Impact Evaluation Report: 2023 -2024

Empowering Communities: The Impact Evaluation of Gram Vikas Trust



Adhrit Development Consultancy (ADC)

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Acronyms

ADC	Adhrit Development Consultancy
ASER	Annual Status of Education Report
AWC	Anganwadi Centre
CF	Community Facilitator
CRC	Cluster Resource Centre / Coordinator
CSR	Corporate Social Responsibility
CSWN	Children with Special Needs
FGD	Focus Group Discussion
FLN	Foundation Literacy and Numeracy
FNGO	Field Non-Government Organisation
GVT	Gram Vikas Trust
HRD	Human Resource Development
ISG	Institutional Support Grant
KII	Key Informant Interview
MHM	Menstrual Hygiene Management
NAS	National Achievement Survey
NGO	Non-governmental organisation
NHFS	National Health Family Service
NI	Nutritional International
NRI	Non-Resident Indian
SMC	School Management Committee
TLM	Teaching Learning Materials
TOR	Terms of Reference
US	United States

Acknowledgement

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Last but not least, we extend our deepest thanks to all the participants in this evaluation, including Bharuch District Education Officials, officers, Head Teachers, school staff, children, parents, and adolescent girls and women. Their unwavering support and cooperation were instrumental in making this impact evaluation possible.

IMPACT EVALUATION TEAM MEMBERS



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EXECUTIVE SUMMARY

BACKGROUND

Gram Vikas Trust (GVT), an NGO headquartered in Bharuch (Gujarat, India), has been dedicated to uplifting socio-economically backward communities for over two decades. Founded by Mr. Ramesh Kasondra, the organization envisions enhancing the socio-economic status of underprivileged individuals through integrated development initiatives that actively involve the community. GVT's comprehensive interventions cover child rights, education, health and hygiene, sustainable livelihoods, and women's empowerment.

In January 2021, GVT gained recognition as a state and national-level organization through its collaboration with Nutrition International (NI), implementing the Salt Fortification program. It covered 33 districts of Gujarat and expanded its footprint by establishing branches in five states across India, namely Andhra Pradesh, Gujarat, Odisha, Rajasthan, and Uttar Pradesh, under the Institutional Support Grant (ISG) program of NI. Over the years, GVT has built enduring partnerships with various stakeholders, including government departments, NGOs, academic institutions, communities, and corporate organizations.

EVALUATION OVERVIEW

The evaluation aims to facilitate reflection on the program, extract valuable lessons, and ensure accountability to donors, partners, and project participants. The key objectives include; i) To conduct primary data collection from a sample of representative stakeholders and beneficiaries across GVT's project intervention locations in Bharuch districts. And ii) To study the direct/indirect impact of the GVT's initiatives on the lives of the targeted communities and beneficiaries, of the identified projects.

The review team (ADC) developed a conceptual framework that included four phases; planning, finding, and categorizing the impact indicators, developing the impact assessment methodology, and implementing the impact assessment methodology. In early March 2023, the review team visited GVT to collaboratively discuss and formulate the impact evaluation framework in consultation with the GVT project teams. All suggestions and feedback received were carefully integrated during the framework development process.

The review team used diverse techniques for the evaluation, encompassing document reviews, Key Informant Interviews (KIIs) with 4 district education officials/officers and 4 project staff members (2 males and 2 females), as well as conducting 10 Focus Group Discussions (FGDs) and surveys involving 224 beneficiaries across all three sectors. A total of 36 enumerators were identified for surveying all the project locations. During the evaluation, the evaluators took steps to ensure that the review was upheld and rights of the people and communities involved were safeguarded.
Furthermore, their objective was to guarantee the technical accuracy, reliability, transparent and impartial conduct of the review, contributing effectively to organizational learning and accountability.

The key challenges faced during the evaluation included; teachers' and head teachers' unavailability (during April 2023 exams, summer holidays, and June school reopening) led to a delay in data collection, overcrowding during village FGDs with community members disrupting the intended focus, non-availability of certain stakeholders, including funding agencies and government counterparts, impacted Key Informant Interviews (KIIs), and lastly, timely availability of enumerators was challenging, few enumerators dropped out after completing one or two sectors due to personal reasons.

FINDINGS OF THE IMPACT EVALUATION

The evaluation analysis indicates that GVT's response across the three sectors - education, health, and livelihood has demonstrated a positive impact among the target populations. Key findings have been outlined below:

1. EDUCATION SECTOR – Bicycle Project, Scholarship Project, Vidyasathi, and Bharath Edtech Initiatives.

Context: It is important to note that Bharuch, otherwise known for industrial presence and growth, is one of the economically poor districts with a majority of the people belonging to tribal and scheduled castes. Though enrolment of eligible children in Grade I in schools reached almost cent percent, their retention in school and performance have been the persistent challenges. Therefore, the indicators of the education sector have been extremely poor for decades. For example, as per the ASER 2022 report, Gujarat has fared poorly in most areas compared to the rest of India. Reading skills among Grade V students decreased from 52 percent to 33.9 percent between 2018 and 2022. It was found that 52 percent of Grade VIII students studying in government schools in Gujarat state are at Class II proficiency level when it comes to reading[1]. According to the findings of the National Achievement Survey (NAS), released by the Centre's HRD Ministry in 2018, Bharuch was the lowest-performing district in Gujarat in terms of learning outcomes. The primary reason for the educational backwardness of Bharuch district is the poor quality of teaching. Access to school or primary education is also an issue.

GVT's contribution: GVT's establishment was marked by an initiative in the education sector. In 2001, Mr. Ramesh Kasondra, known as Rameshbhai, GVT's founder, driven by his empathy and compassion, supported two deserving students' regular schooling into Grades V and VI from the salt pan (salt producing) area at the seacoast of Bharuch district. As these students could continue their education for brighter future, GVT felt encouraged and started other education programs. By the end of 2023, within two decades, GVT implemented 75 programs with a cumulative funding of INR 6.00 crore (US $ 72,000) from various sources, ranging from Rameshbhai's account to national and international donors.

As a result of these programs, a total of approximately 3,00,000 (approximately 15,000 students per year) have benefitted from primary, secondary, and higher education by 2023. The long-term programs include four components, such as the bicycle project (since 2009), the scholarship project (since 2009), Vidyasathi (since 2019), and Bharat Edtech (since 2021). Bharat Edtech is a recent project with digital innovation in education and has a high potential for impact.

Bicycle Project: has contributed a positive impact, as demonstrated by five indicators: regular attendance of girls in school, their continued higher education, improved academic performance, health benefits, and social change such as prevention of child marriage and child labor. Starting in 2009 until December 2023, a total number of 3,500 adolescent girls have benefitted from this initiative, ensuring their regular attendance due to time savings for commuting to and from schools by bicycle. It prevented their drop-outs from school, and they progressed their higher studies after Grade V. The teachers reported that, due to regular attendance, girls' academic performance has improved. The girls reported that cycling to school improved their physical fitness and overall health. The community members and the parents reported that, due to regular attendance in school and pursuing education, early marriages were delayed to adulthood, and child labor was also prevented.

Scholarship project: has contributed a positive impact, as demonstrated by four indicators: access to higher education, reduction in dropouts, equal opportunities for both boys and girls, and increased employment opportunities. Since 2009, a total of 840 adolescents received scholarships to continue their higher studies in their chosen fields related to undergraduate and post-graduation courses. These include Bachelor of Arts, Bachelor of Commerce, and Bachelor of Education as well as post-graduation courses such as a Master's degree in Education, Social Work, and Commerce, and Diploma courses such as in nursing, mechanics, electricals, etc. vocations. Increased access to higher education reduced dropout rates of merit students in the rural and tribal areas. Both adolescent boys and girls received equal opportunities based on their merits and currently, employed as nurses in hospitals, quality assistants in chemical factories in Bharuch, teachers in private schools and coaching institutions, and administrators in various companies.

[1] https://data.opencity.in/dataset/ac23cf45-bf10-4f17-b389-cb49c6c72fc6/resource/1704d67b-ca8d-4231-9540-389f7c8001ae/download/socioeconomicreview202223english27_02_23_10_14_25.pdf

Vidyasathi project: This project has positively impacted the education sector, as demonstrated by five indicators: increased enrollment, retention, regularity in attendance, improved teaching methodology and materials, and improved academic performance of 'slow-learners'. From the time of its initiation in 2019 till December 2023, the project has benefitted 70 schools in three blocks of Bharuch district covering more than 13,000 students on foundational literacy and numeracy (FLN) skills from Grades III to VIII. Increased enrolment and retention were found in all the target villages. Regularity in attendance remained steady, especially among girls. Teachers reported that the introduction of the new TLM brought effective classroom transactions and improved academic performance, especially among 'slow-learners'. Vidyasathi, meaning a staff deployed by GVT specifically to support the 'slow performers', identified such students and improved their learning outcomes through a targeted approach. Improved relationship between teachers and students was observed as an achievement, which helped the students to improve their learning outcomes.

Bharat Edtech initiative: has positively impacted the education sector as demonstrated by four indicators: increased enrollment, increased retention, improved learning outcomes through usage of technology for learning, and parents' improved engagement in their children's education. Since the beginning of this initiative in 2021, the project has benefitted 98 schools with more than 10,000 students in three blocks (Vagra, Jhagadia, and Netrang) of Bharuch district. Enrollment drives helped in leaving no child behind in these villages, ensuring their regular attendance in schools. The introduction of the ConveGenius mobile app helped the students to use technology for improved learning outcomes as it evaluated their academic performance through online tests once a week. Community Facilitators (staff deployed by GVT) played a crucial role in bridging the gap between parents and teachers through Mohalla Meetings. As a result, parents are regularly visiting their children's schools to monitor academic performance and attendance.

2. HEALTH SECTOR – Menstrual Hygiene Management

Context: In most of the rural parts of Gujarat and especially in the Bharuch district, girls do not have access to awareness and education on puberty and menstruation. Also, the Government and communities do not feel the need to highlight the issues about menstrual hygiene; as it is a taboo. To overcome the menstrual issues and challenges faced by girls and women in rural areas, GVT has been working extensively in creating awareness on Menstrual Hygiene Management (MHM) in the rural areas of Bharuch District since 2019.

GVT's Contribution: GVT started its health projects with the support of the Ministry of Health and Family Welfare, Government of India, to strengthen the technical and managerial competencies of the Field NGOs (FNGOs). GVT facilitated the implementation of Reproductive Child Health (RCH) activities in coordination with the District Health Department in the remote rural and tribal areas of Bharuch district from 2006 to 2009. Furthermore, through integrated program interventions such as awareness initiatives on various health topics, medical camps, and distribution of hygienic kits, GVT improved the living conditions of 100,000 community members in 1,000 villages. With the support of Anganwadi Centers (AWCs) and collaboration with the health department, more than 100 sanitation units were constructed in these villages. During COVID-19 pandemic, awareness generation activities led to the use of improved hygienic practices and the use of sanitary napkins among the target members.

Menstrual Hygiene Management projects: Realising the economic background of the communities in rural areas and the lack of accessibility to and affordability of buying sanitary napkins, GVT, with the support of the Desai Foundation, established Sanitary Napkins Production Unit – *"for women, by women"* at Dharmanandan Complex at Chavaj village, Bharuch district in 2019. Working at this unit, the women prepare high-quality sanitary napkins at low cost, so that adolescent girls and women in the rural areas can have full access to healthy menstrual life. A total of 11 women are working in the manufacturing unit. Sangini's, the women who work voluntarily to support this project in creating awareness within their families and communities, were appointed and 12 training programs were conducted, covering 254 members. As a livelihood opportunity, these Sangini's receive Rs. 5 per pack of 6 napkins as incentives for selling. Every month, each Sangini is given a target of selling 100 packs of napkins, thus creating a potential of earning a monthly income of Rs. 500/-, which is a step towards women's self-reliance, providing supplementary income for the family.

The impact of this project is demonstrated by four indicators: easy accessibility of high-quality sanitary napkins, improved hygiene through the use of Asani Sanitary Napkins, increased awareness of menstrual hygiene, and employment opportunities for rural women. Adolescent girls and women can access high-quality sanitary napkins at their doorsteps through Sangini's. Since 2019, GVT has been organizing numerous awareness campaigns, resulting in increased MHM awareness for more than 10,000 adolescent girls and women in nine blocks of the Bharuch district. The establishment of Asani Sanitary Napkins helped the girls and women in rural areas to ditch traditional unhygienic clothes by using sanitary napkins. As a result, there is an increase in mobility among adolescent girls and women, for example, the girls can travel to schools without the fear of leakages, resulting in increased attendance in schools, and women freely attending functions and festivals. More open dialogue was found between mothers and daughters regarding health and menstrual issues which was not the case earlier. This project generated small employment opportunities for women in rural areas, contributing to more economic freedom for them.

3. LIVELIHOOD SECTOR: Vocational Skill Development

Context: In Bharuch district, unemployment posed a significant challenge for young women, exacerbating their struggles on multiple fronts. Limited access to quality education resulted in a workforce with inadequate skills and qualifications. This, coupled with prevailing cultural norms that prioritized early marriages over career pursuits for women, perpetuated a cycle of unemployment and underemployment. The absence of viable economic activities and entrepreneurial prospects contributed to financial dependency, trapping women in a cycle of joblessness and economic vulnerability. To build the entrepreneur skills, GVT initiated this project which bridged the gap through skill development courses, and employment opportunities in rural areas.

GVT's Contribution: To move them from the shadows and become economically self-reliant, GVT initiated a vocational skill development project in Bharuch District in 2009. To tailor the project to the target needs, GVT conducted a baseline survey to begin with and engaged in extensive discussions with the target members to understand their needs. Based on the findings, GVT actively conducted awareness campaigns and community meetings to promote widespread participation and community ownership of the project. In 2019, GVT collaborated with the Desai Foundation for more courses such as computer classes, beauticians, candle making, chocolate making, and Diya (oil lamp) making.

The impact of this project can be gauged through two indicators: increased employment opportunities in rural areas and improved personal growth. Since 2011, GVT has trained 7,292 young women from the rural and tribal areas of Bharuch district reaching the most deserving communities. Out of these, 3,287 of the trained women are self-employed, 905 are working in the private sector, and 3,105 of them are looking for suitable employment opportunities. Increased participation of trainees was ensured as these trainings were strategically organized in rural and tribal locations. This approach enhanced participation, promoted easy mobility, and minimized costs as the training centre was established within the reach of these people. This project brought remarkable changes not only in the livelihood aspects of the women in the rural areas but also changes in their attitudes, beliefs, and confidence. As an outcome, these young women started their livelihood and supported themselves and their families in different ways. The two case studies shared in this report depict the journey of these beneficiaries.

CHAPTER 1: IMPACT EVALUATION BACKGROUND

1.1. Background

Bharuch district of Gujarat has a total population of 1,551,019 as per the Census 2011. Out of which, 805,707 are males while 745,312 are females. In 2011, there were a total of 3,33,483 families residing in Bharuch district. The Average Sex Ratio in Bharuch district is 925. As per Census 2011, out of the total population, 33.8% of people live in Urban areas while 66.2% lives in Rural areas.

	Total	Male	Female
Children (Age 0-6)	179,103	93,265	85,838
Literacy	81.51%	77.33%	66.45%
Scheduled Caste	62,235	31,979	30,256
Scheduled Tribe	488,194	250,398	237,796
Illiterate	432,743	182,660	250,083

Table 1. Showing the census data of 2011

The total literacy rate of Bharuch district is 81.51%. The male literacy rate is 77.33% and the female literacy rate is 66.45% in Bharuch district[2]. In Gujarat, preschool attendance is highest in Vadodara district (69%) and lowest in Bharuch district (36%)[3]. Census 2011 data reveal that 12.44% of the total workers in the district are recorded as cultivators. However, according to 2015 District Human Development Report of Gujarat Social Infrastructure Development Society (GSIDS), Government of Gujarat, 40.51 percent are agricultural laborers, 1.44 percent are in household industry while a significant percentage of 45.77 percent are classified as other workers[4].

1.2. Issues prevailing in Gujarat

The tribal population in Gujarat is 14.67 percent (89,171,704) of the total population of 60,439,692, as per the 2011 Census. Their presence in higher education is hardly one percent. The majority of tribes reside in 15 *talukas* (sub-districts) of south Gujarat's seven districts — Surat, Dang, Tapi, Bharuch, Valsad, Narmada, and Navsari[5]. Tribal settlements are located remotely in Bharuch district with limited transport facilities. The quality of education is poor in these villages due to many reasons, such as poor quality of infrastructures, inadequate teacher-student ratio, high students dropout ratio due to parental pressure on children to go to work to earn income, etc. As per the NHFS–5 reports, in Gujarat, 96.4 percent of the male students are enrolled in schools at the primary level, but only about 45 percent make it to the higher secondary level. In the case of female students, about 97.3 percent are enrolled at the primary level; the number drops to 85.9 percent when the students are between 11 and 13 years of age and further to 53.7 percent when they are between 14 and 15. Finally, only about 29.2 percent of female students reach the higher secondary level in the state[6]. According to the ASER Report 2022,[7] Gujarat has fared poorly in most areas in education compared to the rest of India. Reading skills among class V students decreased from 52 percent to 33.9 percent between 2018 and 2022. It is important to understand the need for good quality education in rural areas especially in remote and tribal areas as these children are deprived of basic education due to a lack of proper infrastructure, transport facilities, various resources, and materials. Also, some schools do not have regular mid-day meals due to a lack of storage facilities and timely availability of food items in the villages.

[2] https://www.census2011.co.in/census/district/202-bharuch.html
[3] https://pdf.usaid.gov/pdf_docs/PA00Z7WM.pdf
[4] https://www.im4change.org/docs/2206.%20Bharuch_DHDR_October%202015.pdf
[5] https://www.newsclick.in/gujarat-elections-tribals-literacy-rising-unemployment-makes-youth-vulnerable
[6] https://www.newsclick.in/NFHS-Data-Reveals-Gujarat-Highest-Secondary-Level-Dropouts-Schools-Kerala-Best-Performing
[7] https://www.vibesofindia.com/aser-48-grade-viii-students-in-gujarat-govt-schools-stagger-reading-basics-69-fail-entirely/

Further, in many rural areas of Gujarat, particularly in Bharuch district, there is a notable lack of awareness and education on puberty and menstruation, especially for girls. Additionally, the government and communities often neglect the need to address issues related to menstrual hygiene due to cultural taboos. In schools, teachers find discussing this topic in the classroom uncomfortable and lack the training to effectively raise awareness. Consequently, they rarely teach or sensitize students about menstruation. Both school and out-of-school programs tend to focus primarily on the practical aspects of managing menstruation, such as product use, emphasizing biological aspects while overlooking psycho-social changes. Furthermore, adolescent girls facing health issues related to menstruation often feel ashamed and hesitant to discuss these matters with the women in their households, including their mothers.[8]

1.3. Gram Vikas Trust Overview



In this picture 1: Mohalla meeting organised by GVT's Community Facilitator

Gram Vikas Trust (GVT), a Bharuch-based NGO, was founded by Mr. Ramesh Kasondra on June 30, 2001, with an initial investment of Rs. 17,500/- (less than US$ 350) to educate two saltpan workers' children in Dahej, Bharuch district, Gujarat, India. GVT has grown into one of the largest district-based NGOs, actively addressing Child Rights issues, particularly in education. By 2023, it reached over 3,00,000 children across Gujarat with positive impact in health and education sectors. Notably, the organization's budget for children's education has averaged over Rs. 6.00 crores (US $ 72,000) annually last couple of years.

GVT's diverse areas of intervention encompass child rights, education, health and hygiene, sustainable livelihood, and women's empowerment. GVT's **education initiatives** from 2001 to 2023 showcased significant improvements in learning outcomes for over 10,000 children in Grades I to VII. Collaborations with Reach to Teach and the district government focused on Foundation Literacy and Numeracy (FLN). Presently, GVT spearheads projects like Vidyasathi, Bharath Edtech, and scholarships, benefiting around 15,000 children yearly. The **Bicycle project**, empowering 3,500 adolescent girls, and initiatives promoting women's empowerment through Self-help Groups (SHGs) have been noteworthy.

[8] Source: FGDs and discussion with target population by ADC evaluators

In the period from 2015 to 2020, GVT collaborated with Reach to Teach and the district government to enhance primary education, focusing on Foundation Literacy and Numeracy (FLN) in primary schools. Furthermore, GVT has successfully developed high-quality technical materials tailored for FLN, catering to the educational needs of students

GVT has further championed women's empowerment through the **promotion of Self-help Groups** (SHGs), providing platforms for collaboration, idea exchange, and engagement in collective income generation activities. These efforts have significantly contributed to the socio-economic and political empowerment of women.

In 2019, Gram Vikas Trust, in collaboration with the Desai Foundation Trust, launched **vocational training courses** in the Bharuch district, covering areas such as sewing, beautician skills, chocolate making, candle making, spice and pickle making, basic computer skills, Diya (oil lamp) making, and jewellery making. The programs, ranging from five days to three months, strategically targeted remote rural and tribal locations to ensure accessibility for marginalized communities.

In the **health sector**, GVT's impact spans the overall well-being of marginalized communities. Over 100,000 individuals in 1,000 villages have witnessed improved living conditions through integrated programs, enhancing nutrition, health, and hygiene. This progress involved strengthening Anganwadi Centres (AWCs), collaborating with the health department, and constructing numerous sanitation units, facilitated by financial support from various donors.

The collaboration with the Desai Foundation Trust resulted in the **Menstrual Hygiene Management project**, giving rise to the Asani sanitary napkin program, designed and produced by women. The Asani Sanitary Napkin production unit, located in the Dharmanandan Complex in Chavaj, Bharuch district, strategically involves 11 women in the production process, providing them with livelihood opportunities. Moreover, approximately 300 women play active role in the production and distribution networks, ensuring the broad availability and accessibility of Asani sanitary napkins in the community.

In January 2021, GVT collaborated with Nutrition International for the Double Salt-fortification project, aiming to benefit over 10,00,000 (1 million) beneficiaries across 33 districts of Gujarat. The program's impact was extensive, leading to improved health and nutrition conditions. This collaborative initiative has not only strengthened GVT's role in Gujarat but also garnered **state and national-level recognition**, establishing branches in five states through NI's Institutional Support Grant (ISG) program.

The organization has successfully forged lasting **partnerships with diverse stakeholders**, including government bodies, non-governmental organizations, and corporate entities. These collaborations have played a pivotal role in building meaningful connections with the communities and groups served by the organization.

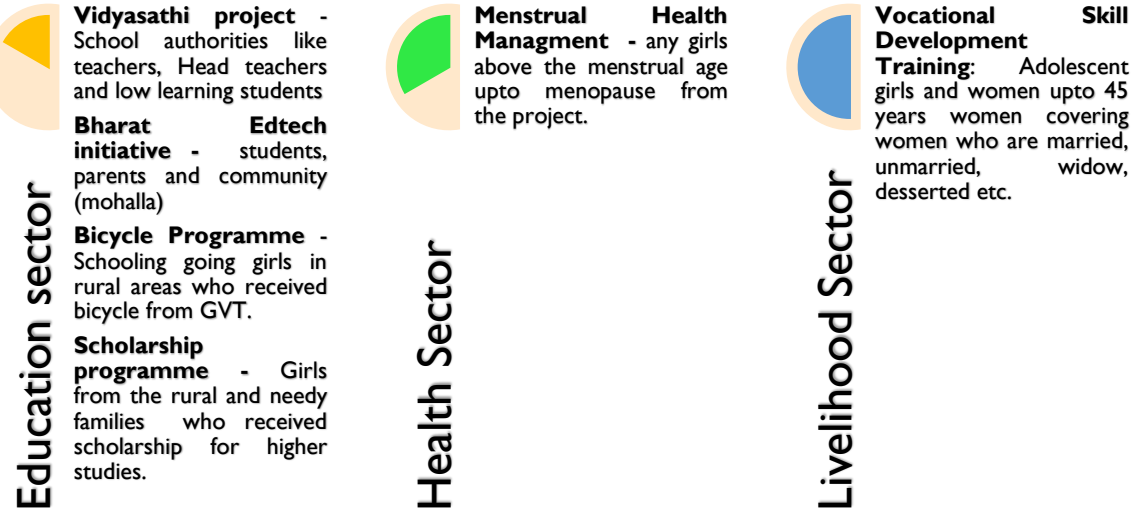
CHAPTER 2: IMPACT EVALUATION OVERVIEW

2.1. Purpose and aim

The purpose of the evaluation is to reflect on the program, learn lessons, and ensure accountability to donors, partners, and project participants. The impact evaluation aimed to comprehend the overall program process by analysing the collected data and engaging in discussions with various project stakeholders to document their perceptions and feedback on the programs.

- To conduct primary data collection from a sample of representative stakeholders and beneficiaries across GVT's project intervention locations in Bharuch district.
- To study the direct and indirect impact of the GVT's initiatives on the lives of the targeted communities and beneficiaries, about the identified projects.

For impact evaluation, three sectors of GVT's intervention were identified namely; education, health, and livelihood. The following table gives a detail of the projects under these three sectors.



2.2. Overall Review Framework

To develop the evaluation methodology framework, the review team initiated a conceptual framework comprising four phases: (a) planning, (b) identifying and categorizing impact indicators, (c) developing the impact assessment methodology, and (d) implementing the methodology. In March 2023, the review team visited GVT to engage in discussions and develop the impact evaluation framework in consultation with the GVT project teams. Valuable suggestions and feedback from the visit were incorporated during the framework development process.

2.3. Review Methodology

For this evaluation, a probability sampling approach was adopted, emphasizing various sampling methods tailored to different stakeholders within GVT's projects. The data collection methodology involved a range of tools, including Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), and surveys. This evaluation adopted a constructive and participatory approach, actively engaging program staff and other key informants, such as program beneficiaries, partner organizations, and relevant government agencies.

a) Primary data collection: All primary data were collected through various techniques like survey, FGD, KII, observation, etc. Both qualitative and quantitative data were collected in this process. For this impact evaluation, three techniques were used to extract information which included:

- ⇒ Close-ended questionnaire for survey method: Evaluators constructed close-ended questionnaires based on the sector indicators. For example: In the education sector, the questionnaires focused on enrollment, attendance, and retention.
- ⇒ Open-ended questionnaire for FDGs and Key Informant Interviews: The open-ended questions were developed to understand the impact of the projects on the target beneficiaries, the challenges faced, and their views on improvement.
- ⇒ Observation schedule: Evaluators personally visited the target areas
  - Education sector: Mohalla meetings, teachers' and student's classroom transactions, etc.
  - Health sector: Visited the Asani Sanitary Unit and observed the functioning of the unit,
  - Livelihood: Visited training centers to observe the training and held discussions with the existing trainees.
  - Visit bicycle program beneficiaries in the villages.

b) **Secondary data collection**: Following a standard methodology, this report includes desk research and a literature review. The review team gathered information from diverse sources, such as reports, research papers, journals, media, and other relevant documents. In instances where primary documents were not readily available, GVT assisted in obtaining the necessary information for the study.

c) Key Informant Interviews (KII): Key Informant Interviews were held with GVT's stakeholders such as education department officials. Face-to-face interactions were directly undertaken by the review team. KIIs were conducted with the following stakeholders:

- Deputy District Primary Education Officer, Bharuch District,
- Inclusive Education Officer of Bharuch district,
- 2 Cluster Resource Centre (CRC) from Vagra Block, and
- 1 Head Master from Govali Primary School.

d) Focus Group Discussions (FGD): Open-ended Focus Group Discussions (FGDs) were conducted in person, in secure community locations to ensure privacy. Participants representing various socio-economic categories were selected using convenience sampling. The qualitative insights obtained from FGD responses include key issues, quotes, case studies, etc. offering a rich understanding of projects and their implications on the target beneficiaries. A total of eight FGDs were carried out in this evaluation.

e) Case study: The case study method involves a comprehensive examination of a specific situation, subject, or a small group of individuals or events, aiming to analyse them in-depth. In this evaluation, the review team employed case studies as evidence-based narratives to illustrate the positive changes brought about by GVT in the lives of the target population. To gather information from individuals in all identified sectors—education, health, and livelihood—a set of questionnaires was developed.

Table – 2 shows the details of the data collection undertaken for the impact evaluation.

Sl No.	Sector	Stakeholder Type	Sample Covered	Method
		Primary stakeholders		
1	**Education**	GVT supported schools	25	FGD, Survey, KII
		Non-GVT supported schools	25	Survey, FGD
		Parents	2 groups	FGD
		Case study	2	Case study
2	**Vocational Skill Training**	Beneficiaries - Trained and working	27	FGD, Survey, KII
		Beneficiaries - Trained and not working/dropouts	27	Survey, FGD
		Case study	2	Case study
3	**Menstrual Hygiene Management**	Awareness created and Using Asani	45	FGD, Survey, KII
		Awareness created but not using Pads	45	Survey, FGD
		Case study	2	Case study
4	**Bicycle Programme**	Beneficiaries	15	FGD, Survey, KII
		Non- Beneficiaries	15	Survey, FGD
		Case study	2	Case study
5	**Scholarship Programme**	Case Studies	2	Case Study
		Secondary stakeholders		
6		Education Department Officers/officials	4	KII
		Gram Vikas Team		
7		Founder & Project Staff		Group discussions
		Secondary Sources		
8		Project proposals and reports, Government reports, ASER report, project documents, publications, online news clippings, website, etc.		

Gram Vikas Trust obtained necessary permissions from the education department, schools, and teachers before initiating the data collection for the impact evaluation. At the village level, all participants involved in the evaluation were provided with advanced information. Additionally, the village panchayats were duly informed about the upcoming evaluation.

2.4. Data Analysis

The evaluators implemented measures to ensure that the review respected and safeguarded the rights and welfare of the people and communities involved. Additionally, they aimed to ensure that the review was technically accurate, reliable, conducted transparently and impartially, and contributed effectively to organizational learning and accountability.

The review team developed a comprehensive outline summarizing key findings, data analysis, and conclusions for each review question, along with sector-based recommendations. The methodology employed triangulation of sources and methods to ensure the validity and reliability of results. Data quality received careful attention through various measures:

- ⇒ Collaborative development of methodology with the GVT team, ensuring their approval.
- ⇒ Adequate training for all team members on evaluation aims and related issues. Field testing of the survey questionnaires was carried out before the onset of the survey.
- ⇒ Triangulation of information from multiple primary and secondary sources.

⇒ Use of rigorous data collection and analysis tools – Kobo application

Specific steps were undertaken to maintain data integrity and protect the confidentiality and privacy of respondents:

⇒ Avoiding quoting respondents without their prior approval.
⇒ Obtaining informed consent from all individuals and refraining from interviewing those unable to give consent.
⇒ Ensuring the confidentiality and protection of all collected data.
⇒ Maintaining independence, impartiality, credibility, and avoiding conflicts of interest.
⇒ Not using photos and images of respondents without permission and ensuring their responsible use.
⇒ Providing thorough training to the data enumerators.
⇒ Securely storing all data with restricted access to only the assessment team and relevant staff.
⇒ Establishing feedback mechanisms for respondents to report concerns or issues.

The key challenges faced and solutions applied during the evaluation were as follows:

⇒ The education sector encountered significant challenges during data collection in schools. Firstly, the final examinations in April 2023 led to the unavailability of teachers and head teachers, prompting a delay in data collection. Secondly, in June, the commencement of the academic year created further challenges as school authorities were engaged in ongoing government programs, delaying data collection until the end of the month. Patience and rescheduling the data collection were the solutions applied.
⇒ Field data collection posed difficulties due to remote locations. Reviews and rescheduling helped to address the challenge.
⇒ During focus group discussions in villages, overcrowding became a challenge, with more community members (than expected) participating in some meetings, disrupting the intended focus. In such circumstances, meetings was mov ed to closed place where public gatherings were prohibited.
⇒ Non-availability of some stakeholders, including funding agencies and government counterparts, affected the Key Informant Interviews (KIIs). Some stakeholder KIIs had to be dropped due to time constraints.
⇒ Ensuring timely availability of enumerators was a challenge, given the sector-wise data collection spanning from April 2023 to July 2023. Some enumerators dropped out after completing one or two sectors due to personal reasons. The remaining enumerator completed the work.

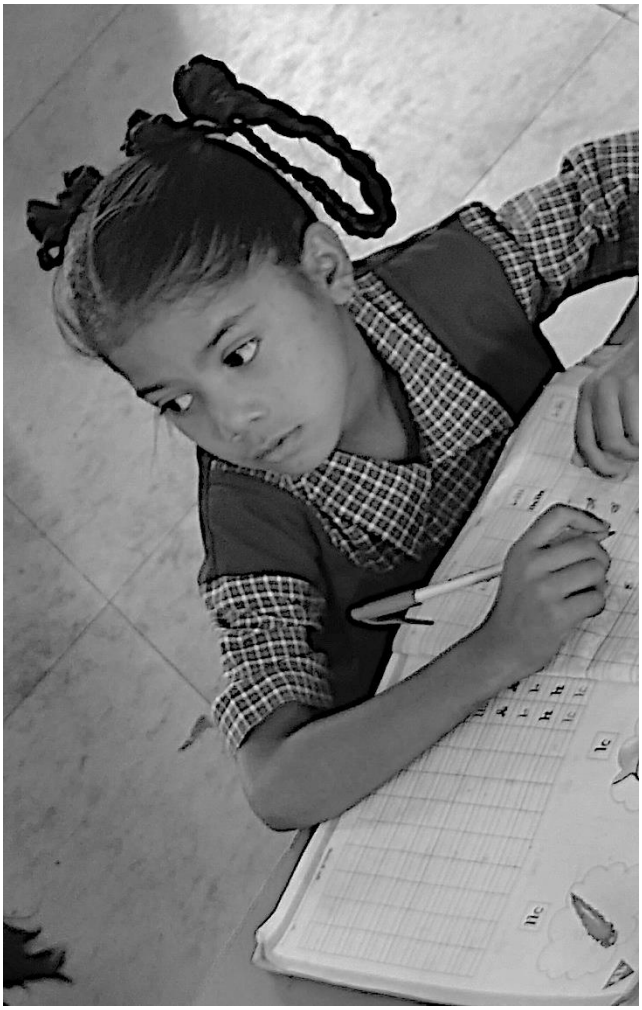
CHAPTER 3 – IMPACT EVALUATION FINDINGS

This chapter presents the primary findings of the evaluation, organized according to the evaluation criteria outlined in the terms of reference (TORs). The discussion utilizes triangulated information gathered from document reviews, surveys, FGDs, and KIIs.

3.1. EDUCATION SECTOR – IMPACT, RECOMMENDATIONS AND CASE STUDY

(Bicycle Project, Scholarship Project, Vidyasathi Project, and Bharath Edtech Initiatives)

GVT's initiatives have led to key positive impacts, including increased enrollment of children, especially girls; improved school attendance rates, enhanced retention throughout the academic year; increased accessibility to higher education after Grade XII; capacity building of the teachers; and improved relationship between teachers, parents, and community. Further, to bolster the foundational literacy and numeracy skills among 'low-performing' students, additional staff such as Vidyasaathi and Community Facilitators have been deployed. Moreover, efforts to enhance Teaching Learning Materials (TLM) and methodology resulted in effective classroom transactions and learning.



The key findings in the education sector are categorized under four components: Bicycle project, Scholarship project, Vidyasathi project, and Bharath Edtech initiative.

In this picture 2: Student doing class work in Govali School.

3.1.1. IMPACT OF BICYCLE PROJECT

Since 2009 | 05 blocks | 3,500 girls benefited | Higher studies to Grade VIII to XII



In this picture 3: Girls in who received bicycle in Uttiya village, Jagadiya block.

The bicycle project identifies aspiring girls from lower-income families who are at risk of dropping out of school due to various challenges, such as limited transportation facilities and concerns about safety and security during their commute to and from schools in the villages.

The key impact findings include the following:

- ↔ **Increased enrolment:** Increased enrolment and attendance up to 100 percent from Grades VIII to XII. The project has effectively addressed commuting challenges, ensuring students' ease of access to education.
- ↔ **Improved academic performance:** This project has contributed to improved academic performance, with students benefiting from increased study time both at school and home. The enhanced accessibility to education has positively impacted students' dedication to their studies.
- ↔ **Enhanced safety and reduced concerns:** The project has addressed safety concerns during commuting, particularly for girls, by promoting group cycling. This has resulted in reduced concerns about issues like eve-teasing, and providing a safer environment for students during their travel to and from school.
- ↔ The impact evaluation highlighted an impressive increase of around 80 percent in the number of rural tribal girls completing their 10th and 12th Grades.
- ↔ **Reduction in Child Marriages and Child Labour:** The project's success in reducing girls' dropout rates has a positive impact on reducing child marriages and child labour. By ensuring girls continue their studies beyond Grade VII, the project contributes to breaking the cycle of early marriages and child labour.

Other findings: FGDs emphasize the profound impact of education on the mindset of girls. Despite facing daily challenges, girls expressed unwavering determination to pursue higher education. Their commitment stems from the recognition of education's pivotal role in shaping a better future, highlighting the transformative power of the bicycle project beyond the physical aspect of transportation.

Challenges identified: FGD findings revealed that, besides the above benefits, girls faced challenges while riding bicycles, including injuries during the menstruation period. Timely repairs of bicycles were challenging for families due to financial constraints. One of the FGD participants who received a bicycle

had dropped out of school after a year due to parents' denial for some unknown reasons (which GVT can explore individually).

In summary, the bicycle program has brought about transformative positive impacts, spanning educational, physical, and social dimensions in the lives of girls in rural areas.

- **Recommendations**

⇒ Design and conduct 'Safety Training' for bicycle beneficiaries, covering topics such as road safety, traffic rules, and proper use of safety gear, for example, awareness about the importance of wearing helmets.

⇒ Identify beneficiaries who have dropped out and hold meetings with their parents to reinforce the positive impact of the bicycle project on their children's education. Address any concerns or barriers to ensure parental support for the initiative.

⇒ Develop a long-term sustainability plan for the bicycle project - considering funding sources, maintenance strategies, and community involvement. Explore the possibility of involving local entrepreneurs in bicycle-related businesses.

⇒ Document success stories and positive outcomes of the bicycle project to share with donors, stakeholders, and the broader community, using various communication channels, including social media, to keep the stakeholders updated.

⇒ Explore a safe journey to school by approaching the Department of Tribal Welfare to provide State Transport buses for school-going children.

- **Case study**

Case Study no: 1: Safe Riding to School

Rina, a determined 13-year-old student studying in Grade VIII at Sardarpura Primary School in Untiya village, Jhagadia block, Bharuch district, dreams of becoming a teacher. However, her education journey faced obstacles due to transportation challenges and her family's modest means. Living in a village where schooling only extends up to Grade V, Rina had to travel over three kilometres daily to reach school, impacting her attendance and academic performance. Transportation irregularities, especially during monsoons, further exacerbated the situation.

To address transportation barriers, GVT initiated a bicycle project aimed at supporting needy children like Rina. Recognized by the Head Teacher for her academic dedication, Rina became a program participant of this project, receiving a bicycle to facilitate safe and uninterrupted access to education. The bicycle provided by GVT has not only enabled Rina to attend school punctually but has also empowered her to handle daily tasks efficiently. Riding alongside other girls, the project has fostered a sense of safety and security during their commute, mitigating risks such as eve-teasing and abuse.



Picture: 4

Despite facing challenges like poorly maintained roads and difficulties in riding bicycle during her menstrual period, Rina expresses profound gratitude for the project's invaluable support. She acknowledges the financial strain on her parents for repairs but recognizes the privilege of having a bicycle, which has significantly improved her academic performance and overall well-being.

Rina's journey underscores the transformative impact of targeted interventions in education, particularly in addressing transportation barriers for underprivileged students. Expressing her gratitude, Rina says, "I can go to school before the time and not miss my attendance. I get more time in school and home for playing and learning which I never got earlier." Through initiatives like the bicycle project, GVT plays a vital role in ensuring equitable access to education, empowering students like Rina to pursue their dreams and aspirations.

Case study no: 2 – Bicycle leads to easy commute to school

Sejal, a determined 13-year-old studying in Grade VIII at the primary school in Ambos, faces the challenges of coming from a low-income and marginalized family. Living in Koylivav, Valia block in Bharuch district, where her parents work as daily wage laborers, Sejal often experiences scarcity of food when work is scarce. Despite these hardships, Sejal aspires to become a nurse and dreams of pursuing higher studies. However, financial constraints make it challenging for her to realize these dreams.

Before receiving a bicycle from GVT, Sejal encountered difficulties in commuting to school, which is more than two kilometres away. Reluctant to burden her family with additional expenses for transportation and study resources, Sejal chose to walk, impacting her studies and health. The bicycle program initiated by GVT became a transformative opportunity for Sejal when her good academic performance led to her recommendation by the school teacher and Vidyasathi.

Recalling the challenges she faced before owning a bicycle, Sejal mentioned health issues and the struggle to reach school during the monsoon season. With the support of the bicycle program, she now rides to school with other girls, reducing the stress of daily commuting. Despite occasional challenges like bicycle repairs due to poor road conditions and financial constraints, Sejal is grateful for the improved regularity in attending school.



Picture: 5

Expressing gratitude for GVT's support, Sejal said, "I never thought I would earn a bicycle as my parents cannot afford it. But GVT made my dreams come true. I can commute to school without struggling to walk. I get time to study and I can reach my dream job." Sejal highlighted the positive impact on her attendance and academic performance, providing her with more time for studying and leisure. Additionally, the bicycle has become a valuable asset for household chores, such as buying groceries. In her free time, Sejal enjoys teaching her two sisters how to ride a bicycle, showcasing the ripple effect of support in her community.

3.1.2. IMPACT OF SCHOLARSHIP PROJECT

Since 2009 | 08 blocks | 840 adolescents till 2023 | After Grade XII

The scholarship projects provide financial support to adolescents (both boys and girls) to pursue their higher education after completing Grade XII. These students belong to families having lower economic conditions.

The key findings include:

⇒ **Increased access to higher education:** A notable achievement is the 100 percent increased access to higher education after completing Grade XII in rural and tribal areas. This demonstrates the project's success in breaking down barriers to higher education in traditionally underserved communities.

⇒ **Students have successfully graduated**, obtaining various diplomas, undergraduate, and postgraduate degrees. This diversity in educational attainment showcases the projects effectiveness in supporting students across different academic pursuits.

⇒ **Reduced dropout rates for merit students:** The impact assessment revealed a reduction in dropout rates among merit students after the successful completion of their Grade XII in rural and tribal areas.

⇒ **Increased employability in various fields:** A positive outcome is the increased employability of scholarship recipients in diverse fields such as nursing, teaching, electrical work, and general administration, among others.

⇒ **Promoted gender equality:** The scholarship project has successfully promoted equal opportunities for both genders, offering boys and girls from rural and tribal areas, the chance to receive scholarships for personal and professional growth. This gender-inclusive approach contributes to breaking gender-related educational barriers.

Other findings:

↔ **Utilization of scholarship awards:** KIIs with the project team members revealed that scholarship awards were utilized for various educational expenses, including college fees, tuition fees, books, materials, and housing or transportation requirements.

↔ **Community-level impact:** Positive changes observed in the community include better economic development and increased employment opportunities. The scholarship project's ripple effects extend beyond individual beneficiaries, contributing to the overall progress and well-being of the communities served. Currently, these recipients work as nurses in hospitals, quality assistants in chemical factories in Bharuch, teachers in private schools and coaching institutions, and administrators. They have not only improved their own living conditions but have also become exemplary figures for other children in their communities, inspiring them to pursue higher education.

In summary, GVT's scholarship project has torched hope among adolescents from the most vulnerable communities to foster their aspirations and dreams.

- **Recommendations**

⇒ Leverage technology's use for the application process, communications, status updates, and program management.

⇒ Create a database of all the scholarship recipients from the beginning of the project and update it regularly. Use the same for further fundraising with the consent of the recipients.

⇒ Develop a robust monitoring and evaluation system to track the impact of the scholarship on students' academic performance, economic gain, and overall well-being. Use data-driven insights to make continuous improvements.

⇒ Conduct annual evaluations to assess its impact and identify areas for improvement. Gather feedback from recipients, educational institutions, and other stakeholders.

⇒ Establish a feedback mechanism to collect input from scholarship applicants and recipients. Use feedback to make informed adjustments and enhancements to the program.

⇒ Develop a comprehensive sustainability plan focusing on long-term viability exploring various avenues such as fundraising, partnerships, and the establishment of an endowment fund.

⇒ Implement 'Donor Mapping' strategies to identify potential contributors, including NGOs, CSR, individual donors, NRIs (Non-resident Indians), etc., and leverage crowdfunding as an additional funding source.

⇒ Establish Alumni Networks to connect past scholarship recipients, fostering a sense of community and collaboration.

⇒ Establish a fund for the sustainability of the project through contributions from the alumni association.

⇒ Promote Success Stories to inspire and motivate future applicants. Illustrate the positive impact of the project on individuals and communities.

⇒ Create a pool of volunteers from this project for documentation of case studies for promotional activities. They can also support GVT in fundraising initiatives through organizing various events, workshops, etc.

- **Case study**

Case study no: 3 - Empowering Education for a Brighter Future

Viralsinh Mahida, a resident of Sachan village in Vagra block, Bharuch, faced numerous challenges throughout his childhood. Despite changing schools across districts, he remained steadfast in his commitment to education. With a family dependent on his father's private sector driving job and his mother's work as a daily wage labourer, Viral felt the weight of responsibility on his shoulders. Determined to provide for his family and serve as an inspiration to his two elder sisters, Viral pursued his education diligently, hoping to secure a brighter future for them all.

Viral's educational journey took him from his village school to studying 11th and 12th Science (Biology) at Jawahar Navodaya Vidyalaya in Arvalli district. His aspirations led him to secure admission in Shreemati Malini Kishor Sanghvi Homeopathic Medical College and Hospital at Karjan. However, the financial burden of commuting and purchasing study materials posed significant challenges. The scholarship he received from GVT proved invaluable in covering his fees and transportation costs, enabling him to pursue his BHMS (Bachelor of Homoeopathic Medicine and Surgery) course of 4.6 years with determination.

Picture no:6

With a passion for medicine and paediatrics, Viral dreams of becoming a Homeopathic Doctor. His desire to break free from the constraints of village life and contribute meaningfully to his family's well-being fuels his ambition. Currently, serving as a Junior Research Fellow at Shreemati Malini Kishor Sanghvi Homeopathic Medical College and Hospital, Bharuch. Viral earns a monthly salary of 19,000/- while continuing to pursue his career goals.



The support provided by GVT has been instrumental in Viral's educational journey. By alleviating financial barriers and empowering him to pursue his passion, GVT has enabled Viral to realize his potential and chart a path to success. His story exemplifies the transformative power of education and the crucial role organizations like GVT play in empowering underprivileged individuals to achieve their dreams.

3.1.3. IMPACT OF VIDYASATHI PROJECT

Since 2019 | 03 blocks | 70 schools, 13,000+ students till 2023 | From Grade III to VIII



In this picture 7: Children in Govali School doing group activity.

Vidyasaathi (staff deployed by GVT to 70 schools) plays a crucial role in enhancing children's education by improving FLN skills. This project is implemented in three blocks, namely – Jhagadia, Netrang and Vagra of Bharuch district.

The key findings include;

- ↔ **Increased enrollment:** A remarkable achievement of 100 percent enrollment in all 70 schools supported by GVT highlights the success of collaborative efforts, including the effective follow-up by school staff, Vidyasathis, and parents.
- ↔ **Increased retention:** The survey revealed increased retention rate of 90 percent signifies a significant reduction in dropouts, attributed to the targeted approach adapted by Vidyasathis in addressing the academic needs of 'low-performing' students.
- ↔ **Enhanced attendance and punctuality:** The survey revealed a noteworthy improvement in attendance, reaching 90 percent, which is attributed to enhanced punctuality and increased

parental support. In comparison to non-GVT schools, where only 68 percent reported regular attendance , GVT-supported schools demonstrated a substantial positive shift.

↔ **Improved teaching methodology and academic performance:** The introduction of an improved teaching methodology, coupled with the dedicated support of Vidyasathis, resulted in enhanced academic performance among 'low-performing' students. This improvement includes improved reading and numeracy skills, increased confidence, and better expression of thoughts. The engagement and understanding of students also witnessed a positive upswing as shared by the teachers.

↔ **Strengthened teacher-student relationships:** Teacher-student relationships were positively impacted, with an 80 percent (20 out of 25 participants) improvement observed in the survey. This includes improved attendance, increased confidence and improved learning outcome . Direct contact (one to one) between teachers and students at least once a day contributed to fostering a more supportive and interactive learning environment for the students.

Other findings:

↔ **Enrollment drive and stakeholder collaboration:** FGD and KII findings emphasized the pivotal role of collaborative efforts, such as enrollment drives organized by schools with support from various stakeholders, including GVT, SMC, Educational Dept., AWW, ANM, etc. This initiative played a crucial role in achieving a high enrollment rate, particularly among girls, with a notable 100 per cent enrollment observed in the target villages.

↔ **Commendable role of Vidyasathis:** In the survey, it was found that 88 percent (22 out of 25) Vidyasathi supported students who had low academic performance improved their learning. Stakeholders like Deputy District Primary Education Officer, BRC, Head Teacher and Parents expressed appreciation for the valuable role played by Vidyasathis. Their targeted assistance to 'low-performing' students not only resulted in improved learning skills and better grades but also supported teachers in various aspects, including conducting classes during their absences. The multifaceted contribution of Vidyasathis in facilitating whole-class and small-group activities further enhanced the overall learning experience.

↔ **Transformation through multimedia teaching tools:** The introduction of innovative Teaching Learning Materials (TLM), incorporating multimedia resources like videos, animations, audio recordings, presentations, STEM labs (Science, Technology, Engineering and Mathematics) and technology-based educational applications, marked a positive transformation in classroom transactions. The survey showed that 80 percent (20 out of 25) of students improved their learning as GVT introduced various projects and co-curricular activities providing opportunities to students to channelize their inner talent and desires. This evolution bridged the gap between teachers and students, allowing for focused attention to academic performance. The use of activity-based learning was also appreciated by students in terms of fostering creativity.

In summary, the valuable contributions of Vidyasathis have significantly enhanced the existing system, producing positive results through their effective interventions and dedicated efforts.

- ## Recommendations

⇒ Scale up Vidyasaathi Project: Recommend expanding and replicating the Vidyasaathi project (from the current 70 villages of three blocks to more districts in Gujarat) in various geographical locations, particularly in rural and tribal areas to benefit numerous 'low-performing' students.

⇒ Additionally, GVT can showcase the project's advantages to the state education department, encouraging replication, implementation, and fostering ownership for sustained success.

⇒ GVT may persist in organizing "Parvesh Utsav" in every project village school to enforce compulsory admission, attendance, and completion of elementary education by every child aged six to fourteen years in their respective villages.

- ## Case study

Case study no: 5: Vidyasaathi as a changemaker

Geetaben Ghariya, a dedicated government teacher in Umalla village, Jhagadia block, Bharuch district, has been serving in this school for an impressive 31 years. Throughout her tenure, she has witnessed substantial changes in student enrollment, attendance, and retention. Government-led initiatives, including school enrolment drive campaigns, out-of-school surveys, and a focus on girls' education, have brought positive transformations. According to Geetaben, it was GVT's intervention in Umalla village that truly marked a turning point, introducing impactful approaches to enhancing education, particularly benefiting slow learners. In the past, dropout rates, especially among girls after Grade V, were high, driven by the perception that girls were needed for household chores and caring for siblings. GVT's intervention effectively addressed the challenges of increased dropouts and improved retention. Collaborating with Vidyasaathi and Community Facilitators, the school organized educational drives and campaigns to raise awareness among parents, encouraging unhindered school attendance. With the active monitoring by community facilitators and teachers, attendance trends for girls improved significantly, and the majority of children, both boys and girls, started getting engaged effectively in primary and higher secondary education.



Picture no: 8

Geetaben acknowledges the pivotal role of Vidyasaathi in supporting 'slow learners,' noting significant improvements in their learning and academic performance. The relationship between teachers and students has witnessed positive changes. Appreciating the role of Vidyasaathi in academic performance, Geetaben shared that "Vidyasaathi has been a remarkable support to the students who are 'slow-learners'. Major changes were observed among the students in their learning and academic performance which further helped the students in their learning process and daily activities." The school also ensures the enrollment and support of Children with Special Needs (CWSN), making provisions for their accessibility and accompaniment by guardians to cater to their needs.

Looking ahead, Geetaben expresses the desire for GVT to continue its interventions in rural schools, providing opportunities for aspiring students. She emphasizes the need for GVT to motivate School Management Committees (SMCs) to become integral parts of the school's regular activities, fostering sustained community engagement.

3.1.4. IMPACT OF BHARATH EDTECH INITIATIVE

Since 2022|02 blocks | 98 schools, 10,000+ Students | From Grade VI to Grade X



In this picture 9: Mohalla meeting organised by GVT's Community Facilitator

GVT's Bharath Edtech initiative addresses the challenges faced by children in their academic performance such as learning backlog, attendance, and parent's involvement in schools. This project supports students with online learning through the ConveGenius Application on a tablet. 'Buddy system' is introduced to reduce the gaps between higher and lower engagement students in classrooms which helps to improve the learning outcomes of the latter. 'Mohalla Meetings' are organized by Community Facilitators in villages which provide a platform for bridging the gap between parents and schools and community and schools .

The key findings include the following:

- **Increased enrollment and retention:** The survey reported a commendable achievement of 100 percent enrollment across all 98 schools. Additionally, there was a substantial improvement in student retention, reaching 90 percent. The collaborative efforts of school staff, including Community Facilitators and parents, contributed to a significant reduction in dropout rates.
- **Improved learning outcomes:** The survey demonstrated a notable improvement in learning outcomes, with 80 percent participants' (20 out of 25) positive responses. The implementation of a Buddy System (pairing high-performing students with the low-performing students to support and improve learning outcomes) played a crucial role in bridging the gaps between students with varying levels of engagement in classrooms. In the survey, it was found that 60 percent (15 out of 25 participants) felt that Buddy system reduced the gap between higher and lower engagement students in classrooms.
- **Strengthened Parent-Teacher Relationships:** A significant positive impact on parent-teacher relationship was observed, reaching 96 percent (24 out of 25) participants expressing satisfaction. The introduction of Mohalla meetings and consistent support from Community Facilitators (CF) contributed to the strengthened bond between parents and teachers. In the survey, it was found that 80 percent (20 out of 25 participants) of the parents were active in their child's education due to the encouragement and awareness provided by CF in Mohalla meetings.
- **Utilization of technology:** The usage of the ConveGenius Application emerged as a valuable tool, aiding students in improving their academic performance through online learning. The application provided an opportunity for the students to improve their skills through online learning.
- **Increased monitoring of the student's academic performance:** The implementation of a dedicated computer application resulted in a 100 percent increase in monitoring students' academic performance across all 98 schools. The integration of technology proved instrumental in ensuring a systematic and comprehensive monitoring system.

Other findings: FGDs highlighted the pivotal role played by the CF in fostering positive relationships between parents and teachers. For example, FGDs with mothers in two target villages (Sarsa and Keshav) found that parents in Sarasa village exhibited active and encouraging support for girls' education though 90 percent of the parents were illiterate. The communication channels, including regular messages, WhatsApp, and phone calls facilitated regular and meaningful interactions between parents and teachers, fostering mutual respect and understanding. On the other hand, teachers narrated a positive shift in parents' attitudes towards the former.

Challenges identified: Firstly, in the village of Keshnan, there is an identified need for more effective interventions from GVT in creating awareness and sensitizing parents and communities regarding education. Secondly, various stakeholders such as CRC, Head Teachers, staff, and students expressed their discontent as this initiative disrupted the regular teaching-learning process, affecting regular classroom transactions, and overburdening teachers and their ability to focus on individual students. On the other hand, the students during FGDs, shared a preference for unit tests over online tests as unit tests allowed more time to understand the subjects and study.

In summary, this initiative has successfully integrated technology to enhance the learning process of the students, fostering a more effective educational environment. Moreover, it has instilled a

heightened sense of responsibility among parents, ensuring their active involvement in promoting children's regular schooling.

- **Recommendations**

⇒ Capacity Building of all Community Facilitators: GVT can organize orientation sessions, and provide handholding support and training to all community facilitators, providing comprehensive insights into the project's objectives and implementation processes.

⇒ Develop modules for Mohalla meetings so that all the community facilitators follow the same methodology.

⇒ Structure Mohalla Meetings to maximize the effectiveness of the project which includes orientations about the organization, awareness of children's education, and the role of parents in school development.

⇒ Document Mohalla Meeting Minutes to support follow-up actions by Community Facilitators.

⇒ Strengthen parental involvement in specific villages (e.g., Keshnan) to improve the relationship between teachers and parents.

⇒ Establish a robust monitoring system to track and evaluate the progress of initiatives.

⇒ School Management Committees (SMCs): SMC's role should be spelled out for each GVT team member so that they can effectively strengthen the SMCs in this project. As per the State Government guidelines, each SMC should create an annual action plan, specifying their duties, expectations from teachers, and the support needed from the education department.

- **Case study**

Case study no: 5 – Improved methods of education lead to children's better academic performance

Sureshbhai Solanki has been serving as the Head Teacher for 31 years in the primary school of Sarsa village in Jhagadia block, Bharuch district. Over the years, he has witnessed remarkable transformations in the education system, particularly in terms of increased enrollment and improved attendance. In the past, there were challenges with parents being uninformed and reluctant to send their children to school. GVT's interventions, including counselling sessions, awareness initiatives, and door-to-door visits by staff, played a crucial role in overcoming these challenges. As a result, the school saw a significant rise in enrollment, especially among girls, with younger siblings also being enrolled in Aganwadi.

Sureshbhai Solanki acknowledges GVT's contributions through Vidyasaathi and Bharat Edtech initiatives, which have positively impacted school attendance. Over the last decade, there has been a notable increase in daily attendance, rising from 60per cent to 90 per cent, attributed to GVT's strategic interventions. The deployment of a 'Community Facilitator' by GVT has effectively bridged the gap between parents, schools, and communities, ensuring increased participation, especially among girls.



Picture no: 10

Addressing the dropout challenge, Mr. Solanki notes that dropout rates were higher among girls due to societal perceptions that view them as substitutes for household work. Boys, on the other hand, tended to drop out after the Grade VIII as they engaged in daily wage work. The lack of awareness among parents, particularly those from low socio-economic backgrounds, contributed to this issue.

"Presently, both girls and boys are completing higher education, including graduation and long-distance learning. GVT's support in enhancing the teaching-learning process through improved methodology, materials, teacher engagement, and the introduction of innovative concepts has played a pivotal role," says Mr. Solanki. He credits GVT for fostering active parental involvement in education, with parents aspiring for their children to pursue higher studies. The positive change is evident in parents maintaining regular communication with teachers through WhatsApp, demonstrating a proactive approach to supporting their children's education.

3.1.5. IMPACT OF CHILDREN WITH SPECIAL NEEDS (CWSN)

Key insights from the meeting with stakeholders, including the Inclusive Education Officer and CRC, regarding the status of CWSN in Bharuch district are as follows:

↔ Currently, there are 2,000 registered CWSNs from Grades I to XII in the district, with Jaghadiya and Jumbusar blocks having the highest registrations.

↔ Mental retardation is the most prevalent disability, followed by orthopedic disability in the district. Causes for CWSN include child marriage, low levels of hemoglobin among mothers due to a lack of nutrition supplements, and marriages within close families.

↔ The department faces a significant challenge as parents often do not accept their children's disability as they feel that their child is normal and does not suffer from any disability. This is found more in the families where a child suffers from intellectual disability. Parents are not receptive to the department's awareness initiatives.

↔ Lack of awareness of CWSN is prevalent in remotely located villages.

↔ Teachers find it challenging to manage and teach the CWSN.

↔ Enrolment of children with special needs remains a persistent challenge for the department.

- **Recommendations**

⇒ Explore and plan initiatives catering to children with special needs in Bharuch District as Gram Vikas Trust has extensively worked in enhancing the learning outcomes of rural and tribal villages. Collaboration with various stakeholders can provide valuable support for the successful implementation of such activities

Summary of key impact of the Education Sector

Major challenge in education sector in Bharuch district (and similarly elsewhere in Gujarat and India too) relate to enrolment of the eligible boys and girls in primary schools, starting from Grade I. Once enrolled, the second challenge a boy or a girl faces in school is drop out after some time, whether within Grade I in a matter of few weeks or months, or at the turn of any academic year, especially after Grade V, Grade VIII, Grade X or Grade XII. The Bharat Edtech initiative and Vidyasathi project successfully addressed these enrolment and retention challenges from Grade I to Grade V through improved interventions at two strategic levels – parents at the community level and teachers at the school's level. Innovations such as community facilitators' roles within the communities and digital technology use proved to be successful strategies. Furthermore, bicycle project addressed the challenges of girls dropping out of schools after Grade V or Grade VIII. Similarly, Scholarship project addressed the challenge of dropping out of girls and boys from education after Grade XII. All the projects successfully addressed the challenge of improved attendance by the students in schools through community level work, capacity enhancement of the teachers and use of digital technology.

3.2. HEALTH SECTOR – IMPACT, RECOMMENDATIONS AND CASE STUDY

GVT's holistic interventions in the health sector, including educational campaigns, medical outreach programs, construction of sanitation facilities, and distribution of hygiene kits, have significantly enhanced the quality of life for over 100,000 individuals across 1,000 villages in Bharuch district. One of the significant successes has been the creation of livelihood opportunities for rural women from marginalized backgrounds through the establishment of the Asani Sanitary Napkins Unit. Introduction of Sangini (adolescent girls/women who work voluntarily in creating awareness within their families and communities and act as a distributor of Asani Sanitary napkins in their villages) played a pivotal role in conducting awareness activities and facilitated the door-to-door delivery of sanitary napkins.

3.2.1 MENSTRUAL HYGIENE MANAGEMENT PROJECT



In this picture 11: Focus group discussion with women in Sarasa village.

In 2019, GVT initiated numerous activities to raise awareness of health and hygiene, particularly focusing on Menstrual Hygiene, across the Bharuch district. Presently in 2023, the organization extends its coverage to three blocks: Ankleshwar, Bharuch, and Valia. With the collaboration with Desai Foundation Trust in 2019, high-quality sanitary napkins at low cost are manufactured in the Asani Manufacturing Unit, so that the adolescent girls and women in that area have full access to safe and high-quality hygienic lifestyle. So far, GVT has reached more than 10, 700 girls and women through various MHM activities like awareness generation, campaigns, etc. Around 8.000 girls and women are using Asani sanitary napkins.

The key findings include;

- ↔ **Widespread accessibility:** The survey indicated an increased accessibility of Asani Sanitary Napkins across all the target villages.
- ↔ **Quality endorsement:** A substantial 77 percent (35 out of 45) of survey participants endorsed Asani sanitary napkins. The factors contributing to this include the products' affordability, various size options, and easy availability, meeting the diverse needs of the users. As a result, 69 per cent (31 out of 45 participants) of the target population recommended Asani Sanitary Napkins to others in their families and communities.

↔ **Increased participation:** Survey results showed a notable increase in participation, reaching 96 percent among girls and women in various campaigns and awareness activities.
↔ **MHM awareness pioneering:** GVT emerged as a pioneer in MHM awareness in numerous villages of Bharuch District, reaching over 90 percent of adolescent girls and women. Out the total surveyed population, 98 percent (44 out of 45) of the participants came to know about MHM project through GVT's activities in the village.
↔ **Improved hygienic practices:** Findings from the FGDs revealed that the project has contributed to positive behavioural changes, including timely changing of sanitary napkins, proper disposal practices, and discarding unclean clothes used earlier. These changes signify a broader impact on hygiene practices among the target population.
↔ **Employment creation:** The creation of employment opportunities for 300 local women through the Asani Sanitary Unit's manufacturing and distribution network exemplifies the project's broader socio-economic impact, contributing to women's empowerment and financial independence.

Other findings:
↔ GVT's MHM awareness initiative successfully bridged communication gaps within families, fostering open discussions between mothers and daughters. Women and adolescent girls now openly discuss their menstrual issues, fostering a positive change compared to the previous lack of communication on this topic.
↔ Users appreciated the high quality of Asani Sanitary Napkins in terms of the usage of safe raw materials and the absence of leakage issues, providing a sense of freedom and mobility.
↔ Individuals from low-income backgrounds tend to use Asani napkins on special occasions (e.g. marriages, festivals, and traveling to nearby towns rather than daily, according to FGD disclosures.

Challenges identified: One key challenge faced by the users was the safe disposal of sanitary napkins. Open disposals are common due to the lack of proper disposal mechanisms in all the villages. Currently, 96 percent (43 out of 45) of the individuals who participated in the survey burnt their sanitary napkins at home, while the remaining population disposed the same in open areas, contributing to environmental issues.

Summary of key impact of health sector – MHM

In summary, the impact assessment highlights the achievements in terms of accessibility, participation of women, improved hygienic practices and the socio-economic empowerment of women through employment opportunities. These findings collectively underscore the success and positive transformation brought about by GVT's Asani Sanitary Products initiative in the Bharuch District.

• Recommendations

⇒ Education and awareness: Promotion of MHM awareness generation should not only be for adolescent girls and women but should also focus on adolescent boys and men as well.
⇒ **Disposal mechanisms**
  - Establish Operational guidance on menstrual waste management - time of segregation and disposal by user, to collection, transportation, and final treatment. And the disposal should be aligned with national standards (Nirmal Bharat Abhiyan) and guidelines.
  - Identify villages where open disposal is done and strengthen the community awareness initiatives, so that there are no environmental issues.
  - "Matka incinerator", a homemade solution for burning used Napkins - although it is not the best practice due to the release of smoke, it is better than open disposal.

⇒ **Creation of a marketing platform for Asani Products**

- Promote Asani products through various online platforms for more customers and easy accessibility. The collected funds can be utilized for the unit's marketing and management.
- Tying up with various online websites such as Amazon and Flipkart can be explored for selling the products. Schools, AWCs, local shops, and hospitals can also be explored for collaboration and marketing.

⇒ **Monitoring mechanisms**

- Establish a monitoring system for MHM services. GVT, under the Swachh Bharat Mission (SBM), can introduce efficient MIS software to monitor the availability and effectiveness of the intervention to ensure the transparency and accountability of the project at all levels. Various stakeholders such as Government Departments, CSR, NGOs, etc. can be linked for the sustainability of the initiative.

- **Case Studies**

Case study no: 7 - Sensitise people to live a better hygienic life



Shakira Mallik, a 22-year-old from Dehgam village in Bharuch district, stands out as one of the youngest among her seven sisters. Currently pursuing a Master's degree in Arts at a college in Valia block, located around 170 km from her home, Shakira defies geographical barriers in her pursuit of education and livelihood. In a family where all her elder sisters are married, Shakira aspires to advance her education and secure employment. Her journey is not only a testament to personal determination but also to the supportive environment fostered by her family.

As part of GVT's awareness initiatives on Menstrual Hygiene Management (MHM) in Dehgam village, Shakira actively participated, becoming a Sangini in the MHM program. Before this, she had limited knowledge about menstrual hygiene, reflecting the prevailing lack of awareness within her family and community. Shakira's active role in disseminating this newfound knowledge has created a positive impact, garnering support from her family and community.

As an active Sangini, Shakira plays a dynamic role in distributing Asani sanitary napkins in her village. Demonstrating remarkable salespersonship, she sold an impressive 96 sanitary napkins in a single day within her locality. Shakira also conducts door-to-door awareness activities on MHM during breaks from the college. Her commitment extends beyond financial gains as she aims to support her family with the earnings from the project. During the interview session, Shakira's mother proudly displayed a gold chain gifted by her, expressing pride in Shakira's work and a wish for every girl in the community to complete their education.

Picture no: 12

Shakira's journey reflects the challenges faced by girls and women in her community, particularly regarding menstrual hygiene. Growing up in a Muslim community with restricted mobility, Shakira emphasizes the lack of awareness and information on menstrual hygiene. Despite facing difficulties, her contributions underscore the transformative impact of GVT's interventions, addressing the menstrual hygiene needs of girls and women and empowering them to take active roles in their communities.

In summary, Shakira's story exemplifies the transformative impact of MHM initiatives, not only empowering individuals but also breaking taboos and fostering awareness within communities.

Case study no: 8 - A hygienic lifestyle leads to better health during menstrual period



In 2019, GVT initiated menstrual hygiene management programs in villages to dispel taboos, raise awareness, and provide crucial knowledge on proper practices. Afroza Patel, 21, from Vagra town, became a Sangini member in 2019. Previously not keen on academics, she found her passion in Mehndi art and later became a Sangini after attending GVT campaigns. Afroza shares her initial lack of awareness about MHM, and used clothes during menstruation, resulting in health issues. Afroza, reflecting on her challenges, shares, "I lacked awareness about MHM and faced health issues like allergies and rashes while using clothes during menstruation. Attending GVT's awareness program enlightened me about the benefits of sanitary napkins and how to maintain a hygienic lifestyle. Using Asani sanitary napkins has significantly alleviated my health concerns. Now, I can walk and travel without worries about leakages. In my role as a Sangini, I actively raise awareness in my community, as many girls encounter similar health issues while using clothes."

Picture no: 13

Afroza, now a Senior Sangini overseeing 29 members, enjoys familial support. Her sisters and mother contribute by selling napkins during her absence, creating a strong foundation for her initiatives. Afroza actively promotes MHM within her family, fostering open discussions with her mother and sisters. Balancing roles as a Sangini and a Mehndi designer, Afroza earns around Rs. 10,000 per month, contributing to family's essential expenses and work materials. Her dual role showcases dedication to MHM and the community development, contributing economically and through advocacy.

3.3. LIVELIHOOD SECTOR – IMPACT, RECOMMENDATIONS AND CASE STUDY

GVT has been instrumental in reaching out to marginalized communities in Bharuch district through implementation of vocational skill training courses. These courses positively impacted, particularly the adolescent girls and women, fostering improved socialization skills within their peer groups, boosting self-confidence, enhancing their decision-making abilities and entrepreneurship. As an outcome of these courses, many trainees have initiated their own business like tailoring, beautician etc. within their villages, thereby becoming significant contributors to their families' income. Few have successfully employed in private-sectors.

3.3.1 VOCATIONAL SKILL TRAINING



In this picture no. 14: Young girls and women who are attending the skills building training in the Vagra Training Centre

In 2009, GVT launched a vocational skill training project for women in rural and remote villages. Awareness drives and community meetings were organized to promote maximum participation and community ownership of the project. Further in 2019, GVT partnered with Desai Foundation Trust to boost employability among women and adolescent girls in the villages of Bharuch district. Various trainings were imparted through this project which included sewing, beautician, chocolate making, candle making, spice and pickle making, basic computer classes, Diya making, and jewelry making courses. These trainings range from five days to three months depending on the type of courses. The training was organized in rural areas to reach out to the most marginalized people and to facilitate easy accessibility of the prospective trainees to the training courses. This also enhanced their participation and reduced their cost of transportation.

The key findings include:

- ↔ **Increased women's participation:** The survey findings pointed to a remarkable increase in women's participation, reaching 65 percent in the target villages since 2009. This upward trend underscores the effectiveness of GVT's initiatives in encouraging and enabling women to actively engage in various skills development courses, fostering empowerment. Since 2009, a total of 7,292 women have completed various vocational skill courses imparted by GVT.
- ↔ **Enhanced employment opportunities:** The findings highlighted a substantial increase in employment opportunities. Out of the total benefitted, 3,287 are self-employed, and 905 are employed in the private sector, contributing to family needs, including education, medical

expenses, and support for family business. In the survey, it was found that 88 percent (24 out of 27 participants) felt that the courses offered by GVT were appropriate to earn livelihoods in their areas.

↔ **Quality training impact:** The findings demonstrated improved training quality, with 93 percent (23 out of 27) participants considering the present courses highly beneficial for livelihood opportunities. Furthermore, 78 percent (21 out of 27) participants have recommended these courses to other people in their families and communities.

↔ **Boosted confidence and self-esteem:** The survey results demonstrated an 85 percent (22 out of 27) participants' increase in confidence and self-esteem. This boost can be attributed to individuals becoming primary breadwinners, actively supporting their families, and gaining respect within their communities. Case studies included in this report illustrate the impact.

Other findings: FGDs underscored that vocational skills training not only focused on imparting skills but also provided essential inputs like entrepreneurship guidance, capital support, government scheme linkages, raw materials, and market connectivity. Furthermore, while participants generally expressed positive feedback, they emphasized the need for infrastructure improvements in training centers, including separate rooms for different courses, enhanced water and toilet facilities, and advanced courses.

Challenges identified: Firstly, FGDs and training center observations highlighted the necessity for adequate infrastructure as the current center is rented and does not have water and toilet facilities and sufficient raw materials to facilitate this training. It is important to address the immediate needs for water and toilet facilities as it is a basic necessity.

Secondly, FGDs (with non-working members) revealed that some of the trained women who desired to work after completion of the courses were prohibited due to lack of financial support, family disagreement for women working, etc. In such instances, GVT may formulate clear criteria for the selection of the trainees and develop strategic measures to address the non-working groups.

Summary of key impact of livelihood project

In summary, the impact assessment reveals a multifaceted positive transformation, encompassing increased participation, enhanced employment opportunities, and a notable boost in confidence and self-esteem of the participants. These outcomes collectively affirm the success of GVT's vocational skill training initiatives in empowering individuals, especially young women, in the target villages.

• Recommendations

Infrastructure

⇒ Establish well-equipped training centers with sufficient raw materials, safe drinking water, and proper sanitation facilities to address challenges faced by young women participants.

⇒ Display of the GVT organization chart and logo is essential for the publicity of the courses and to attract more trainees. Various course charts and beneficiary lists can be displayed in the Center.

Training course

⇒ Develop training modules inclusive of entrepreneur development skills and models that would help the trainees start their initiatives after completion of the courses. Inclusion of leadership skills will add value to their growth.

⇒ Conduct interest assessment and aptitude tests to measure special abilities or readiness for learning in various vocational areas.

⇒ Provide completion certificates that align with the market standards and are acceptable to employers.
⇒ Mentorship: Successful trainees can be engaged as 'mentors' for the new batches of the trainees in the centre.
⇒ Sensitise parents and family members where beneficiaries after completion of their course were restricted against employment. Also, a common agreement can be signed before the training courses to avoid such issues.

Organisational level

⇒ Undertake market feasibility study and Market analysis for mapping and connecting various companies for their CSR vocational skill initiatives for women in the rural areas. For example, Orpat Company runs various initiatives for women in Gujarat.
⇒ Establish monitoring mechanisms to identify gaps in the project, upgrade courses and track progress towards successful achievements of the end results.
⇒ Establish feedback mechanisms for effective training and development strategies.
⇒ Establish fund: GVT can establish a fund by collecting contributions from successful trainees. This fund can be utilized to support the ongoing maintenance and effective management of the Vocational Skill Training Centers.
⇒ Document case studies and promotional videos of successful beneficiaries (video and text) for tapping the funding opportunities.

- **Case study**

Case study no: 9 – My Life, My Bread



Picture no : 15

Priyanka, 22, from Vagra village, Bharuch district, hails from a lower-middle-class family with an annual income of Rs. 70,000. Due to financial constraints, she dropped out of school after failing her Grade X examination and chose to support her mother in household chores. With the aspiration to contribute financially to her family, Priyanka's interest in sewing led her to enroll in a GVT tailoring course, recommended by a friend. Sharing her experience of training, Priyank says, "I was happy coming to the center as it gave some free time from my daily regular work. It provided an opportunity to meet new people and learn new skills which can help earn from home".

During the two-month training, Priyanka actively participated and quickly acquired sewing skills. Upon completion, supported by her family, she initiated a small sewing business from home. GVT facilitated her connection with Self-Help Groups (SHG), offering assistance when needed. Priyanka now successfully runs her sewing business, earning Rs. 2,500 to 5,000 monthly. Her income is contributes to meeting the household expenses, her younger brother's education, and raw materials for sewing.

Despite her achievements, Priyanka faces challenges related to societal perceptions and financial support in her community. Relatives often question her financial independence, but her parents provide unwavering support. Priyanka navigates these challenges, leveraging government schemes and focusing on building her business. She expresses gratitude to GVT for empowering her and enabling her independence.

A role model in her village, Priyanka's success inspires other girls and families to encourage skill development and self-reliance. Many now view her as a positive example, motivating more girls to pursue courses and become self-reliant.

Case study no: 10 - Striving to make life better amid chaos

Neha, 20, resides in Pahaj village, Vagra block, Bharuch district, with her parents living as a lower-income family. Her father, an 8th-standard graduate, works in the housekeeping department with a hotel, earning an annual income of Rs. 54,000. Neha's mother, an 8th-grade pass, is a housewife. Financial constraints led Neha unable to pursue studies beyond higher secondary education, and she sought opportunities for work in the village.

Learning about GVT's beautician courses through a friend, Neha recognized the chance to enhance her skills and earn a certificate without financial implications on her parents. Enrolling in a three-month beautician course at Vagra, Neha actively participated and practiced rigorously to perfect her skills, often dedicating extra hours of learning at home.



After completing the course, Neha initiated a small business from her home, gradually expanding her services outside the village, specializing in bridal and festival make-up. With support from neighbours, friends, and the GVT team, Neha established linkages for marketing and raw material supply. Neha involves her mother in providing basic support in make-up and takes her along during bridal orders in other villages for security and assistance.

Picture no : 16

Earning Rs. 2,500 to 5,000 per month, Neha utilizes her income for household expenses and cost of raw materials for her make-up kit. Despite facing restrictions from relatives due to societal norms and her marriageable age, Neha remains steadfast in her commitment to work. Neha adds, “I was not like this before. I used to be silent and scared when relatives spoke against my work, but now, I have changed. My confidence level has increased after joining this training. I work with confidence. I go to other villages for work. I am an earning member. Slowly, people have started recognizing me and looking up to me as a responsible person."



Despite societal pressures, she emphasizes the value of a working woman in contributing to her family and society. Neha's confidence has grown, and she has opened a new beauty parlour in Vagra, operating from 10:00 am to 07:00 pm daily.

CHAPTER 4: SUSTAINABILITY OF THE PROJECTS

In the realm of education, GVT's commitment to sustainability shines through its multifaceted projects like the Bicycle Project, Scholarship Project, Vidyasathi project, and Bharath Edtech Initiative. These initiatives have yielded remarkable results, including increased enrollment, improved attendance rates, and enhanced learning outcomes for children, particularly among girls. To ensure the long-term success of these educational initiatives, a robust sustainability plan is essential, encompassing funding mechanisms, maintenance protocols, and community engagement strategies. Additionally, sharing success stories and outcomes with stakeholders and donors is crucial for expanding these impactful projects further.

In the domain of health, GVT's initiatives extend beyond mere awareness activities, effectively addressing the menstrual hygiene management needs of rural women and girls. The organization's focus on tangible impacts on community well-being underscores its dedication to holistic development. Sustaining these positive health outcomes necessitates ongoing support, effective disposal mechanisms for the sanitary napkins, product marketing, and continued community involvement.

Regarding livelihood projects, sustainability hinges on a combination of community engagement, strategic planning, and effective communication. Documenting success stories and positive outcomes not only validates the project's effectiveness but also serves as a powerful advocacy tool. Leveraging various communication channels, including social media, enhances visibility and ensures the perpetuation of positive change.

As GVT charts its future course, it stands poised to build upon its past successes, ushering in new waves of impactful initiatives. This forward-thinking approach not only ensures sustained community empowerment but also signifies a continued trajectory of enduring development. Through its unwavering commitment and strategic vision, GVT remains a beacon of hope and progress for the communities it serves.

CHAPTER 5: CONCLUSION

GVT's education initiatives have significantly enhanced various facets of the education sector, resulting in increased enrollment, particularly for girls, improved school attendance, and sustained retention throughout the academic year. The strategic deployment of additional personnel, such as Vidyasaathi and Community Facilitators, has played a pivotal role in reinforcing FLN skills among 'low-performing' students. Simultaneously, efforts to improve TLM have led to more effective classroom transactions and enhanced overall learning experiences.

In parallel, GVT's livelihood skill training project has significantly improved earning and living conditions and personal development among young women in rural and tribal communities, offering valuable opportunities for skill acquisition and hands-on learning. The MHM project has reached villages where it was absent. The establishment of the Asani Sanitary Napkin Unit created employment and also provided napkins to the doors of the target population.

In conclusion, GVT's sustained commitment to these projects has left a lasting positive impact on target communities, underscoring the organization's influence on education and community development. Collaborative approaches and stakeholder coordination have been crucial to this success, with recommendations for strategic planning for the next five years aimed at sustaining current initiatives and introducing new interventions based on impact evaluation.

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