

Project Completion Report

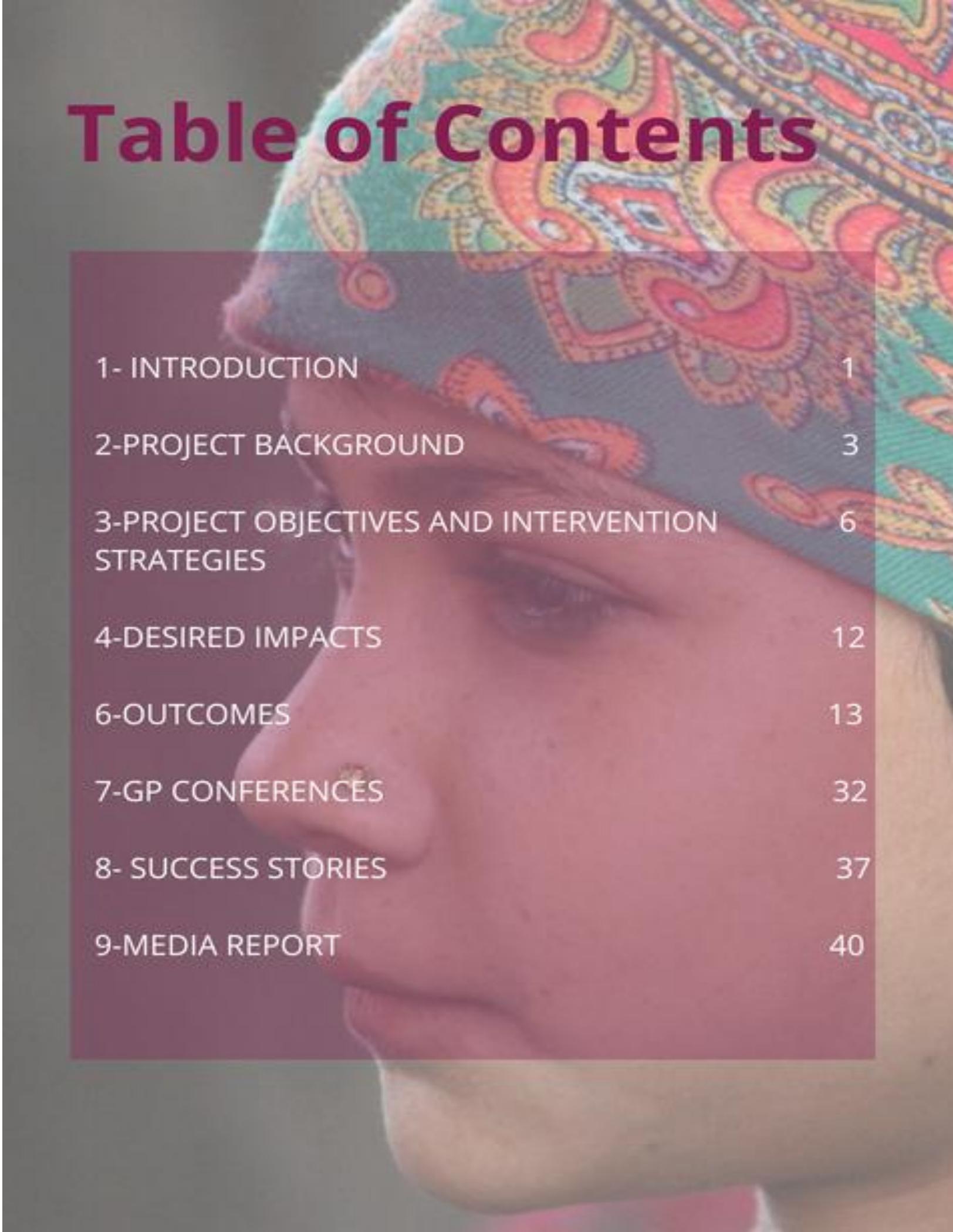
2016-18

EGG -BOWES SCHOOL HEALTH AND SANITATION PROGRAM



**EDUCATE GIRLS
GLOBALLY**

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INTRODUCTION

EGG-BOWES School Health and Sanitation Program is a comprehensive program that focuses on Hand washing, Sanitation, Menstrual Hygiene Management and nutrition. Clean water, sanitation and hygiene are important both for public health and for the educational attainments of both boys and girls, especially adolescent girls. Access to facilities—a safe water source or latrine—is important. Many people know the importance of clean water and basic sanitation for health, yet, hardly think of what not having these amenities means for schools and education. Studies have shown that schools lacking “basic amenities like Toilets, Access to Water and Basic Infrastructure create an unwelcome environment in schools, which leads to higher rate of absenteeism, finally resulting into drop outs.”

A survey among school children in India revealed that about half of the ailments found are related to unsanitary conditions and lack of personal hygiene. Such survey results show the need for a focus on children. Also, it is generally recognized that childhood is the best time for children to learn hygiene behaviors. Children are future parents and what they learn is likely to be applied in the rest of their lives. They have important roles in the household, taking care of younger brothers and sisters, and depending on the culture, they may also question existing practices in the household. If children are brought into the development process as active participants, they can become change agents within their families and a stimulus to community development.



INTRODUCTION

They are eager to learn and help, and if they consider environmental care and their role in this as important, they will take care of their own health and the health of others. Being tomorrow's parents, children are also likely to ensure the sustainability of a program's impact.

For rural India, this becomes an extremely large issue because an estimated 50 percent of government schools here are without functioning toilets. EGG – BOWES program in India is geared to revive schools in semi-urban and rural towns and improve their sanitary and water efforts and habits. In reality, schools are often more than just places for learning and behavior change. If school sanitation and hygiene facilities are absent, or are badly maintained and used, schools become risky places where diseases are transmitted. Schools can also pollute the natural environment in such a way that it causes health hazards for the community at large. It is therefore important that schools have proper facilities. However, improved facilities in themselves are not sufficient. If we want to reduce the incidences of sanitation and hygiene-related diseases, and to protect the natural environment, behavioral changes are also needed, leading to proper use of the facilities. EGG-BOWES project will test EGG's community activation model as a mechanism to increase both personal and community responsibility towards health care, personal hygiene and sanitation.

EGG MODEL

EGG model dives into the world's most neglected areas, and creates sustainable change by mobilizing community members to create their own committees and work together to solve their educational and general issues. Communities are then able to actively participate in improving their own health, a sustainable cycle that continues long after EGG disengages with its host communities.





TITLE OF PROJECT

Improving WASH standards, practices and habits in government secondary schools to increase educational access and attainment for adolescent girls.

AIM OF PROJECT

To bring out social and economic changes by sustainably improving facilities, access and behavior towards safe water, adequate sanitation, hygiene information, and health practices to improve learning environment and educational performance and by empowering all major stakeholders to reform government

Country

India

State

Uttarakhand

District

Udhamsingh Nagar

Number of School Covered

50

Number of Girls Served

20373

Number of Boys Served

7785

Total Students Covered under the Project

28158

GEOGRAPHIC LOCATION

The project is implemented in 414 village communities in rural parts of Udhamsingh Nagar, Uttarakhand. Udhamsingh Nagar is a district of Uttarakhand state in northern India. Rudrapur is the district headquarters. This district consists of seven tehsil named Bajpur, Gadarpur, Jaspur, Kashipur, Kichha, Khatima and Sitarganj. The district is located in the Terai region and is part of Kumaon Division. It is bounded on the north by Nainital District, in the northeast by Champawat District, on the east by Nepal, and on the South and west by Uttar Pradesh state. As of 2011, it is the third most populous district of Uttarakhand (out of 13), after Haridwar & Dehradun. According to the 2011 census, Udhamsingh Nagar district has a population of 1,648,367. This gives it a ranking of 303rd in India (out of total of 640). The district has a population density of 648 inhabitants per square kilometre (1,680/sq m) its population growth rate over the decade 2001-2011 was 33.4% Udhamsingh Nagar has a sex ratio of 919 females for every 1000 males). It ranks 11th in terms of sex ratio (920) which is lower than the state average of 963 females per one thousand males and a literacy rate of 74.44% District ranks 13th in literacy with literacy rate of 73.10 per cent, which is below than the state average of 78.82 per cent. 81.09% males and 64.45% females are literate as per 2011 census. At state level 87.4% males and 70.01% females are literate. Therefore the female literacy needs improvement in the district as around 36%. The category of workers is cultivators 20.74% in the district, agriculture workers are 27.94%, workers in industry are 4.46% and other mixed category of workers are 46.85%.



TARGET BENEFICIARIES

- 1-Girls and Boys studying in Grades 6 to 12 in 50 Project.
- 2-Schools- School drop-out girls in the age group 12 to 18 years.
- 3-SMC Committee Members.
- 4-Principals and Teachers
- 5-Residents of villages in school areas.
- 6-Parents and local community members

EGG-BOWES project will test EGG's community activation model as a mechanism to increase both personal and community responsibility for health. The project is implemented in fifty (50) government schools serving about 28,000 children in 414 communities in the state of Uttarakhand in India. A third category of 25 schools is included as 'Control Schools' for the purpose of comparison.

CATEGORY I (C1): 25 project schools in which EGG community activation model is launched along with health intervention.

CATEGORY II (C2): 25 project schools in which only EGG community activation model is inducted without the health component.

CATEGORY III (C3): 25 schools in which neither EGG community activation model nor health component is initiated.

PROJECT DURATION

Duration of this pilot project is two years. Project preparation started in April 2016 and actual implementation was initiated in July 2016. This pilot project is expected to be completed by March, 2018.

GP MP's taking pledge at GIC Bannakhera



PROJECT OBJECTIVES AND INTERVENTION STRATEGIES

OBJECTIVES

To build appropriate infrastructure and facilities for safe drinking water, improved sanitation and hygiene.

Drinking water supply and sanitation in India continue to be inadequate, despite longstanding efforts by the various levels of government and communities at improving coverage. According to an estimate from 2008 about 69% of Indians still lack access to improved sanitation facilities. The lack of adequate sanitation and safe water has significant negative health impacts. Inadequate sanitation facilities and poor hygiene practices have turned schools into breeding grounds for pathogens, transmitting diseases among children.

To inculcate healthy habits.

Without related positive behavior and habits, good facilities cannot, by themselves, automatically improve health and educational outcomes. Many people with access to clean water and soap do not wash their hands regularly, and many people in households with working toilets continue to defecate in the open. Even without good facilities such as latrines, in fact, research has shown that disease can decline with improved hygiene behavior (WHO, 1993).

To sustain impacts through Community Activation.

EGG's model is based on creating community 'ownership' of schools, which engages and activates communities to become active agents of change. With ownership, successes and outcomes belong to each community. Without ownership, there is little commitment and little engagement. This pilot project will empower all major stakeholders in schools as owners to work together to improve hygiene and sanitation in schools, thus increasing children's educational attainments, health, and (over time) related economic and social progress.



SPECIFIC OBJECTIVES

1. Ensuring availability of **one functional hand washing station** in each project school by December 2017.
2. Ensuring availability of one **functional and safe unisex toilet per 75 students** in each project school by the end of December 2017.
3. **Increasing personal hygiene among children (girls and boys)** and respective communities, mainly hand washing with soap before eating and after defecation to 75% by March 2017, 85% by September 2017 and 100% by March 2018.
4. Doubling the frequency of **cleaning of toilets** before the end of the two-year pilot project.
5. Ensuring availability of one **functional incinerator/sanitary disposal facility per school** and 100% use of the incinerator/ sanitary disposal facility by girls and female school teachers.



Project Interventions

COMMUNITY MOBILIZATION MEETINGS



INTERVENTION

STRATEGIES

- Community Mobilization Meetings
- School Management Committees
- Girls Parliaments
- Hand Wash
- Life Skill Training

Schools are part of the larger community and must be supported by its members. A school water, sanitation and hygiene program will only be effective if it is reinforced and supported within the community, and the homes of the students. Factors like support and cooperation received from parents, guardians and peer groups, affect the students' ability to sustain certain behavior. Hence, a school sanitation and hygiene program needs to be embedded within the context of a larger community water, sanitation and hygiene program if it is to reach its full potential.

Community Sensitization Meetings are conducted to motivate and mobilize the community to:

- * Achieve and sustain a healthy school environment.
 - * To raise awareness among key stakeholders about health education, water, sanitation and hygiene practices in school.
 - * Participate in election of School Management Committees in project schools.
 - * Monitor & evaluate the activities/progress of School Management Committees in Project schools.
 - * Participate in Social Monitoring of the day to day functioning of project schools.
 - * Ensure resource mobilization for completion of school development plans formulated by the SMC.
- Ensure the enrolment and continued attendance of all the children from the neighborhood.

SCHOOL MANAGEMENT COMMITTEE FOR CAPACITY BUILDING

School Management Committees are elected and trained to:

- Monitor the working of the schools.

- Prepare and recommend School Development plan which addresses school infrastructure including toilets and facilities including drinking water, hand washing stations, dustbins, cleaning of toilets and school's campus, student academic achievement, etc.

- Ensure resource mobilization for completion of school development plans formulated by the SMC.

- Ensure the enrolment and continued attendance of all the children from the neighborhood.

School Management Committees (SMCs), primarily comprising of parents, teachers and principal, works towards achieving proper and smooth functioning of a school by catering to its infrastructure needs and ensuring a better learning environment for children. We believe that active parental participation has the potential to improve the efficiency of the school as parents have the highest incentive to demand better quality of education, better infrastructure and facilities for sanitation and water supply for their children. It is formed through fair democratic process to encourage community and more particularly parental involvement. It consists of both male and female members of the community residing within the jurisdiction of the concerned school. SMC's make principals and teachers accountable. SMC members together create Whole School Development Plan (WSDP)* based upon their school's need, mobilize resources to execute the plans. It is assumed that if the SMCs are properly trained and skilled, the project activities will sustain for longer period and will be helpful in bringing out remarkable results.

"The Girls' Parliament created by EGG is an incredible intervention that develops leadership skills and has amplified self-confidence of thousands of girls. EGG is doing a commendable job in the field of Girls Education."

A Testimonial by

Shri. Matadeen Gautam,

Block Education Officer,

Udhamsinghnagar, Uttarakhand,

India

WHOLE SCHOOL DEVELOPEMENT

PLAN Whole School development plans (WSDP) are action plans that focuses on improving the quality of infrastructure and effective teaching learning in the school. All the members of the SMC undergo continuous training round the year to capacitance them for effective school planning, better management and increased resource mobilization. After completion of initial training each SMC formulates a plan of action for improving school infrastructure, facilities, learning outcomes and resource mobilization. SMC members meet every month to review the status of implementation and completion of the action plan.

Girls' Parliament (GP)

Girls' Parliaments are the concept developed by EGG. GP is just like a parliament which is comprised of few girls leading as ministers and their cabinet. GP works in school setup for the development of school in various areas. It aims at increasing the confidence of girls, developing their leadership qualities and training them on life skills through girls parliament platform.

Each Girls Parliament has 7-10 ministers and a cabinet of 4-6 members, undertaking responsibilities and performing roles under their respective ministries. Actions undertaken by the Girls Parliament are based on the needs and concurrent demand by the girls. Each year the GP is re-elected. GP offers leadership opportunity to the girls which otherwise remains dormant or unnoticed in girls. While leadership remains with the girls, boys also participate in all the activities with equal enthusiasm.

Girls' Parliament (GP)

Girls Parliament (GP) is both, a leadership program and a support group for girls, enabling them to unite and address issues and concerns like school infrastructure, poor sanitation, hygiene, Menstrual Hygiene Management, teacher absenteeism, discipline and teaching learning in school etc. Girls are given a voice and they play an active role in promoting changes. Elected annually, the GP ministers and their cabinet members receive leadership and life skills training. As a result, schools become "girl friendly" and these schools have better facilities, higher rates of attendance and completion of education. The expected outcome is that the local communities will become safer, healthier, and more equitable.

HANDWASHING

Hand washing with soap intervention is important because children are the most energetic, enthusiastic and open to new ideas and change. As powerful agents of behavioral change, children can take lessons they have learned at school back home to teach their parents, siblings and elders on good hygiene behaviors such as hand washing with soap. Hand washing promotion in schools can play a role in reducing the number of days children miss school. Hand washing with soap is one of the most cost effective interventions to prevent diarrhea-related deaths and disease.

AWARENESS ABOUT HEALTH, HYGIENE AND SANITATION

The handwashing campaign launched by Educate Girls Globally in our school to teach the importance of personal hygiene to our children is praiseworthy. EGG is doing laudable work to uplift and develop the overall well being of children in our district.

**Testimonial by-
Principal, GHS, Sahdora,
Udhamsinghnagar,
Uttarakhand, India**



Diseases related to inadequate water, sanitation and hygiene are a huge burden in developing countries. It is estimated that 88% of diarrhea disease is caused by unsafe water supply, and inadequate sanitation and hygiene (WHO, 2004). Many schools serve communities that have a high prevalence of diseases related to inadequate water supply, sanitation and hygiene, and where child malnutrition and other underlying health problems are common. Schools, particularly those in rural areas, often completely lack drinking-water and sanitation and hand washing facilities; alternatively, where such facilities do exist they are often inadequate in both quality and quantity. Schools with poor water, sanitation and hygiene conditions, and intense levels of person-to-person contact, are high-risk environments for children and staff, and exacerbate children's particular susceptibility to environmental health hazards. Children's ability to learn may be affected by inadequate water, sanitation and hygiene conditions in several ways. These include infections (which affect hundreds of millions of school-age children), long-term exposure to chemical contaminants in water (e.g. lead and arsenic), diarrhea diseases and malaria infections, all of which force many school children to be absent from school. Poor environmental conditions in the classroom can also make both teaching and learning very difficult. 6 hours training is conducted for Grade 6 to Grade 12 girls. The training is focused on imparting appropriate knowledge and practical training about self, health & hygiene, safety, Menstrual health management, emotional and social changes during puberty, nutrition, leadership & effective communication, career planning & continuing education for employability.



DESIRED IMPACTS

EXPECTED SHORT TERM IMPACTS

- Building school hand washing and sanitation infrastructure and facilities
- Maintenance of the facilities
- Improved Hand washing practices among students
- Improved Sanitation practices among students

EXPECTED LONG TERM IMPACTS

- Students advocating for hygiene (hand washing) and improved sanitation. Such advocacy is essential for long-term sustainability of project results.
- Students reporting less illness because of improved hygiene and sanitation: reduced acute lower intestinal tract infections (diarrhea, cholera, gastroenteritis, enter colitis, pneumonia and impetigo), reduction in eye infections (trachoma), reductions in urinary tract infections, hepatitis, and typhoid.
- Student attendance improving.
- Student performance improving (measured in learning, participation in sports and other athletic/physical activities) .

OUTCOMES

**One child, one teacher, one book and
one pen can change the world
.- Malala Yousafzai**



HAND WASH

As per the survey data collected, around 72% of C1 schools, 68% of C2 schools and 72% of C3 schools have separate facilities for drinking water and hand washing. Water is available in all the schools. More than half (64%) of the C1 and C3 schools surveyed did not have access to soap for hand washing. Similarly 48% of C2 schools did not use soap for washing hands.

Prior to the implementation of EGG Hand Wash program only a few students used to wash hands before meal and after defecation.

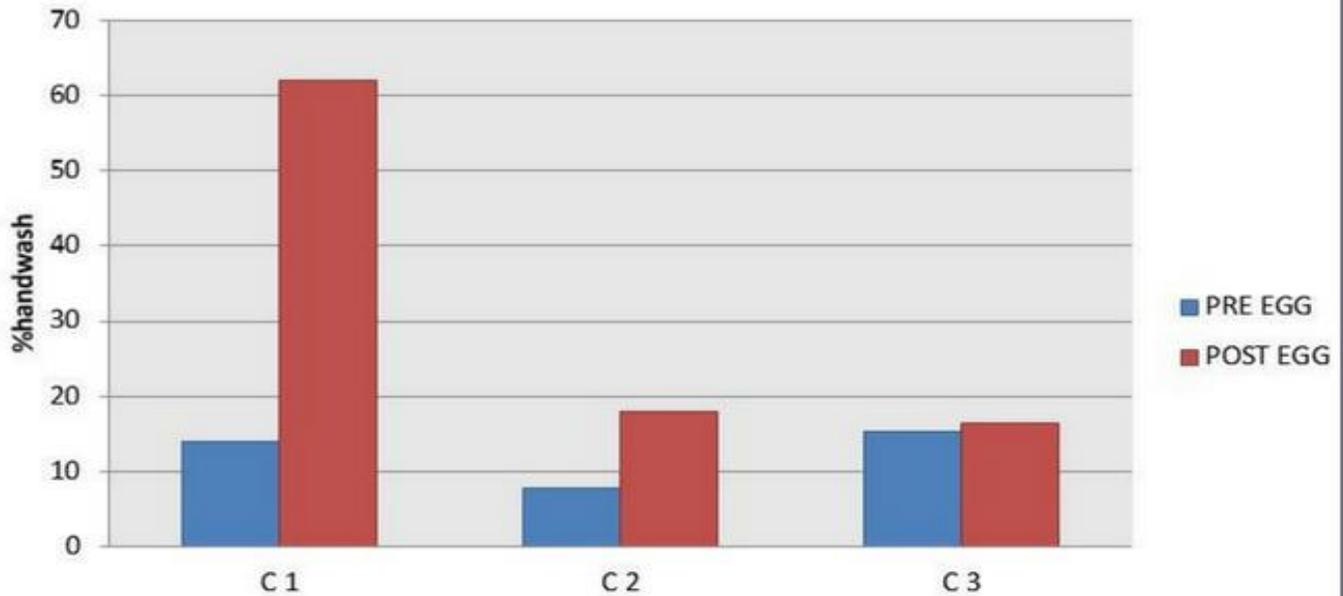
EGG Coordinators explained, using demonstration and participation, the correct way to wash hands with soap, using running water, drying hands, and scrubbing hands for at least 20 seconds with friction-causing agent (soap, sand, mud, ash, leaves, etc.). They emphasized the significance of personal hygiene and key times to wash hands.



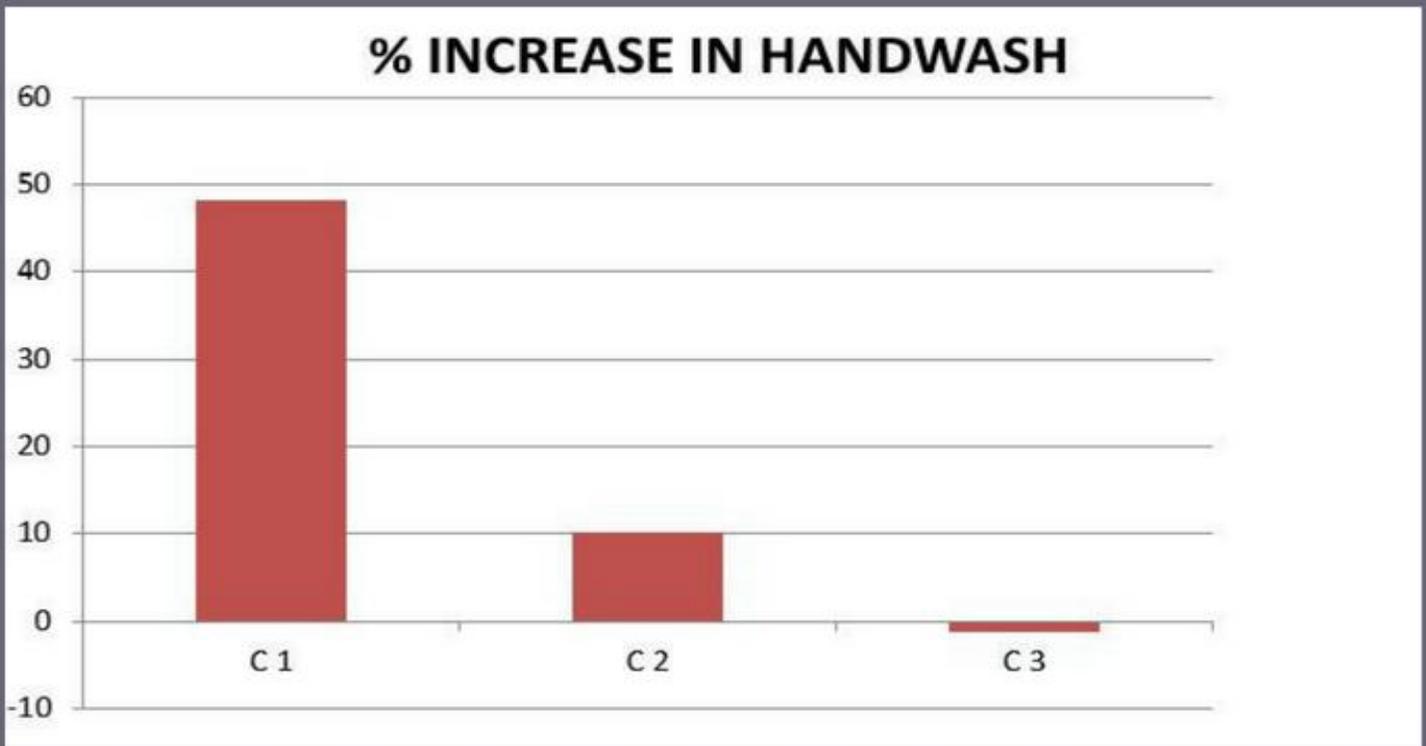
Girls learning techniques of good handwashing



BASELINE AND ENDLINE SURVEY HANDWASH DATA COMPARISON



Prior to EGG hand wash program, 14% of C1 schools, 7.78% of C2 schools and 15% of C3 schools used to wash hands. After EGG project intervention completed first year, 46.69% of students in C1 schools wash hands with soap at appropriate times. The increase in hand wash percentage is very low in C2 and C3 schools where EGG Hand wash program is not implemented. Only 12% of students in C2 schools and 14% of students in C3 schools wash hands before and after meals and after defecation. After EGG program intervention completed second year, 62.13% of students in C1 schools wash hands with soap at appropriate times. The increase in hand wash percentage is still low in C2 and C3 schools where EGG Hand wash program is not implemented. Only 18% of students in C2 schools and 16.4% of students in C3 schools wash hands before and after meals and after defecation. Graph demonstrate % hand wash pre and post EGG Program (Baseline is Pre EGG data and Midline is Post EGG).



Percentage Increase in hand wash in all three categories of school is shown in Graph
As seen in the graph, there is drastic improvement in C1 schools as opposed to C2 and C3 schools. In C3 schools the % of students washing hands has decreased due to lack of awareness and proper guidance. Many of C2 and C3 category school principals' have requested EGG to start Hand wash program in their school.



CHALLENGES & RECOMMENDATIONS

Appreciating the success of EGG program, RMSA (RashtriyaMadhyamikShikshaAbiyan) had allocated some funds to each school in the entire district for purchase of Hand wash liquid / soaps towards the end of first year. This fund for schools lasted only for few months and then schools were asked to arrange their own money to buy soaps. Some schools were able to buy soaps through support from parents, school Principals & teachers and SMC members and therefore continued the hand wash program. Many schools could not arrange money, hence number of kids washing hands in these schools dropped down and finally ended. We recommend that considering the importance of hand washing for better health as well better attendance; Government should make some provision in the budget for providing funds for buying soaps.

During the entire two years period, we noticed that many students hesitate using "solid soap" due to hygiene reasons. They think the solid soap is contaminated since everyone is using the same soap, and prefer liquid hand wash over solid soap. Liquid hand wash is four times more expensive than solid soap and not all schools can afford. Sometimes, this was also a reason for less hand washing in schools. To overcome this issue, we used soapy water and were able to see improvements in hand washing immediately.

Infrastructure and facilities for hand washing played a very important role in the instances of hand washing among the children, especially during rush hours like lunch break. Schools with fewer hand washing stations had less number of kids washing hands and sometimes kids would queue up in line but leave without washing hands because they only have 30-45 minutes break and wouldn't want to waste time standing. Thus, lack of facilities not only reduced the number of children washing their hands at a given time but also demotivated the kids which ultimately would lead to reversal to original behavior of 'not washing hands'. We recommend that all schools must be provided with sufficient hand washing stations so they don't have to wait in long lines for hand washing.

HYGIENE AND SANITATION

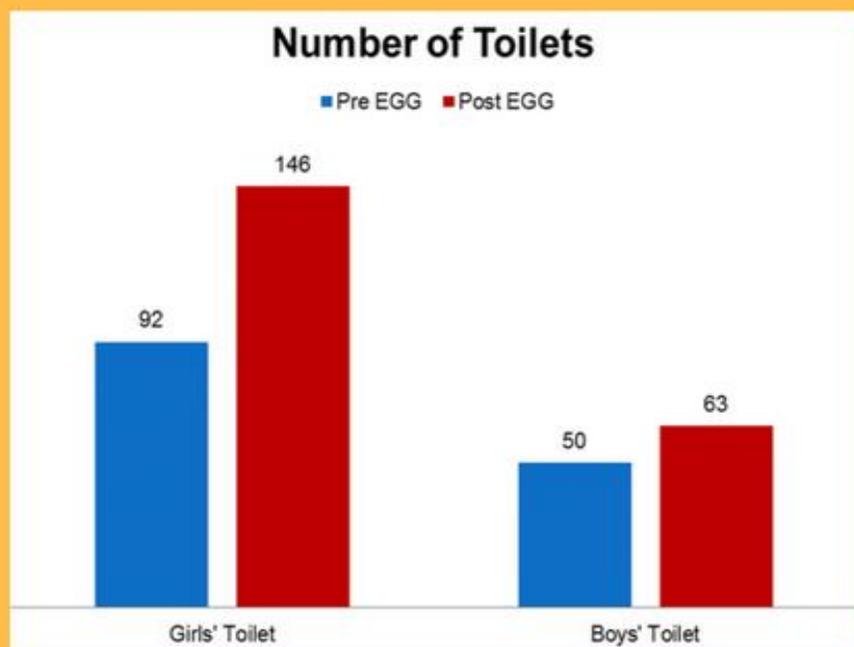


GP minsters taken responsibility of cleaning toilets

Government Schools budget does not allow any monetary provision for sweepers / cleaning staff, hence cleanliness was neglected and had taken a back seat with most of the schools. EGG Coordinators sensitized the community, SMC members and GP members by emphasizing the importance of cleanliness and making them aware about the drawbacks of unclean school environment using Audio Visual presentation. They motivated them to be proactive towards this issue and keep the school premises clean.

Due to efforts of EGG, Many schools have kept cleaning person using funds from PTA (Parent Teacher Association). In some schools GP Ministers and Members have taken up the responsibility of maintaining clean toilets.

- 54 new girls' toilets and 13 new boys' toilets were built.
- 38 Girls and 13 Boys Toilets were constructed with the support of NESTLE INDIA LTD in 9 project schools.
- 16 Girls' Toilets were built with support from JANAKIDAS BAJAJ FOUNDATION



DUSTBINS

After the completion of this project among C1 schools 167 dustbins have been placed in the schools A good transformation has been achieved which is evident by the fact that a positive behavior change among students of using dustbins is being observed.

GIRLS MAKING DUSTBINS FOR THEIR CLASSES







Menstrual Hygiene Management



As per the baseline survey conducted, more than half (60%) of project schools don't have the provision of dustbin for disposal of sanitary napkins. Due to project interventions, except four schools (GHS Chukati Devariya, GIC Jainagr, GIC Kelakhera, GIC Bajpur) that have less number of dustbins, all the other schools have sufficient dustbin for disposal of sanitary napkins.

However more dustbins are present in class room. Only 76% of schools have dustbins in girl's toilets.

Life skill training imparting appropriate knowledge and practical training about self, health & hygiene, safety, Menstrual health management, emotional and social changes during puberty. Many myths regarding menstruation were addressed. Girls gave a presentation on changes during puberty and performed a skit on Myths of menstruation. Girls responded positively to the training.



Sanitary Napkin Club is started in all the schools with the initiative of EGG. EGG Coordinators motivated GP, SMCs and PTA to start it in their school. Parents wholeheartedly contributed some amount towards this club. This club is maintained by GP of schools. They buy sanitary napkins with the money collected and give it to girls in need. Initially, it was decided that parents will contribute 1 Rupee each for the club. However parents themselves came forward and contributed more money. Girls attendance has increased considerably since then.

Sanitary Napkin Club started and maintained by EGG Girls

GIRLS PARLIAMENT



The GPs were formed in all the project schools after having due consent from the school administration. In the first session, all the girls were oriented by the EGG team to make them aware of GPs functioning. The participation of girls in GPs was found commendable during the period under consideration. An active teacher is nominated as facilitator to the GPs in each school to carry out regular monthly meetings and activities even in the absence of the coordinator in charge. Two important ministers, the SMDC and PTA were also appointed in addition to the girl's ministers cabinet. The full cabinet comprise of 8 ministers viz. Health minister, Cultural minister, Discipline minister, Maintenance minister, Sports ministers, Education minister, SMDC minister and PTA minister. Apart from participating in the meetings these members will also keep a check on minister's participation in monthly meetings and activities being carried out by the cabinet. It will not only make them responsible but also aware of the activities in the school.

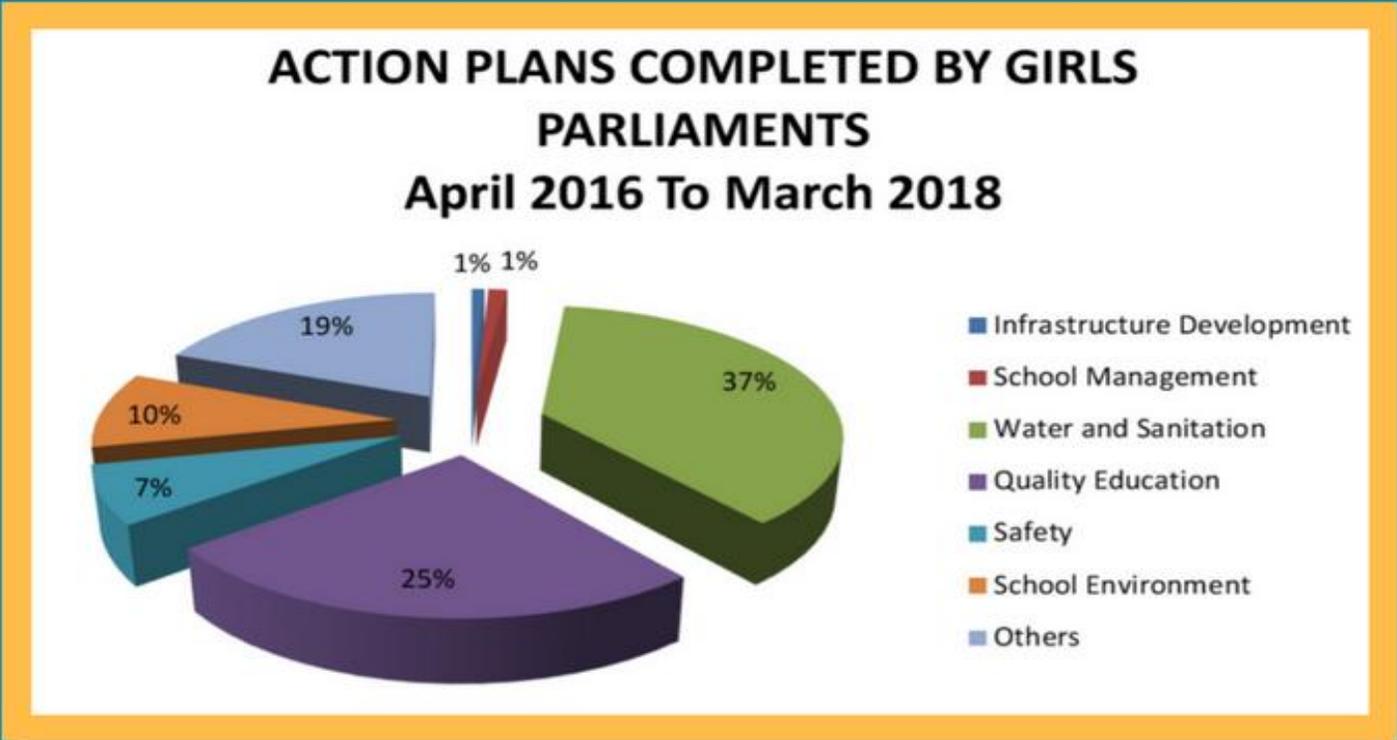


561 GP meetings were organized in which status of previous action plans were discussed and new action plans were formulated based on the needs and concurrent demands by the girls. .

231 Life skill training sessions were conducted

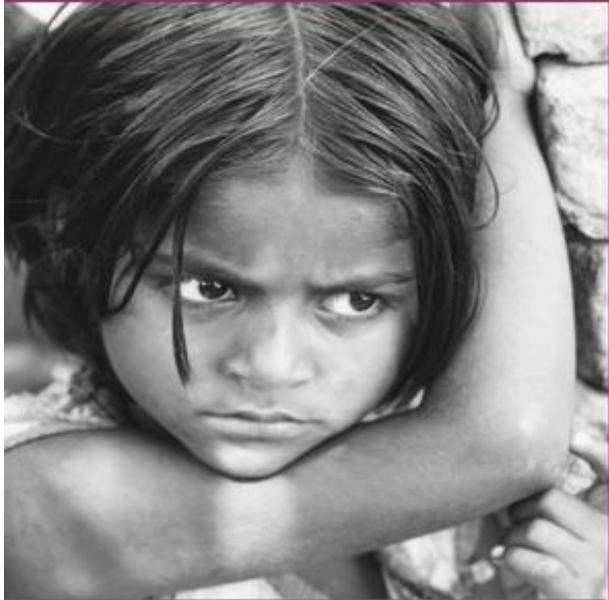
589 Action plans were completed out of **732** formulated action plans.

7357 girls were trained. Appropriate knowledge and practical training about self, health & hygiene, safety, Menstrual health management, emotional and social changes during puberty, nutrition, leadership & effective communication, career planning & continuing education for employability was imparted. Many myths regarding menstruation were addressed. Girls gave a presentation on changes during puberty and performed a skit on Myths of menstruation. Girls responded positively to the training.



GP's contribution improving sanitation conditions and water supply was found maximum (37%). The SMDCs contributed only 25% in enhancing teaching and learning process. Their contribution was minimum in infrastructure development and school management (1%). Other activities such as social and cultural events, sports etc. accounted for 19% . School environment and safety issues accounted for 10% and 7% respectively.

Community Sensitization



'It would not have been possible to have the six toilets in our school, without the extraordinary support (capacity building) and efforts by EGG. I appreciate organisation's hard work and efforts in re-enrolling drop out children and mobilizing our communities through their sensitisation meetings. I wish them all the best in all their future endeavours.'

Testimonial by-
Badhan Kaur, village head, Kelakheda, Udham singhnagar, Uttarakhand, India

The ability to engage the government and the community to take ownership is a key differentiator between our program and other education models. Projects begin with a formal government agreement. School Management Committees are revitalized and then meetings are held with the community and schools.

Between the two years pilot project period starting from April 2016 to March 2018, the Community Sensitization meetings, also called Gram Shiksha Sabha (GSS) were conducted in 327 project villages to share the information on project objectives and goals with the parents and non-parent community members residing in project villages. Response of the community members was overwhelming in all the villages where GSS were conducted.

327 GSS have been conducted in 327 villages to raise awareness among the key stakeholders at district level, about the importance of educating children, especially girls with the aim of making them understand the impact of water, sanitation and hygiene on the enrollment, attendance, retention and performance of the children studying in the schools.

As a result of these community sensitization meetings, **1273** drop out girls were identified in the villages, of which 380 dropouts were in the age group of 6 to 13 years, 743 girls were in the age group of 14 years to 18 years and 150 girls were in the age group of 19 to 21 years.

Out of the 1273 drop out girls identified by our teams, **372** girls' have been re-enrolled in relevant classes - 179 girls in age group of 6-13 years and 193 girls in the age group of 14-18 years.

150 out of school/ drop out girls who were not within RMSA age limit (RMSA is an affiliate of the Education Department that oversees secondary education in the State and does not work for children above 18 years) and therefore could not be enrolled into regular school grades. EGG team has persuaded 26 drop out girls to re-enroll into National Institute of Open School (NIOS) system to complete their High School education as a private candidate.

Importance of hand wash, clean environment, sanitation, hygiene, and Menstrual Hygiene Management was heavily emphasized in the meetings. Parents were motivated to support girls for starting sanitary Napkin clubs in schools. As a result of which, many parents donated some amount of money to start the club. Girls in many schools bought sanitary napkins to be kept in school for use during emergency.

Reasons of Drop Out

It would be difficult to name any one reason but there are multiple reasons behind dropout of the girls from schools. Some of these reasons include:

Financial status of family restricts them to attend schools regularly.

Preference for boys to get higher education

Various social issues like early marriages especially in district US Nagar and families engaging girls in works related to agriculture and household.

Lack of sufficient teaching staff and misbehavior of school staff also force girls to drop out from the school.

The distance between home and school.

Family background – uneducated family members force girls to drop out early from the schools.



OUTPUT OF COMMUNITY MEETING (GSS)

S. No.	ACTIVITIES	ACHIEVEMENTS 2016-2017	ACHIEVEMENTS 2017-2018	TOTAL ACHIEVEMENTS 2016-2018
1.	Number of villages where community sensitization meetings where conducted	138	189	327
2.	Number of Community Sensitization meetings (Gram Shiksha Sabha GSS/village education meetings) conducted	138	189	327
3.	Number of community members sensitized through GSS-			
	➤ Total	2379	2947	5326
	➤ Women	2117	2529	4646
	➤ Men	262	418	680
4.	Number of drop out/ out of school girls identified in the project village-			
	➤ Age 6 to 13 years	258	122	380
	➤ Age 14 to 18 years	299	444	743
	➤ Age 19 to 21 years	65	85	150
5.	Number of drop out/out of school girls enrolled back to the schools			
	➤ Age 6 to 13 years enrolled in primary grades (1-5)	162	17	179
	➤ Age 14 to 18 years	163	30	193
	➤ Age 19 to 21 years (enrolled in NIOS)	21	05	26

RECRUITMENT AND TRAINING OF SCHOOL MANAGEMENT COMMITTEE (SMC)

WHOLE SCHOOL DEVELOPMENT PLAN

Whole school development plan is a compilation of several action plans. Each action plan refers to one specific issue/concern in the school that needs improvement. Action plans are need based and driven by the demand from parents, students, teachers and community. These are formulated by the members of SMC after a thorough and thoughtful discussion.

100 SMCs were elected through democratic process.

SMC training was completed in 100 schools. These trainings were given to all the 2010 members of SMC by EGG coordinators

All 100 SMCs are fully active now. Each SMC has a whole school development plan with an average of 6-7 action plans per academic year. SMC's have taken various actions for school improvement, including but not limited to resolving the issues of girls toilet, providing clean & safe drinking water in the school, monitoring regular hand wash activity, repairing boundary wall, addition of more classrooms and enrolment of drop out girls.

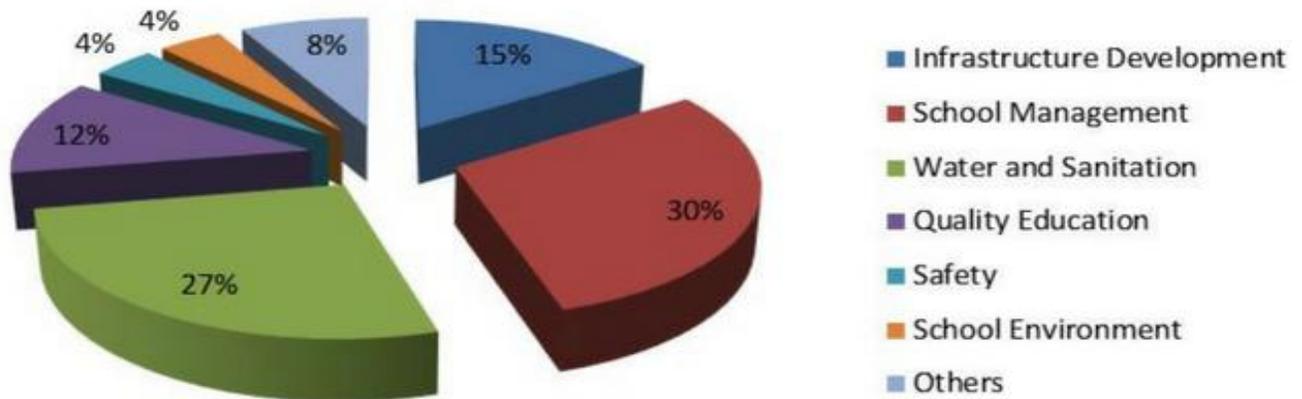
Total 274 action plans have been completed successfully. During the project period, about 30% plans completed by the SMCs were related to improving school management, 27% were for improving water and sanitation while 15% for other infrastructure. Plans related to quality of education grabbed a good 12% indicating that parents have now started taking interest in what is being taught and how.



TABLE - OUTPUT OF SCHOOL MANAGEMENT COMMITTEE

	Activities	April 2016 – March 2017	April 2017 – March 2018	April 2016- March 2018
1.	Number of SMCs elected through democratically fair procedures	50	50	100
2.	Number of SMC trainings conducted	50	50	100
3.	Number of SMC members trained in First Phase SMC training	1110	900	2010
4.	Action Plans (whole school development plans- WSDP) completed by SMCs	189	85	274
5.	Total proposals (WSDP) proposed by SMCs to Rashtriya Madhyamik Shiksha Abhiyan (Education Department) /other State/ National authorities	137	45	182
6.	Number of SMC meetings conducted	231	156	387
7.	Average number of SMC meetings conducted per month	19	13	16

SMC - COMPLETED ACTION PLANS



Few key factors were identified hindering the SMC/PTA meetings

During the two years of implementation of the pilot project, some important issues that had direct impact on the performance of SMC/PTA were identified by the EGG team members. Some of these are:

The conflict in the SMC meeting schedule as proposed by Government and SMCs themselves was identified as the major barrier in conducting meetings of SMC/PTA on a monthly basis. Most of the SMCs would like to conduct meetings on a monthly basis however; Department of Education had issued an order (in the past) for conducting only four meetings per year. This government order acts as an excuse for 'unwilling' principals and some SMC members to offer resistance to monthly meetings.

School authorities do not want to involve PTA members in the SMC meetings as they don't want to fall in any sort of unnecessary discussion and argument other than the set agenda. Point to be noted here is that PTAs are the 'real parents' who raise real concerns and issues, like teacher attendance, student performance and quality of teaching in school etc. and demand for resolving them, which often times becomes inconvenient to the school authorities.

Sometimes very few members of SMCs are able to attend the meetings. This low or irregular representation by SMC members in the meetings results into delayed decision making and thereby some important issues either get ignored or lost forever. This low participation from the community in SMC/PTA meetings happens due to their background of being either daily wage labors, farmers or livelihood in other forms of unorganized sector. Most of these parents do not understand the importance and role of SMC in the school development process. This lack of awareness results into poor attendance in the SMC meetings.

The school administration lacks seriousness in organizing SMC members meetings which also results into lowering motivation among the members of SMC. Ultimately, they become disinterested and dysfunctional.





GP CONFERENCES

BLOCK LEVEL CONFERENCES

Girls Parliament Conferences were first organized in each of the project blocks and in finally in the district. At block level, total of five GP conferences were organized, one in each of the 5 blocks in district Udhamasinghnagar in which 500 girls participated. In GP Conference, girls got a great opportunity to address various issues that affect their lives. They got an opportunity to discuss the issues and demand for resolving the issues for a better future for themselves. Some of the most important agendas that came up during the block level conferences are highlighted in this report.

On May 25, 2017 the GP conference was organized at Municipal Corporation Sabhagar, Kiccha in which 100 girls from 10 schools participated. Chief Guest Mr. Mahindra Chawla, the Head of Municipal Corporation appreciated organization's efforts in promoting girls education and donated five ceiling fans to EGG.

On May 26, 2017 the GP conference was organized at GGIC Bazpur in which 100 girls from 10 different schools participated. During GP meeting many girls demanded for science labs and hand wash liquid for every class.

On May 27, 2017 the GP conference was organized at GGIC Khatima, where 100 girls from 10 schools participated.

On May 29, 2017, the GP conference was organized at S.N Jha Intercollege at Rudurpur in which 100 girls from 10 different schools participated and conclusively 2 demand letters were made.

On May 30, 2017, at GGIC Sitarganj, block level GP conference was organized where 100 girls from 10 schools participated and 2 demand letters were made.



DISTRICT LEVEL GP CONFERENCE

These five Block level conferences culminated into a three day workshop at the district level. Ten girls were selected from each of the five blocks to participate in the workshop and finally the final GP Conference at district level. On 05.06.17 EGG organized GP conference at Rudra Hotel, Rudrapur in which District Magistrate Dr. Neeraj Khairwal was invited as the Chief Guest along with Senior Superintendent of Police Rudrapur, Dr.Sadanand Date as Guest of Honor. Chief Educational Officer Shri Mukul Kumar Sati, Nodal Officer Neha Meena, Ms. Aleksandra Wolska and Ms. Jillian Krane were among other important invitees. Journalists from all prominent and local newspapers and electronic media were other invitees. This final district conference was attended by 100 girls from 50 different schools. During the conference, leaders of Girls Parliaments submitted a demand letter to the authorities regarding their varied educational needs and requested for its provision as soon as possible to which the DM responded positively.

Some of the most important demands raised by the girls and presented to the District Magistrate were:

Demand for STAMPING sex offenders: Girls demanded for a unique punishment for rapists by stamping the word RAPE on the forehead of the criminal so that everyone becomes aware of his crime and he himself feels guilty and ashamed of the crime entire life whenever he looks into the mirror.

Demand for separate girls TOILETS: Many schools still lack sufficient girls' toilets. Some schools that have toilets, but they were very unhygienic and dirty. Girls demanded separate girls' toilets in every school plus facility for cleaning the toilets so that they can stay in schools for entire time, can feel safe and confident in school.





District Magistrate Dr. Neeraj Khairwal interacting with girls during conference

Demand for LEGAL NOTICE to parents for eliminating girl drop out: Parents of many girls still do not want to send their daughters to school for multiple social, cultural and economic reasons. Sometimes it's safety, household chores or lack of money. Girls requested that all girls want to go to schools and it's their legal right too. Therefore, legal notice should be served to all such parents so they do not force their girls to stay home.

Demand for eliminating gender biases in Science subjects by providing better LABORATORY FACILITIES: Girls demanded for more and better labs. Many girls feel that they want to study science but due to lack of laboratories, facilities and teachers disinterest they aren't able to conduct practical and therefore girls get scared that they will fail in subjects like Physics, Chemistry and Biology. But, they also feel that they will understand science very well if they have the opportunity to do practical. Thus providing science labs to schools will also increase the number of girls studying science and opting engineering and medical fields.

Demand for CAREER COUNSELING- Girls demanded carrier counseling, as after finishing the school they don't have any knowledge where to go what to do in future.

During his speech the District Magistrate asked GP girls about the schemes given to them by Education department and also promised them to provide computers in each school. Most important accomplishment of the conference was the fact that the Magistrate was so impressed that he stayed in the conference for the entire time, although he was planned to attend for only 10 minutes. He praised EGG for the efforts and achievements with GP's and SMCs. He stated that those activities were developing leadership skills as well as building confidence among girls. He quoted - "I AM VERY HAPPY TO SEE THE WORK BEING DONE BY EGG FOR GIRLS EDUCATION. I CAN SEE HERE THAT THIS ORGANIZATION HAS TRULY EMPOWERED THE GIRLS". He was so impressed and influenced by seeing the impact on girls that he right away invited EGG to create Girls Parliaments in all the schools sin entire district. He promised to provide all help required by EGG to conduct activities.



PRINCIPAL CONFERENCE

Effective leadership and behavior of school principal have great impact on student learning .we believe that principal capacity building should be given priority in all programs aiming at improving performance of schools and building leadership abilities among 50 principal's of our project schools. we hosted a

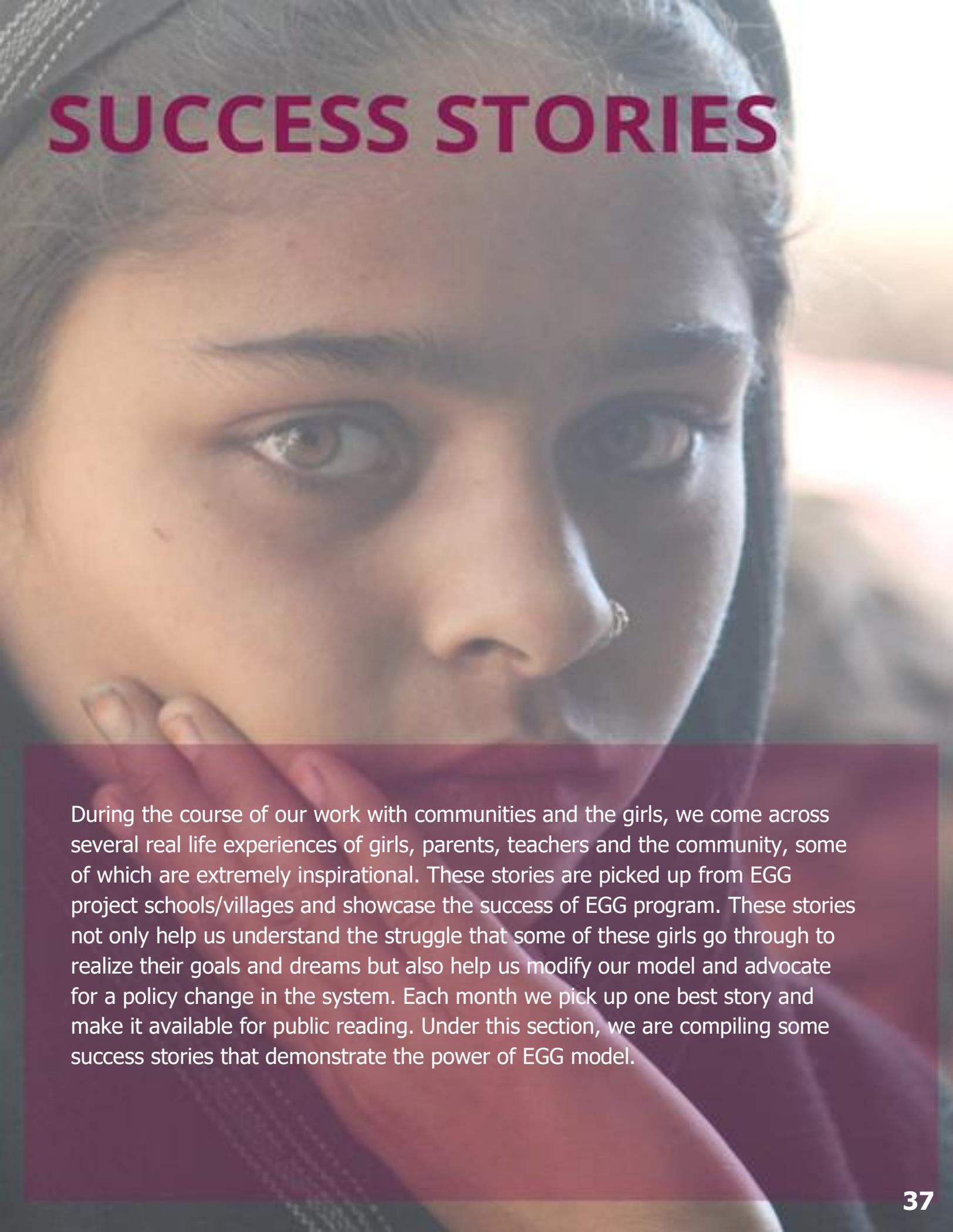
1 day conference on Jan 9 2018 at Rudra continental Hotel Rudurpur. This conference was inaugurated by Miss Yukti Mishra District Commissioner of district Uddhamsingh nagar.Principal's and their representatives from all 50 schools enthusiastically attended the conference. The most important issue that was highlighted during the conference were lack of capacity building for the principals. All attendees highly appreciated the organization efforts to get the principals in the same platform and provide them the opportunity to share their reviews and concerns. Learn from each other experiences. Some principal's gave PowerPoint presentation and talked about the good work done by their SMC and GP. Notable presentation were given by principal of GGIC Haripura- Mr. Kamlesh Kumar Sharma GGIC Gurugram -Mr. Bodhi Ram ,GGIC Shaktifarm -Miss Shakti Kalan Singh , GGIC Sultanpur- Miss Rashmi Pandey

Many school principals raised the concern of lack of facilities and some principals shared that how they were able to resolve some problems in their school and doing very well now.

All attendees agreed that same conference should be organized regularly so that they can play a role in decision making at state and district level.



SUCCESS STORIES



During the course of our work with communities and the girls, we come across several real life experiences of girls, parents, teachers and the community, some of which are extremely inspirational. These stories are picked up from EGG project schools/villages and showcase the success of EGG program. These stories not only help us understand the struggle that some of these girls go through to realize their goals and dreams but also help us modify our model and advocate for a policy change in the system. Each month we pick up one best story and make it available for public reading. Under this section, we are compiling some success stories that demonstrate the power of EGG model.

CASE STUDY 1



This is the story of Lata, a 17 years old girl dwelling in a small village called Jhanakiya along with her parents and three brothers. On 26th July 2016, Lata met EGG coordinator Miss Meenakshi Rana who found out that Lata left her studies a year back owing to financial crisis and pressure from her brothers. She endeavoured to make her brothers realize the importance of schooling girls and finally, she succeeded. Subsequently, Lata participated in a motivational camp organized by EGG for girls. Her family is very thankful to EGG who made them realize the benefits of girls' education.

CASE STUDY 2



On 22nd December 2016, EGG initiated a handwashing program at GIC school in Bharhani along with the support of school principal Mr. Mukesh Kumar. EGG local coordinator Miss. Amarjeet and his team taught students proper handwash techniques and importance of personal hygiene and good health. Further, Mr.Kumar purchased all the toiletries such as handwash liquid, soap etc for the students. School principal Mr. Mukesh Kumar thanked EGG for its support and guidance and pledged to continue this healthy practice in his school by personally supervising the handwash sessions.

CASE STUDY 3



Neeraj, a 11th grade student in GGIC school in Sultanpur Patti located in Udham Singh Nagar district of Uttarakhand has been appointed as the secretary of Girls Parliament in the school. Her Principal Mrs Rashmi Pandey proudly expressed that Neeraj has taken several steps for the upliftment of the female students in the school. She made a point to place garbage bins in all classes to foster hygiene practices in school and consistently engages the students in various GP activities that boost up their morale. Her principal told EGG that admirable work has been done by GP that has been geared towards the betterment of the school.

CASE STUDY 4



Cleanliness is next to Godliness. EGG's local coordinator Miss Seema Goniya elucidated the true meaning and importance of this phrase by suggesting "Swatchta Se Hi Suraksha", a hand washing program for all students to promote personal hygiene and good sanitation in the GP conference in GGIC Gadarpur School on 17th November 2017. With the support of the management, this simple yet effective program by GP led to a healthy change in the school contributing towards building a salubrious society.

MEDIA REPORTS

गल्स पार्लियामेंट में समस्याएं उठीं

छात्राओं को उनके अधिकार दिलाने के प्रयास किए जाएंगे

अमर उजाला खुरी
खटपुर

एजुकेट गल्स ग्लोबली संस्था छात्राओं की समस्याओं का अध्ययन कर रही है। उन्हें अधिकार दिलाने के लिए संस्था ने सोमवार को शहर के अखिल ज्यो इस राजकीय इंटर कॉलेज में गल्स पार्लियामेंट सम्मेलन का आयोजन किया। इस दौरान छात्राओं के कई समूह बनाकर उनसे समस्याएं पूछीं और उनके समाधान के लिए सुझाव मां। संस्था के पदाधिकारियों ने कहा कि उठाई गई समस्याओं को तत्काल तक पहुंचाकर छात्राओं को उनके अधिकार दिलाने के प्रयास किए जाएंगे। संस्था की अंजुला



खटपुर में एजुकेट गल्स ग्लोबली संस्था की पदाधिकारियों को संबोधित करती छात्राएं।

त्वाणी, टैपिल चौध, विमरन और किरन मिश्रा आदि ने शुभारंभ किया। सम्मेलन में छात्राओं के अलग-अलग ग्रुप बनाए गए और उनसे लिखित समस्याएं मां। छात्राओं के कई समूहों ने विभिन्न समस्याएं उठाईं हुए उनके समाधान के लिए सुझाव भी दिये। छात्राओं ने

बालिका सुरक्षा, शिक्षा, अधिकार सहित अन्य विषयों पर अपने विचार रखे। इस दौरान बकताशी ने कहा कि बालिकाओं को बचपन से ही बेहतर शिक्षा मिलनी चाहिए और उन्हें लड़कों की तरह सम्मान मिलना चाहिए। संस्था की पदाधिकारियों ने कहा कि शिक्षा के

क्षेत्र में बालिकाएं भी पिछड़ी हैं। बालिकाओं को घर, समाज में कई समस्याओं से जूझना पड़ता है। बालिकाओं की मनोस्थिति को समझकर उनकी समस्याओं का निराकरण किया जाना चाहिए। यदि बालिकाओं की प्रतीक्षा को समझकर उभरे विचारों के लिए प्रयास किए जाएं तो बालिकाएं ही क्षेत्र में नाम रोशन कर समाज, देश के लिए अहम भूमिका निभा सकती हैं। संस्था की पदाधिकारियों ने कहा कि छात्राओं द्वारा उठाईं गयी समस्याओं और सुझावों को तत्काल पहुंचाकर उनके निराकरण के प्रयास किए जाएंगे। संस्था छात्राओं की समस्याओं को जानने के लिए जिले के अन्य स्कूलों में भी सम्मेलन आयोजित करेगी सम्मेलन में प्रधानाचार्यां पार्षद देवी, सरिता पाल, कुसुम शाह दीपा अधिकारी, सीमा शीतल उदितो पंत आदि थे।

MEDIA REPORT ON GP

लड़कियों को बेहतर शिक्षा देने के लिए किया जागरूक



शिक्षा के कम्युनिटी हाल में गल्स पार्लियामेंट सम्मेलन का शुभारंभ करते पार्लियामेंट

किरन | हजारों संवाददाता

राज्यीय गांधी कम्युनिटी हाल में इंजीनी संस्था ने गल्स पार्लियामेंट सम्मेलन का आयोजन किया। इसमें बालिका शिक्षा को बेहतर बनाने पर जोर दिया गया।

संस्था की ईडी अंजुला त्वाणी ने एजुकेट गल्स ग्लोबली के बारे में जानकारी देते हुए बताया कि उनकी संस्था जिले में पांच ब्लॉकों के 50 सरकारी विद्यालयों में कई वर्षों से बालिका शिक्षा उन्नयन पर कार्य कर रही है। इसको देखते हुए सभी

बालिकाओं : आस्थाविश्वास के साथ ही कुशल नेतृ की भावना पनप सके। उन्होंने बता कि गुरुवार को सभी ब्लॉकों में गल्स पार्लियामेंट सम्मेलन का आयोजन किया गया है। इससे पूर्व पालिकाध्यक्ष महो चावला ने दीप जलाकर कार्यक्रम शुभारंभ किया। कार्यक्रम में बालिका ने सांस्कृतिक कार्यक्रम प्रस्तुत किए। मौके पर हाजी आफताफ अहम अकील अहमद, दीपा अधिकारी, रह हुसैन, सीमा शीतल, किरन मि धर्मेन्द्र कुमार रहे।

MEDIA REPORT ON GP INAUGURATION

छात्राओं को दी किशोरावस्था में बदलाव की जानकारी

बाजपुर।

देवभूमि सहयोग संस्था द्वारा इजीजी (एजुकेटेड गर्ल्स एसीसोसिएशन) संस्था द्वारा प्रोजेक्ट के माध्यम से विद्यालयों में छात्राओं को जीवन की शुरुआत के तहत किशोरावस्था में होने वाले बदलावों की जानकारी देते हुए साक्षर-संपर्क के माध्यम से संप्रदाय रचा गया।

संस्था द्वारा बाजपुर के कुल 25 विद्यालयों में जीवन की शुरुआत प्रशिक्षण दिया जा रहा है। इसमें बाजपुर विकास खंड के पाँच विद्यालय शामिल किये गये हैं। कार्यक्रम के तहत संस्था की विशेष समन्वयक अमरजीत कौर, ने जोशीआईसी सुलतानपुर गट्टी में कक्षा 9 से 12 तक की छात्राओं को जीवन की शुरुआत प्रशिक्षण देते हुए कहा कि उन्हें अपने स्वास्थ्य के प्रति सदैव सजग रहना चाहिए। बालिकाओं में किशोरावस्था में अनेक बदलाव आते हैं। किता कि किशोरावस्था में भौतिक विकास शुरू होने पर उनकी शिक्षा करने की जरूरत होती है। उन्होंने कहा कि



बालिकाओं को जानकारी देती संस्था की समन्वयक अमरजीत कौर।

बालिकाओं को साक्षर-संपर्क की ओर विशेष ध्यान देना चाहिए जिससे वह अनेक समस्याओं से बच सकें। खाने

से पूर्व व बाद में हाथों को जरूर धोना चाहिए। इस दौरान बालिकाओं को कैरिगर काउंसिलिंग भी दी गयी। इस

कार्यक्रम पर प्रयासकार्य सचिव चाणदेव, इजीजी फैलाज राजवी अर्दि भीजूद से।

MEDIA REPORT ON EGG'S MENSTRUAL HYGIENE AWARENESS PROGRAM

स्वागतयोग्य

इजीजी ने बढ़ाया सहयोग का हाथ

विद्यालय में बुक बैंक खोलने की कवायद

उत्तरांचल दीप ब्यूरो

बाजपुर। एसएससी की बैठक में इजीजी संस्था ने विद्यालय में बुक बैंक की व्यवस्था करने के लिए कहा गया है। इससे किताबों के अभाव में स्कूल छोड़ चुकी गरीब छात्राओं को फिर से शिक्षा से जोड़ा जा सकेगा। विदित हो कि किताबों के अभाव में गरीब शिक्षा लेने से वंचित हो जाते हैं। इसकी ध्यान में रखते हुए इजीजी संस्था ने सहयोग का हाथ बढ़ाया है। इसी क्रम में गुरुवार को जोशीआईसी बैरिया टोल में बैठक आयोजित की गयी। बैठक में संस्था की अनेक समन्वयक



अमरजीत कौर ने कहा कि गरीबी के अभाव में अनेक छात्राएं किताबों से वंचित हो जाते हैं और उन्हें अपनी पढ़ाई छोड़ने को मजबूर होना पड़ता है। उन्होंने कहा कि विद्यालय में बुक बैंक को

स्थापित होने से विद्यालय छोड़ चुकी छुट्टे छात्राओं को फिर से स्कूल लाया जा सके। बैठक में उनके इस सुझाव का सभी ने विद्यालय में बुक बैंक खोलने की

फैलाज माला कपारी, प्रयास रामेश्वर आर्य, जोशी शिक्षा संसद मनजीत कौर, जीपी सोमवती मंत्री सरना, जोशीआईसी मंत्री अनुज सिंह, ललित सुलत

MEDIA REPORT ON OPENING BOOK BANK



Thank You



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