



Impact Assessment Report on Pratham Education project

Apple India Private Limited (AIPL)

September 2026

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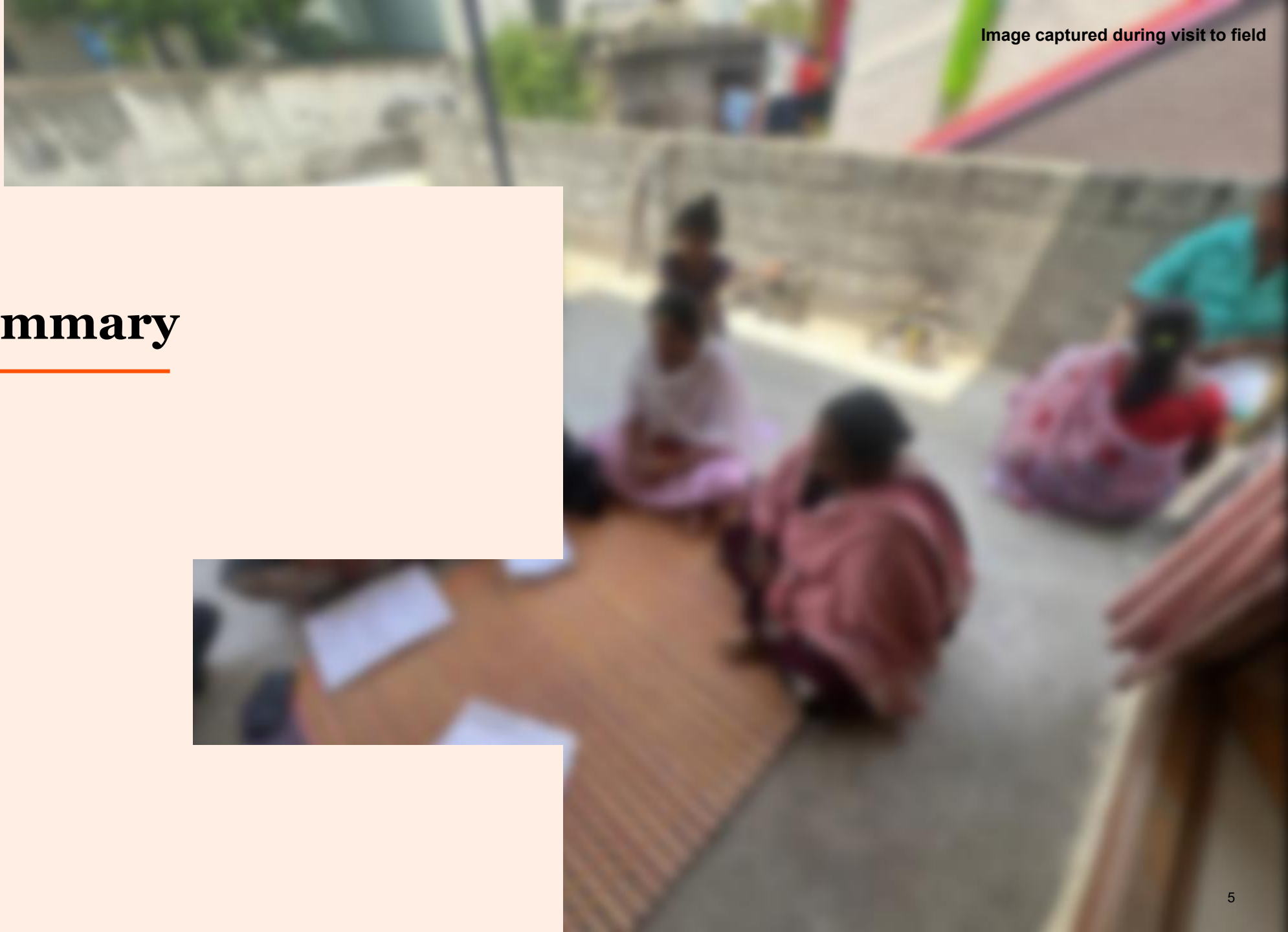
List of Abbreviations

Abbreviation	Full form
AWW	Anganwadi Workers
F&B	Food and Beverage
FGD	Focus Group Discussion
FLN	Foundational Literacy and Numeracy
GDA	General Duty Assistant
HG	Hamara Gaon
KII	Key Informant Interviews
MOA	Multifunctional Office Assistant
PEF	Pratham Education Foundation
SC	Second Chance
TaRL	Teaching at the Right Level
VS	Vocational Skilling

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Executive Summary



Executive Summary of the supported Pratham project

About the project under evaluation[^]

Apple India Private Limited (AIPL) with the support of **Pratham Education Foundation (PEF)** focused on **offering educational opportunities** (completion of class 10) to school dropouts, aiming to **equip young women** from economically disadvantaged communities with **essential job skills** and supporting **learning and education for school going children** through learning camps and foundational literacy and numeracy sessions. The SC interventions were implemented across four districts, of Tamil Nadu & Karnataka. The HG programme covered 32 villages in Tamil Nadu, and the VS covered three training centres located in Karnataka and Tamil Nadu.

 Implementing Partner Pratham Education Foundation	Review Period May 2024 to March 2025 	Locations Tamil Nadu & Karnataka 
 Budget ~4.3 Cr.	Total Interactions 100 – quant 16 – qual 	Research framework IRECS 

AIPL engaged **Price Waterhouse Chartered Accountants LLP ('PWCALLP')** to provide support and assistance for an **independent impact assessment of the Pratham Education project**. This included reviewing the Key performance indicators (KPIs), as defined by the Management under the framework for implementing the CSR project for their outputs, outcomes, and impact. **IRECS Framework (Inclusiveness, Relevance, Effectiveness, Convergence, and Sustainability)** was deployed to assess the impact for the CSR project.

Key Findings:

- ❑ The project **enabled women to complete grade 10 after interruptions ranging from some years to more than a decade**. Helped learners' clear subjects that they had previously failed or found difficulties in. As reported by 94% of women as well.
- ❑ **Women become role models for their children by returning to education**. Strengthened women participation in household decision making. Improved their confidence and dignity by enhancing self worth and belief in personal abilities (97%). As reported by 65% of women, they had an increased earning capability or better job opportunities after passing 10th grade.
- ❑ The respondents **viewed vocational education as a pathway to financial independence, dignity and improved decision-making within the household**. 100% of the interviewed beneficiaries completed their training, irrespective of challenges faced. 91% had no prior income. The vocational skilling programme enabled respondents to transition from having no regular monthly income before training to earning an **average starting salary of INR 13,333 at the time of placement**.
- ❑ **75% reported reading at least one book during the preceding three months**. Younger students mentioned improvements in letter and sentence formation, spacing, speed and accuracy. **50% of students reported the ability to solve basic arithmetic problems** (subtraction, addition etc.)

Recommendation:

- ❑ The three programmes address complementary beneficiary needs but currently function more as parallel interventions than an integrated continuum. Although some linkages exist, particularly between Second Chance and Vocational Skilling, the envisioned end-to-end pathway from learning to livelihoods has not yet been fully realised. **A stronger portfolio approach, supported by formal referrals, common tracking systems, and coordinated programme transitions**, could enhance beneficiary progression and enable the donor to demonstrate collective impact across the lifecycle.

[^]For detailed findings and information about the study please refer to sections 2 to 6

Introduction and Background



CSR at Apple India Private Limited

Apple India Private Limited (AIPL) undertakes CSR programmes according to their CSR policy in categories of **education, employment livelihood generation, environmental sustainability, gender equality, women empowerment, healthcare, disaster relief, financial assistance and funding of technology incubators**. In the FY 24-25 AIPL implemented 8 CSR programmes covering different thematic areas including education, nutrition, environmental sustainability etc. The slide below provides an overview of themes and projects covered in the last financial year.

CSR Themes



Education, vocational skills & livelihoods



Environmental sustainability



Gender equality & women's empowerment



Healthcare, including preventive care



Technology incubators in approved institutions



Disaster relief



Financial assistance to reputable NGOs

CSR Programme in FY 24-25

Pratham Education Foundation

Tamil Nadu • Karnataka

Remedial education & job skilling

EnAble India

Across India

Disability inclusion, education & skills

Barefoot College International

Rajasthan • Manipur • other states

Women empowerment

Applied Environmental Research Foundation

Maharashtra

Mangrove & habitat conservation

Akshaya Patra Foundation

Multiple locations

School nutrition & solar energy

Akanksha Foundation

Mumbai • Nagpur • Pune

Quality education & digital learning

Paperman Foundation of India

Uttar Pradesh

Safe e-waste processing & livelihoods

WWF India

Goa

Marine and plastic waste recovery

Source: [Apple CSR Policy & Annual Report for activities conducted in FY 24-25](#)

About the CSR project under evaluation

Apple India Private Limited (AIPL) with the support of Pratham Education Foundation (PEF) focused on **reaching out to women, girls and children in Karnataka and Tamil Nadu** through the Second Change (SC) Programme, Vocational Skilling (VS) programme, and Hamara Gaon (HG) programme. The activities included (but not limited to) mobilising learners from communities in the two regions, linking learners to skilling programme / onboarding young girls for vocational skilling and improving foundational literacy and numeracy amongst children.

To support 3,640 women, girls and children by providing them

1

Educational opportunities designed to support individuals who were unable to complete their secondary education, with a specific focus on enabling them to successfully attain their Grade 10 qualification.

2

Essential job skills to enhance their employability and create opportunities for both employment and entrepreneurship in the hospitality (MoA, F&B), healthcare, and beauty sectors.

3

With support to strengthen foundational reading and arithmetic skills. Targeted at students enrolled in government schools, and provided focused instructions aimed at improving learning outcomes.

Second Change (SC) Programme

Vocational Skilling (VS) programme

Hamara Gaon (HG) programme

Project Period: April 2024, to March 2025

Project Period: May 2024, to March 2025

Total Budget: ~INR 4.3 Cr

Locations			Total Enrolled in SC	Total Enrolled in VS
	Tamil Nadu (Thiruvallur and Salem)	➡	603 Women	511 Women
	Karnataka (Koppal and Gadag)	➡	591 Women	100 Women

Locations	Total Enrolled in HG
Tamil Nadu (Salem)	1,835 Mothers and Children

Our Scope of work

AIPL engaged **Price Waterhouse Chartered Accountants LLP ('PWCALLP')** to provide support and assistance for an **independent impact assessment of the Pratham Education project**. This included reviewing the Key performance indicators (KPIs), as defined by the Management under the framework for implementing the CSR project for their outputs, outcomes, and impact. **IRECS Framework (Inclusiveness, Relevance, Effectiveness, Convergence, and Sustainability)** was **deployed** to assess the impact for the CSR project.

The scope of work included below activities:

- ❑ Developed understanding of the scope and boundary of the CSR project.
- ❑ Conducted desk review of the documentation provided by AIPL and consultations with AIPL, agreed with the Management on the parameters to be assessed for the Impact Assessment.
- ❑ Carried out the stakeholder mapping for the project to identify key stakeholder groups to be interacted with during the assessment
- ❑ Based on the above, developed the quantitative and qualitative questionnaires to be used during the assessment for conducting in-depth interviews, interactions, meetings with the stakeholders and beneficiaries of the CSR project.
- ❑ Data collection through virtual/ in-person interactions (as relevant) based on the questionnaires developed and consultations done
- ❑ Based on the interactions and discussions, conducted analysis of the information and assessment of outcome/impact was done
- ❑ Developed a report based on the overall findings including the recommendations for Management's consideration



Approach and Methodology



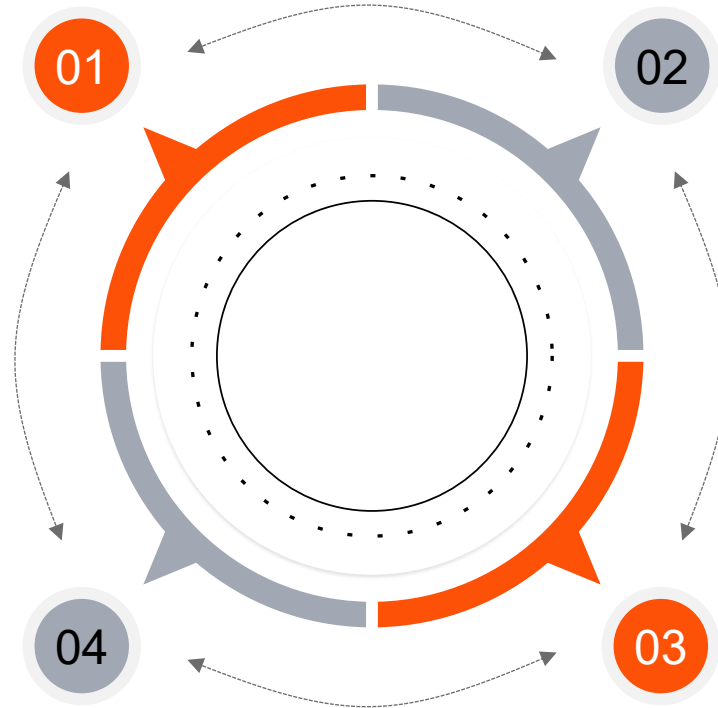
Our Scope of work

Inception meetings and desk review of the project documents

- Held an inception meeting with AIPL to align on engagement scope and expectations from the impact assessment study.
- Sharing the list of project documents with PEF team to initiate the desk review.
- Reviewed project documents thoroughly to gain a comprehensive understanding of the activities involved.
- Finalised the list of key stakeholders.

Data analysis, and report writing

- Developed a detailed plan for in-person and telephonic interactions.
- Carried out field visits and interactions and conducted data analysis basis various parameters of the IRECS framework.
- An impact assessment report was prepared for AIPL, detailing the process, results, key findings and management recommendations.



Sampling and tools preparation

- Developed a mixed methodology, consisting of quantitative and qualitative research design, to conduct IRECS-based impact assessment, ensuring a comprehensive analysis of project-wise outcomes and stakeholder benefits.
- Quantitative tools for interaction with direct beneficiaries and Qualitative tools for interactions with mother groups, trainers and PEF were developed.
- A total of 100 quantitative interactions and 16 qualitative interactions was done, based on the availability of SC, VS and HG beneficiaries.

Field visit for data collection

- Conducted field visit interactions to engage with stakeholders, supported by PEF local teams.
- Performed Quantitative Survey and conducted Key Informant Interviews (KIIs), and Focus Group Discussions (FGDs) following the finalized sampling frame and research tools.
- Beneficiaries of SC, VS were interacted virtually due to the nature of their work and depending on their availability.

IRECS framework for Impact Assessment

The impact of the project was assessed using the IRECS framework. IRECS is geared to provide an overall feedback on the efficacy of implementation as well, as its efficiency in terms of achievement of the desired outputs with reference to inputs. IRECS framework measured the performance of the various projects on five parameters - Inclusiveness, Relevance, Effectiveness, Convergence and Sustainability.

Effectiveness

Have the activities been able to effectively address community expectations? How efficiently have the resources been deployed, monitored and utilised?

Relevance

Are the services /inputs in the project able to meet community priorities? How was the planning done ? Was it participatory ? How were the success indicators developed? Was the community involved in development of project indicators?

Inclusiveness

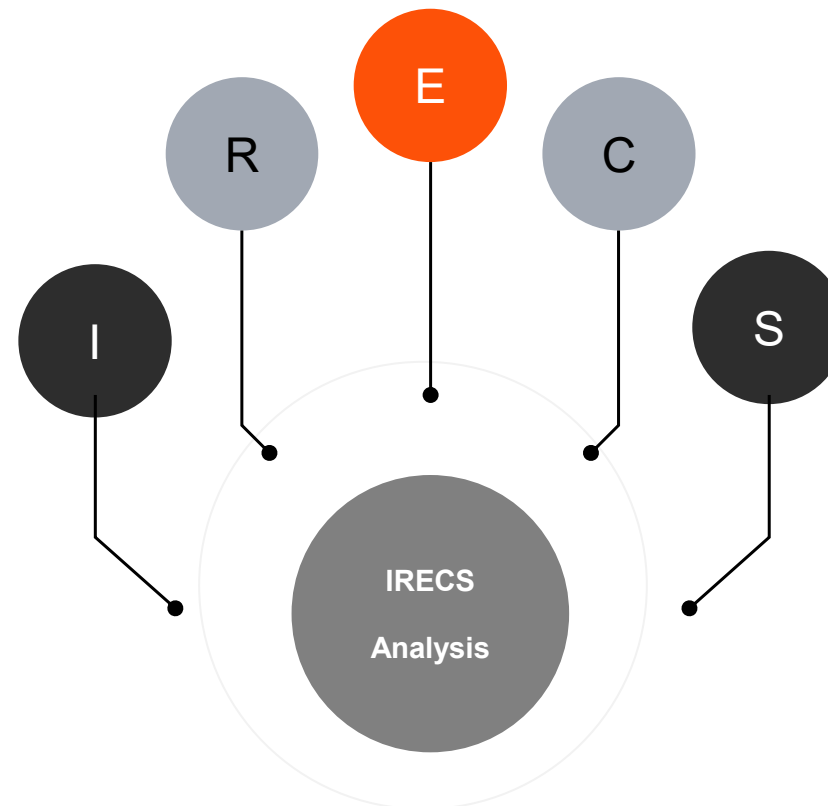
Ability of different stakeholders, particularly poorest and most marginalised - to access the benefits of activities.

Convergence

Degree of convergence with government/other partnerships; relationship between individuals, community, NGOs, institutions and other stakeholders.

Sustainability

Do communities feel ownership over the assets created by the activities and/or will the Project initiated community interventions sustain even after the exit of the funding agency. Has an exit strategy been drafted?



Sampling

Based on the information shared by AIPL and subsequent discussions with the Pratham Education team, it was decided that the impact assessment of the project would be conducted through mixed methodology. For the total **beneficiary reach of 3,640, a confidence level of 95% and Margin of Error of 10%** was considered and the total sample of 94 was estimated. To ensure that adequate representation of each separate programme was included, **final sample of 100** was considered. As each of the three programmes represent a collective CSR project, **the quantitative sample was equally distributed**. Additionally, qualitative interactions were done with Mother groups, Children, Trainers and Pratham staff. As discussed with Pratham team, virtual interactions were conducted with SC and VS beneficiaries. Further those SC beneficiaries that were linked to VS initiatives were not double counted The below tables provide an overview of the quantitative and qualitative sampling.

Quantitative Sampling

Beneficiary type	Sample - Tamil Nadu	Sample – Karnataka	Total Sample	Type of Interaction
Second Chance beneficiaries	17	17	34	Virtual Interactions
Vocational Skilling beneficiaries	17	17	34	Virtual Interactions
Hamara Gaon beneficiaries	32	-	32	In-person interactions
TOTAL			100	

Qualitative Sampling

Beneficiary type	Stakeholder	Total Sample	Type of Interaction
Second Chance beneficiaries	Trainer	2	KII
	Location Manager	2	KII
	SC Beneficiary group	2	FGD
Vocational Skilling beneficiaries	Trainer	2	KII
	Location Manager	2	KII
	VS Beneficiary group	2	FGD
Hamara Gaon beneficiaries	Mother Group	1	FGD
	Children	1	FGD
	Teachers	2	KII
TOTAL		16	

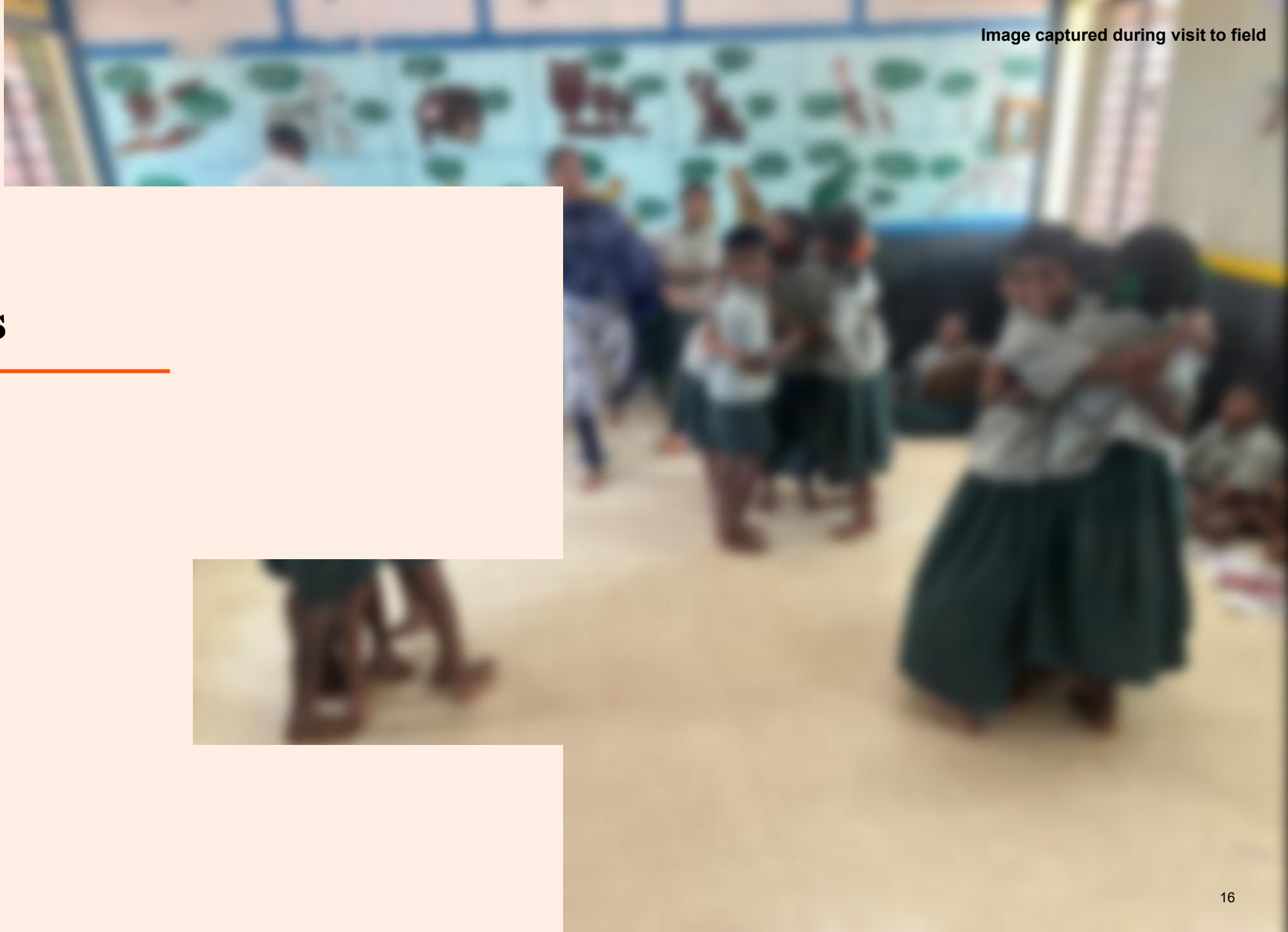
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- ❑ Our scope of work, including any advice / assistance, was limited to the scope of services specifically defined in the Letter. We were not responsible for the implementation of our recommendations.
- ❑ All pictures / images provided in the report have been captured during field visit to project locations.
- ❑ Apple India Private Limited is responsible for the controls over and the security of their website and, where applicable, for establishing and controlling the process for electronically distributing Impact Assessment Report. We remind AIPL that the examination of controls over the maintenance and integrity of the website is beyond the scope of our examination. Accordingly, we accept no responsibility for the completeness and accuracy of the Impact Assessment Report as they appear on AIPL's website.
- ❑ All pictures / images provided in the report have been captured during field visit to project locations.

Assumptions pertaining to this report:

- ❑ The report prepared by the PWCALLP is based upon the (a) information/ documents provided by AIPL (b) data collected during the field visit to the projects' locations by the PWCALLP team. PWCALLP performed and prepared the Information at the client's direction and exclusively for the client's sole benefit and use pursuant to its client agreement. Our report is based on the completeness and accuracy of the above-stated facts and assumptions, which if not entirely complete or accurate, should be communicated to us immediately, as the inaccuracy or incompleteness could have a material impact on our conclusions.
- ❑ PWCALLP's work was limited to the samples/specific procedures described in this report and were based only on the information and analysis of the data obtained through qualitative interviews of beneficiaries supported under the intervention, selected as respondents. Accordingly, changes in circumstances/samples/ procedures or information available could affect the findings outlined in this report.
- ❑ As both the Implementing Partner and AIPL were unable to provide us with the signed NDA/Confidentiality Agreement, we were unable to interact directly with beneficiaries and therefore conducted all interactions in the presence of the PEF team. The PEF team facilitated connections with the relevant stakeholders, following which the interactions were conducted virtually.



Key Findings

Need for the intervention

Need for Re-entry into Education

Many young women discontinue their education due to financial constraints, household responsibilities, and social barriers. The programme provides them with an opportunity to study once again at a later stage of life and gain class 10 qualification

Need for Skill Development

Many girls from low-income households lack industry-relevant skills and face barriers to accessing formal employment opportunities. Vocational training helps build technical, workplace, and life skills that improve job readiness.

Need for FLN Support

A large proportion of children in Omalur, Salem struggle with basic reading and arithmetic, with 69% unable to read a Grade 1-level text and 73% unable to solve basic subtraction problems.

Every branch should have a chance to grow even after interruption

Second Chance

Strengthening the load bearing branches of society

Vocational Skilling

Need for a strong foundation

Hamara Gaon

Need for Improved Life Opportunities

Low educational attainment limits access to higher education, formal employment, and economic independence. Supporting women to complete Grade 10 can enhance confidence, agency, and long-term socio-economic outcomes.

Need for Livelihood Opportunities

Limited employment opportunities contribute to continued economic vulnerability among girls and their families. Placement-linked skilling programmes can improve income prospects, career pathways, and household resilience.

Need for Community-Based Learning

Learning gaps often persist outside school hours and require support beyond the classroom. Engaging mothers, youth volunteers, and communities can reinforce learning, improve participation, and sustain learning gains over time.

Overview of the programme processes (1/2)

Second Chance

PEF followed a 9-month process in the SC programme

1 Beneficiary Identification

- ❑ Local panchayat and local committee's support, demographic details were gathered
- ❑ Women / Girls who dropped out / failed class 10 and have not given again were identified
- ❑ Pratham worker approached and enrolls them in SC programme (if they are interested)

2 Foundation Course (FC) 3 – 4 months

- ❑ Foundation Course focused on bridging learning gaps and strengthening core competencies in Mathematics, Science, Languages, English, and Social Science.
- ❑ Pre- and post-assessments were conducted to measure students' learning levels and track progress throughout the Foundation Course.
- ❑ Life skills sessions were delivered to enhance communication, decision-making, critical thinking, and interpersonal skills.

3 Main Course (MC) 5 – 6 months

- ❑ Main Course commenced, here the focus was on helping learners understand the exam curriculum issued by respective state education boards.
- ❑ The progress during the Main Course is tracked through internal assessments (mock tests)
- ❑ Interactive methods such as activity-based learning, group work and an emphasis on self-learning are the highlights of the course.

Candidates are now ready to sit for 10th boards

Vocational Skilling

PEF followed a 1.5-2-month process in the VS programme

Identified and enrolled girls and women who wish to learn job-specific skills



01

DISCOVER: Awareness & career guidance

Explore trades, understand career pathways and build self-awareness.



02

LEARN: Theory + practical training

Combine virtual or in-person theory with hands-on, expert-led skills training in Healthcare, Hospitality and MOA.



03

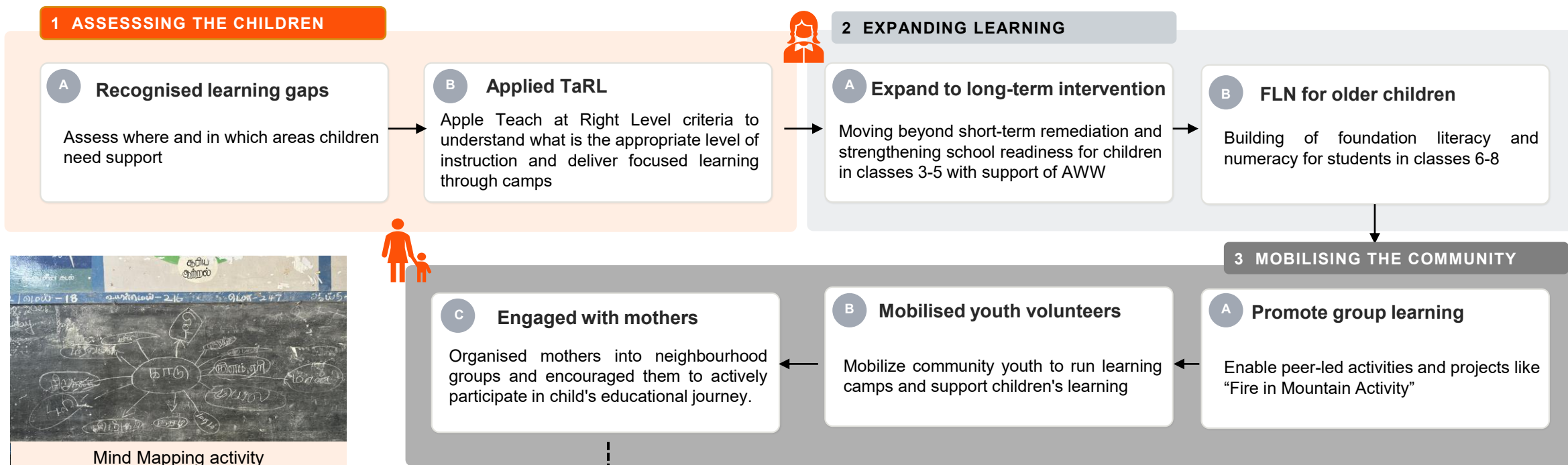
EARN: Placement and Continued support

Access employment or self-employment pathways, followed by mentoring support.

Candidates from Pratham's Second Chance programme are also linked to Vocational Skilling Programmes (if need/want arises). In our assessment it was noted that more than half (59%) of the SC sample were linked to VC programme

Overview of the programme processes (2/2)

Hamara Gaon

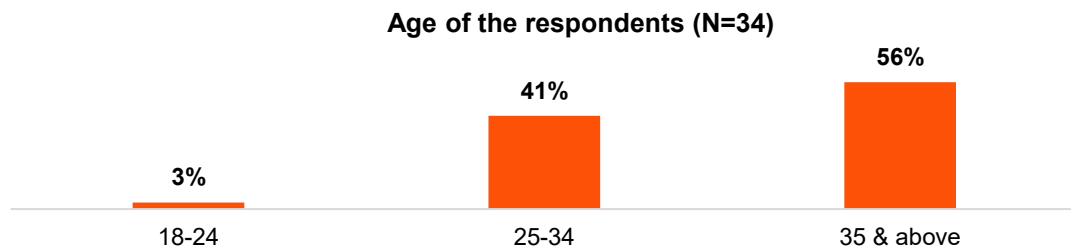


- ❑ Hamara Gaon is Pratham's long-term village transformation model that integrates foundational literacy and numeracy interventions, early childhood education, community participation, youth volunteering, and parental engagement to ensure every child develops strong learning foundations.
- ❑ The programme aims to enable villages, over a three-to-five-year period, to ensure that every child acquires foundational literacy and numeracy skills, particularly at the elementary school level. It also serves as a learning laboratory for testing teaching methods, developing educational materials, and generating evidence that can be shared with governments and partners.
- ❑ By building a connected community learning ecosystem, the programme engages children, families, mothers, youth volunteers, and local institutions while continuously tracking learning outcomes and programme effectiveness to refine and strengthen the approach.

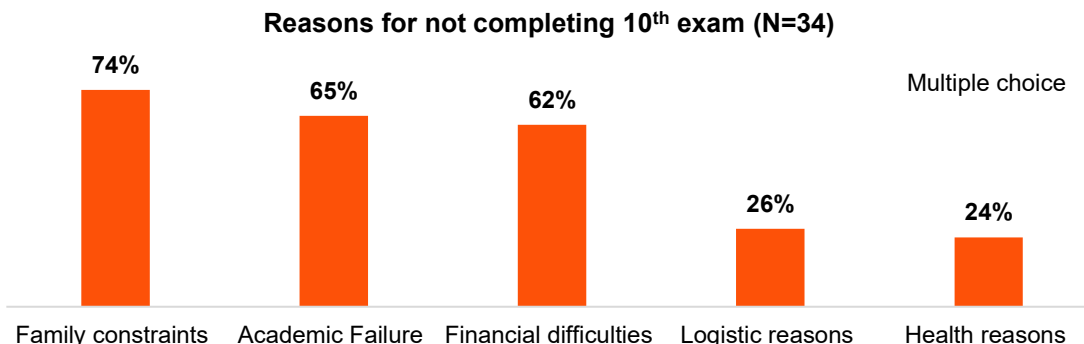
Key findings (1/2)

Socio-demographic profile of SC respondents

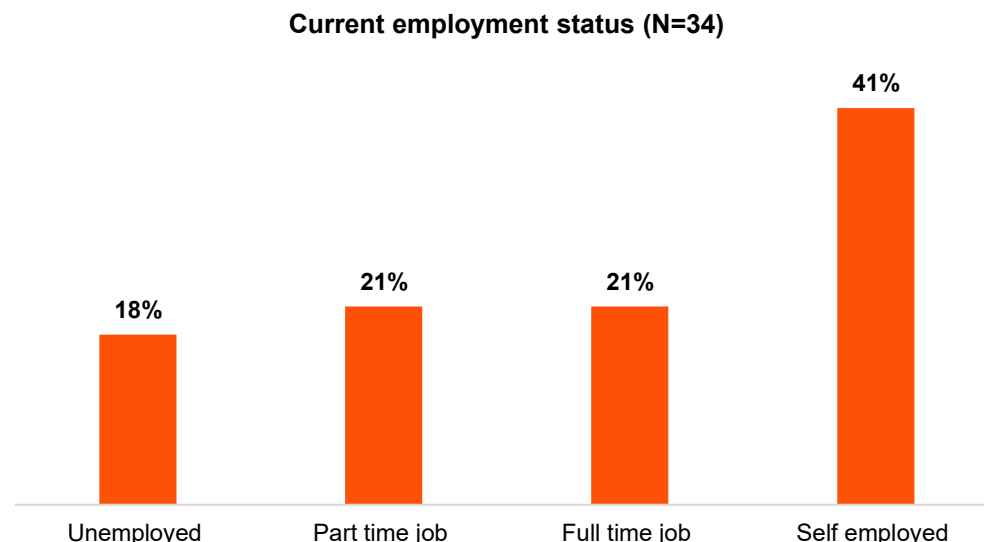
- Over half of the respondents are above the **age of 35 yrs. Showing the relevance of the programme for those who did not pass class 10 many years ago**. The highest ages of the respondents was recorded at 58 yrs.



- As reported, 71% of the sampled beneficiaries had discontinued their education after completing up to Class 9. Some even joined the programme after a gap of 20+ years.
- Qualitative interactions revealed that, after failing Class 10 or completing Class 9, marriage was one of the most cited reasons for discontinuing education, often due to **increased household and caregiving responsibilities**. Other reasons cited include, no **support from husband / family**, **long interruptions from formal schooling**, **logistic reasons like migration**, and **falling ill**.



- Currently, **41% of the respondents are self employed**. These women are running their own businesses from their homes (via the support of PEF skilling programme). While some are running soap making ventures, others are involved in tailoring/stitching activities.
- It was also reported and corroborated from qualitative interactions that some of women who have finished SC programme, **could not continue education (even if they wanted to) as they needed to support the family in household tasks**.
- However, the confidence gained in completed class 10, enabled them to take part-time jobs like MNREGA worker to support family's income.
- During interactions with beneficiaries, it was noted that some had even completed **class 10 via the SC programme and are now enrolled in nursing college (had also completed the GDA course through PEF)**.

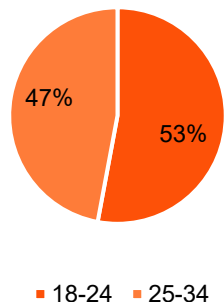


Key findings (2/2)

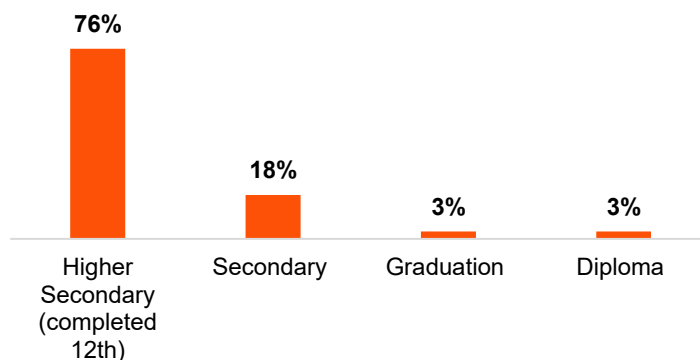
Socio-demographic profile of VS respondents

- Over half of the respondents are in the 18-24 yrs age bracket and have just completed class 12. **Showing the relevance of the programme for those who just finished schooling and are looking for employment opportunities/job specific skills.**

Age of the respondents (N=34)



Education of the respondents (N=34)

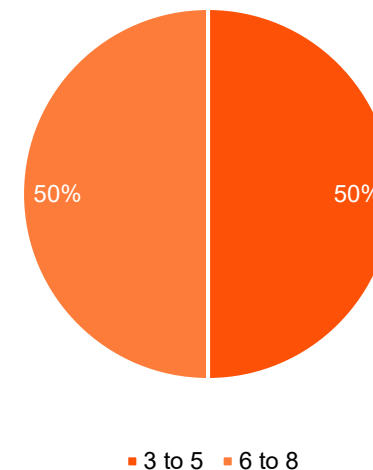


- Significant portion of the respondents came from **economically disadvantaged backgrounds**, as evidenced by the fact that **88%** possessed a Below Poverty Line (BPL) card.
- The incidence of **marriage was high** among participants, with **72%** reporting they were **married**, which implies **additional household financial responsibilities**.
- Additionally, **91% of the respondents were not involved in any income generating activities** prior to joining the Vocational Skilling programme. Average income for those working was reported to be INR 7,500.

Socio-demographic profile of HG respondents

- For the Hamara Gaon programme, an **equal number of children from Grades 3-5 and Grades 6-8** were selected to ensure balanced representation across the primary and upper-primary age groups. This approach enabled the assessment to capture **programme outcomes across different stages of learning and development**.
- On average, **respondent households comprised four family members**, providing insight into the typical family structure of participating beneficiaries. All respondents included in the assessment were from **Salem district, Tamil Nadu**, ensuring that the findings accurately reflect the local programme context.

Grade of students (N=32)



Summary of impact created – *Second Chance beneficiaries*

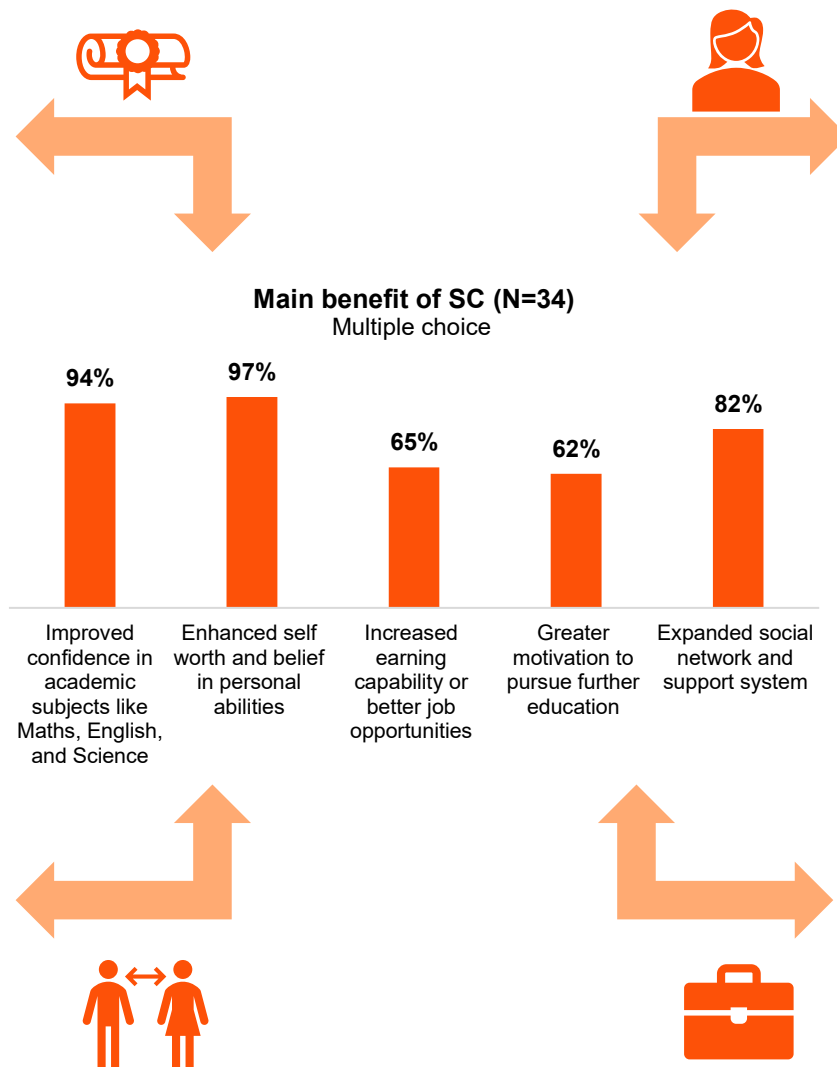
By fostering education interest

- ❑ The project enabled women to complete grade 10 after interruptions ranging from some years to more than a decade.
- ❑ Helped learners' clear subjects that they had previously failed or found difficulties in. As reported by 94% of women as well.
- ❑ Supported transitions into higher education (like nursing colleges, 12th grade, diplomas), vocational training (tailoring, GDA, soap making), jobs (MNREGA, self employment, Local shops etc.)
- ❑ Corroborated by women who reported (62%) greater motivation to pursue further education

By challenging social norms

- ❑ Women become role models for their children by returning to education.
- ❑ Encouraged greater value for girls' education within their communities.
- ❑ Challenged social norms that education ends after marriage.
- ❑ Expanded social networks (82%) and inspired peers and neighbours to explore education and livelihood opportunities.
- ❑ Strengthened women participation in household decision making.

Source: Quantitative data and qualitative interactions with beneficiaries



By encouraging women as examples

- ❑ Encouraged women to become examples for their children and their communities.
- ❑ Improved their confidence and dignity by enhancing self worth and belief in personal abilities (97%)
- ❑ Reduced fears of examinations through constant support of trainers / teachers. Improved personal problem solving, communication skills.
- ❑ Respondents mentioned that the clearing of 10th grade supported in developing a sense of personal achievement. Like one elderly lady mentioned “*Agar mei kar sakti hu tho phir sabhi ladki kar sakte hey*” – *If I can do so then all girls can also do so.*

On opening pathways to livelihood

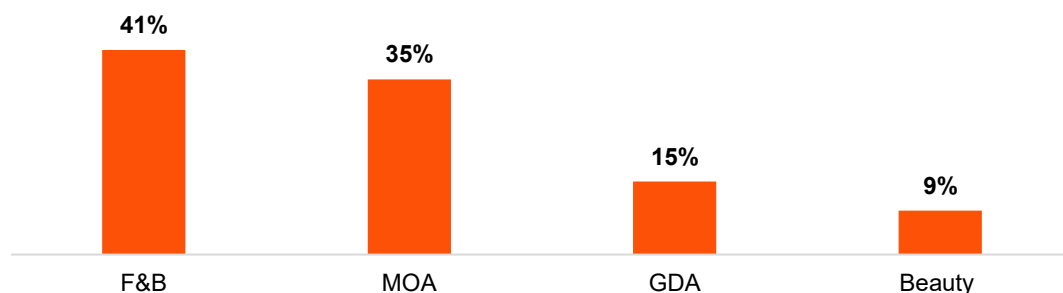
- ❑ As reported by 65% of women, they had an increased earning capability or better job opportunities after passing 10th grade.
- ❑ 18% reported an increase in monthly income by INR 8,000.
- ❑ The women mentioned that due to linkages to VS programme they also had access to nursing, tailoring courses that improved their livelihood opportunities.
- ❑ Many women stated during interactions, that their pathways for future / potential employment is now open and that they no longer feel limited by their education.

Summary of impact created – *Vocational Skilling beneficiaries*

Types of training reported

- ❑ Basis interactions with beneficiaries and trainers, **it was noted that participants came from communities where access to structured, employment-oriented training was limited.**
- ❑ Further these participants required **practical computer knowledge, English-language support and exposure to workplace expectations.** As informed by trainer from Tamil Nadu, many lacked confidence in attending interviews or communicating with prospective employers.
- ❑ The respondents viewed vocational education as a pathway to **financial independence, dignity and improved decision-making within the household.**
- ❑ As reported, the majority of respondents in the sample had undertaken hospitality-related training, with **41% enrolled in Food & Beverage (F&B) courses and 35% in Multipurpose Office Assistant courses.** The remaining respondents had participated in General Duty Assistant and Beauty training programmes.

Type of training completed by respondents (N=34)



- ❑ While efforts were made to ensure balanced representation across different training courses, the final sample was influenced by the availability of beneficiaries to participate in the assessment.

Placement and improved livelihood / income levels

- ❑ While majority of the respondents (**76%**) **reported no challenges** in attending the training programme and placement drives, common challenges reported by the minority included:
 - resistance from spouses, parents or other family members regarding participation, relocation or employment.
 - travelling considerable distances to attend residential or specialised courses.
 - health issues
 - few lacked confidence and found interviews challenging.
- ❑ **100% of the interviewed beneficiaries completed their training**, irrespective of challenges faced. According to qualitative interactions beneficiaries mention how important the PEF team was in mitigating challenges faced by them during the course of training.
- ❑ All trained respondents received placement support, additionally, 91% had no prior income. The vocational skilling programme enabled respondents to transition from having **no regular monthly income before training to earning an average starting salary of INR 13,333 at the time of placement.**
- ❑ Based on qualitative interactions, **current reported earnings ranged from approximately INR 15,000 to INR 30,000 per month**, reflecting differences in sector, role, experience and subsequent career progression.
- ❑ Beneficiaries also mentioned improvements in **confidence, communication, computer proficiency, interview readiness and awareness of employment opportunities.** These capabilities helped participants take initial steps into the labour market, transition to formal employment and, in some cases, establish small businesses or even contribute to their family's income.

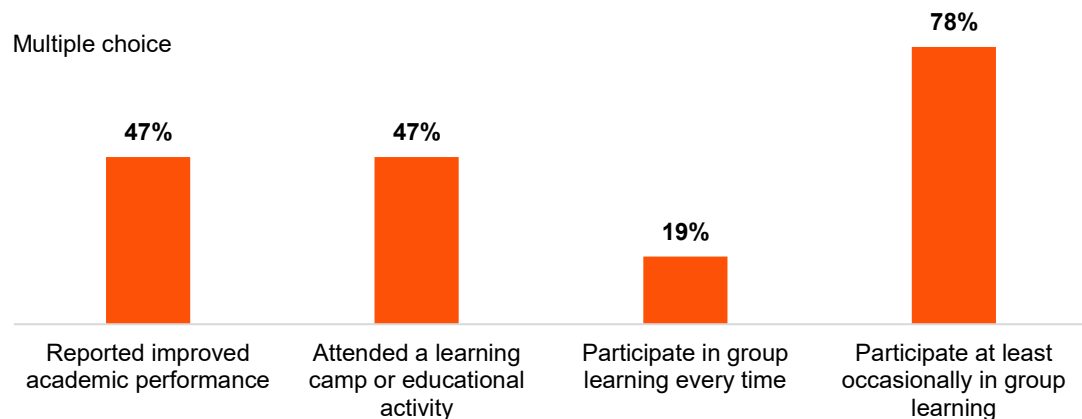
Source: Quantitative data and qualitative interactions with beneficiaries

Summary of impact created – on Hamara Gaon beneficiaries (1/2)

Strengthened children's interest in learning

- ❑ Students across both age groups described mathematics games, storytelling, songs, reading exercises, workbook activities and collaborative tasks as making learning **more enjoyable, practical and easier to remember**. Examples included counting and grouping games, creating different number combinations, matching exercises and joining dots to form shapes.
- ❑ Students reported that regular classes had previously felt repetitive or difficult. Interaction with the programme teacher, **individual support and activity-based group sessions made them feel more comfortable in the classroom** and increased their interest in attending and participating.
- ❑ Based on qualitative interactions, the Community Instruction Mobilizer (CIM) emerged as an important source of support. Students valued the step-by-step explanations, opportunities to clarify doubts and patient repetition of concepts until they understood them.

Students responses on benefits of the HG programme (N=32)



Children are becoming more confident in using foundational skills

Reading

- ❑ Students reported that regular reading practice, stories and workshop materials helped them read more fluently, understand content better and become less hesitant when reading independently or aloud. Their ability to recall characters, events and messages from stories also reflected engagement with the content.
- ❑ **75% reported reading at least one book during the preceding three months**, including 16 students who had read three or more books. This suggests meaningful exposure to reading materials

Writing

- ❑ Younger students mentioned **improvements in letter and sentence formation, spacing, speed and accuracy**. Collaborative story-building and word-based mind maps helped them expand vocabulary, connect ideas and practice creative expression.
- ❑ Older students described **greater confidence in writing examination answers** and using writing in everyday situations, including preparing handwritten messages in Tamil and English.
- ❑ Mothers **corroborated these changes, observing that children had progressed from incomplete words, fragmented sentences and unclear handwriting to neater writing**, more complete sentences and more appropriate use of punctuation.

Numeracy

- ❑ **50% of students reported the ability to solve basic arithmetic problems** (subtraction, addition etc.)
- ❑ Students consistently **identified games and interactive activities as making mathematics easier and more interesting**. Division, which had previously been difficult, was specifically reported as becoming more manageable through step-by-step explanations and repeated practice.
- ❑ Students also described applying numeracy in **daily life by checking prices and change, managing pocket money, reading clocks and calendars, and using phone keypads**. Mothers similarly observed greater confidence in reading time and identifying dates.

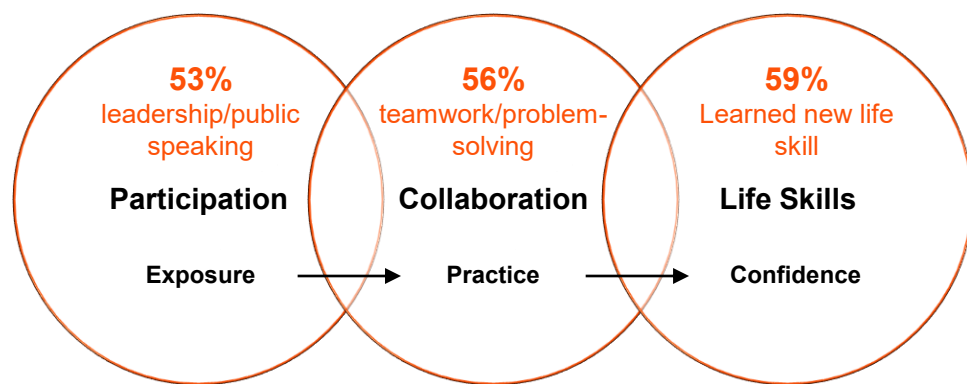
Source: Quantitative data and qualitative interactions with Women beneficiaries

Summary of impact created – on Hamara Gaon beneficiaries (2/2)

Helping children actively seek support and apply learning

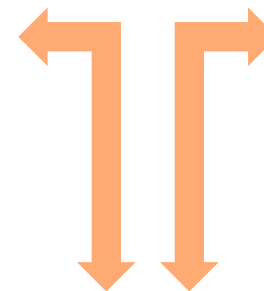
- ❑ Younger students reported **becoming more willing to read independently and attempt answers without fear of making mistakes**. Individual attention and a supportive learning environment helped them participate more confidently.
- ❑ Older students said they were **more comfortable approaching teachers** and the CIM when they did not understand a concept. Instead of leaving doubts unresolved, they used community sessions to ask questions and seek clarification.
- ❑ Students described transferring their learning to the household by helping younger siblings with reading, writing, counting and mathematics. Some also explained concepts to parents, **extending the programme's learning benefits beyond direct participants**.
- ❑ Students expressed interest in learning practical life skills and general knowledge, including road safety, helping others and positive community behaviours.

Students' responses on participation, collaboration and learning new skills (N=32)



From schools to children's homes

- ❑ Mothers reported spending more time supporting their children's studies and gaining a clearer understanding of their own role in education. Mothers' Group sessions demonstrated how games, everyday materials and simple activities could be used to teach concepts at home.



- ❑ Programme workbooks and monthly booklets enabled children to continue reading, writing, colouring and pattern-based activities at home.
- ❑ Mothers felt that these materials made learning more engaging and helped children understand and remember concepts more easily.

A more supportive and continuous learning environment

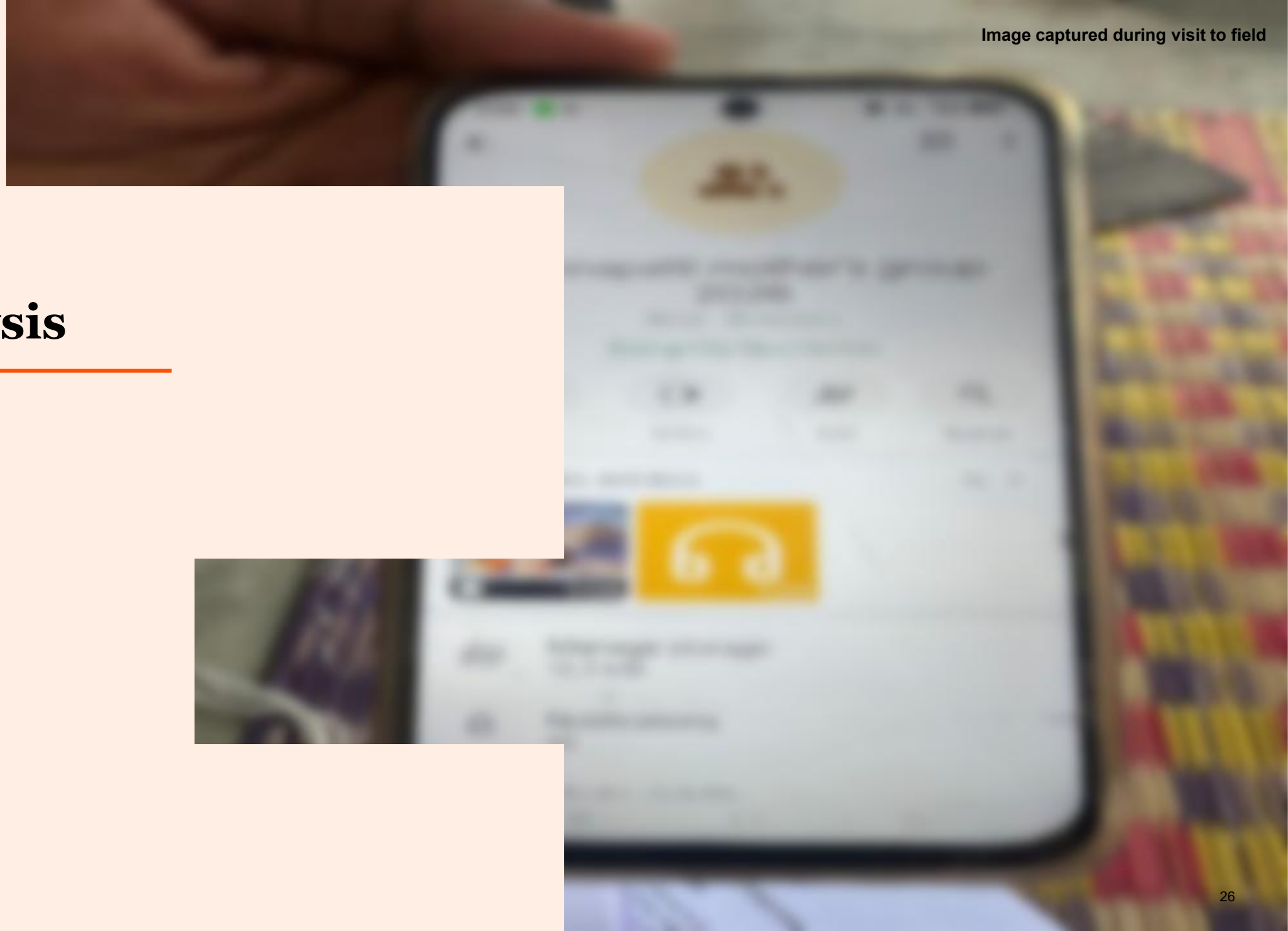
- ❑ Mothers observed improvements in their children's reading, writing, numerical confidence, curiosity and willingness to learn.
- ❑ They also reported more regular learning habits following the CIM's involvement and continued community-level guidance.



Challenges highlighted by Mother Groups

- ❑ Mothers identified excessive mobile-phone use as a continuing barrier to learning at home. Some responded by linking limited phone access to the completion of study activities.
- ❑ Mothers requested ongoing access to activity books and workbooks after the programme concludes.

IRECS Analysis



IRECS Analysis

I

- ❑ Supports children, young people, and adults across different stages of education and employment.
- ❑ Prioritises beneficiaries facing economic, educational, social, and household barriers.
- ❑ Combines academic, life-skills, livelihood, placement, and community-based support.
- ❑ Engages families, volunteers, and local institutions to broaden participation.

R

- ❑ Addresses foundational learning gaps, school discontinuation, unemployment, and limited access to skills.
- ❑ Adapts learning and training to beneficiaries' existing abilities and aspirations.
- ❑ Meets immediate educational needs while creating pathways to higher education, employment, and self-employment.
- ❑ Builds practical skills that beneficiaries can apply in education, work, and daily life.

E

- ❑ Improved academic confidence, self-worth, and motivation among Second Chance participants.
- ❑ Enabled Vocational Skilling participants to complete training and access employment and income opportunities.
- ❑ Strengthened children's interest, participation, and confidence in reading, writing, and numeracy.
- ❑ Improved communication, problem-solving, life skills, and decision-making across programmes.

C

- ❑ Leverages local institutions to strengthen coordination and improve beneficiary outreach across programme components.
- ❑ Facilitates seamless transitions between education, skilling, and employment opportunities, creating a linked support ecosystem.
- ❑ Demonstrates functional convergence by enabling progression from educational attainment to livelihood-oriented skilling pathways.
- ❑ Establishes a continuum of support across learning, education completion, and livelihood development, strengthening the overall beneficiary journey.

S

- ❑ Builds lasting academic, employability, livelihood, and life skills.
- ❑ Encourages community ownership through mothers, volunteers, and local institutions.
- ❑ Supports continued benefits through higher education, employment, and self-employment.
- ❑ Reinforces learning at home through family engagement and accessible learning materials..



Recommendations

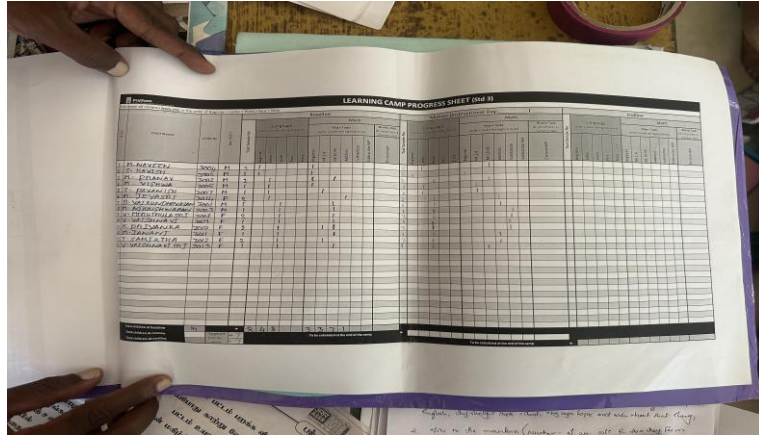
Project recommendations

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Strengthen Integration Across the CSR Portfolio

- ❑ While the three interventions collectively address different stages of the beneficiary lifecycle, the assessment indicates that they currently operate largely as independent programmes with limited structured convergence. Hamara Gaon focuses on foundational learning, Second Chance supports educational re-entry, and Vocational Skilling enables livelihood outcomes, with evidence of some linkages between the latter two programmes. However, the project is not yet functioning as a fully integrated end-to-end pathway as envisioned under the CSR programme design.
- ❑ As this CSR project is ongoing, a more deliberate portfolio approach could be adopted by establishing formal referral mechanisms, common beneficiary tracking systems, shared outcome indicators, and coordinated transition plans between programmes. This would enable beneficiaries to progress systematically from foundational learning to educational completion and eventually to livelihood opportunities, while also allowing the donor to demonstrate cumulative impact across the entire lifecycle rather than reporting programme-level outcomes separately.

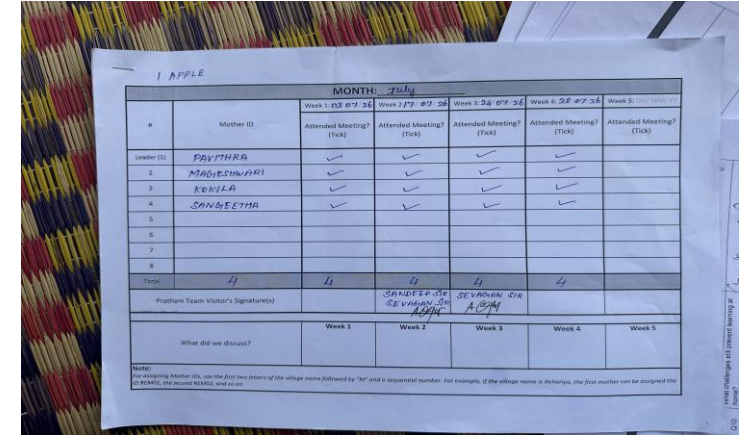
Project photographs



Learning Progress class 3

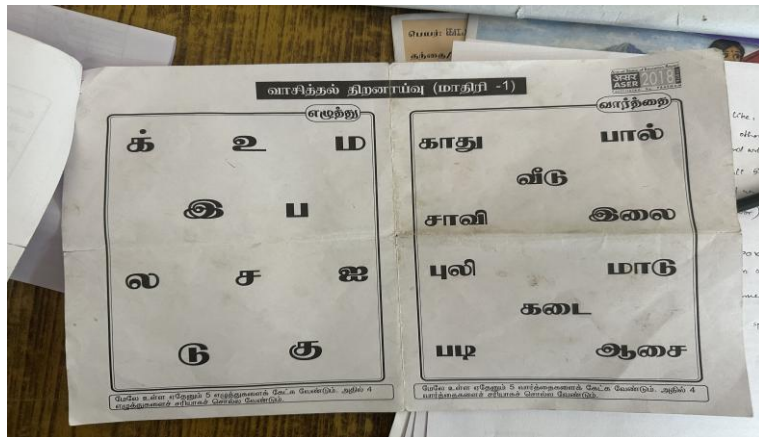


Learning material class 3-5



Mothers group attendance

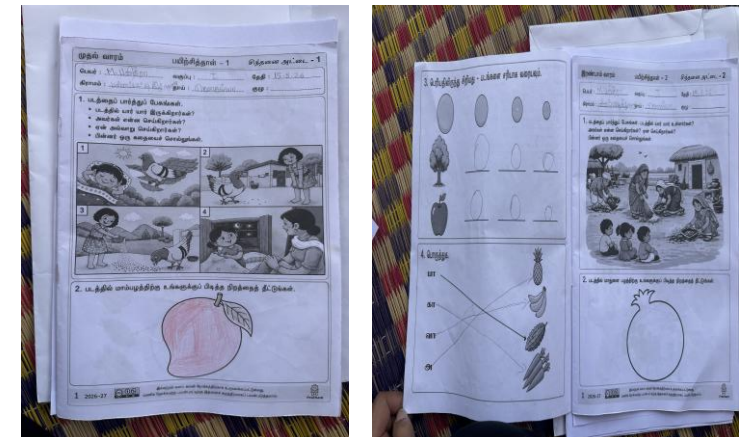
Material used for assessments



Mind Map activity



Workbooks provided to students



Case stories (Names have been removed to maintain confidentiality)



Making Learning Enjoyable and Building Confidence

Before participating in programme activities, a student in the primary grades found regular classroom lessons repetitive and had difficulty with reading, writing and mathematics. The student was hesitant to read independently because of a fear of making mistakes, while division appeared particularly challenging. The introduction of activity-based sessions created a different learning experience. Mathematics was taught through games such as “Fire in the Mountain,” in which children formed groups based on a number called out by the teacher. Other activities encouraged them to identify different combinations that produced the same number. Storytelling, songs, group writing exercises and word-based mind maps also made classroom participation more engaging.

With regular practice, individual support and opportunities to learn alongside peers, the student gradually became more comfortable attempting unfamiliar tasks. Reading became easier, writing became faster and more structured, and mathematical concepts such as division became more manageable. Importantly, the student was no longer as afraid of giving an incorrect answer and began participating more confidently, knowing that the teacher would provide support when needed. This growing confidence extended beyond the classroom. The student began using mathematics to read clocks and calendars, calculate prices and check change while shopping. The student also started helping younger siblings with letters, words and basic counting at home. Through an approach that combined games, practice and encouragement, learning shifted from being difficult and uninteresting to becoming an enjoyable and useful part of everyday life.



A Mother Becomes an Active Partner in Her Child's Learning

Before joining the Mothers' Group, a mother wanted to support her child's education but did not always feel that she had the knowledge or methods required to respond to questions and learning difficulties. Learning at home was not consistently structured, and mobile phone use frequently competed with the child's study time. Through the Mothers' Group sessions, she learned how games, pictures, workbooks and everyday materials could make learning more engaging. The Community Instruction Mobilizer demonstrated activities that mothers could use to explain mathematical concepts and encouraged them to sit with their children and participate in their learning. Monthly activity booklets provided further opportunities for reading, writing, colouring and pattern-based exercises at home.

As the mother became more involved, she began noticing changes in her child. Reading and learning became more interesting, while writing improved from incomplete words and broken sentences to clearer handwriting, complete sentences and more appropriate punctuation. Her child also became more confident in using numbers to read the time and identify dates on a calendar. The programme also changed the mother's perception of her own role. Rather than viewing educational support as something that could only be provided by a teacher, she gained confidence in guiding learning at home. To manage mobile phone usage, she began encouraging her child to complete a defined period of study before receiving limited phone time. She also intended to continue using or independently obtaining visual and activity-based learning materials after the programme.

Thank you

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