education is where the major gap still lies and community approaches are also less prolific.



● Profited organizations

Quadrants 1 and 4 – Community

These organizations are more rooted in the community, and their activities have fewer linkages with the formal school system. Examples are indicated in quadrant 1 where there is heavy concentration of NGOs whose programs are directed at ensuring that girls receive a primary education. These typically include NFEs (non-formal education centers), bridge courses, summer literacy camps, rights-based education – most of which have support from the communities they operate in. At the secondary level (see quadrant 4) community-based organizations run professional work or vocational training centers to increase employability of girls, but very few NGOs are active in this space.

Quadrants 2 and 3 – School-based

In quadrants 2 and 3, the organizations depicted attempt to change or increase efficiency of school-based programs. These often work to increase the quality of education imparted to girls through reforming curriculum, improving infrastructure and teacher training and the provision of scholarships. They have fewer direct linkages with the community, and tend to work with existing government schools.

*NGO website addresses are listed in Appendix One.

Identified Innovations

Through its extensive network in the education sector, Dasra has sourced a number of scalable and high impact solutions.

Girl-friendly schools through leveraging government funding

Foundation to Educate Girls Globally focuses on getting the community (parents and leaders) involved in promoting girls' enrollment or re-enrollment in school. It has created a practical, scalable methodology for building awareness in the community of girls issues and improving school governance. Philanthropic funding is only required as the catalyst, the government eventually pays for the rest, bringing down significantly the cost to the donor for each educated child.



Innovative and entertaining material

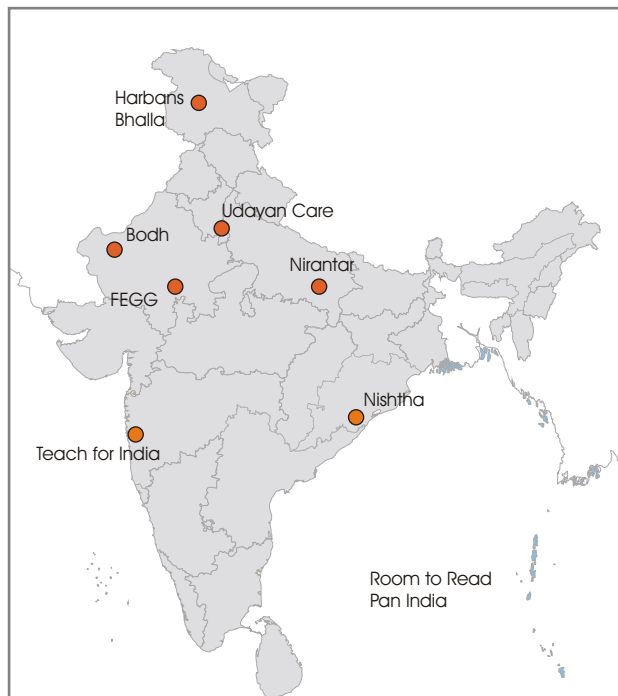
Nirantar's programs facilitate inclusion of girls in education that extends beyond mere attendance. Nirantar uses creative pedagogy to integrate gender in education materials; the results are easy to understand, entertaining and informative.

Using inspiring, highly educated graduates to bring gender sensitivity into the classroom

Based on Teach for America, **Teach for India** places India's most outstanding college graduates and young professionals in low-income or government schools to teach for two years as fellows. By their very education and upbringing they bring new thinking into the classroom. Leadership and gender equality underpin their approach and their goal is to create an alumni of teachers who go on to advocate equity in education across the sectors they go on to work in.

A new type of para-teacher, the "mother teacher", chosen by the community who act as resource people within the school and village.

Bodh collaborates with local communities in establishing community schools with multilevel teaching to address the educational needs of marginalized children, particularly girls, insuring a quality and relevant education.



Using relevant context to deliver lessons – things that girls know and do

Nishtha has developed its own teaching-learning methodology to ease the learning process for girls from conservative communities. The aim is to make the education effective in real life and enable girls to help their working parents. Nishtha programs use relevant context to deliver lessons, eg using the shape and size of paddy fields to learn geometry or rows of vegetable seeds for counting.

Putting literacy first

Room to Read starts by building a library and then creating local language children's literature to ensure relevance to the children's lives and appropriateness in terms of content. Beyond this approach Room to Read has a specific focus on girls education offering scholarships. Already they have reached a number of state in India.

Education through homes run by volunteers

Udayan Care's approach of addressing girls through Udayan Ghar's (Udayan Homes) is innovative in terms of its successful leverage of volunteers. The program offers holistic care through shelter and education and over 90% of the staff running the homes work unpaid.

Overcoming adversity

Harbans Bhalla offers a highly successful program of education, emotional support and livelihood options focusing on Muslim girls in a conflict area.

Conclusion



Girls have an equal right to opportunity, knowledge, participation in economic and social life and freedom from violence. Education is where a philanthropist can make a difference.

There are some highly innovative solutions to the problems surrounding girls' education. With the right funding and the right focus on taking the best ideas to scale, we can ensure that the power behind every girl to transform her family and her community is harnessed and put to use to transform India.

For a philanthropist, determined to make the most efficient investment in girls education Dasra recommends filling the gap that currently exists in funding secondary education and ensuring that parents and community are engaged in the programs' sustainability.

Invest in secondary education: An extra year of primary education raises a girls lifetime wages by 10-20%, an extra year of secondary education raises a lifetime wages by 20-25%. The returns for girls in secondary school are dramatic and have a greater positive effect on the lifetime welfare of women than any other level of education.

Ensure programs are fully integrated into the community and fully engage parents: When selecting an organization to support, a donor should ask the question: Does this program have a joined up approach, looking at the barriers to children attending and remaining in school, and not just the initial enrollment?

Investing in girls makes sense. Dasra can offer a transparent and highly effective way of making philanthropy have the highest impact on girls lives. If you would like to talk to someone please contact the Dasra team on alison@dasra.org.

An investment case story



Objectives

Godrej Industries commissioned Dasra to identify and illustrate how a strategic philanthropic investment can be best made into the area of girls' education. Dasra conducted a mapping of the status of girls' education in India, identifying key issue areas and potential investment opportunities. Dasra's objective was to understand the type of programs funded by other donors, identify gaps in funding or provision and identify possible partnerships for Godrej where their funding would have a significant impact on the organization's future.

Dasra's Research Process

Dasra's research and analysis process has enabled us to gain a good understanding of the issues facing girls' education in India. Our mapping, based on secondary research, as well as detailed interviews helped Dasra identify organizations that in our opinion boast best practices, and/or whose programs have high efficacy. The question we asked was: Does the organization exhibit potential for being a high-impact social investment and does it have the potential to transform girls' education across India? We looked at over 200 organizations, short listed 22, went into depth with a further 8 and our final short list was 5. The Godrej's gave strategic, un-restricted, three-year grants to two organizations.



Selection Criteria

In the final presentation, Dasra presented 5 organizations to the Godrej selection committee who after careful consideration decided to make two strategic investments.

1. Teach for India
2. Foundation to Educate Girls Globally.

Dasra and Godrej were keen to identify organizations that meet the following criteria:

- An innovative strategic model with good leadership
- A robust model that shows potential to scale
- A solution that addresses a gap in current provision, be that from a delivery or funding perspective
- A demonstrable ability to work effectively with government
- A capacity gap in terms of fundraising capacity

Dasra believes that in order to impact girls' education at scale, a donor has to invest in the whole organization. Grants facilitated by Dasra are given on the basis of a clear 3-5 year growth plan, budget and milestones. However, funding is given with out restrictions so the CEO can utilize the funding to best achieve those milestones.

Appendices

	Nirantar www.nirantar.net	FEGG www.educategirls.org	Udayan Care www.udayanicare.org	Room to Read www.roomtoread.org	Teach for India www.teachforindia.org
Program Area	<ul style="list-style-type: none"> • Direct field interventions • Creating educational resources • Research and advocacy • Training 	<ul style="list-style-type: none"> • Improve quality of government schools (Rajasthan Education Initiative) • Methodology for girl-friendly schools, community empowerment and improved school governance 	<ul style="list-style-type: none"> • Long-term foster homes • Scholarships • IT and vocational training, HIV-affected child rights advocacy 	<ul style="list-style-type: none"> • Educate, empower and motivate girls • Scholarships with remedial education, life-skills, health check-ups, exposure visits, mentoring 	<ul style="list-style-type: none"> • Teacher training through placement of high achieving graduates into low-income schools to teach for 2 years • Special focus on gender equality in teaching learning materials and role modelling • The creation of a movement of leaders who have worked as fellows and go on to advocate for equity in education across all sectors
Beneficiary/ Impact	<ul style="list-style-type: none"> • Pitara: 15,000 • SSK: 500-600 Dalit girls • KL: 20,000 readers Civics textbooks: 180,000 students • Players: NGOs, teachers, government • Exhibited impact on ground 	<ul style="list-style-type: none"> • Girls in 6-14 year age group • 50 schools reaching 6,360 girls and 5,320 boys • Increase in girls' enrollment by 58% and number of female teachers by 35% • Currently in 500 schools • Qualitative: sensitization towards girls' education, efforts to revamp infrastructure, girls enrollment beyond class 8 	<ul style="list-style-type: none"> • Disadvantaged women and children • 6,500 people through all activities • Udayan Shalini: 1,088 Udayan Ghars: 125 children across 8 homes • Outreach: 67 • Vocational Courses: 4,000 	<ul style="list-style-type: none"> • 1,800 girls aged (7-12 years) • Material and non-material support 	<ul style="list-style-type: none"> • 537 TFI fellows will impact 16,000 students by 2011, working in 3 cities* • Mix of primary and secondary schools • Municipal and low-income private schools * planned
Geographic Spread/ Global Positioning	<ul style="list-style-type: none"> • Uttar Pradesh • Rooted in women's movement 	<ul style="list-style-type: none"> • Uttarakhnad and Rajasthan • US-based fundraising with strong locally driven implementation strategy 	<ul style="list-style-type: none"> • Delhi, Haryana, Uttarakhnad, West Bengal, Maharashtra 	<ul style="list-style-type: none"> • Delhi, Uttaranchal, Rajasthan, Madhya Pradesh, Andhra Pradesh • Well-recognized global NGO with offices in HK, UK, USA 	<ul style="list-style-type: none"> • Mumbai, Pune and Delhi • Benefits from association with Teach for America
Management Team	<ul style="list-style-type: none"> • Advisory Group, Trust Group and Organization Development • Group of 39 women • Well-organized with project coordinators and field workers 	<ul style="list-style-type: none"> • Impressive executive director 70 field staff • Lack of second-in line management • No advisory board in India 	<ul style="list-style-type: none"> • Trustees and Management Board • 49 FTEs; 125 volunteers (mainly aged between 50-75 years) 	<ul style="list-style-type: none"> • Staff of 46 • Project team has senior coordinators and project officers 	<ul style="list-style-type: none"> • CEO has exceptional track record in the sector • Strong leadership and excellent mentorship from Teach for America and Teach First • Management team of 10 and a national board of 15-20 members

NGO Analysis cont....

	Nirantar	FEGG	Udayan Care	Room to Read	Teach for India
Funding and Donors	<ul style="list-style-type: none"> Diversified national and international donors (RTT, DTT, Embassy, HIVOS) Budget of 1 crore 	<ul style="list-style-type: none"> Funds mainly from individuals in the US Budget of 60 lakhs 	<ul style="list-style-type: none"> Very well entrenched and networked Diversified donors with corporates, foundations, trust Budget of 3 crore Revenue through fundraising, products; regular events Strong alumni network 	<ul style="list-style-type: none"> Budget of 17 crore (2-3 crore for girls' education program) Very well-entrenched donor base Excellent global fundraising network 	<ul style="list-style-type: none"> Seed funding from Teach for America and other grant funding INR 6 crores
Competencies	<ul style="list-style-type: none"> Combination of field/ policy level work Real grassroots experience 	<ul style="list-style-type: none"> Working with government Well thought-out model 	<ul style="list-style-type: none"> Ensures holistic development of girl child and taking care of all needs. 	<ul style="list-style-type: none"> Managing NGO partners Well-rounded scholarship program 	<ul style="list-style-type: none"> Depth of knowledge in education, government and low-income schools in Maharashtra Excellent corporate network for recruitment of fellows
Scaling Potential	<ul style="list-style-type: none"> Replication of rural newspaper model to more villages Expanding residential literacy camps 	<ul style="list-style-type: none"> Highly scalable Aim to be in 5,000 schools by 2011 Apply model to other states and countries 	<ul style="list-style-type: none"> Shalini: 2,000 girls by 2010; increase chapters form 5 to 7 Chars: 10 by 2010 Outreach: 200 children 	<ul style="list-style-type: none"> Highly scalable; 1,000 girls in 2009 Replication to more states 	<ul style="list-style-type: none"> Highly scalable in terms of model and strength of team As it is a pilot there is no track record in India, however good track record in the US
Benefit from Investment	<ul style="list-style-type: none"> Real impact on ground Impacts policy-level discussions and allows debates on issues related to gender and education Grassroots learning and working with communities 	<ul style="list-style-type: none"> Wide reach Easy to quantify and identify with program Learning on lobbying with government Innovative Impact in state with poorest education indicators International dimension 	<ul style="list-style-type: none"> Child-centric programs Direct impact through holistic support to girls High visibility Easily quantifiable and replicable 	<ul style="list-style-type: none"> High visibility both nationally and internationally Easily quantifiable benefits Links to other programs (Library program) Networking and partnership opportunities 	<ul style="list-style-type: none"> Early stage so no impact statements to date but high impact potential Cost effective model High visibility in Mumbai, Pune and Delhi so potential for seed funding to leverage more is high
Challenges / Gaps	<ul style="list-style-type: none"> Integrating gender and education emphasis into mainstream work; often face resistance Activist nature can cause concern Empowerment is difficult to measure Benefit is less quantitative and measurement can take time Need M&E support 	<ul style="list-style-type: none"> Dependence on government Addressing needs of tribal population Need stricter M&E Strengthen fundraising, communication and staff Government has to approve expansion Less direct implementation and control 	<ul style="list-style-type: none"> Accountability and ownership by volunteers Strong leadership from ED Need more M&E Not unique program; several corporates have funded them High infrastructure costs 	<ul style="list-style-type: none"> Program challenges: NGO partners, community tensions from excluding at-risk boys, not addressed infrastructure issues Model is being evolved following external evaluation Need help in M&E, mentoring, life-skills development Less direct implementation 	<ul style="list-style-type: none"> Technical support required for various data collection and management systems Model is new in India

	Azim Premji Foundation	Sir Dorabji Tata Trust	Mahindra and Mahindra	Bharti Foundation	Sir Ratan Tata Trust
Quick Facts	<ul style="list-style-type: none"> Established in 2001 Staff of 200 professionals Focus on improving quality in rural government schools 	<ul style="list-style-type: none"> Supported 51 projects and 47 small grants across 22 states related to education in 2007-08 	<ul style="list-style-type: none"> Education trust set up in 1953 Focus on scholarships 	<ul style="list-style-type: none"> Established in 2000 700 staff strength Focus on quality education and training opportunities 	<ul style="list-style-type: none"> Established in 1919 Fills educational gaps through individual and institutional funding
Education Program	<ul style="list-style-type: none"> Funds and implements projects Pilot initiatives in primary education Intensive capacity building efforts Majority of activities in Karnataka 	<ul style="list-style-type: none"> Total disbursement of Rs. 385 million Elementary and adolescent education Adult literacy, teacher training 	<ul style="list-style-type: none"> Rs. 13.8 crores given in grants, scholarships, loans Primary, secondary and tertiary education 	<ul style="list-style-type: none"> 158 operational Satya Bharti Schools reaching 17,365 underprivileged children Training of 606 teachers Scholarships for higher education 	<ul style="list-style-type: none"> Elementary (qualitative reform, publications, teacher development, learning centres) Higher education (scholarships, institutional collaborations, research, documentation)
Girl Child Focus	<ul style="list-style-type: none"> No separate program 	<ul style="list-style-type: none"> No separate program 	<ul style="list-style-type: none"> Nanhi Kali Scholarship program 2,900 girls 	<ul style="list-style-type: none"> Bharti Udayan Shalini Fellowship Program for 50 girls to pursue higher education 	<ul style="list-style-type: none"> Urmul Jyoti Sansthan focuses on promoting education of adolescent girls (9-14 years) in Bikaner district, Rajasthan

Appendix Three

Cited NGOs

Dasra and Godrej's selection criteria for funding was very specific. The objective of this report was to identify two organizations to receive 3-year grant commitments that would have a transformational impact on their budget and capacity to deliver. A number of excellent organizations were included in the process whose programs deliver quality social change in the girls education space but did not eventually fit our final selection criteria. We would like to thank all those who contributed time to us in preparing this report.

Abhas	www.abhas.org
*Bodh	www.bodh.org
Doorstep Schools	www.doorstepschool.org
**FEGG	www.educategirls.org
Going to School	www.goingtoschool.com
*Harbans Bhalla	www.hbeducationaltrust.org
Muktangen	www.muktanganedu.org
MV Foundation	www.mvfindia.in
Nanhi Kali	www.nanhikali.org
*Nirantar	www.nirantar.net
*Nishtha	www.nishtha-hp.org
Rumi Schools of Excellence	www.rumieducation.com
Pardada Pardadi Society	www.education4change.org
Prerana	www.preranaatc.com
*Room to Read	www.roomtoread.org
Ruchika	www.ruchika.org
Sahyog	www.sahayogindia.org
Satya Bharti Schools	www.bhartifoundation.org
*Teach for India	www.teachforindia.org
*Udayan Care	www.udayancare.org
Urmul Jyoti Sansthan	www.judyapat.com/india
Vidya Poshak	www.vidyaposhak.org

* Shortlisted organizations further discussed on pages 19 and 20

** For a detailed strategic grant opportunity document on FEGG please contact alison@dasra.org

Further Reading

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