

Metso



IMPACT ASSESSMENT REPORT MODEL SCHOOL PROJECT, ALWAR

Implementing Partner: Plan India



SOULACE CONSULTING PVT. LTD.

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01. ABBREVIATIONS

CSR Corporate Social Responsibility

FGD Focus Group Discussion

NEP National Education Policy

NGO Non-Governmental Organization

RTE Right to Education Act

SDGs Sustainable Development Goals

SCM School Committee Members

SMC School Management Committee



02.

EXECUTIVE SUMMARY

PROJECT BACKGROUND

The Model School Project, operating in the rural regions of Ramgarh and Umren blocks within Alwar district, Rajasthan, sought to address longstanding educational disparities prevalent in marginalised communities. The endeavour aimed to bolster educational infrastructure and quality, particularly targeting 25 schools serving vulnerable populations and other marginalised groups. By focusing on key aspects such as sanitation facilities, teacher capacity building, sports promotion, environmental education and rural development initiatives, the project aimed to create an inclusive and conducive learning environment for all students. Through strategic interventions and targeted support, the project aimed to uplift educational standards and foster holistic development, thereby paving the way for improved enrollment, retention, and overall academic outcomes, especially among underserved communities.

PROJECT ACTIVITIES



Promoting environment education in schools and communities through induction, module development, the formation of Eco Clubs, special day observance, and plantation drives.



Providing scholarship assistance and career guidance support, including sessions and exposure visits for scholastic children.



Supporting sports for development in schools by providing sports materials, organising inter-school events, and improving school infrastructure through BaLA painting and smart classes.



Conducting employee engagement cum exposure, visit and celebration of International Day of Girls as part of holistic development initiatives.

DESIGN SNAPSHOT



Project Name
Model School Project, Alwar



Research Design
Descriptive research Design



Sampling Methodology
Purposive random sampling



Sample Size

- 375 students for intervention schools for the ASER test and 100 students for controlled schools
- 50 students, 50 parents, 50 teachers from project intervention schools

PROJECT DETAILS

**Implementation year**

FY 2020 – FY 2021
FY 2021 – FY 2022
FY 2022 – FY 2023

**Assessment year**

FY 2024 - 2025

**Beneficiaries**

8,000 students

**Implementing Partner**

Plan India

**Project location**

Ramgarh and Umrain blocks of Alwar district, Rajasthan

**Budget**

₹3,73,90,340/-

**SDG Goals****Alignment with National policies and programs**

- National Education Policy (NEP)
- COVID-19 Education Response
- Beti Bachao Beti Padhao
- Right to Education Act (RTE)

KEY FINDINGS

PARENTS



84.0%

of the parents rated the current condition of the furniture as good.

STUDENTS



60.0%

of the students reported drinking water from the drinking water stations at school multiple times a day.



72.0%

of the students reported attending the monthly meetings of the Eco Club regularly.

TEACHERS

PRE - INTERVENTION CHALLENGES



94.0%

of the teachers mentioned that they faced the challenge of low student attendance before the program.



96.0%

of the teachers reported power outages as a challenge due to unpaid bills before the program intervention.



88.0%

of the teachers reported that the hand wash stations were adequately maintained and accessible for students.



70.0%

of the teachers reported awareness that the authority who supported the intervention program was Metso.



64.0%

of the teachers stated that the urinals were somewhat satisfactory, while 10.0% reported them in very satisfactory conditions.



KEY IMPACTS



68.0%

of the students stated that the K Yan device sometimes helps in retaining information better.



82.0%

of the parents observed improvement in the academic performance of their child.



86.0%

of the parents reported being very satisfied with the power supply in their child's school.



70.0%

of the parents stated that they observed considerable changes in their child's behaviour towards protecting the environment.



60.0%

of the students found the career counselling sessions very helpful in guiding children towards their future paths.



87.0%

of the parents reported noticing some improvement in the subject understanding of their child after completing the crash course.



84.0%

of the parents expressed high satisfaction with the quality of support material and safety and security measures at their child's school.



66.0%

of the teachers reported a moderate impact of the improved infrastructure on the attendance of students.



100.0%

of the teachers found training programs on various topics to be extremely effective.



44.0%

of the teachers reported a moderate impact on the enrollment of students in the school.

Metso:Outotec



WWW.Planindia.org



प्रकृति की है अब यही पुकार ।

बन्द करो पर्यावरण पर प्रहार ॥

मॉडल स्कूल परियोजना अलवर

CHAPTER 3

INTRODUCTION

BACKGROUND & NEED OF THE PROGRAM

Since 2014, Plan India, in collaboration with Metso India Pvt. Ltd., has made dedicated efforts to enhance the quality of education in selected government schools within the Ramgarh and Umrain development blocks of Alwar district. This partnership positively impacted the lives of thousands of students through a range of interventions aimed at improving infrastructure, enhancing teacher skills, and strengthening School Management Committees (SMCs) and Child Clubs.

Despite these commendable efforts, challenges persisted, particularly concerning infrastructure and basic facilities in these schools. The onset of the COVID-19 pandemic exacerbated existing vulnerabilities, disrupting educational activities, and increasing the risk of dropout among children, especially girls. While the Rajasthan Government launched the SMILE digital platform to mitigate the impact of school closures, its effectiveness in remote areas remained limited. Rapid assessments conducted in July-August 2020 revealed significant concerns among children, parents, teachers, and community leaders regarding the prolonged closure of schools, including declining interest in education and increased engagement in domestic work and child labour.

In response to these challenges, the project adapted its approach to support children's access to online education, deploying volunteers to facilitate academic engagement and maintain connections with teachers and community members. Additionally, humanitarian support, such as dry rations and hygiene kits, was provided to vulnerable communities in Alwar. Despite these adjustments, the crisis deepened pre-existing educational disparities, disproportionately affecting rural vulnerable children and girls.



Image 1: Students attending classes and utilising furniture provided by Metso

To comprehensively address the challenges of inadequate infrastructure, educational support, and teacher capabilities, Metso extended support to 25 government schools in the Ramgarh and Umrain blocks of the Alwar district. Measures were taken to strengthen the teaching-learning environment, provide academic support to students, and enhance the capabilities of teachers and SMCs. By adapting to changing circumstances and prioritising the needs of vulnerable children, the project endeavoured to mitigate the adverse effects of the pandemic and promote inclusive education in the region.

OBJECTIVES OF THE PROGRAM

To build the capacity of different forums, such as children and adolescent groups and School Management Committees, to enhance school governance.

To offer assistance to children, particularly during the post-Covid-19 reopening phase after a prolonged closure, to ensure the continuity of their education.



To improve the teaching and learning environment in 25 established schools and 6 Anganwadi centers situated within school premises by providing essential infrastructural support.

To enhance teacher's competencies in diverse areas and foster a conducive atmosphere for children's education, with a special focus on empowering girls.

ABOUT THE CSR FIRM

Since its inception in India in 1992, Metso Outotec has evolved hand in hand with its customers, introducing innovations and services and, at the same time, making large-scale investments in various assets across the country. Metso was the first Nordic company to set up a wholly-owned subsidiary in India. In 2020, post-merger with Outotec, Metso Outotec became the frontrunner in sustainable mineral processing technologies, end-to-end solutions, and global services. Metso Outotec is committed to being socially accountable in the areas where it operates. Metso Outotec has various ongoing corporate social responsibility (CSR) programs around the world. Metso Outotec recognises that its business operations have impacts on all aspects of society, including economic, social, and environmental, and has implemented various CSR programs that are managed and sponsored by its local organisations. Guided by its mission and values, Metso Outotec collaborates with local organisations to create a social and environmental impact.

ABOUT THE IMPLEMENTING PARTNER

Plan India, an Indian registered not-for-profit organisation, constantly strives to advance welfare and development for children and equality for all girls and women in India. Through its grassroots social development initiatives, Plan India strives to create a lasting impact in the lives of poor and vulnerable children, their families, and communities by fostering gender-transformative, child-centred community development.

Since 1996, Plan India has positively impacted the lives of millions of children and young people by enabling them to access and benefit from the safety nets and schemes of the government aimed at child protection, quality education, healthcare services, a healthy environment, livelihood opportunities, and participation in community development. Plan India initiated its programs in India in 1979.

CHAPTER 4

RESEARCH METHODOLOGY



Metso India commissioned SoulAce to conduct an impact assessment study to evaluate the immediate and enduring impacts of the program implemented under the theme, 'Education Empowerment Initiative.' The impact assessment study was conducted in the fiscal year 2024-25.

OBJECTIVES OF THE PROGRAM

To determine the level of support provided to children for the continuity of their education particularly in the post-COVID-19 phase.

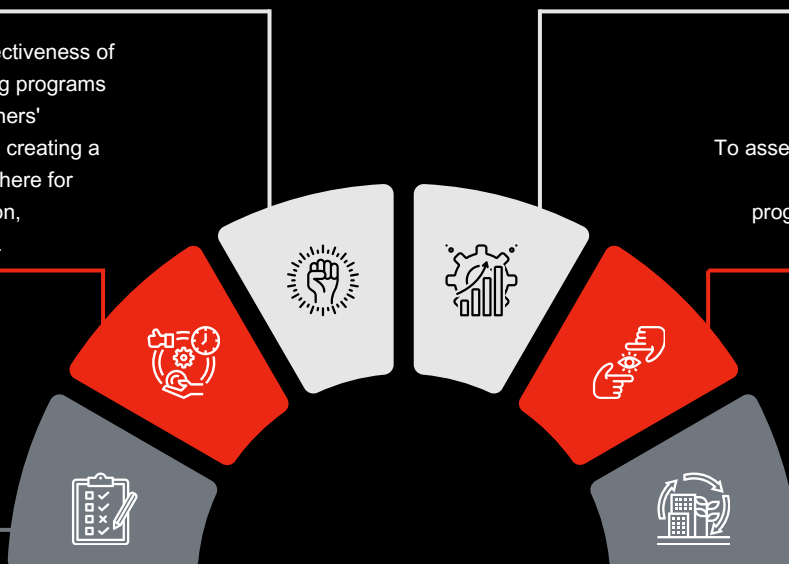
To gauge the capacity-building efforts aimed at enhancing school governance through the involvement of children and adolescent groups, as well as School Management Committees.

To assess the effectiveness of the teacher training programs in enhancing teachers' competencies and creating a conducive atmosphere for children's education, especially for girls.

To assess the perspective of stakeholders on the program's outcomes and interventions.

To evaluate the extent to which the provision of infrastructural support has improved the teaching and learning environment in the 25 established schools.

To review the sustainability aspects of the program model and formulate strategic recommendations.



MIXED METHODS APPROACH

The assessment utilised a mixed-methods approach, blending qualitative and quantitative research techniques. Qualitative methods were employed to capture subjective experiences and provide detailed insights into participant perspectives. Conversely, quantitative approaches facilitated the collection and analysis of numerical data, offering statistical insights and identifying trends.

The research design adhered to a descriptive framework, enabling a thorough analysis and exploration of various program aspects. Descriptive research, valued for its ability to provide an overview and identify patterns, played a pivotal role in understanding the program's current status.

By integrating both qualitative and quantitative research methodologies within this descriptive framework, the assessment aimed to deliver a comprehensive evaluation of the program. This inclusive approach not only illuminated the program's impact but also highlighted areas for improvement. Through the synergy of these methods, the study achieved a holistic examination of the subject, enriching the depth and breadth of findings and bolstering the overall credibility of the study.

QUANTITATIVE TECHNIQUES

To evaluate the effectiveness of diverse CSR initiatives, a structured interview schedule served as a tool to collect quantifiable data.

QUALITATIVE TECHNIQUES

Interviews were undertaken with key project stakeholders to gain a comprehensive understanding of the initiative.

TRIANGULATION

To ensure the reliability and validity of its findings, the study employed diverse triangulation techniques. Data triangulation involved gathering information from various sources, including field notes, beneficiary interviews, interactions with community members, and feedback from project volunteers. This comprehensive approach to data collection enabled a thorough assessment of the program's impact.

Methodological triangulation was also utilised, integrating a variety of research methods such as surveys, interviews, and focus group discussions. This multi-faceted approach facilitated cross-verification of information, reducing the potential for biases. By implementing these triangulation strategies, the study ensured a robust and trustworthy analysis, bolstering the credibility of its findings.

RESEARCH DESIGN

Research design used

Descriptive research design

Sampling technique

Random and Purposive random sampling

Sample size

375 for the ASER test. 50 students, 50 parents, 50 teachers from project intervention schools

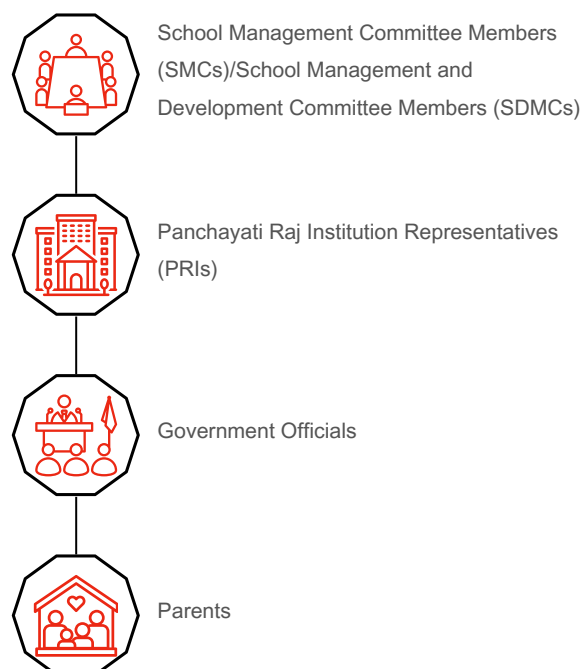
Qualitative method used

Focus group discussions, case studies, key informant interviews, stakeholder engagement, and testimonials

SAMPLING FRAMEWORK

Category	Total Population	Sample Size	Sampling Method	Location
Teachers	25 schools	50	Random Sampling	Alwar District
Students	25 schools	50	Random Sampling	Alwar District
Parents	25 schools	50	Random Sampling	Alwar District

KEY STAKEHOLDERS



STUDY TOOLS



Questionnaire for Primary Beneficiaries:

Structured questionnaires were prepared for primary beneficiaries in each focus area, aligning with project specifics and predefined indicators to ensure methodical data collection before the survey commenced.



Questionnaires for stakeholders:

Semi-structured questionnaires were developed for stakeholders, enabling one-on-one discussions to gather testimonials from beneficiaries and stakeholders across all focus areas and ensuring comprehensive insight gathering.

COMMITMENT TO RESEARCH ETHICS



Informed Consent:

Participants were provided with comprehensive information about the study's objectives, procedures, potential risks, and benefits before agreeing to take part. Their participation was entirely voluntary and based on a clear understanding of the research objectives.



Confidentiality and Privacy:

The confidentiality and privacy of participants' personal data were safeguarded throughout the study. All information collected was securely stored and accessible only to authorised personnel. Any data shared externally was anonymised to preserve privacy.



Voluntary Participation:

Participants willingly chose to participate in the research without any form of coercion. They had the freedom to withdraw from the study at any point without facing any negative consequences, and their decision was respected without question.



Ethical Treatment:

Ethical guidelines were strictly adhered to, ensuring that participants were treated with dignity and respect. Measures were taken to minimise any potential harm or discomfort, with ethical considerations integrated into every aspect of the study to protect the well-being and rights of all participants.

HAND WASH STATION



CHAPTER 5

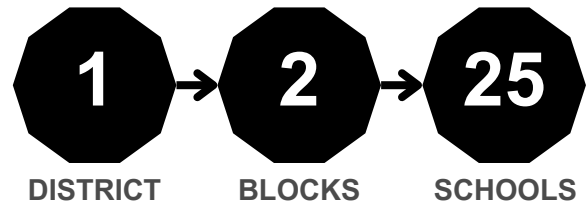
KEY FINDINGS

Year of Implementation	Key Activities Undertaken
FY 2020 – FY 2021	<ul style="list-style-type: none"> • Solar Panel Installation. • Furniture support. • Installation of Smart class. • Provision of Kyan devices. • Sport materials. • Teacher training on financial education, and menstrual health. and hygiene, and non-communicable diseases. • Conducted community and SMC meetings.
FY 2021 – FY 2022	<ul style="list-style-type: none"> • Solar Panel Installation. • Furniture support. • Installation of KYan projectors. • Sports material support. • Repair and maintenance of WASH facilities. • Training to the school management committee on school development plans and their roles in improving school infrastructure and governance.
FY 2022 – FY 2023	<ul style="list-style-type: none"> • Smart classroom setup. • Sports Material support. • Repair and maintenance of WASH blocks and furniture. • Training provided to project team members on environmental education. • Formation and strengthening of Eco clubs. • Plantation drive and awareness campaign.

GEOGRAPHICAL COVERAGE

District	Blocks
Alwar	Ramgarh
	Umrain

PROJECT INTERVENTION



INCLUSIVITY

Vulnerable children from remote rural communities of Ramgarh and Umrain block of Alwar district.



FURNITURE SUPPORT

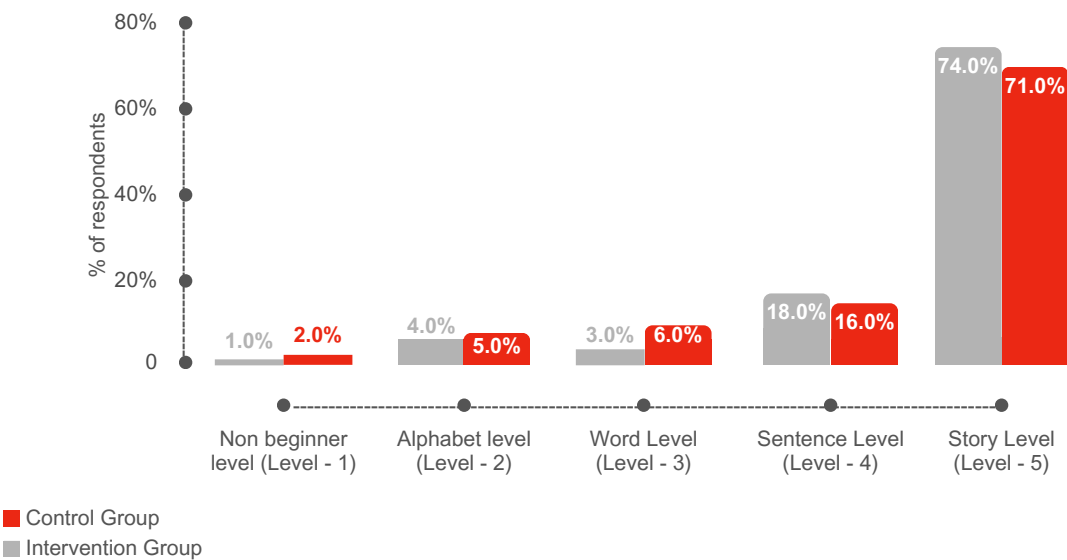
MAJOR FINDINGS OF THE PROGRAM INTERVENTION

This chapter summarises the key findings of the study, focusing on the outcomes of the student assessments as a direct measure of the effectiveness of the various interventions. Further, it presents quantitative and qualitative evidence to build the contexts as well as analyse the overall impact of the program.

ASER EVALUATION FINDINGS

The study utilised floor-level ASER tests to measure the improvement in literacy and numeracy outcomes of students as a function of the program. Towards this end, the same tests were administered to both the control and intervention groups. The findings of the assessments are presented below.

CHART 1: PERCENTAGE DISTRIBUTION OF STUDENTS BY ASER GRADING LEVELS IN HINDI



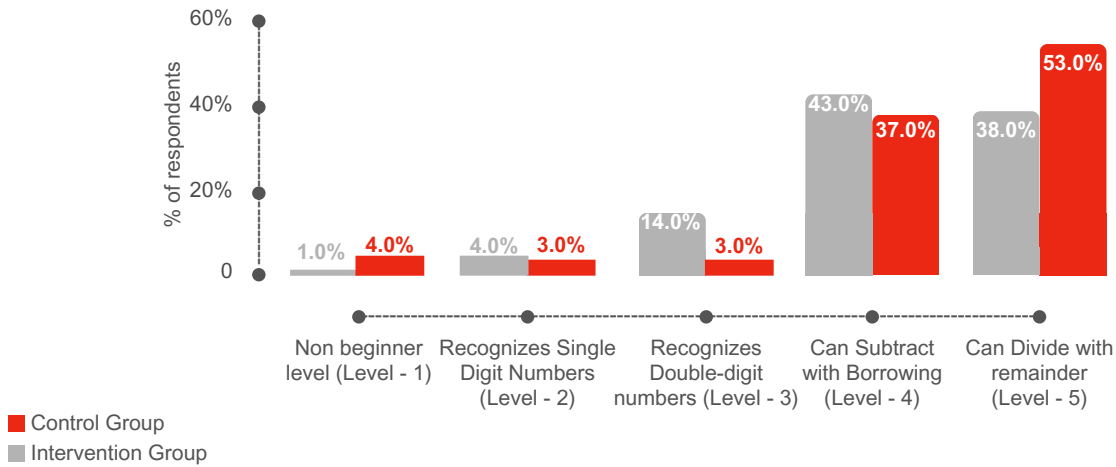
COMPARATIVE ANALYSIS

74.0% of the intervention students were found to be at the Story level, compared to 71% of the control students.

92.0% of the intervention students were at higher reading levels (sentence and story) as compared to 87% of the control students.

8.0% of the intervention students were at lower levels of reading as compared to 13% of the control students.

CHART 2: PERCENTAGE DISTRIBUTION OF STUDENTS BY ASER GRADING LEVELS IN MATHS



COMPARATIVE ANALYSIS

38.0% of the students in the intervention group and 53.0% in the controlled schools could divide with the remainder.

81.0% of the intervention students were at higher levels of numeracy (subtraction with borrowing and division with remainder) as compared to 90% of the control students.

19.0% of the intervention students were at lower levels of numeracy (recognising double-digit numbers or below) as compared to 10% of the control students.

ASER ASSESSMENT

The ASER test results highlighted areas for improvement in the intervention schools in language and math subjects. While a significant portion of intervention students have demonstrated proficiency in reading and numeracy, there are still notable gaps. To address these gaps and further enhance student performance, implementing targeted remedial classes could prove beneficial. These classes could provide additional support to students who may be struggling, and it could help them achieve mastery of key concepts. Additionally, incorporating continuous assessments throughout the academic year can offer valuable insights into student progress and areas needing attention. By focusing on these strategies, teachers at intervention schools can ensure that all students receive the necessary support to reach their full potential in both language and math.

BACKGROUND AND PRE-INTERVENTION SCENARIO

CHALLENGES FACED BEFORE THE INTERVENTION

CHART 3: PARENTS' PERSPECTIVE OF CHALLENGES FACED BY THE CHILD

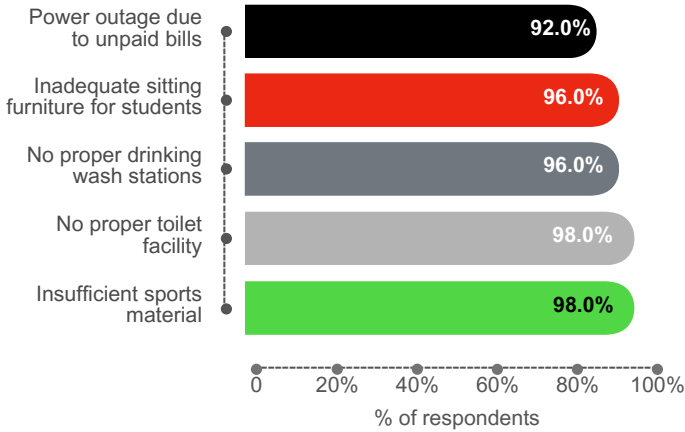
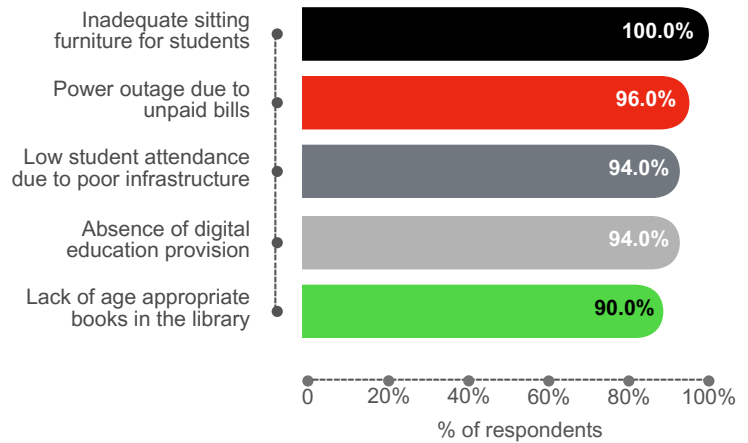


CHART 4: TEACHERS/SCHOOL HEADS' PERSPECTIVE OF CHALLENGES FACED BY THE CHILD



98.0%

of the parents reported that their children faced challenges such as the lack of proper toilet facilities and insufficient sports materials.



FURNITURE AND RESOURCES

All teachers who participated in the assessment highlighted inadequate sitting furniture, and 90% noted the lack of age-appropriate books in the library as a key challenge.

A significant number of parents stated that their children had inadequate sitting furniture and lacked proper drinking/wash stations.



INFRASTRUCTURE AND ATTENDANCE

96% of the teachers reported frequent power outages due to unpaid bills, and 94% mentioned low student attendance due to poor infrastructure and lack of digital education.



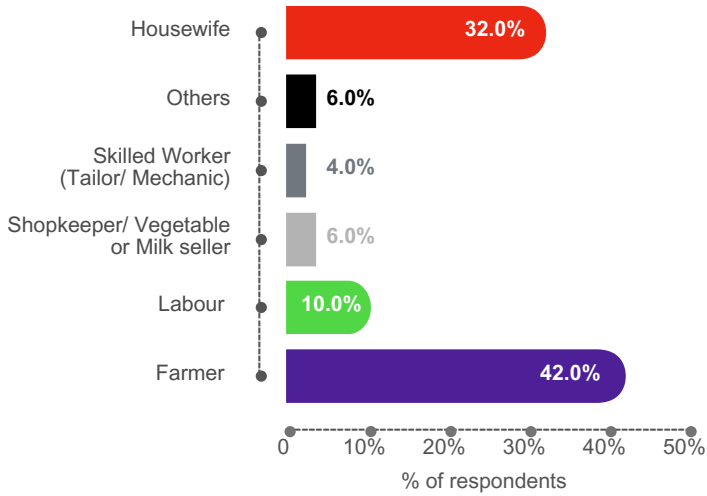
92.0%

of the parents mentioned that their children faced challenges with power outages due to unpaid bills.

INTERACTION WITH TEACHERS AND STUDENTS



CHART 5: OCCUPATION OF THE RESPONDENT



The surveyed population primarily consists of small-scale farmers (42.0%) and housewives (32.0%), both belonging to low-income groups. These individuals constitute a significant portion of society and face various socio-economic challenges. Their livelihood often depends on unstable sources of income, leaving them vulnerable to economic fluctuations and limited access to resources. Additionally, many of them lack formal education and skills training, further intensifying their marginalised status.

WASH CONDITIONS



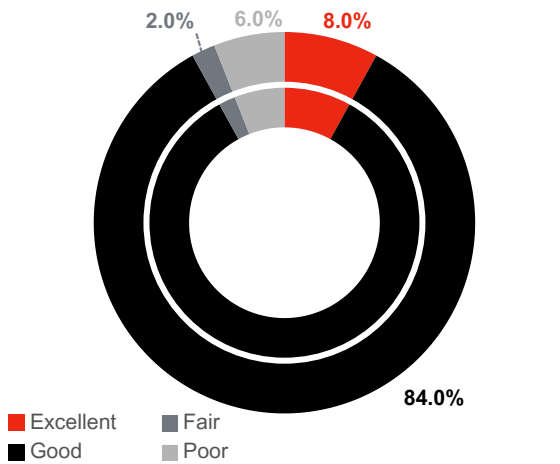
SANITATION CONDITION



RATINGS FROM STAKEHOLDERS AND DIRECT BENEFICIARIES REGARDING THE PROGRAM COMPONENTS

STATUS OF FURNITURE

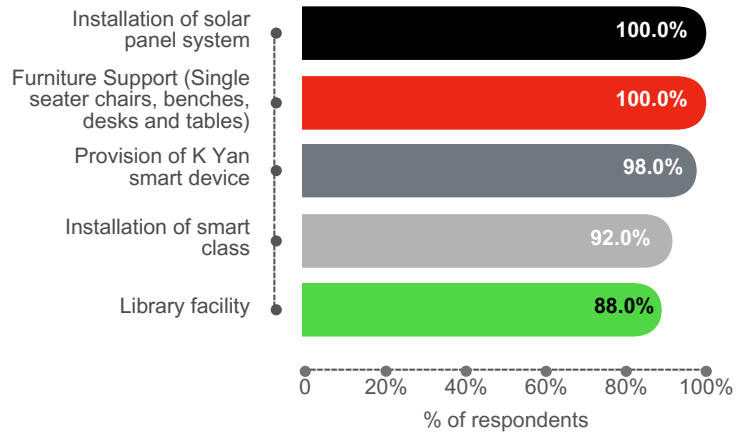
CHART 6: CURRENT CONDITION OF FURNITURE



84.0% of the parents rated the current condition of the furniture as satisfactory[1] in their child's school, which included single-seater chairs, benches, desks, and tables.

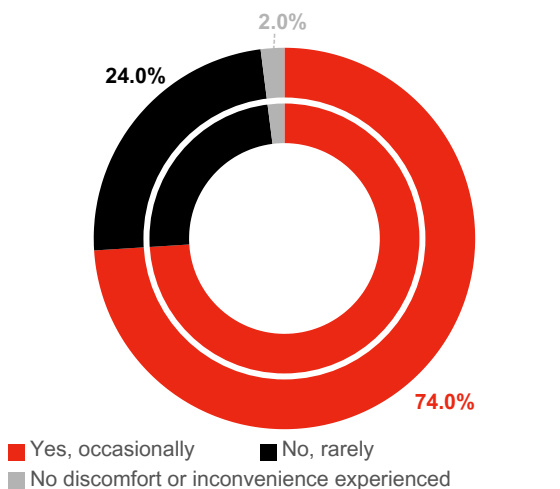
UPGRADED INFRASTRUCTURE

CHART 8: INFRASTRUCTURE DEVELOPED IN SCHOOLS



98.0% of the teachers reported the provision of K Yan devices, and 92.0% reported the installation of smart classes in infrastructure development in the school as part of the program, respectively.

CHART 7: INCONVENIENCE DUE TO THE FURNITURE QUALITY



74.0% of the students reported encountering occasional disturbance or discomfort despite the provision of quality furniture in schools.

All teachers mentioned that solar panel systems and furniture support were installed during the program intervention.

All students reported that the classrooms are well lit now, and there is enough furniture for everyone to sit in the classroom.

The learning and interest level of my child has significantly increased after this model school program initiated by the organisation. I am grateful that the school is provided with a facility library that engages more curriculum-based understanding and creativity in my child.

Manju, Sadoli, Bhaleda, Alwar



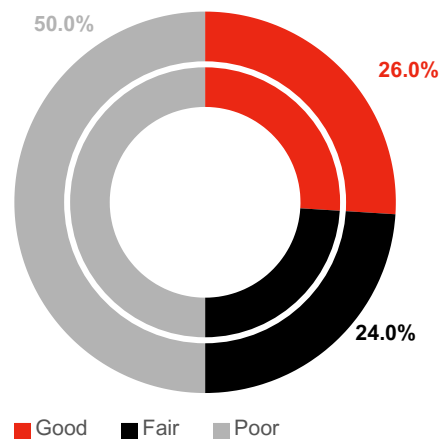
Metso

I am thankful to the school and the organisation for their support as the program initiated was really helpful in improving teaching as well as learning and the children are now taking an interest in higher studies, and exploring other opportunities provided through this program.

Neelam, Beneficiary, parent, Alwar

WASH

CHART 9: RATING OF THE WASH FACILITIES



50.0%

of the parents rated the cleanliness and functionality of the WASH facilities, which included drinking water stations, hand wash stations, toilets, and urinals in their child's school, as poor.



26.0%

of the parents rated WASH facilities as good, while others rated it as fair.

I am thankful for the program implemented by Metso. Their commitment to enhancing our school's organisation, fostering a conducive learning atmosphere, and promoting a child-friendly environment has truly been remarkable. Through various initiatives and resources, they have helped us create a safe, inclusive, and nurturing space where every student feels valued and supported in their learning journey.

Principal, Gundpur School, Alwar

TEACHERS OPINION ABOUT WASH FACILITY

CHART 10: MAINTENANCE AND ACCESSIBILITY OF HANDWASHING STATIONS

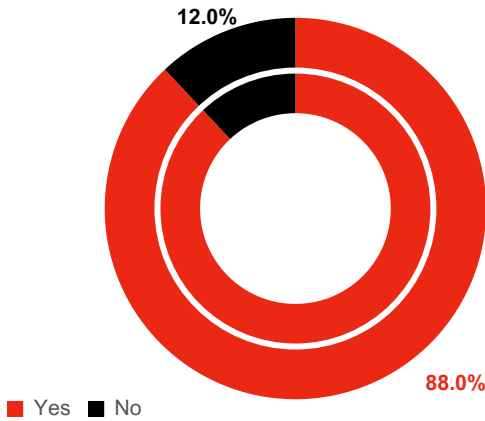
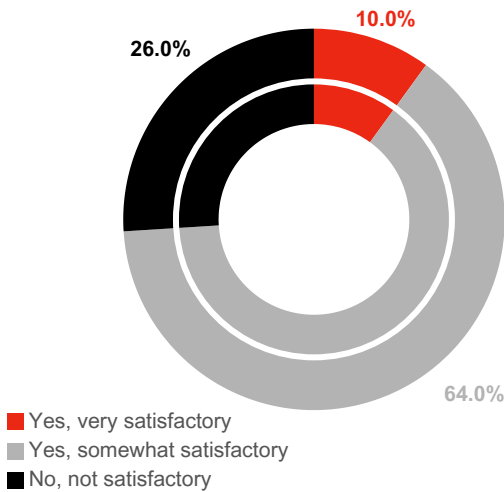


CHART 11: URINAL CONDITIONS IN SCHOOLS



88.0% of the teachers reported that the hand wash stations were adequately maintained and accessible for students.

64.0% of the teachers stated that the urinals were somewhat satisfactory, while 10.0% reported them in very satisfactory conditions.

FGD WITH TEACHERS

In the focused group discussion, the overall satisfaction level with the current initiatives was deemed okay, though teachers emphasised that there was ample room for improvement. The staff highlighted the necessity for the organisation to strengthen existing mechanisms to enhance the program's effectiveness. Several challenges were identified, including issues related to pre-discussion priorities and a noticeable lack of proper follow-ups and fund management, particularly concerning sanitation on school premises.

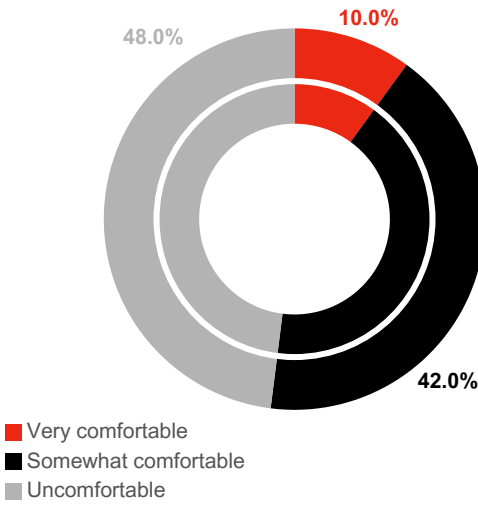
To address these challenges, the group proposed several recommendations. Firstly, they suggested that need-based discussions be conducted to precisely identify and address gaps in need fulfilment. Additionally, there was a call to update the materials of the K-Yan device to ensure they were current and relevant. Lastly, the teachers recommended quarterly meetings to foster better coordination, discuss action plans, and gather feedback to continuously improve the program.

SANITATION CONDITIONS



SANITATION CONDITIONS AT SCHOOLS

CHART 12: USING TOILETS IN SCHOOLS

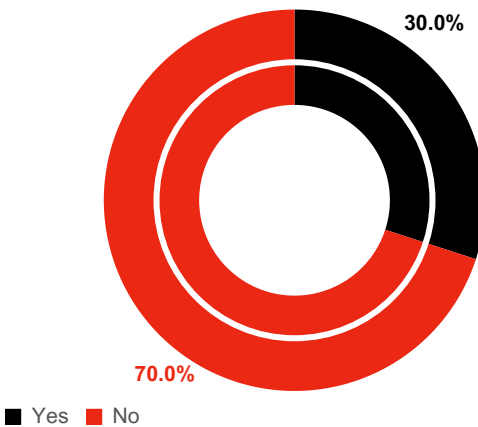


A significant proportion of students reported discomfort using the urinals/toilets in schools, with 70% indicating a lack of water supply in these facilities.



60.0% of the students reported drinking water from the school drinking water stations multiple times a day, while 40% drank from them occasionally.

CHART 13: TOILETS HAVING RUNNING WATER



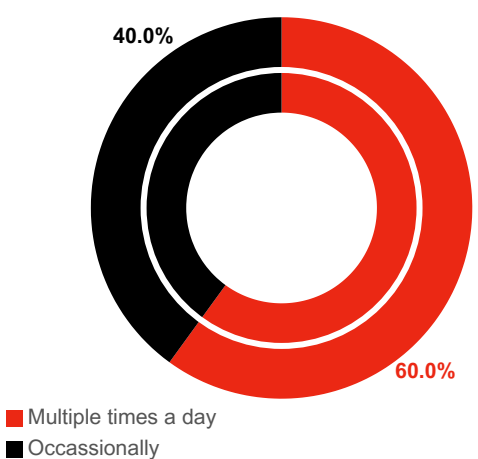
FGD WITH STUDENTS

In a focused group discussion with students, the effectiveness of an intervention program was evaluated. While the K-Yan device was acknowledged for its positive impact on learning, many students expressed concerns about its inability to be updated, which they felt hindered the learning process. Additionally, although water stations had been implemented in the school, they were not fully functional, and the water supply in toilets was inadequate, requiring improvement.

To address these issues, students recommended ensuring the continuous availability of water. They suggested the installation of additional solar panels to power each classroom. They also emphasised the importance of regular maintenance for water stations to ensure their functionality.

SITUATION OF WATER STATIONS AT SCHOOLS

CHART 14: FREQUENCY OF DRINKING WATER AT SCHOOL



HANDWASH STATION

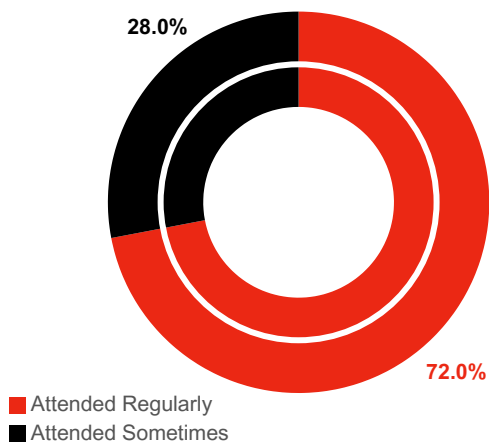



URINAL CONDITION

ENVIRONMENTAL EDUCATION

ECO CLUB MEETINGS AND ENVIRONMENTAL CONCEPTS

CHART 15: ECO CLUB MEETINGS



 **72.0%** of the students reported attending the monthly meetings of the Eco Club regularly, while a segment of students mentioned attending the meetings occasionally.

MEETINGS WITH ECO CLUB MEMBERS

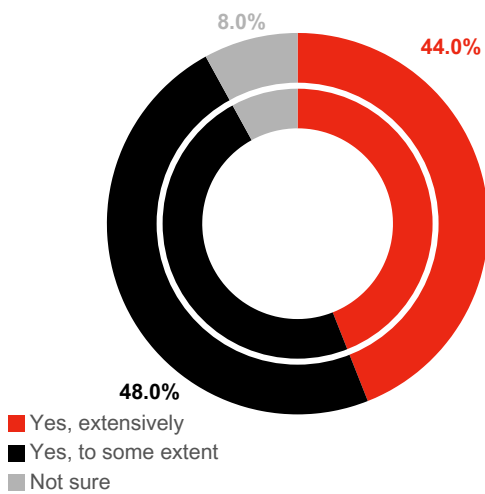


FGD WITH ECO CLUB MEMBERS



PLANTATION DRIVE

CHART 16: PLANTATION DRIVE INVOLVING STUDENTS

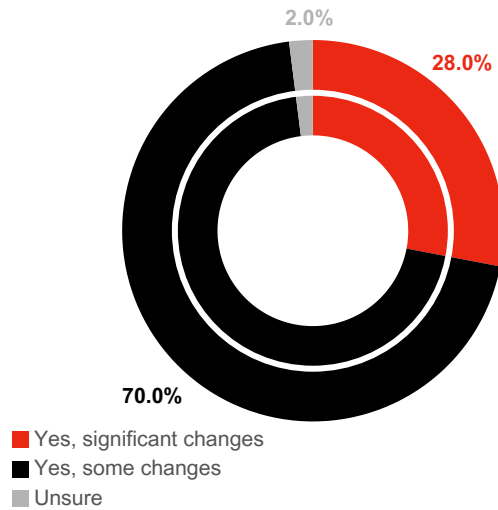


48.0%

of the teachers indicated that the plantation drive involved student participation to some extent, while 44.0% reported a high level of student involvement.

BEHAVIOURAL CHANGE AMONG CHILDREN

CHART 17: CHILD BEHAVIOUR TOWARDS THE ENVIRONMENT



28.0%

of the parents reported noticing significant changes in their child's behaviour towards protecting the environment, while 70% noticed some changes.



FGD WITH STUDENTS

During the focus group discussion with students, the Eco Club members mentioned their significant efforts in raising awareness about environmental issues. Participants highlighted the club's impactful initiatives focused on waste management and promoting eco-friendly practices, which effectively increased environmental consciousness among students. The Eco Club was commended for empowering children to take proactive roles in environmental preservation.

Despite the achievements, participants identified areas for improvement and offered valuable recommendations. Students emphasised the need for more frequent and regular activities related to the environment to maintain momentum and engagement. Additionally, they proposed enhancing the sustainability of Eco Club activities to ensure long-term impact. For instance, students noted that initiatives like the Kitchen Garden, while initially successful, faced challenges in longevity due to the absence of a future strategy or action plan. This highlighted the importance of developing comprehensive and sustainable approaches to maximise the effectiveness of Eco Club interventions.

CHAPTER 6

KEY IMPACTS OF SCHOLARSHIPS ON STUDENT BENEFICIARIES

INTRODUCTION

The scholarship program initiated by Plan India and funded by Metso Outotec is a crucial initiative aimed at supporting underprivileged students in the Alwar district of Rajasthan. This program provides financial assistance that helps students overcome economic barriers and pursue higher education, particularly in technical and integrated courses. Beyond academic achievement, the program also promotes personal growth and contributes to the broader development of communities. This section offers a qualitative assessment based on interviews with scholarship recipients, highlighting the multifaceted impact of the program.

KEY FINDINGS



FINANCIAL EMPOWERMENT

The scholarships have been instrumental in reducing the financial burden of education for many students. Recipients, often from large families with limited financial resources, have been able to cover essential educational expenses, including course fees, boarding, and study materials. This financial support has allowed them to concentrate fully on their studies without the stress of financial constraints.



ACADEMIC AND CAREER ADVANCEMENT

The financial assistance provided by the scholarships has facilitated significant academic progress. Students have been able to pursue and complete diplomas, degrees, and postgraduate studies, leading to successful careers in fields such as engineering, education, and more. Additionally, the scholarships have enabled students to participate in internships, projects, and other practical opportunities during courses that have enhanced their employability and career prospects.



PERSONAL DEVELOPMENT

Beyond academic achievements, the scholarships have contributed significantly to the personal development of recipients. Many students reported increased confidence, improved communication skills, and a more positive outlook on life. The support from the program has empowered them to set ambitious goals, including further education, competitive exams, and professional careers.



BREAKING SOCIAL BARRIERS

The scholarship program has played a vital role in breaking social barriers, particularly for female students from conservative backgrounds. The opportunity to pursue education and careers outside their hometowns has allowed these students to challenge traditional norms and expectations, becoming role models within their communities. This aspect of the program has been transformative, promoting gender equality and social progress.



HOLISTIC SUPPORT

In addition to financial assistance, the program provides holistic support through career guidance, mentorship, and networking opportunities. Recipients have benefited from workshops, meetings, and events organized by Plan India, gaining valuable insights and connections to further their educational and professional aspirations.



COMMUNITY IMPACT

The impact of the scholarship program extends beyond individual recipients to their families and communities. By supporting education, the program has the potential to uplift entire families, offering them opportunities for a better future. The success stories of recipients also inspire others in their communities, encouraging more students to pursue higher education.

CONCLUSION

The scholarship program funded by Metso Outotec through Plan India has had a profound and lasting impact on the lives of students from the Alwar district. By alleviating financial barriers and providing comprehensive support, the program has empowered students to pursue their educational and career goals. The selection process, involving school visits and thorough verification, ensures that deserving candidates receive this crucial support. The success of this initiative highlights the transformative power of targeted educational aid, demonstrating its potential to enable young talents to overcome obstacles and achieve their aspirations.

As the program continues to evolve, expanding its reach to include a broader range of disciplines and extending opportunities to more students will further enhance its effectiveness in promoting education and personal development in underprivileged communities.

TESTIMONIAL BY KULDEEP VERMA

I am deeply grateful for the scholarship I received from Plan India, funded by Metso Outotec, during the financial years 2019, 2020, and 2021. This scholarship was pivotal in enabling me to pursue and complete my Diploma in Elementary Education, a two-year course at Pandit Badri Prasad Teacher Training College in Dausa, Rajasthan.

Originally intended for female students, the scholarship program was expanded to support male students like myself who faced significant financial challenges. Receiving this support was a lifesaver, as I struggled to manage my education expenses. The ₹75,000 I received over three years covered my course fees and essential expenses like boarding and study materials, which would have otherwise been a burden.

This financial assistance allowed me to focus entirely on my studies, free from the constant worry of financial constraints. The scholarship not only provided financial stability but also instilled in me the confidence to excel academically and develop my skills.

Although I was unable to attend meetings organized by AMiD in Alwar due to being stationed in Dausa, I successfully completed internships of 28 days in the first year and 96 days in the second year. These experiences were crucial in building my confidence and equipping me with practical knowledge in the field of education.

Currently, I am pursuing a post-graduation in Political Science, with the ultimate goal of becoming a professor. The scholarship not only helped me achieve my immediate educational goals but also opened up networking opportunities. Initially, connecting with students from technical backgrounds was challenging due to my non-technical background, but over time, I bridged this gap and broadened my network.

The confidence and positivity I have gained throughout this journey have been invaluable. I extend my heartfelt thanks to Plan India, AMiD, and Metso Outotec for their unwavering support. This scholarship has been instrumental in shaping my future, and I am committed to helping other students in need by connecting them with Plan India and making them aware of the opportunities provided by Metso Outotec.

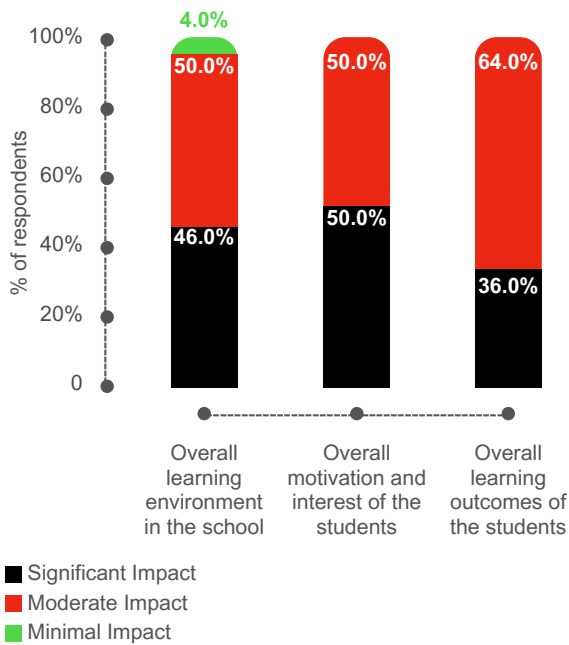
This journey has been transformative for me, and I am excited to continue growing and contributing to the field of education.

KEY IMPACTS OF THE PROGRAM INTERVENTION

IMPROVED INFRASTRUCTURE

IMPACT OF IMPROVED INFRASTRUCTURE

CHART 18: IMPACT OF THE INFRASTRUCTURE DEVELOPMENT



46.0%
 of the teachers noticed an improvement in the overall learning environment in the school.

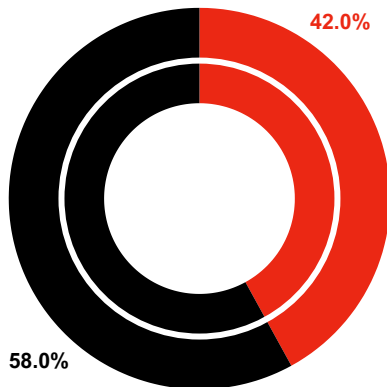
50.0%
 of the teachers reported an improvement in students' motivation and interest, while 36% observed an improvement in learning outcomes.

FGD WITH TEACHERS

A focused group discussion was conducted with the school teachers. There was a general awareness about the intervention program of Metso, with most teachers acknowledging its purpose. They suggested that more extensive briefings and regular updates could have enhanced their understanding and engagement. Regarding satisfaction levels, teachers expressed a good level of satisfaction with the program. Nevertheless, significant challenges were noted, particularly concerning the solar panel batteries. Issues such as limited battery life and inadequate storage capacity were highlighted as major concerns that hindered the program's effectiveness.

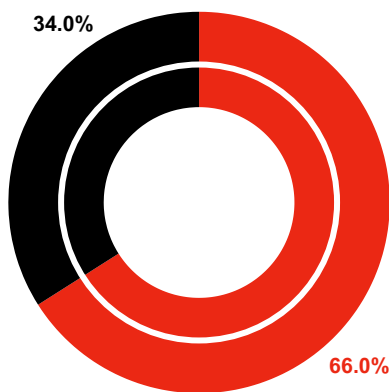
To address these challenges, the teachers proposed several recommendations. They emphasised the need for proper follow-ups to ensure that the solar panels and batteries were functioning optimally and to address any emerging issues. They also suggested the formation of a dedicated maintenance committee responsible for the regular maintenance and repair of the solar panel system. Lastly, the teachers suggested that the program be implemented on a continuous basis rather than as a one-time initiative. Ongoing support and development were deemed crucial for the program's long-term success and sustainability.

CHART 19: IMPROVEMENT IN TEACHING METHODS



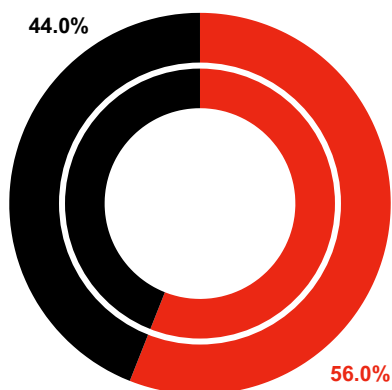
■ Significant improvement
■ Somewhat Improvement

CHART 20: ATTENDANCE OF STUDENTS IN THE SCHOOL



■ Moderate impact
■ Significant impact

CHART 21: ENROLMENT OF STUDENTS IN THE SCHOOL



■ Moderate impact
■ Significant impact



42.0%

of the teachers reported a significant improvement in teaching methods due to the upgraded infrastructure, while 58.0% of teachers stated a slight improvement.



66.0%

of the teachers reported a moderate impact of the improved infrastructure on the attendance of students in the school.

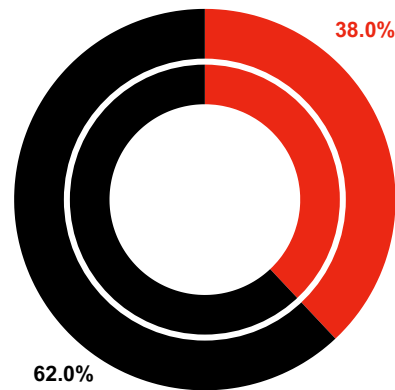


56.0%

of the teachers reported a moderate impact, while 44.0% stated a significant impact of the improved infrastructure on the enrollment of students in the school.

INCREASED MOTIVATION

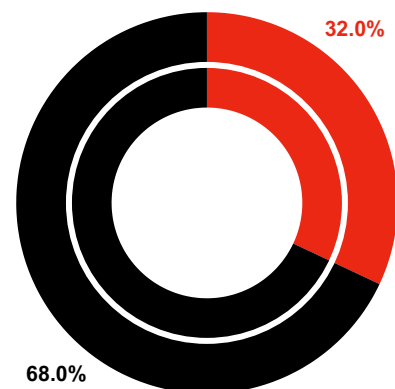
CHART 22: CHILD'S MOTIVATION TO ATTEND SCHOOL



■ Yes, significantly
■ Yes, somewhat

INCREASED ATTENDANCE

CHART 23: IMPROVEMENT IN CHILD'S ATTENDANCE

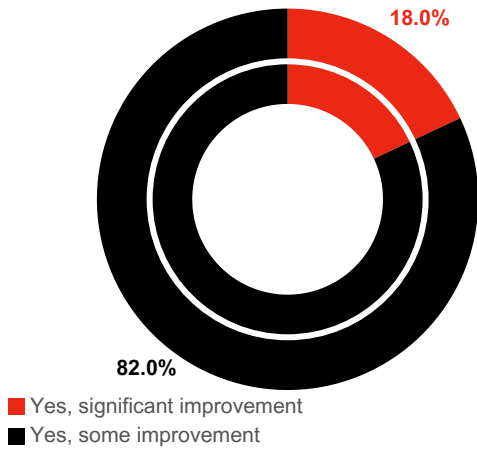


■ Yes, there is a significant improvement
■ Yes, there is a slight improvement

Most parents reported some improvement in their child's motivation to attend school, while 68.0% noticed a slight enhancement in their child's attendance following the infrastructure improvements.

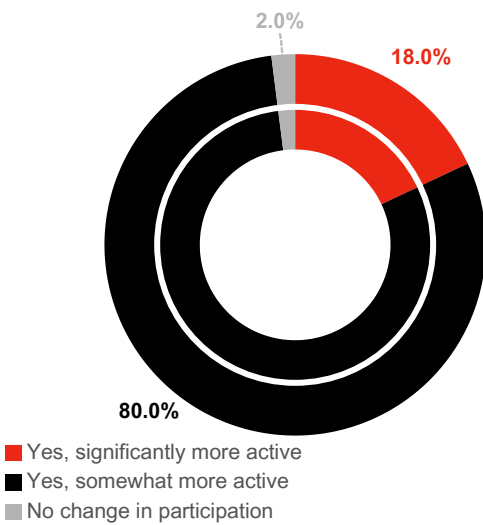
INCREASED ACADEMIC PERFORMANCE

CHART 24: IMPROVEMENT IN CHILD'S ACADEMIC PERFORMANCE



INCREASED PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

CHART 25: CHILD'S PARTICIPATION IN EXTRACURRICULAR ACTIVITIES



A vast majority of parents noticed some improvement in their child's academic performance since their participation in the program with 18.0% of the parents reporting a significant enhancement.



80.0%

of parents reported that their children actively participated in extracurricular activities to some extent after the intervention began.

82.0%

of the parents observed improvement in the academic performance of their child.

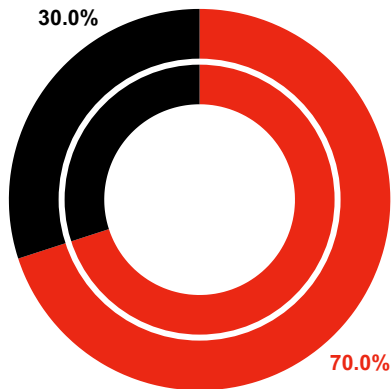
ASSESSMENT OF ACADEMIC PERFORMANCE



SMART CLASS AND UTILISATION OF K YAN DEVICE

PERSPECTIVES OF TEACHERS ABOUT KEY IMPACTS OBSERVED AMONG STUDENTS

CHART 26: CHANGE IN STUDENT ENGAGEMENT AND PARTICIPATION



- Yes, there has been a significant increase
- Yes, there has been a slight increase



70.0%

of the teachers reported a significant increase in the level of student engagement and participation since the implementation of the smart class system.

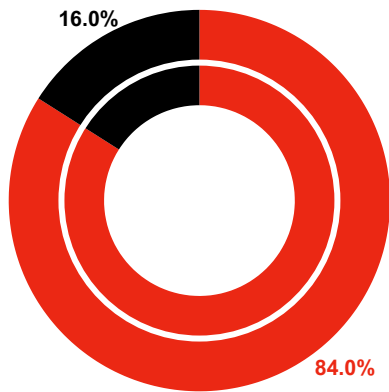
UTILISATION OF SMART CLASS ROOM



COMPUTER LAB

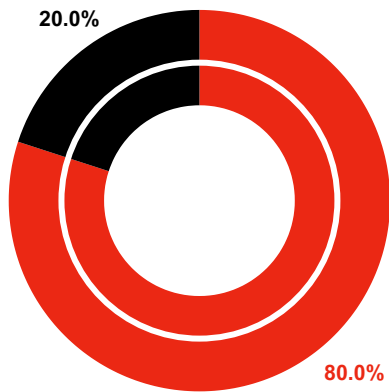


CHART 27: IMPROVEMENT IN STUDENT UNDERSTANDING



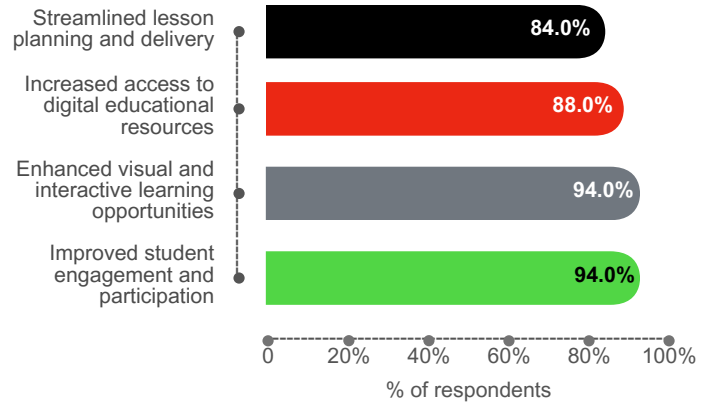
■ Yes, there has been significant improvement
■ Yes, there has been slight improvement

CHART 28: ATTRACTIVE AND CONDUCIVE LEARNING ENVIRONMENT



■ Yes, significantly
■ Yes, to some extent

CHART 29: IMPACT ON TEACHING EXPERIENCE



A large majority of teachers reported significant improvement in students' understanding and academic performance and acknowledged the smart class system's contribution to a better learning environment.

94.0% of the teachers mentioned improved student engagement and participation, with enhanced visual and interactive learning opportunities.

88.0% & 84.0% of the teachers reported increased access to digital resources and streamlined lesson planning, respectively.



INTERACTION WITH SCHOOL STAFF

TESTIMONIAL BY VANISHA KHAN

I am immensely thankful for the scholarship support I received from Plan India, which has been a cornerstone in my educational journey since 2019. This support enabled me to complete my Diploma in Engineering, for which I received ₹75,000 in scholarship funds, covering my course fees and other essential expenses. My strong academic performance during the diploma program earned me continued scholarship support for my BTech degree, which I am now pursuing in the field of engineering.

Currently, I am in the final year of my BTech, and alongside this, I am also enrolled in an online course for Junior Engineering Assistant. My goal is to secure a position as a Junior Engineering Assistant upon graduation, and eventually, I aspire to join the Indian Army. The financial assistance provided through the scholarship has been instrumental in my success, allowing me to focus entirely on my studies without the burden of financial constraints.

Receiving the scholarship was a smooth process for me, as my academic achievements made me a strong candidate. Initially granted a three-year scholarship during my diploma, I was later awarded an extension of two more years for my BTech education due to my continued excellent performance. This five-year scholarship support has been incredibly beneficial, enabling me to pursue my education with confidence and without any financial stress.

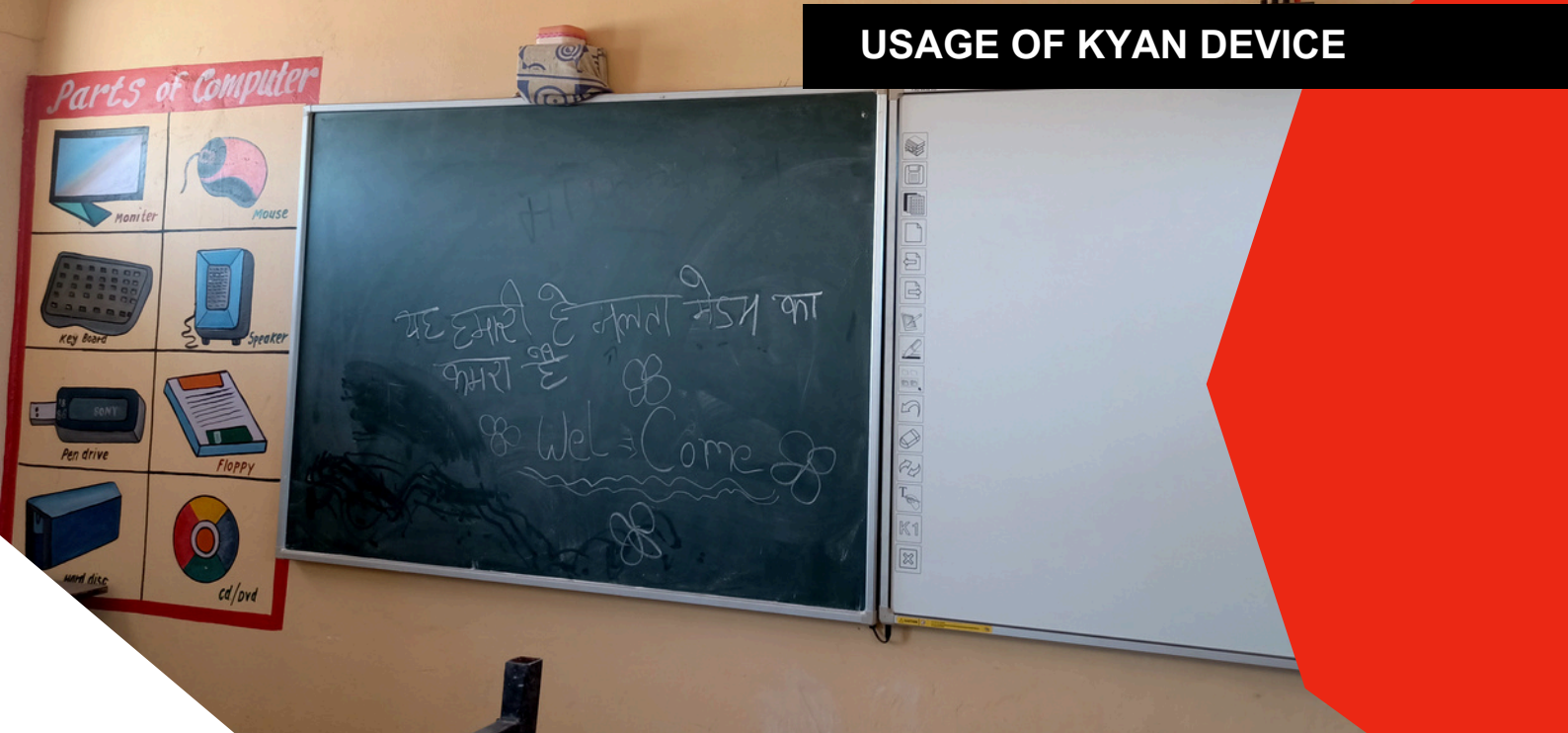
Throughout my course, I received valuable counseling on selecting the right career path, took up internships that provided hands-on experience, and benefited from mentorship that guided me through my academic journey.

The scholarship has not only helped me financially but has also had a profound impact on my personal development. It has allowed me to explore more opportunities, improve my academic performance, and build a strong network with other scholarship recipients. The education I received through this support has helped me change my mindset, develop essential skills, and become more confident in my abilities.

As I prepare for my final year exams from home, I am facing some financial stress, but I remain focused on my goals. The scholarship has made my educational journey possible, and I am determined to make the most of the opportunities it has provided.

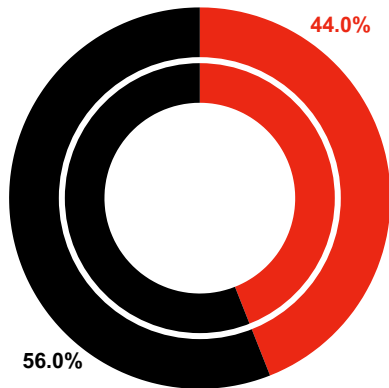
I am deeply grateful to Plan India and Metso Outotec for making this educational journey successful. I strongly believe that this scholarship should be offered to students who are truly committed to pursuing their educational careers and not to those who may waste the opportunity by not completing their studies.

USAGE OF KYAN DEVICE



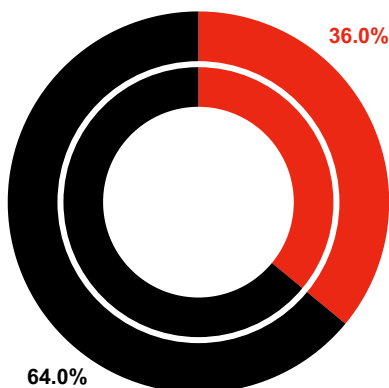
THE PERSPECTIVE OF STUDENTS ON THE IMPACT OF THE K YAN DEVICE

CHART 30: K YAN DEVICES IMPROVING LEARNING



■ Yes, significantly
■ Yes, somewhat

CHART 31: K YAN FOR COMPLEX CONCEPTS



■ Very effective
■ Moderately effective

CHART 32: K YAN AND ACADEMIC PERFORMANCE

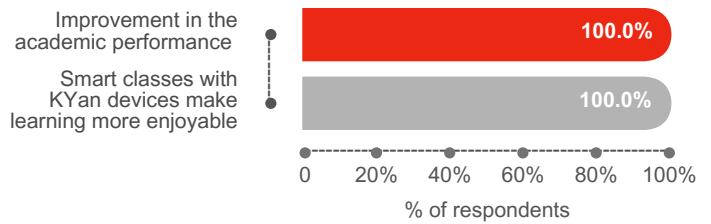
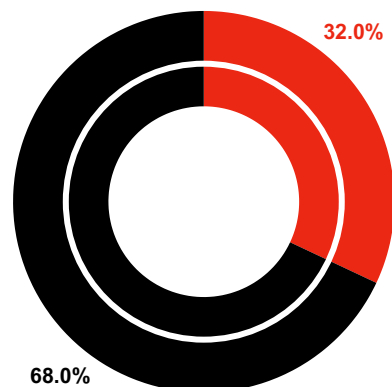


CHART 33: K YAN FOR RETAINING INFORMATION




■ Always
■ Sometimes



56.0%

of the students stated that using the K Yan device makes learning substantially better, while 64.0% of students mentioned the K Yan device was moderately effective in explaining complex concepts.

All the students mentioned improvement in academic performance and found smart classes with the K Yan device to make learning more engaging.



68.0% & 64.0%
of the students stated that the K Yan device was helpful in retaining information better and mentioned preferring the device over regular teaching methods respectively.

Many students reported an increase in academic performance and better learning engagement due to the K Yan device.



ECO CLUBS

IMPACT OF ECO CLUB INTERVENTION

CHART 34: CHANGES OBSERVED IN STUDENT ENGAGEMENT THROUGH ECO CLUBS

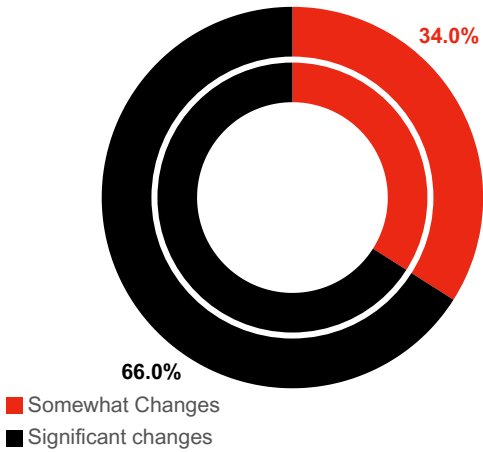


CHART 36: LEARNING ABOUT ENVIRONMENTAL CONCEPTS

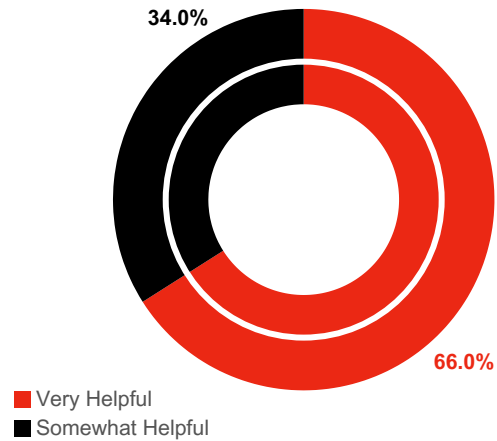
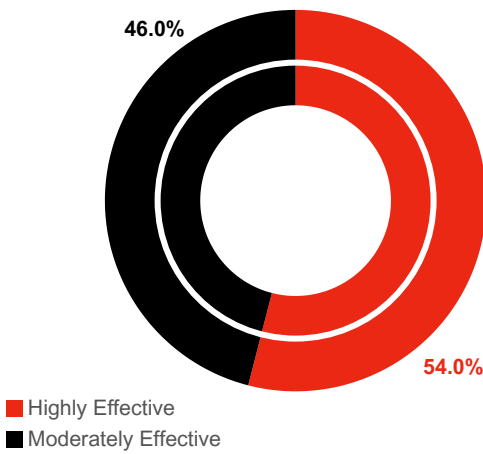


CHART 35: STUDENTS UNDERSTANDING ENVIRONMENTAL ISSUES THROUGH ECO CLUBS



66.0% of the students found learning about climate change, water, and waste management to be very helpful in understanding how they affect the environment.

66.0% of the teachers observed significant changes in the level of students' engagement and awareness regarding environmental issues since the formation of the Eco Club.

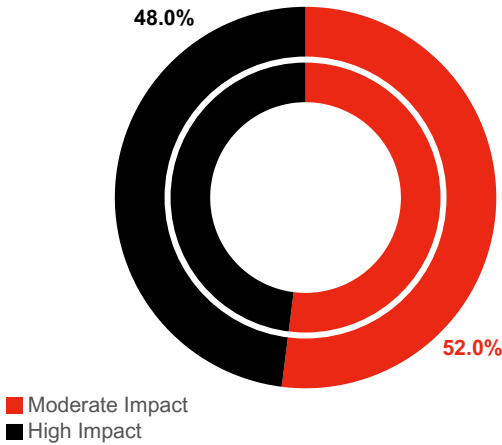
The majority of teachers reported that the Eco Club modules were highly effective in enhancing students' understanding of environmental issues and their solutions.

INSTALLATION OF SOLAR PANELS



ENGAGEMENT IN SPORTS ACTIVITIES

CHART 37: IMPACT OF SPORTS MATERIAL ON STUDENTS



52.0% & 48.0% of the teachers reported a moderate impact and a high impact of the provision of sports materials on students' participation in physical activities and sports events, respectively.

CHART 38: IMPACT OF AVAILABILITY OF SPORTS MATERIAL

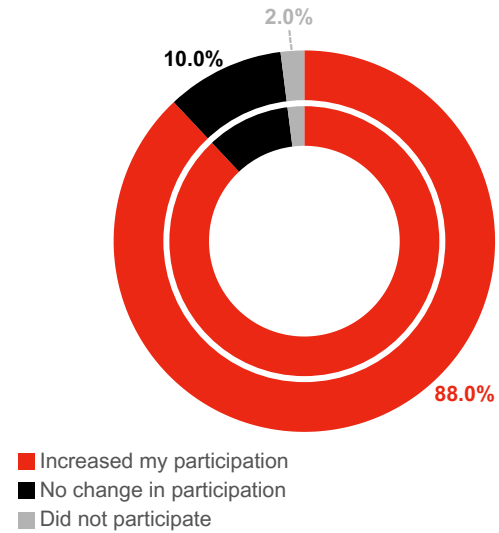
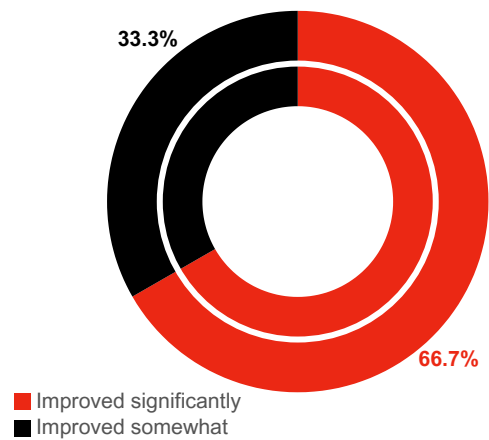


CHART 39: IMPACT ON THE OVERALL SCHOOL CULTURE



The availability of sports materials significantly increased participation in sports events, with a large majority of students indicating increased participation.

67.0% of the students noted a significant improvement in the overall sports culture at the school due to the provision of sports materials.

A large majority of the students mentioned increased participation in sports events due to the availability of sports materials.

SPORTS ACTIVITIES AT SCHOOL



CHALLENGES AND BARRIERS

The challenges and barriers faced during the program intervention are mentioned below:

CHART 40: CHALLENGES DUE TO POWER SUPPLY

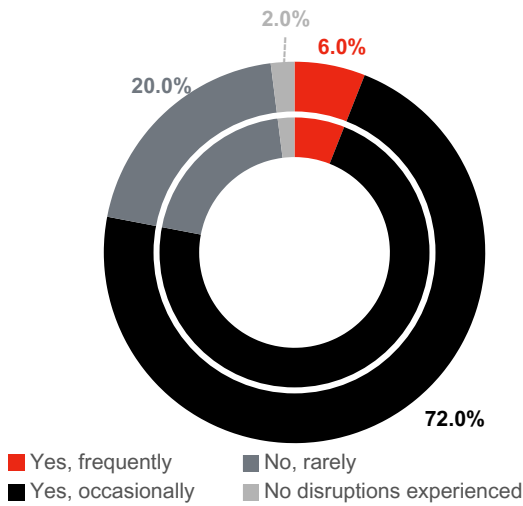
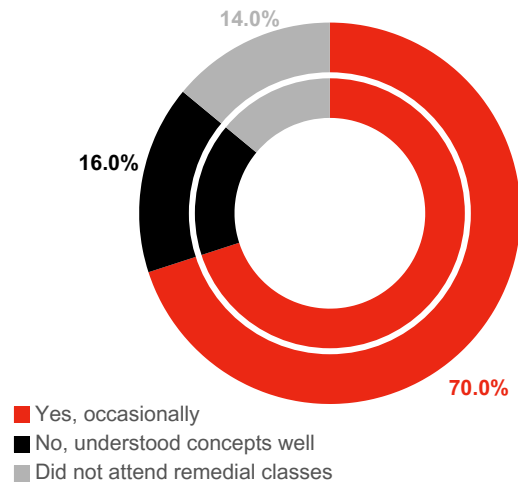
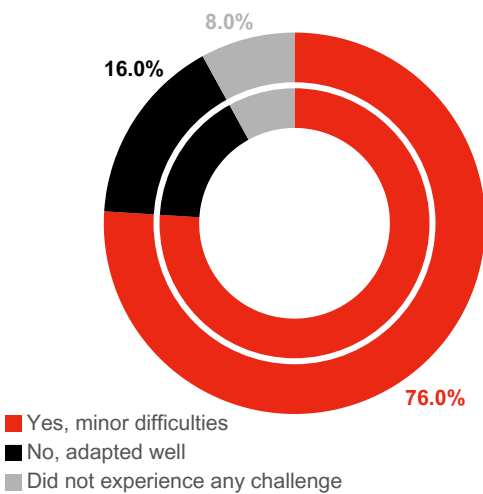


CHART 42: CONCEPTS DURING REMEDIAL CLASSES



A significant portion of the students reported occasional disruptions in their studies due to inconsistent power supply despite the installation of solar panels.

CHART 41: ADAPTING NEW LEARNING METHODS



76.0% of the students reported facing minor difficulties in adapting to the new learning methods, while 16% adapted well.

16.0% of the students reported that they understood the concepts well during remedial classes.

76.0% & 74.0% of the students reported minor difficulties adapting to the new learning methods introduced through smart classes and had difficulties understanding concepts taught during remedial classes, respectively.

WASH ACTIVITY



CHART 43: ACCESSING HANDWASHING STATIONS

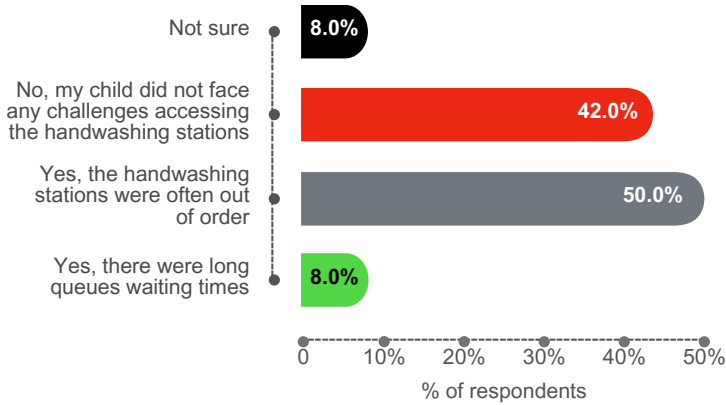


CHART 44: ATTENDING SCHOOL REGULARLY

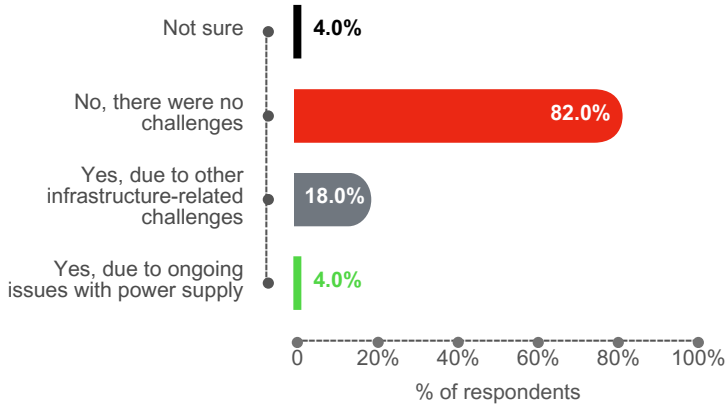


CHART 45: ACCESSING TOILET FACILITIES

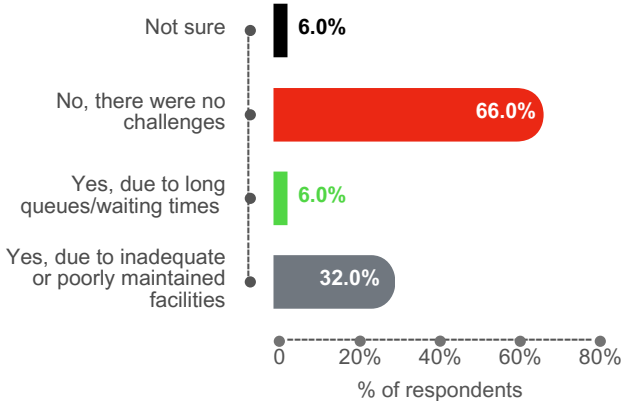


CHART 46: CONNECTING WITH SCM

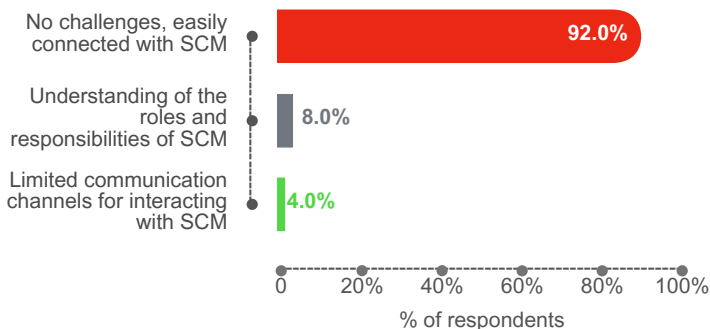
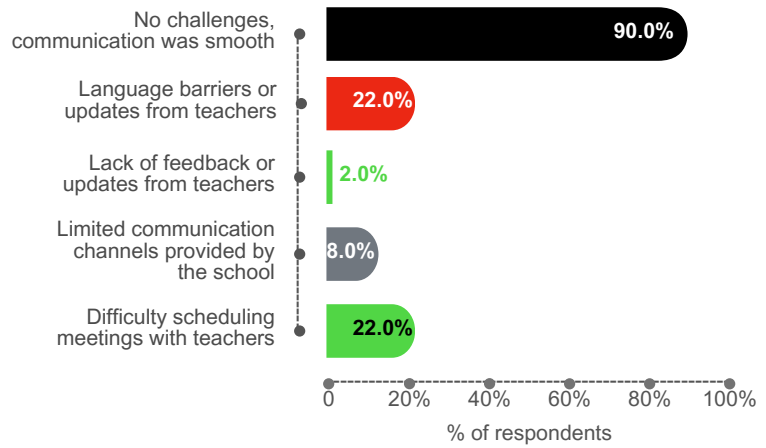


CHART 47: UNDERSTANDING CHILD PROGRESS



50.0%
 of the parents mentioned that their children faced challenges with handwashing stations being often out of order.

18.0%
 of the parents reported difficulties in their children attending school regularly due to other infrastructure-related challenges.

32.0%
 of the parents stated that their children encountered challenges related to accessing toilet facilities due to inadequate or poorly maintained facilities.

22.0%
 of the parents indicated that they faced challenges in connecting with teachers to understand their child's progress, with difficulties in scheduling meetings and language barriers being cited.

6.0%
 of the parents found limited communication channels for interacting with School Committee Members (SCM) while 8.0% mentioned an unclear understanding of the roles and responsibilities of SCM.

TESTIMONIAL BY NADEEM KHAN

I am Nadeem Khan, and I was fortunate to receive a scholarship from Plan India in 2021 and 2022 during my Diploma in Polytechnic Engineering. When I was in my second year, I was struggling financially and had nearly decided to leave my course halfway. However, the scholarship I received from Plan India saved my education, enabling me to continue my studies and ultimately complete my diploma.

The scholarship not only allowed me to finish my course but also opened doors to new opportunities. After completing my diploma, I secured a job as an onsite supervisor with a company in Delhi, where I worked for seven months. Although the job was a valuable experience, I recently decided to leave it so that I could return to my hometown and be closer to my parents. I am now planning to pursue a BTech degree and am currently seeking admission to the Laxmi Devi Institute of Engineering and Technology in Alwar. Simultaneously, I am looking for job opportunities in Alwar to support myself during my studies.

The scholarship I received was a lifeline. It covered all my additional expenses during my diploma, which allowed me to focus entirely on my studies without the stress of financial burdens. The process of obtaining the scholarship was challenging, as many students had applied, but I was fortunate enough to be selected. The Plan India team conducted interviews and even visited my home to assess our financial situation, ensuring that the scholarship was awarded to those who truly needed it.

Receiving this scholarship had a profound impact on my academic performance. With financial worries lifted, I was able to dedicate myself fully to my coursework, which significantly improved my results. Additionally, I developed essential skills, became more positive in my outlook, and gained confidence in my abilities.

Plan India didn't just provide financial support; they also offered invaluable guidance through mentorship programs, helping students like me choose the right career paths. They listened to our challenges and provided effective solutions, making sure we were on the right track.

To all students seeking scholarships, my advice is to seize this opportunity with both hands. Use it to educate yourself and create a meaningful place in society. The support you receive can change your life, just as it did mine.

I am deeply thankful to Metso for funding the scholarship program through Plan India, and I am honored to have been a part of the event organized by Metso Plant. This experience has not only shaped my education but has also given me the tools and confidence to pursue my future goals.

OVERALL IMPACT CREATED



ENHANCED ENGAGEMENT THROUGH SPORTS MATERIALS DISTRIBUTION

The provision of sports materials in schools sustained the attention of students, increased engagement in physical activities and supported their cognitive and psychomotor abilities.



IMPROVED READING INTEREST WITH AGE-APPROPRIATE BOOKS

The availability of age and grade-appropriate books in school libraries increased students' interest in reading materials and led to improved overall engagement in classes and school activities.



ENVIRONMENTAL AWARENESS THROUGH ECO CLUB FORMATION

The formation of eco clubs in schools led to changes in students' environmental awareness, understanding of nature, waste management practices, kitchen garden development and engagement in environment-friendly activities such as plantation drives.



ENHANCED LEARNING ENVIRONMENT WITH CLASSROOM FURNITURE

The availability of classroom furniture facilitated learning among upper-class children, which fostered and improved interest and created a more engaging environment between students and teachers.



IMPROVED ACCESS TO ELECTRICITY WITH EFFICIENT SOLAR PANELS

Schools with efficiently working solar panels reported elevated and regular availability of electricity, enabling effective use of computers and electrical devices, and increasing student attendance, even in high temperatures, which supported student learning.



SANITATION CHALLENGES WITH TOILET CONSTRUCTION

While toilet construction improved sanitation, challenges persisted with ineffective water supply and cleanliness maintenance, and it led to discomfort among students due to inconsistent cleaning standards.



WATER SUPPLY ISSUES WITH MALFUNCTIONING WATER TANKS

Malfunctioning water tanks hindered students' access to water, which highlighted the importance of maintaining infrastructure functionality for student well-being.



INCREASED PARENTAL INVOLVEMENT IN DECISION-MAKING

Following the intervention program, parents began taking an interest in their children's studies and actively participated in decision-making processes regarding their learning.



CAMPUS BEAUTIFICATION WITH BALA PAINTINGS

The inclusion of BALA paintings enhanced the appearance of school campuses, making them more child-friendly, attractive, and stimulating for students to explore their surroundings and engage in hands-on experiences.



EFFECTIVENESS OF TRAINING PROGRAMS

The training programs conducted on topics such as financial education and life skills, menstrual health hygiene, and gender sensitisation were effective in promoting the overall development and understanding of children.



POSITIVE IMPACT ON ATTENDANCE AND ENROLLMENT

All initiatives conducted in schools resulted in a substantial improvement in attendance, retention rates and enrollment ratios among students.



GROWTH IN LEARNING ENVIRONMENT AND OUTCOMES

Overall, the intervention program positively impacted the learning environment, interest of students and motivation in learning, and improved learning outcomes across all aspects of school enrichment activities.

KEY STAKEHOLDER SATISFACTION



Stakeholders, including teachers, SMC members, and panchayat representatives, have expressed their appreciation for the program's impact on increasing student attendance and enrollment. They noted that the initiative has effectively encouraged more students to attend classes regularly and has facilitated an improvement in overall enrollment rates. This increase in attendance and enrollment has been perceived as a positive sign of the program's effectiveness in enhancing student engagement and commitment to education.



Furthermore, stakeholders have highlighted the benefits derived from the provision of sports materials to schools. They have observed that these materials have played a significant role in promoting physical activity among students, fostering teamwork, and contributing to their overall physical and mental well-being.



The availability of sports equipment has not only encouraged students to participate actively in sports and outdoor activities but has also provided them with opportunities for holistic development outside the classroom.

FGD WITH SMC MEMBERS, TEACHERS AND STUDENTS

During the group discussion, participants highlighted the positive impact of the K-Yan device on student engagement and community involvement. Students had been using the device regularly, leading to significant improvements in enrollment, attendance, and retention rates. SMC members observed a noticeable increase in children's participation in various school activities, along with heightened parental engagement. The regularity of SMC meetings had improved, focusing on program intervention enhancements and community support initiatives. Participants acknowledged the need for immediate attention to certain infrastructure requirements, notably the provision of proper water supply and the availability of wall paintings. These enhancements were seen as essential to further stimulate children's interest in both school attendance and the intervention program itself. Suggestions were made to address the urgent need for proper water supply and to introduce wall paintings in the school. These ideas aimed to increase children's interest in school and the program. It was deemed essential to act on these suggestions to continue improving the program's impact.



In addition to the provision of sports materials, stakeholders have acknowledged the positive impact of infrastructure development initiatives implemented as part of the program. Projects such as the construction of tin shades, basketball courts, and the improvement of water and sanitation facilities have been well-received by stakeholders. They have noted that these improvements have contributed to creating a more conducive learning environment for students, enhancing their overall educational experience.



Despite the successes achieved, stakeholders have emphasised the importance of ongoing support and engagement from the project team. They have suggested the need for more frequent visits to schools to address emerging challenges promptly and ensure the sustained functionality of facilities. Continuous follow-ups and maintenance of infrastructure, particularly toilets and handwashing stations, have been identified as crucial aspects to uphold sanitation standards and ensure the well-being of students.



Moreover, stakeholders have stressed the significance of regular checks on solar batteries to optimise their functionality and ensure uninterrupted power supply to schools. These measures are deemed essential for sustaining the positive outcomes achieved through the program and fostering long-term improvements in education and infrastructure in the community.

KEY CHALLENGES AND BARRIERS

The challenges and barriers during the program implementation are listed and explained below:



The pandemic presented numerous challenges to the execution of project activities, delaying overall implementation, particularly in conducting meetings or engaging with various stakeholders such as children, teachers, and parents.



Coordination with the health department for vaccination camps and follow-up home visits posed logistical challenges.



A significant challenge arose from the heightened risk of COVID-19 transmission in villages as a result of a lack of awareness and poor hygiene practices among community members. This persisted until August 2022.



Establishing a local project office posed another challenge, and it took approximately a month to commence day-to-day operations for project activities.



Community teachers struggled to provide effective remedial support to elementary grade students, hampered by their limited grasp of foundational literacy and numeracy concepts.



Building rapport between newly recruited field team members and key stakeholders, including schoolteachers, students, and School Management Committee (SMC) members was one of the most significant challenges faced during the program.



THE IMPACT CREATED ACROSS MULTIPLE LEVELS



INDIVIDUAL LEVEL

Enhanced academic performance and engagement among students.

Improved access to quality education and learning resources.

Increased awareness of health, hygiene, and environmental issues.



FAMILY LEVEL

Empowered parents to actively participate in their children's education.

Enhanced awareness of the importance of education and community involvement.

Improved socio-economic conditions through access to educational opportunities.



DISTRICT LEVEL

Strengthened educational infrastructure and resources in local communities.

Increased community engagement and collaboration in educational initiatives.

Enhanced social cohesion and inclusivity through collective participation in educational programs.



STATE LEVEL

Improved educational outcomes and student performance at a broader scale.

Enhanced policy advocacy and implementation for educational development.

Strengthened partnerships between government, NGOs, and local stakeholders for sustainable education initiatives.



NATIONAL LEVEL

Contributed to national goals of achieving universal education and literacy.

Strengthened the education system through innovative approaches and best practices.

Increased awareness and prioritization of education as a fundamental right for all citizens.

SUSTAINABILITY



LACK OF EFFECTIVE IMPLEMENTATION IN DIWAKARI SCHOOL

During the impact assessment, it was observed that the project implementation at Diwakari School had not been functioning effectively in the last two years. Consequently, the school declined engagement with the assessment team, which questions the sustainability aspect of the program.



ABSENCE OF PROGRAM COMMITTEES

The absence of specific committees for individual programs tasked with addressing concerns, facilitating follow-ups, scheduling meetings, and discussions indicated a lack of clear school ownership and dependency on implementing partners.



INADEQUATE COMMUNITY ENGAGEMENT

Effective community ownership is vital for program implementation, but parental involvement did not meet the requirements, as many of them were unaware of interventions in schools.



DISCONNECT BETWEEN SCHOOLS AND COMMUNITIES

The absence of a bridged partnership between schools and communities raises concerns about the long-term sustainability of programs.



INADEQUATE ENGAGEMENT OF MAINTENANCE TEAMS

Despite the presence of maintenance teams among implementing partners, their engagement is lacking, which resulted in delayed resolution of issues and hindered the long-term functioning of programs that, led to delayed benefits to schools.



LIMITED FINANCIAL SUPPORT AND STABILITY

Schools lack financial support and stability beyond intervention programs with no financial backup or school development funds. Addressing this issue is crucial to sustaining intervention programs effectively.

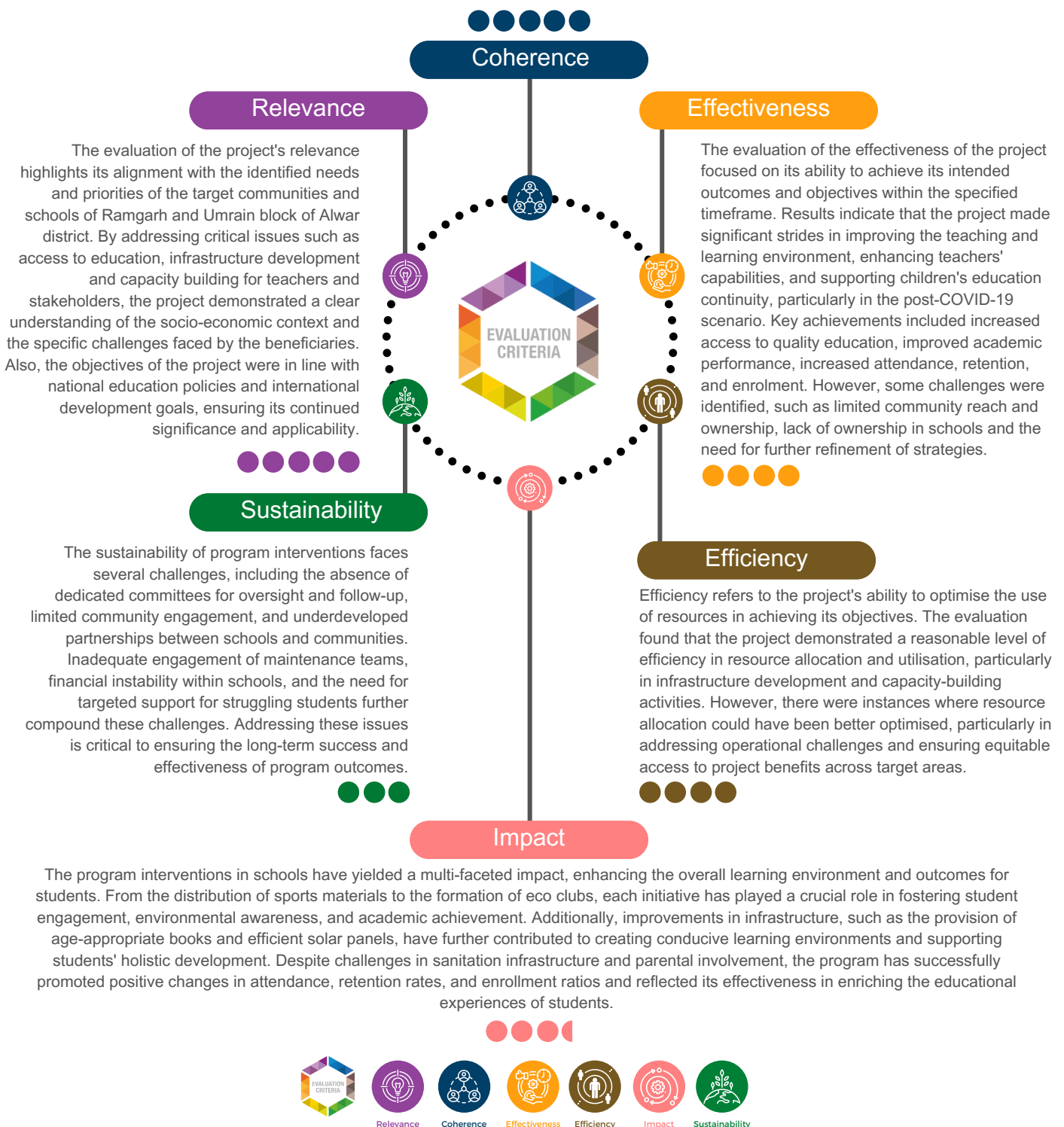


NEED FOR INDIVIDUALIZED REMEDIAL SUPPORT

Children struggling academically should receive individualised remedial classes and support to improve their learning outcomes and facilitate their mainstreaming.

07. OECD FRAMEWORK

The coherence of the project was comprehensively evaluated, focusing on its alignment with broader development strategies, sectoral policies, and existing initiatives within the education sector. The assessment revealed that the project exhibited a strong coherence with national and international development agendas, particularly the Sustainable Development Goals (SDGs). By addressing key targets under SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 3 (Good Health and Well-being), and SDG 10 (Reduced Inequalities), the project demonstrated its commitment to fostering inclusive and equitable education, promoting gender equity, addressing health-related barriers, and reducing disparities in access to education. Furthermore, the project's alignment with national policies and programs, including the National Education Policy (NEP), the COVID-19 Education Response, the Beti Bachao Beti Padhao initiative, and the Right to Education Act (RTE), underscored its relevance and contribution to advancing educational reform, supporting education continuity during crises, empowering girls, and ensuring access to quality education for all children. This alignment with both international and national frameworks reflects the project's coherence and strategic integration within the broader educational landscape.



CHAPTER 8

RECOMMENDATIONS



The implementing partner should conduct a thorough assessment prior to school interventions, considering the requirements or needs step by step in a prioritised manner to achieve optimal results.



Implementing partners should carry out regular follow-up visits, along with increased physical engagement in schools, to address and stay updated with ground-level problems and to plan better strategies.



Identify nearby schools in need of similar interventions that currently lack support from any organisation. Metso can collaborate with the staff and principals of these schools to provide holistic development support.



Strengthen the ownership and engagement of the community with implementing partners and schools, as identified during the assessment.



Be aware of other organisations working with the same targeted schools and running similar initiatives to avoid duplication of support or interventions.



The maintenance team handling solar panels and batteries should strengthen their engagement with schools and plan regular follow-up visits to ensure timely resolution of issues.



Develop a strategy for schools to form a committee addressing issues related to program ownership in the future, with the required funds and facilities, to minimise dependency and take charge of any ongoing program to ensure sustainability.



Prioritise strengthening foundational literacy in schools before transitioning to digital literacy or using smart devices, which will ensure a smoother and more effective shift.



Update the content of K Yan devices to make it more interesting and engaging, thereby removing limitations on children's learning, and encouraging creativity and new experiences.



Implementing partners and school staff should collaboratively maintain a record or database of students, including demographic and informant details, who have been facilitated with scholarships under the program to facilitate planning, management, and follow-ups for future interventions.



Prepare an informed and sustainable program and related execution strategy with schools before terminating the existing intervention program, to facilitate easier follow-ups in the future.



Inform schools in advance of any activity not executed as per the initially decided plan, providing sound reasons for any changes or delays, including the respective implementation process within a given timeframe by the organisation, to maintain accountability and transparency.



Address concerns regarding non-uniform furniture distribution in some schools by discussing class or building-appropriate furniture requirements with schools and implementing partners beforehand to ensure uniformity and suitability.



CHAPTER 9

CONCLUSION

The Model School Project has been instrumental in bringing about positive transformations in the educational landscape of rural Ramgarh and Umrain blocks in Alwar district, Rajasthan. By focusing on key areas such as sanitation infrastructure, teacher capacity building, sports promotion, environmental education, and rural development, the project has significantly enhanced the quality of education and overall learning experience for students, particularly those from marginalised backgrounds. The evident improvements in enrollment rates, academic performance and retention rates underscore the success of the project in addressing educational disparities and fostering inclusive development. The Model School Project has achieved significant milestones in enhancing education, sanitation, and environmental awareness in rural Rajasthan, but there remains scope for improvement to ensure the efforts made are sustainable and viable. Continuous efforts are needed to strengthen community engagement, build local capacities, ownership and leadership and secure necessary funds and resources for ongoing maintenance and support. By addressing these areas, Metso and Plan India can fortify the foundation laid by the project and ensure that the impact of the program endures for years to come, which will positively transform the lives of students and communities.

CHAPTER 10

CASE STORY 1

Name: Jyoti Saini

Educational Background: Btech in Electrical Engineering

Employment: Assistant Field Engineer at AMNS

Hometown: Alwar, Rajasthan

EDUCATIONAL JOURNEY AND CHALLENGES CASE STORY

Initial Struggles:

Jyoti hails from a conservative family in Alwar, where girls traditionally faced restrictions in pursuing education outside their hometown. Despite these challenges, she excelled in her studies and opted for a Diploma in Electrical Engineering after completing her 12th standard with an Arts background. Financial constraints posed a significant hurdle, as her family had limited resources to support her higher education.

Scholarship Intervention:

In 2018, Jyoti was identified by Plan India for a scholarship funded by Metso Outotec. The scholarship covered essential expenses, including tuition fees, boarding, and study materials, allowing her to focus entirely on her studies without financial stress. The support was extended for her BTech studies, enabling her to continue her education after completing the diploma.

Experience and Impact

EXPERIENCE AND IMPACT

Academic and Career Progress:

The financial assistance from the scholarship played a crucial role in Jyoti's academic success. She completed her Diploma in Electrical Engineering and is currently working as an Assistant Field Engineer at AMNS India in Gujarat. The scholarship also facilitated her participation in practical projects and internships, enhancing her technical skills and employability.

Personal Development:

The scholarship not only alleviated financial pressures but also contributed significantly to Jyoti's personal growth. She reported an increase in confidence, improved communication skills, and a more positive outlook on life. The exposure to new environments and the support from Plan India's career guidance meetings further empowered her to set ambitious goals for the future.

CONCLUSION

Jyoti Saini's journey exemplifies the transformative impact of the scholarship program funded by Metso Outotec through Plan India. The financial support and holistic development opportunities provided by the scholarship enabled her to overcome social and economic barriers, complete her education, and secure a promising career in engineering. Jyoti's success story serves as an inspiration for other students in her community, encouraging them to pursue their educational and career aspirations despite challenges.

CASE STORY 2

Name: Komal Yogi

Educational Background: Diploma in civil Engineering, pursuing BTech

Hometown: Alwar, Rajasthan

Scholarship Provider: Plan India, funded by Metso Outotec

EDUCATIONAL JOURNEY AND CHALLENGES

Initial Struggles:

Komal Yogi's journey in the field of civil engineering began in 2018 when she enrolled in a Diploma in Civil Engineering. Coming from Alwar, Rajasthan, Komal faced significant financial challenges that threatened to disrupt her education. Despite her determination and strong academic performance, the cost of pursuing a technical education was a major obstacle for her and her family.

Scholarship Intervention:

Recognizing her potential and need for financial support, Komal was awarded a scholarship by Plan India, funded by Metso Outotec. She received this scholarship consistently for five years, from 2018 to 2022. The scholarship was based on her academic performance and provided the crucial financial assistance needed to cover her course fees and other educational expenses. This support enabled Komal to focus on her studies without the burden of financial stress.

EXPERIENCE AND IMPACT

Academic and Career Progress:

The financial aid provided by the scholarship was instrumental in Komal's academic achievements. She completed her Diploma in Civil Engineering in 2021 and immediately began preparing for competitive exams. The scholarship she received in 2021 helped her afford coaching fees during her gap year, and the amount awarded in 2022 covered her BTech course fees. Currently in her sixth semester, Komal is on track to complete her BTech in Civil Engineering while also preparing for a career as a Junior Engineering Assistant. She has already cleared the preliminary exam and is awaiting the final merit list for a position with the Housing Board Construction.

Personal Development:

Komal's educational journey has significantly impacted her personal growth. The scholarship allowed her to maintain a strong focus on her studies, resulting in no academic backlogs or gaps. Her confidence, communication skills, and overall mindset have improved, enabling her to express herself clearly and stand up for her rights. Komal has become more open to learning, networking effectively, and interacting confidently with others.

Holistic Support:

Beyond financial aid, the scholarship program provided holistic support through career guidance and mentorship. Plan India organized meetings that offered tailored advice and support to both students and their parents. These sessions helped Komal identify and address challenges, further enhancing her academic performance and personal development. The comprehensive approach ensured that she was not only financially supported but also equipped with the tools and knowledge needed to succeed in her field.

CONCLUSION

Komal Yogi's story highlights the transformative impact of the scholarship program funded by Metso Outotec through Plan India. The financial support enabled her to pursue her education without interruption, complete her diploma, and advance towards her BTech degree. The holistic approach of the scholarship program, which included career guidance and mentorship, further empowered her to achieve her academic and career goals.

Komal is deeply grateful for the support she has received, which has played a crucial role in her journey towards becoming a civil engineer. Her future goals include improving her English communication skills, securing a job, achieving financial independence, and eventually working in the construction industry in Dubai. Komal hopes that the scholarship continues to support students who are dedicated to their education and committed to making the most of the opportunities it provides.



PARTNER FOR POSITIVE CHANGE