Executive Summary

P&G Shiksha Impact Assessment Report (2022-23)

Prepared For

P&G

PROCTER & GAMBLE HYGIENE AND HEALTH CARE LIMITED

Prepared By

SoulAce
Path to Sustainability

SOULACE CONSULTING PVT LTD

ISO 27001:2013 Certified

DELHI NCR | MUMBAI | KOLKATA

Website: www.soulace.in;   Email: enquiry@soulace.in

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STUDY OVERVIEW

Background

P&G commissioned an impact assessment study to evaluate the effectiveness of the 7 projects implemented in the year 2022-23, under the umbrella of its flagship program in education, P&G Shiksha. These initiatives were dedicated to various facets of augmenting students' educational achievements and encompassed a range of age cohorts, spanning from kindergarten children to individuals aspiring for higher education. The primary objectives of these endeavors were to tackle the socioeconomic and gender disparities encountered by the recipients, pave the way for sustained success in their educational journey, and catalyze systemic transformations in the educational ecosystem.

The OECD-DAC Evaluation Framework

The research study utilized the OECD-DAC framework for evaluation, ensuring adherence to internationally recognized standards and norms. This framework provided a robust and standardized approach to assess the project's impact, maintaining the credibility and relevance of the research findings.

RELEVANCE is the intervention doing the right things?

COHERENCE how well does the intervention fit?

EFFECTIVENESS is the intervention achieving its objectives?

EFFICIENCY how well are resources being used?

IMPACT what difference does the intervention make?

SUSTAINABILITY will the benefits last?

EVALUATION CRITERIA

The Rationale for Rating: The rating criteria used to assess programs using the OECD Framework for evaluation are based on well-defined sub-indicators that provide a comprehensive evaluation. This checklist of sub-indicators has been internally developed by the SoulAce research team and helps ensure a thorough analysis and accurate rating of program performance. Here are a few examples of the sub-criteria for each parameter in the evaluation framework. Please note that the sub-criteria vary a bit based on the context and nature of the project.

Relevance: Resonance with Beneficiary Priorities, Speaking to Relevant Issues, Coverage of the Right Target Group, and Sensitivity to Local Context.

Coherence: Resonance with National Developmental Priorities, Synchrony with International Laws and Commitments, Strategic Alignment (Harmonizing Program Goals with Business Objectives), and Social and Environmental Responsiveness.

Efficiency: Clear definition of roles, optimal utilization of human and material resources, timeliness of delivery, Robust Monitoring and Evaluation Systems and Processes.

Effectiveness: Formulation of SMART objectives, Extent of Achievement of Program objectives, and Progress made against qualitative indicators.

Impact: Community awareness, Buy-in & ownership, Empowerment (individual and community), Acquisition of Transferable Aptitudes and Skills, Evidence of change in socioeconomic conditions of the beneficiaries, and Shift in sociocultural norms.

Sustainability: Knowledge Transfer and Capacity Building, Strengthening Collaborative Institutional Frameworks (material and others), Financial Viability after exit, and Replicability & Scalability.

Project- P&G Shiksha: Freedom Through Education, School Infrastructure Support

Implementing Partner: Round Table India

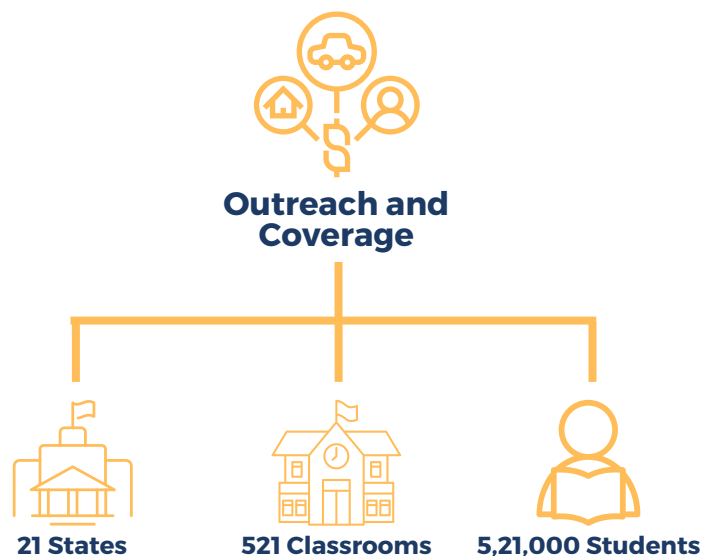| Research Methodology				
Year of Implementation	**Type of Beneficiaries**	**Sample Covered**	**Project Location**	**Stakeholders Covered**
2022-2023	Students	267 direct beneficiaries	Pan India	Teachers, Parents & Project team

Project Background

P&G, in collaboration with Round Table India, implemented the Freedom through Education Project under its flagship initiative in Education, P&G Shiksha. The project aims to enhance infrastructure in public schools catering to underprivileged children. Between 2022 and 2023, the project achieved the construction of 521 Classrooms in 144 schools across 21 states in India, equipping them with vital amenities for a conducive learning environment.

Project Design

Strategic Partnership with RTI for Expertise, Outreach & Scalability

Branding Strategies for Visibility

Engagement with DIstrict Education Department

Collaborative Grant-based Model for School Infrastructure Development

Rigorous Monitoring and Evaluation

Targeted School Identification

Staged Implementation System

Findings of the Study

Outreach and Coverage

21 States   **521 Classrooms**   **5,21,000 Students**

Students' & Teachers Survey

- All students expressed their delight in the newly constructed, visually appealing classrooms in their schools.
- The newly constructed toilet blocks were utilized by 100% of students, who also commended their cleanliness and hygiene maintenance.
- In schools where Science labs were constructed, 76% of students expressed contentment with the adequate space available within the lab.
- Of students from schools where new playgrounds were constructed, 86% of them reported having access to ample open space for playing and engaging in sports activities.
- 89% of teachers from schools where Computer labs were instituted reported increased access to digital educational resources.

Parents' Survey

- All the parents unanimously agreed that the infrastructure development project is highly relevant.
- A majority of the parents, 95%, felt that the intervention had greatly enhanced the attractiveness and functionality of the classrooms.
- All the parents also mentioned that the current toilet facilities in the school are in good repair and felt that the construction of toilet blocks was very relevant in improving the school infrastructure.

Impact Created

Perception of the Students

- Enhanced school infrastructure and attractive classrooms led to a remarkable increase in eagerness to attend school, as reported by 96% of students.
- Academic motivation and participation in class activities witnessed a substantial boost, as reported by 88% of students.

- The construction of science labs in schools resulted in 96% of students expressing heightened motivation to learn science through practical experiments.
- The introduction of playgrounds in schools led to 94% of students feeling motivated to attend school and actively engage in physical activities.
- Teacher support in facilitating student learning was perceived as more effective by 89% of students.

Perception of Teachers/ School Heads

90% of the teachers/school heads from schools where toilets were constructed reported that the load on toilets, as well as absenteeism among girls, has greatly reduced.

A majority of the teachers, 91%, from schools where Computer labs and/or Science labs were constructed reported increased digital literacy, engagement and participation among students.

- Most of the teachers, 67%, reported a significant to moderate impact of the intervention on the overall learning environment of the school, interest and motivation levels, and the overall learning outcomes of the student
- Close to 50% of the teachers also reported an improvement in enrollment rate, attendance, and retention rates.
- A significant proportion of the teachers, 78%, from schools where a science lab was constructed reported improved Science learning through enriched practical and experiential learning experiences.

Perception of Parents

84% of the parents reported that their ward's motivation to attend school has significantly increased and 68% observed that their academic performance has improved as a result of the improvement in infrastructure.

- 90% of the parents expressed a high level of satisfaction with the current infrastructure of the school.

Rating based on OECD Framework

Relevance	● ● ● ● ●	Effectiveness	● ● ● ● ◐	Impact	● ● ● ● ○
Coherence	● ● ● ● ●	Efficiency	● ● ● ● ◐	Sustainability	● ● ● ● ○

Index: 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

Project- P&G Shiksha: Early Childhood Education Project

Implementing Partner: Pratham

Research Methodology

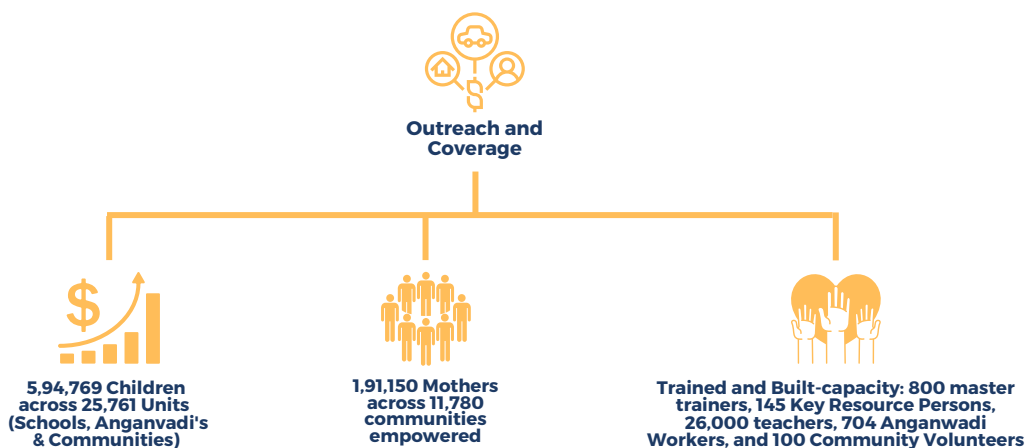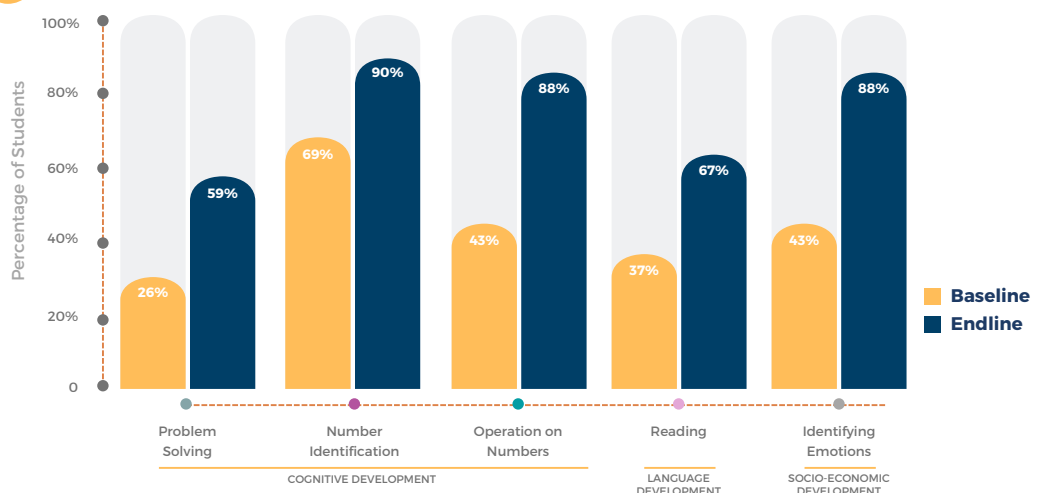| Year of Implementation	Type of Beneficiaries	Sample Covered	Project Location	Stakeholders Covered
2022-2023	Students	229	Delhi, Himachal Pradesh, Madhya Pradesh, Maharashtra and Telangana	Teachers, Parents (Mothers), Anganwadi Workers & Project team

Project Background

The Early Childhood Education Project by Pratham Foundation under P&G Shiksha is an initiative focused on improving early childhood education in India, particularly in underprivileged communities. Through partnerships with the government and stakeholders, the project aims to create a strong foundation for children's development. It includes curriculum development, capacity building, community engagement, and monitoring to ensure holistic and inclusive education. Operating within the government system, the project empowers structures for long-term sustainability and aims to promote access to quality education for all children in India.

Findings of the Study

Outreach and Coverage

5,94,769 Children across 25,761 Units (Schools, Anganvadi's & Communities)

1,91,150 Mothers across 11,780 communities empowered

Trained and Built-capacity: 800 master trainers, 145 Key Resource Persons, 26,000 teachers, 704 Anganwadi Workers, and 100 Community Volunteers

Student Assessments

Proportion of Children at Level 2 or Above in Different Learning Domains

Percentage of Students

Domain	Baseline	Endline
Problem Solving	26%	59%
Number Identification	69%	90%
Operation on Numbers	43%	88%
Reading	37%	67%
Identifying Emotions	43%	88%

- Problem Solving, Number Identification, Operation on Numbers: COGNITIVE DEVELOPMENT
- Reading: LANGUAGE DEVELOPMENT
- Identifying Emotions: SOCIO-ECONOMIC DEVELOPMENT

Legend: Baseline, Endline

- **Cognitive Development**
  - **Problem-Solving:** There was a significant improvement in students performing at grade-level proficiency in problem-solving, with 59% of theme demonstrating proficiency compared to 26% in the baseline.
  - **Number Identification:** There was a notable increase from the baseline in the proportion of children achieving grade-level proficiency in number identification with 90% of the students demonstarting proficiency in the endline as compared to .69% in the baseline.

Operation on Numbers: A remarkable increase was observed in the proportion of children meeting the grade-level criteria for operations on numbers. It rose from a baseline of 43% to 88% in the endline.

Language Development: There was a substantial improvement in the proportion of students performing at grade-level proficiency in reading from a baseline of 37% to 67% in the endline.

Mothers' Survey

- **Socio-emotional Development:** A significant increase was also observed in the proportion of students meeting grade-level expectations in identifying emotions, with 88% of them demonstrating proficiency as compared to the baseline percentage of 43% .
- 86% of mothers expressed high satisfaction with the support and resources provided by the project for their child's early development.
- 57% of the mothers participated in the Anganwadi project and reported receiving training for supporting their child's learning at home and actively participating in community-based mothers' groups.
- 100% of mothers reported consistent receipt of weekly instructional materials and resources, with 86% finding them very helpful in supporting their child's learning at home by conducting school-readiness activities.

Anganwadi Workers' Survey

- 80% of the Anganwadi workers have received extensive training to enhance their capacity in implementing the project effectively.
- The training program covered key components such as child development, early education, and language and communication development, as reported by 80% of the Anganwadi workers.
- 60% stated that the project is highly relevant in addressing the challenges faced by Anganwadis.
- 80% reported the implementation of language development activities as part of the project, followed by 60% mentioning nutritional support and meal planning activities.

Qualitative Teacher's Interactions

The findings from teacher interactions revealed that:
- The schools initially faced significant linguistic and cognitive deficits among children, as well as limited parental involvement. However, the project has been deemed relevant in addressing these needs and the community and mothers have actively participated in its implementation.
- The project's implementation in the school is well-structured and organized. Various activities, such as cognitive skill development, social-emotional skill development, and creative arts and expression, are conducted to support the holistic development of children.

Impact Created

Perception of Mothers

71% of the mothers reported feeling more equipped and confident in supporting their child's learning and development at home through their participation in the mother's group activities.

86% of the mothers noticed an increase in their child's motivation to learn as a result of engaging in their mother's group activities.

- 71% of the mothers found the mother's group meetings to be empowering and informative.

Perception of Anganwadi Workers

80% of the Anganwadi workers felt that the active involvement of mothers in the project has positively impacted the overall development of children.

60% of them stated that the community is highly engaged and actively supports the project, participating in decision-making processes and advocating for the project.

- 60% of them opined that parent-teacher conferences and meetings have proven effective in documenting and tracking the progress of children attending Anganwadis.

Perception of Teachers

Effective documentation and tracking of children's progress under the project have allowed for tailored teaching approaches.

The project has showed a significant positive impact on children's learning and overall development.

- Teachers feel better equipped after undergoing comprehensive training, focusing on school readiness, foundational literacy and numeracy, cognitive development, and language development activities.

Rating based on OECD Framework

Relevance	● ● ● ● ●	Effectiveness	● ● ● ● ◐
Impact	● ● ● ● ○	Coherence	● ● ● ● ●
Efficiency	● ● ● ● ◐	Sustainability	● ● ● ● ◐

Index : 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

Project- P&G Shiksha: Hamara Gaon, Remedial Learning Project
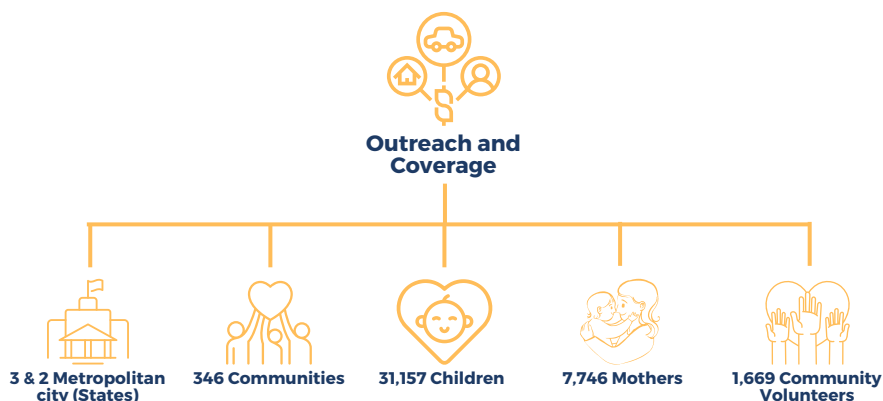
Implementing Partner: Pratham

Year of Implementation	Type of Beneficiaries	Sample Covered	Project Location	Stakeholders Covered
2022-2023	Students	256	Delhi, Rajasthan, Mumbai, Maharashtra and Telangana	Teachers, Parents (Mothers) & Project team

Project Background

P&G partnered with Pratham Foundation to implement Hamara Gaon under its flagship initiative in Education, P&G Shiksha. This project focuses on strengthening foundational literacy and numeracy skills by engaging key stakeholders in communities and villages. It aims to foster a conducive learning environment, promote community interaction, raise awareness about education, and improve learning outcomes. In the year 2022-23, the project covered 336 communities, benefiting 34,154 children, and 7,746 mothers, and engaging 1,669 community volunteers.

Findings of the Study

Outreach and Coverage

| 3 & 2 Metropolitan city (States) | 346 Communities | 31,157 Children | 7,746 Mothers | 1,669 Community Volunteers |

Improvement in Reading Proficiency of Students as Compared to the Baseline

Analysis of the students' assessment data showed a noticeable upward trend in the percentage of students at higher levels of reading proficiency.

Conversely, the analysis revealed a consistent decline over time in the percentage of students at lower levels of reading proficiency as a significant percentage of these children upgraded to a higher learning level.

Change in Reading Proficiency from Baseline to Endline
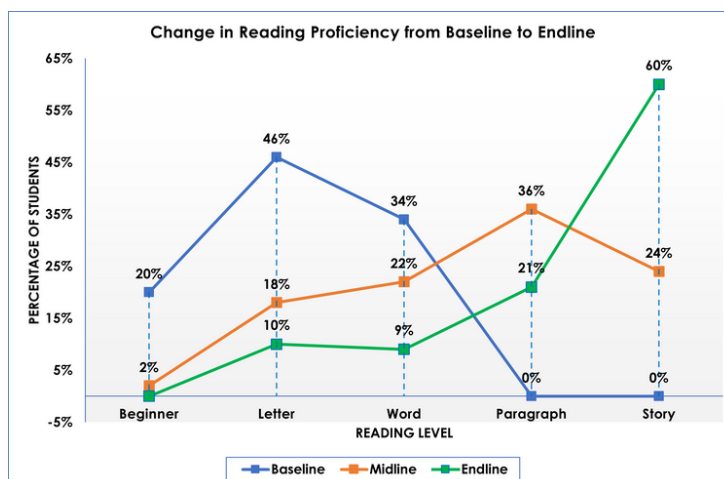
Story Level: The proportion of students proficient in reading a story fluently saw a remarkable surge of 60%, where none of them were at this level in the baseline.

Paragraph Level: The percentage of students capable of reading a paragraph fluently experienced a noteworthy increase by 21% from baseline, where none of them were at this level.

Beginner Level: The percentage of students unable to read letters, witnessed a remarkable decrease of 20% from baseline to endline (0%).

Improvement in Mathematical Proficiency of Students as Compared to the Baseline

The analysis of students' assessment data showed a steep upward trend in the percentage of students at higher levels of mathematical proficiency.

Conversely, the data revealed a steady decline over time in the percentage of students at lower levels of mathematical proficiency as a significant percentage of these children graduated to higher levels of reading proficiency.

Change in Mathematical Proficiency from Baseline to Endline
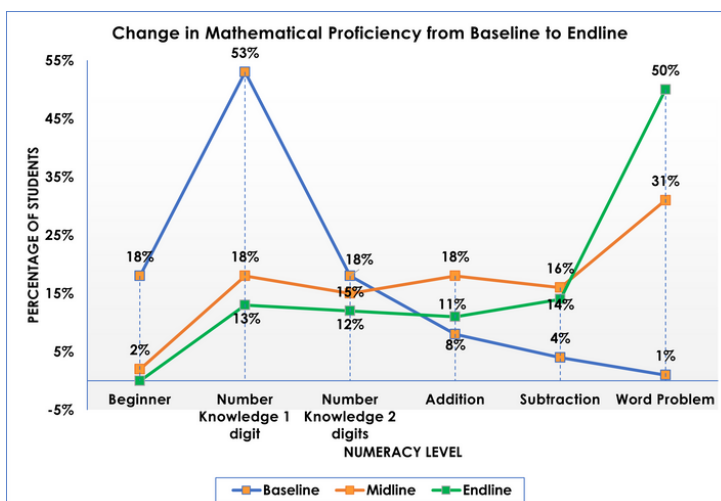
Word Problem Level: The proportion of children able to solve word problems saw a remarkable jump to 50% from the baseline proportion of 1%.

Beginner Level: None of the children in the endline showed a lack of number knowledge as compared to 18% in the baseline.

Operations on Numbers Level: The proportion of children who were able to add successfully rose to 18% from a baseline level of 8% while the proportion who were able to subtract rose to 16% from the baseline level of 4%.

Number Knowledge (2-Digits) Level: The proportion of students who were only able to demonstrate knowledge of double-digit numbers dropped to 12% from the 18% in baseline.

Number Knowledge(1-Digit) Level: The proportion of students who were only able to demonstrate knowledge of single-digit numbers plummeted to 13% as compared to the baseline proportion of 53%.

Findings from the student and Teachers/School Heads' survey

- All the students reported that they thoroughly enjoyed participating in the learning camps that included fun group activities as well as storytelling sessions and that they received enough support and guidance to improve their learning.
- All the teachers reported that light touch activities, and engagement with mothers, while 67% reported provision of level-appropriate instructional input for children, and conduction of volunteer-led community activities were the key components of the project.
- All the teachers mentioned that Teaching at the Right Level (TaRL), cooperative learning, differentiated instruction strategies and extensive usage of manipulatives in the remediation camps

Findings from Mothers/Anchor Mothers & Community Volunteers & Opinion Leaders Survey

- 93% of the mothers reported that they received training for supporting their child's learning at home, which included weekly instruction materials and resources through WhatsApp, that enabled them to conduct home-based activities to promote school readiness.
- Around 50% of the volunteers experienced increased confidence in supporting children's learning as a result of the training received and were able to participate in organizing community events/melas and facilitating learning sessions for children or mothers' groups.
- 90% of the opinion leaders acknowledged the project's high relevance for the needs of children, and the community demonstrated deep involvement.
- All opinion leaders reported receiving project information and updates through community meetings, project team meetings with the Panchayat, and other events.

Impact Created

Perception of the Students

All the students stated that the learning camps had a profound impact on their math and reading skills, enhancing their learning experience, making it enjoyable, and interesting, and ultimately transforming them into better learners.

All the students said they feel more motivated to go to school and that their attendance has improved.

Perception of Teachers/ School Heads

All teachers unanimously reported a substantial improvement in students' motivation and interest in learning mathematics.

33% of teachers noted a high increase in student attendance, while 67% reported a moderate increase since the project's implementation.

- A significant proportion of teachers, 67%, observed a significant improvement in students' learning after participating in the remediation project.
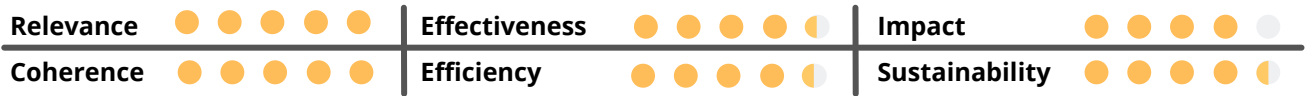
Perception of Mothers, Community Volunteers

93% of the mothers reported a notable increase in their involvement in their child's development through participation in the mother's group and expressed a high level of satisfaction with the support and resources provided by the intervention.

An informative and empowering experience was reported by 80% of the mothers as a result of mother's group meetings and the activities conducted therein.

- 87% of mothers reported feeling more equipped and confident in supporting their child's learning and development at home.
- A majority of mothers, 87%, reported an increase in their child's motivation to learn and the children's academic performance has also seen improvement.
- All volunteers unanimously agreed that the project has made a significant improvement in children's learning outcomes.

Rating based on OECD Framework

Relevance	●●●●●	Effectiveness	●●●●◐	Impact	●●●●○
Coherence	●●●●●	Efficiency	●●●●◐	Sustainability	●●●●◐

Index : 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

Project- P&G Shiksha: Remedial Learning through Technology
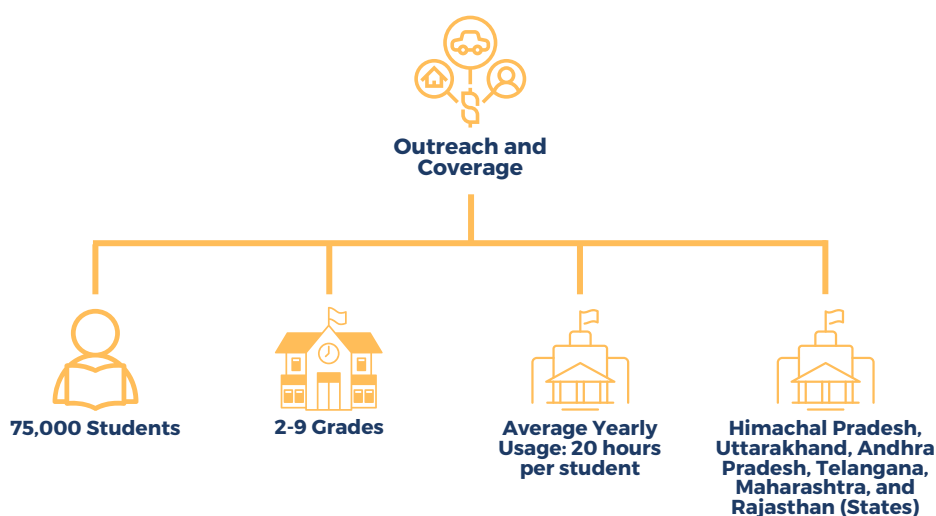
Implementing Partner: Educational Initiatives (Ei)

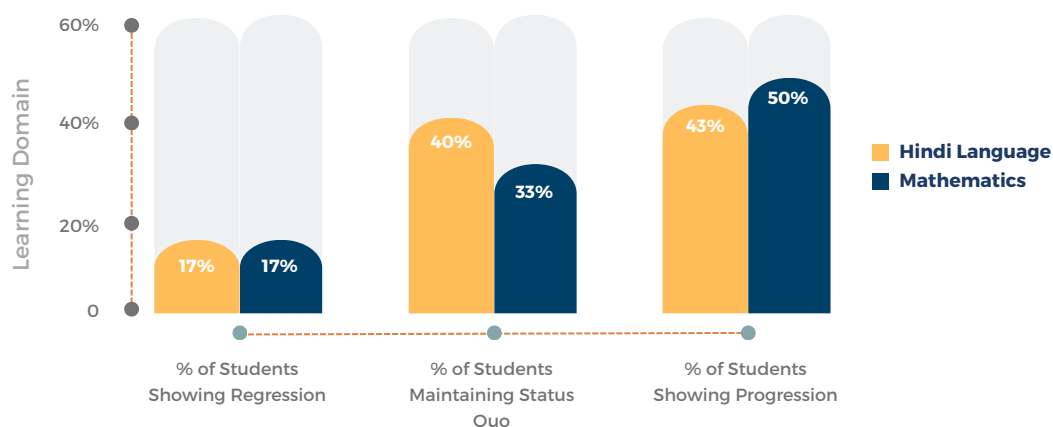| Research Methodology				
Year of Implementation	**Type of Beneficiaries**	**Sample Covered**	**Project Location**	**Stakeholders Covered**
2017-2023	Students	266	6 States in India	Teachers, Parents & Project Team

Project Background

P&G, in partnership with Educational Initiatives, implemented the Remedial Learning Through Technology Project as part of the P&G Shiksha program. The project utilizes Mindspark, an AI-driven adaptive learning software, to assess students' actual learning levels in public schools and provide personalized instruction tailored to each student's needs, aiming to achieve grade-level proficiency. Mindspark has been developed based on extensive student assessments, qualitative interactions with students and teachers, and a focus on addressing common misconceptions and errors in language and mathematics. The project emphasizes progressive pedagogies, empowering learners through inquiry-based learning approaches.

Findings of the Study

Outreach and Coverage

- **75,000 Students**
- **2-9 Grades**
- **Average Yearly Usage: 20 hours per student**
- **Himachal Pradesh, Uttarakhand, Andhra Pradesh, Telangana, Maharashtra, and Rajasthan (States)**

Student Assessments

Learning Progression of Students across Grades & Locations as Compared to the Baseline

Chart (Learning Domain %):

- % of Students Showing Regression: Hindi Language 17%, Mathematics 17%
- % of Students Maintaining Status Quo: Hindi Language 40%, Mathematics 33%
- % of Students Showing Progression: Hindi Language 43%, Mathematics 50%

Legend: Hindi Language (orange), Mathematics (blue)

According to the assessment data, there was notable progress in learning levels among students in both the Hindi language and Mathematics.

43% of the students in Hindi language and 50% of the students in Mathematics showed progression by one or more levels as compared to the baseline.

40% of the students in Hindi language and 33% of the students in Mathematics maintained the status quo as compared to the baseline.

- 17% of students in both Hindi language and Mathematics experienced a decline in learning levels as compared to the baseline.

The Assessment Tool:

The project adopts a unique approach to measuring proficiency by utilizing learning levels instead of traditional continuous measurement scales. While this method is effective pedagogically, it can be relatively limited when it comes to assessing impact.

Learning levels are ordinal and operate as step functions, requiring a significant amount of learning for a child to progress to the next level. As a result, a child may demonstrate substantial learning but not show progress on the system until they meet the criteria for advancing to the next level, which typically corresponds to one year of quality schooling.

Interpretation of Results:

Over an eight-month period, including a period of school closure, the project has, on average, facilitated a one-level improvement in students' learning levels. Notably, approximately 50 percent of students have advanced by at least one or more learning levels from their starting point.

Extensive empirical studies have provided substantial evidence indicating that a small proportion of students inevitably experience regression in learning, irrespective of the quality of educational inputs. Within the framework of the project, various factors, including school closures during vacations, average app usage rates, the home environment, and socio-economic challenges such as participation in seasonal labor, are presumed to have exerted a significant influence on the observed regression in learning outcomes [1].

[1] *The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta-Analytic Review*

Students Survey

- 74% of the students said they liked learning language and math with the AI-powered project because it's interactive and fun and difficult concepts are explained clearly.
- 58% of the students mentioned that they are able to operate the app with ease and that they find learning with it enjoyable.
- 68% of the students reported that technical glitches such as app crashes happen only occasionally but they are mostly able to secure support to address the issues.

Teachers and School heads Survey

- 71% of the teachers identified print-poor home environments and inadequate literacy and numeracy foundations as the main challenges in teaching and learning language and mathematics.
- 33% of the teachers reported undergoing training and professional development sessions specifically related to the implementation of the remediation project. This training encompassed effective use of the application in the classroom and monitoring student progress through the dashboard.

50% of the teachers particularly praised the project for its content relevance, alignment with the curriculum, and student engagement and motivation aspects.

42% of teachers regularly access the teacher dashboard on a daily or weekly basis to monitor student progress, while a smaller group primarily uses it for analyzing class performance and identifying areas for improvement.

Parents Survey

- Parents unanimously expressed that the project is highly relevant to their child's learning as it effectively addresses learning gaps and improves understanding.
- All parents appreciated the project for providing additional support to their child's learning journey.
- 91% expressed that the project significantly contributed to the improvement of both math and English skills in children.
- All parents noted that the project boosts their child's confidence in their academic abilities.

Impact Created

Perception of Students

- 86% of the students reported significant improvement in their mathematics performance after using the app.
- 89% of the students also noted considerable improvement in their language skills after using the app.
- The app's usage resulted in enhanced confidence among a significant proportion of students in learning both mathematics and language.

Perception of Teachers & School Heads

- 46% of the teachers observed positive improvements in student's academic performance in mathematics and the Hindi language.
- 33% of teachers noted a reduction in learning gaps among their students.

58% of teachers highlighted that the AI-powered remediation project effectively promotes self-learning among students. This is achieved through features such as setting learning goals, tracking progress, providing immediate feedback and guidance, and encouraging independent exploration and problem-solving.

- The intervention resulted in increased student motivation, attendance, enrolment, and retention, as reported by 45% of teachers.
- 67% of teachers reported that the remediation project transformed their teaching approaches, fostering a shift towards student-centered and interactive strategies and enhancing their ability to track student progress and increasing technology integration in the classroom.

Perception of Parents

All parents observed a notable increase in their child's confidence and motivation in learning since participating in the remediation project.

Parents universally noticed a significant improvement in their children's performance since their participation in the project.

- Every parent reported that their child is now more eager to attend school, and they also observed a decrease in their child's school absenteeism.

Rating based on OECD Framework

| Relevance | ●●●●● | Effectiveness | ●●●●◐ | Impact | ●●●●○ |
| Coherence | ●●●●● | Efficiency | ●●●●◐ | Sustainability | ●●●●○ |

Index : 5 Points - Very High ; 4 Points - High ; 3 Points - Moderate ; 2 Points - Low ; 1 Point - Very Low

ABOUT SOULACE

Established in 2009, SoulAce was the first professional firm to enter the CSR space aimed to positively impact the social development sector. Recognizing the growing global discussions on ethical practices and corporate responsibility towards developing communities, we aimed to assist corporates in understanding ground-level issues and investing in credible partnerships and need-based initiatives.

SoulAce has over 14 years of experience in CSR Impact Assessment with our first engagement in August 2009, involving more than 80 CSR project Impact assessments, and since then, we have completed over 2,000+ CSR projects assessments across 28 states and 200+ districts. Having collaborated with 150+ corporates and foundations, we've assessed over 2,000 projects, building a strong reputation for driving impactful change across the nation. Further we are extensively working with Corporates on M&E and CSR Project Management Software, Fund Utilisation Reviews of NGO partners, Employee Volunteering as well as CSR Strategy and Compliance Advisory.

At SoulAce, our team comprises subject matter experts across thematic areas with a minimum of Masters in Social Work/PhD in Social Science background and 10-30 years of experience. We have teams present across 18 cities covering Pan India with local language expertise. Our in-depth knowledge and expertise drive our impactful initiatives and help us make a meaningful difference in the communities we serve.