SRF FOUNDATION

CSRBOX

Executive Summary of the CSR Impact Assessment Report of SRF Foundation's Rural Education Program

Submitted By:
CSRBOX (April 2022)

Executive summary

Project Reach at Bharuch District , Gujarat

Number of students reached: 3700+

Number of Government schools: 16

Geography: Dahej and Netrang Blocks

SRF Foundation's Rural Education Program (REP) transforms government schools into vibrant educational institutions by establishing 'Centres of Excellence.' These institutions are called as "Model Schools." To increase access, availability, and equity among the socioeconomically and geographically disadvantaged community, the initiative provides physical infrastructure as well as high-quality academic support. Enrolment, retention, access, and academic achievement are all expected to improve as a result of the initiative.

Physical Infrastructure Support

Physical Infrastructure support was provided to 16 government schools in Netrang and Dahej blocks. Facilities provided through REP were rated Excellent by 100% of students. Students are highly satisfied with the significant improvement in their classroom infrastructure and school environment. The students reported to have access to clean drinking water and sanitation facilities at school which has improved the health and hygiene of the students and teachers in school campus.

Digital Classrooms

SRF Foundation established Digital Classroom systems in all schools. They provided smart TV with internet connections and trained teachers to use them for teaching in the classrooms. 3/4th of the student in school uses Digital Classroom every day. 95% of the teachers use Digital Classroom facility to teach core subjects and agree that the use of Digital Classrooms has significantly improved the learning outcome among the students. Both teachers and students prefer hybrid pedagogy (Blackboard + Digital) in the school.

Academic Support

Workbooks are used by almost all students to learn and understand concepts. 88 % said they enjoyed learning with these workbooks. Teachers conduct extra coaching classes for students after school hours to bridge the learning gap. 84% of the students take remedial class for Math, English and Science subjects after school hours. Parents found the academic support as a significant intervention, as 100% of parents witnessed improvement in their children's academic performance.

Leadership Transformation

SRF Foundation started various activities under Leadership Transformation program. The main objective focussed on capacity building, decision making and ownership among students, headmasters, teachers and parents. SRF Foundation with support of teachers started Swachha Vidyalay Committee in schools. The Committee was formed in schools to improve health and hygiene practices among students. The students and teachers are part of the committee. As a part of the program, they practice daily hand washing with soap, clean drinking water and maintaining cleanliness at school. School Management Committee (SMC) was strengthened through school management trainings provided by SRFF, and majority of the headmasters, teachers and parents participated and benefitted from the program.

Teacher Training and Pedagogy

SRF Foundation organised a teacher training programme and exposure visits to improve the delivery of high-quality education. The majority of teachers reported that the training sessions were extremely beneficial and helped them learn new skills. Teachers have participated in a variety of training sessions, with 60% attending how to teach concepts and pedagogy training, 53% in Digital Classroom training, and 50% in COVID Digital Classroom training.

COVID Mohalla Class

SRF Foundation held Street/Mohalla Classes for 6 months during the COVID to ensure that all students in the 6th and 8th grades had access to an education. During the COVID restriction, 90% of the students attended a volunteer-led Mohalla Class organised by SRFF every day in their village. 88% thought the classes were beneficial and that they could continue to learn. Each teacher created an average of six videos using the digital device provided by SRFF. The video content created by teachers was used for learning by the students. 96% of headmasters and teachers agree that the Mohalla classes have been beneficial and engaging for the students.

Mobile Digital Bus

HP WoW bus is a very unique program in the district. It offers a mobility solution to the digital divide by bringing the world of information and knowledge over wheels to isolated and disadvantaged groups in rural area. The bus is equipped with huge touch screen, audio, and computer systems. The Mobile Digital Bus, which was provided during Mohalla Class, assisted students in learning computer skills in the digital lab as well as accessing and creating video content for study purposes. In the villages where the adopted schools are located, the Mobile Digital Bus provides a variety of services to the community, including the promotion of e-governance and easy access to various government services. Mobile Digital Bus was rated Excellent by students, parents, and teachers.

Co-curricular Activities and Sports Activities

To attain mental and physical fitness students are encouraged to participate in various competitions and activities. 81% of students participate in sports related activities, 51% in poster making activities and other creative activities. Annual Day and Annual Sports Day activities are celebrated every year. Students, parents, teachers, SRF Foundation members participate in these activities.

ASER Type Test

An ASER types test was conducted during impact assessment study to assess the learning outcome among students

- **88% students scored between 75-90% in Language and 61% students scored >90% in Math in 3rd grade.**
- **96% students scored >90% in language and 9% students scored >90% in Math in 5th grade**
- **76% scored >90% in Language and 1% scored >90% in Math competency in 7th grade**

Impact Highlights

Students

- **85%** of the students found improvement in school environment and classroom infrastructure post SRFF intervention
- **72%** of the students agreed on improvement in access to clean drinking water post SRFF intervention
- **94%** of the students got access to clean drinking water and sanitation facilities
- **95%** of the students use Digital Classroom every day for learning core subjects
- **94%** of the students use Workbooks everyday which helps them understand concepts better

Teachers

- **100%** of the teachers stated that Digital Classroom has improved the quality of engagement with students
- **79%** of the teachers agree that training and workshop has helped un capacity building of school management
- **95%** of the teachers use Digital Classroom for teaching core subjects

Parents

- **84%** of the parents found improvement in the health of the students as SRFF provided access to clean drinking water and functional toilets
- **96%** of the parents are unwilling to change the school post SRFF intervention and recommend others to join
- **100%** of the parents found Physical Infrastructure provided SRFF to be Excellent

Key Recommendation

- More number of Science Labs sessions can be added as a part of the daily school routine so that students have better access to the Science Labs and are better equipped with the concepts of science. As many students stated that they had limited access to the Science because of the lockdown restrictions and closure of schools.
- SRF Foundation should create SOP for the programme developed under the Rural Education Program. At project intervention sites, an internal monitoring system should be setup and a baseline student readiness assessment should be collected.

IMPACT ASSESSMENT STUDY
RURAL EDUCATION PROGRAM
(Mewat District, Haryana)

A Project by

SRF FOUNDATION

Executive Summary

Haryana is a relatively developed state, although the socio-economic indices are rather poor. The State ranks 20th in the country in terms of literacy rate and has a female-male ratio of 861:1000, lowest among the states. This ratio is much more concerning in the 0-6 age range, where it is 820:1000. Women have a very low social position. At the moment, the female literacy rate is only 54.16 %. The 'purdah' system is widespread across the State. Child marriage is especially common in the State's southern and southern-western regions. Furthermore, the concept of educating women is occasionally greeted with strong opposition from some segments of society. The Nuh district formerly known as Mewat has remained a backward region of the state of Haryana. The area falls behind the rest of Haryana on practically every development metric, even though the farthest point of Mewat is only 145 kilometres from the National Capital of India.

The SRF Foundation started the Rural Education Programme (REP) to bridge the gaps that affect the quality of education, such as infrastructure, quality of educators, and ease of accessing education. In Mewat / Nuh District, out of 42 – there are **20 primary schools and 22 middle schools spread over 19 villages** with four girl middle schools. The REP project strives to provide quality education to the students of the Mewat region by focusing on improving the physical infrastructure, academics and digital transformation.

This study was conducted as a part of the impact assessment of the REP in the Nuh district of Haryana for both primary and middle schools focussing on the period Apr 2019 – Mar 2021. The study focussed on program level and organisational level outcomes.

The assessment is a comparative study, where the program level parameters were administered on the sample group and a control group. As the study used a mixed methodology design, both quantitative and qualitative tools were used for the data collection. Since there were overlapping and interlinked parameters based on the themes, these were studied using more than a single data collection tool. The study used a convenient sampling methodology under the non-probability sampling technique for the schools. Hence one school per village was selected to achieve a representative sampling based on the convenience of distances and availability of teachers.

For the survey of the middle school students, a systematic random sampling (under the probability sampling technique) was used where students got randomly selected from each of the four grades - 6th, 7th, and 8th. For the primary school learning activity, 5 students from each of the three grades (3rd, 4th and 5th) were randomly selected for the study for both the control and beneficiary groups.

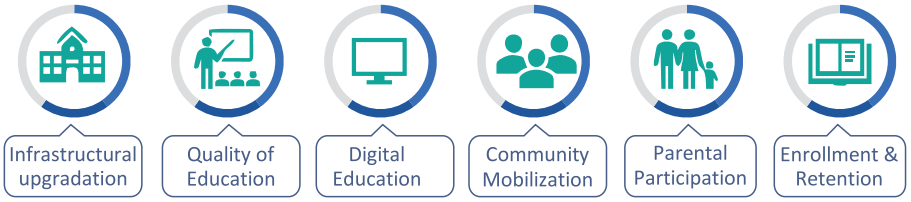
Beneficiary Group Schools : 9 Primary, 10 Middle Schools (2 Only Girls Middle School)
Control Group Schools : 2 Primary and 2 Middle Schools

The quantitative tools used included surveys with middle school students and learning assessment activities for primary schools. The qualitative tools included focussed group discussions, Key informant Interviews, Observations and field notes which were also supported with desk research of project documents. Same tools were administered to both SRF beneficiary schools and non SRF schools in the control group category. Data collection was done from multiple stakeholders including students of primary and middle school, parents , principals , teachers, school management committee, community members, Block Education Officers, Panchayat Members, representatives from the project team and also inputs from others. NGOs and civil society organisations active in the geography for beneficiary schools and control group schools

At an organisation level, the program is assessed on the REECIs framework using indicators such as Relevance, Efficiency, Effectiveness, Coherence and Impact.

In a district where the level of education and schooling was low, the Rural Education Program has helped to change the perception of the community and increase the enrolment and retention of the students in the schools adopted by the program. Moreover, in a community where religious perceptions and cultural norms are guiding the way of life, the design of the program was effective in integrating the community members into the intervention with the help of SMC. The beneficiary community regards the work of the foundation. The same has been also recognised by the NGOs and civil society organizations in the area Thus, the design and the implementation of the program was sensitive to the beneficiary community. Thus, the relevance of the program is long term.

The study found that the program is coherent as the design of the program is in tandem with the objective of the National Education Program - NEP 2020, such as providing sufficient infrastructure to the schools, holistic development - including curricular, non-curricular and physical education of the students. Thus, there is complementarity, harmonization with the national level agenda. The program also had coordination with other actors including governmental and non-governmental entities in the sector and the region during the implementation phases. The community mobilization activity of the intervention is adding value to the overall goal of the program while at the same time avoiding duplication of efforts by similar actors.
Components of Program:



In the case of primary schools, beneficiary schools performed better in terms of academic excellence compared to control schools which are the non SRF schools in the study. In middle schools too, beneficiary schools performed better academically with various factors motivating students to attend the school. With respect to digital education, the REP was able to arrange online classes for the students for middle schools. Digital classroom system is also an important component of REP.

The study found that the SRF beneficiary schools had better infrastructural facilities than the other schools in the region. SRF schools had well-maintained boundary walls, buildings, and better classroom and toilet facilities along with additional amenities such as science labs and libraries. 95% of the SRF schools of the study were painted. Apart from 30.95% of the schools, the rest of the SRF schools that participated in the study had sports and games facilities and 38 % of these schools had these facilities in good working conditions. All the toilets from the SRF schools had separate washrooms available for boys and girls and 95% of the SRF schools that were studied had water tanks. Moreover, 62% of the SRF schools had separate washing areas with pipes for students.

During the survey, when asked about the students' opinion about the best infrastructure facility available to them, 60% of respondents from the SRF stated that their classroom infrastructure was the best available infrastructural facility. All the SRF schools had blackboards for teaching and 90% of them were in good working condition. 81% of these schools also

had separate tables for teachers in the classroom and 95% of the schools had working benches and desks for students.

With respect to enrolment and retention, SRF schools showed a higher retention rate compared to non-SRF schools. When asked about the students' participation in the activities and programmes in schools, 88% of the students from the SRF schools said that they always participate in such activities. But these activities were absent in the non SRF schools. A huge majority (94%) of the students from the SRF schools said that these activities are run by students which indicates the leadership skills among students.

In the case of parental participation and SMC involvement, 93% of students stated that their parents ensured that they studied daily and 78% of students from the SRF schools said that their parents enquired about their studies. Regarding the meetings conducted by SMC, 48% of the students of SRF schools confirmed that their parents always attend while only 2% of the students from the non-SRF schools said the same.

The study also highlights that the personalised feedback and encouragement by the students have added to the better teaching quality in the SRF schools. Regarding personalized feedback from teachers, all the students from the SRF schools expressed that their teachers always encourage them. 98% of the students from these schools stated that their teacher offers them personalized feedback when their grades are reduced. 89% of the students from the SRF schools said that they have received encouragement to participate in co-curricular activities and 80% of the students received encouragement to be physically active through playing sports and games.

The comparative study with the control group indicates that REP has brought drastic changes in the Beneficiary Group (BG) School, compared to the non-BG schools in the area of infrastructure up-gradation, quality of education and digital education. These short-term impacts have resulted in long-term impacts such as a change in the perception of the community, an increase in enrollment and retention of the students as well. Thus, looking from a relative impact scale, the Rural Education Program was successful in creating short term and long-term impacts.

The program aims at the holistic development of the students and to change the attitude and perceptions of the community. By implementing student-managed programs, sports and games activities for the physical development of the child and the counselling sessions conducted under the program has helped in achieving these objectives. The Rural Education Program was also able to provide education to the students during the lockdown after the COVID-19 pandemic.

It can be concluded that the rural education program is a unique intervention that has resulted in a multitude of impacts. Working in an aspirational district comes with a lot of challenges, especially during the pandemic timings. However, the program was successful in many respects in achieving its objectives. Though the program could make a lot of improvements, achieve short term and long term impacts of the program, the program needs to make interventions in improving the teacher-student ratio, quality of education in terms of teachers instruction style and speed, investment in supplementary infrastructure like sports rooms, activity rooms, first aid facilities etc. The study findings and analysis also indicate that the program should design and implement programs and interventions to reduce female student dropouts and in improving the community's perception of female education. To scale the program and sustain the intervention, it is also important that the foundation should escalate the work to the government in the form of policy interventions and collaborations.

IMPACT ASSESSMENT STUDY
RURAL VOCATIONAL PROGRAM
(Mewat District, Haryana)

A Project by

SRF FOUNDATION

Executive Summary

The National Statistical Office (NSO) 2019 revealed that the level of unemployment in Haryana had been the highest in the past 45 years. This joblessness was remarkably high (34%) among the youth in 20 to 24 years. Haryana is a relatively developed state, but the socio-economic indices are rather poor. The state ranks 20th in the country in terms of literacy rate. Along with the absence of employment opportunities, the primary reasons for unemployment in Haryana is the lack of desired or required skills among the population and the lack of quality jobs available commensurate with the skills or education levels of the job seekers. The critical challenge that the Haryana government needs to focus on today is low-quality education and lack of skills among the youth. Therefore, despite having employment programs by the government, skill development programs should be considered a necessity in the state, specifically for the young population around Gurugram. This will also support the Haryana state administration's goal to make Gurugram a Northern IT hub like Bangalore in the south. Nuh district (formerly Mewat district) is one of 22 districts in the state of Haryana. Even after independence, Nuh has remained a backward region. The area falls behind the rest of Haryana on practically every development metric, even though the farthest point of Mewat is only 145 kilometers from the National Capital of India.

Identifying the need for vocational skills among the youth, SRF Foundation started Rural Vocational Program (RVP) in 2009 for the dropout and underprivileged students by equipping them with appropriate skills. This program was implemented under three streams.

Basic Electricians Training Program

- **Objective:** To provide opportunity of employment or self-reliance
- **Duration:** 4 Months
- **Class Schedule:** 4 hours a day and 6 days a week
- **Batches:** 22
- **No. of trainees:** 597
- **Collaboration:** Schneider Electric

Spoken English Program

- **Objective:** To impart employability skills
- **Duration:** 3 Months
- **Class Schedule:** 2 hours a day and 6 days a week
- **Batches:** 26
- **No. of trainees:** 1580
- **Collaboration:** Times of India

Computer Training Program

- **Objective:** To impart employability skills
- **Duration:** 3 Months
- **Class Schedule:** 1 hour a day and 6 days a week
- **Batches:** 11
- **No. of trainees:** 510
- **Collaboration:** SRF Foundation

The Basic Electrician Training Program aims to impart electrical skills to underprivileged school drop-outs/out-of-school youths to get an opportunity to get respectable employment or self-reliance by opening their enterprise or jobs in the local and urban areas. Spoken English Program and Computer Training Program were started to impart employability skills to the youths.

The study was conducted as a part of the impact assessment for RVP in the Nuh district of Haryana. It was conducted with the objective to evaluate the program level outcomes and assess the organisational level changes in terms of tangible and intangible parameters. The study was a mix of qualitative and quantitative methods across multiple stakeholders including alumni, current students, dropped out students, trainers, mobilizers, the monitoring team, and the SRFF director. The study also studies various phases of skill development programs from mobilization to post-placement. The report further delves into the analysis of the findings using well accepted OCED-DAC, REECIS (Relevance, Effectiveness, Efficiency, Impact and Sustainability) and gives recommendations for the program at both the organisation level and program level.

The different tools used for the analysis are the following:

- Quantitative: The study received responses from 327 students from the digital survey tool deployed on all 597 trained students in the program.
- Qualitative: In-depth interviews with 60 students, 20 parents, and 17 other stakeholders, including mobilizers, trainers, employers, the SRFF team, the program manager, and others.

The program responds to a clear need and gap in the area which is also in alignment with the NSDC (National Skill Development Council) which highlights the need for electricians and soft skills in the youth of the district. SRFF has a local team with three trainers and one community mobilizer to spread awareness of the program and mobilise the youths. The team has reached out to approximately 105 villages in the vicinity of the training centres. Village panchayats and educational institutions were focal points for communication. Around 98% of the respondents are satisfied with the program as it meets their aspirations and expectations.

There is counselling for students and parents for enrolment in the course. The counselling process includes understanding youths' sincerity, interest, needs, and family background. The Spoken English course has a test filter to understand the level of proficiency in the language.

The training is a mix of theoretical and practical approaches with the help of effective learning methods. BETP program module was designed by Schneider Electric and Spoken English program module was designed in collaboration with the Times of India. The computer training program module designed by SRFF evolved every year responding to the industry needs. Learners found the training quality and course module most effective in the program. There is an eligibility of 70% attendance for certification. A convocation ceremony is held for awarding certificates. Alumni are invited to share their knowledge and experience during convocation. Guest lecturers and motivational speakers are also invited to motivate the learners. Learners find this practice very motivating.

Placements are offered through local agencies and employers. Graduates earn between an average of INR 7,000 and INR 20,000 per month, based on their prior learning, job experience, and educational qualifications. Around 17% of BETP graduates from the survey earn more than 15,000 monthly. The majority of approximately 37% of BETP graduates earn less than INR 10,000 monthly whereas around 10% of computer and English course graduates earn less than INR 10,000 monthly. The Spoken English and Basic Computer Literacy course offers employability skills. 78% of respondents in Computer and English courses and 41% from BETP courses are currently pursuing higher education. While 30% from BETP course are into the private job and 16% are self-employed. It is noted that these courses have helped improve the confidence of these youths.

As a significant number of trainees are not interested in migrating to nearby cities and the courses like BETP can help with self-employment options, it is suggested to include modules on Entrepreneurship also in the program. Various government-run programs like Start-Up India can be leveraged to provide support to the learners.

The social pressure on girls to drop from school or college is higher due to the early marriage factor. These issues need to be addressed by creating ample academic-employment-driven opportunities and creating awareness through

counselling at the educational institutions and village levels. Gender aspect with a dedicated course for girls and quota for girls in the program design can promote education in the area. Female mobilizers will prove effective in improving the girl's enrolment. Alumni have been found to be the most effective in spreading the word about the program and encouraging enrolment. More visibility by felicitation of successful alumni and nominating brand ambassadors will be more effective in promoting the program and engaging with the youths.

Many students have completed their basic education and since the training is offered for free of cost, they end up joining the course for want of anything better to do. The program can establish clear guidelines in terms of who is the beneficiary group, especially for the BETP course as it offers employment opportunities to the students. This will be a checkpoint during enrolment to establish the opportunity offered to the neediest.

With a significant number of students not immediately looking for a job or self-employment, the tangible impact will take time to realize fully. This makes it necessary to add certain additional outcomes and impact indicators for the project to measure the change, for example- self-confidence, access to new information, continuity of education, etc.

Students' records of enrolment are maintained at the center, however, post-course tracking and management structure and rigor can be improved to identify gaps and support them in transition. As the center caters to youth from several villages, the facility can also be used as a knowledge center with career-related information, skill training programs, scholarships, etc. There is a possibility of converting the center to a skilling hub.

The program is a relevant in geography and caters to the student's needs for vocational skills. Overall implementation of the program, the content of the program, and the teaching quality of trainers are highly praised by students and parents. It has created goodwill through these training programs and the desired impact is being created among the targeted beneficiaries.