

IMPACT ASSESSMENT REPORT

**Providing Computer, Vocational Training and Women
Empowerment Program for Marginalized Girls and Women
In Partnership
With
National Internet Exchange of India**

(February- March, 2023)

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1. EXECUTIVE SUMMARY

In low and middle-income countries, the educational status of females is deficiently poor. According to UNICEF, globally 129 million girls remain out of school, including 32 million of primary school age, 30 million of lower-secondary school age, and 67 million of upper-secondary school age. In India, the probability of girls getting primary education is about 42 percent lower than boys, and it remains so even when other variables, such as religion and caste, are controlled. Barriers to their education include poverty, child marriage, gender-based violence, son favoritism, poor infrastructural facilities, etc.

With the onset of the COVID-19 pandemic, education systems have witnessed the most significant disruption in history, thus disrupting the learning and development of over 325 million vulnerable children, particularly girls, worldwide. Amnesty International reports that 56% of the girls in India did not attend online classes and dropped out of school, further putting them at risk of violence, early marriage, early pregnancy, and poverty. Therefore, it is important to encourage and support the continuity of the girls' education to leverage their opportunities and curb the barriers to their education and a dignified life.

Educated and skilled women play a vital role in society's socio-economic development. It mitigates the disparities and plays a significant role in empowering women, helps them overcome the challenges, and contributes to the overall development of the country.

Today's world is afflicted with violence, conflict and stress. Gender and ethnic discrimination, crime against women and children, drug abuse among young adults, health hazards such as STDs (Sexually transmitted diseases), HIV, AIDS are realities of our societies. We have to live and cope with these deadly realities. Stress related disorders and suicidal tendencies are prevailing among young adults. Adolescence, a vital stage of growth and development marks the period of transition from childhood to adulthood. Adolescent is a phase where rapid physical & physiological changes take place with significant influence on physiological and sexual behavior. These are the years when an individual is vulnerable to negative peer pressure, risk taking, experimentation and misinformed decision making relating to their behavior and sexuality, which not only affects the self-development of the individual but also the family and the society". Adolescence is also the stage when young people extend their relationships beyond parents and family and intensely influenced by their peers and the outside world in general. The mental process becomes more analytical as adolescents mature cognitively. The host of factors that promote high risk behavior such as alcoholism, drug abuse and causal relationships are boredom, rebellion, disorientation, peer pressure and curiosity .The psychological push factors such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future are often the driving force for high risk behavior. Education" is important, but education to support and live life better is more important. It has been felt that life skills education bridges the gap between basic functioning and capabilities. It strengthens the ability of an individual to meet the needs and demands of the present society and helps in dealing with the above issues in a manner to get desired behavior practical. Imparting life skill training through inculcating life skill education will help youth to overcome such difficulties in life.

Thus, the project focus on value addition inputs where a holistic education can be given to the beneficiaries which is beyond the classroom and emphasizes the overall growth of students like better emotional health, critical thinking, decision-making ability, love of learning, etc. and also empowering them through advanced vocational training opportunities.

1. ABOUT LADLI FOUNDATION TRUST

Lying at the heart of Ladli Foundation has a mission to build a safe, gender-neutral, and inclusive society. It aims to enable access to Primary Healthcare, Education, Skill Training, and opportunities by focusing on bringing a reformative change in the mindsets of the society. It aims at building a community enabled with the proper use and scientific significance of ancient and traditional practices of sustainable living for achieving UN SDGs.

We initiate to alter and start a dialogue among people about inhuman traditionally inherited practices like patriarchy, gender-based violence, child marriages, and social victimization, which are the main hurdles in providing basic human rights, and prominent causes of vulnerable conditions of women in India.

It envisions the idea to break the taboos and adopt a safe, secure & sustainable living that upholds women's reproductive rights in our society by sensitizing the male population to become promoters of Gender Equality.

VISION OF LADLI FOUNDATION TRUST

Ladli's central idea is to attempt to affect a transformative shift in the public's perceptions in order to create a gender-neutral society. For this reason, we develop projects that not only directly assist women and girls but also raise awareness of a particular issue throughout the entire community.

MISSION OF LADLI FOUNDATION TRUST

The core purpose of the Ladli Foundation is to create a society that is safe, gender-neutral, and inclusive by facilitating access to primary healthcare, education, skill training, and opportunities, with a particular emphasis on eradicating social victimization of women in all spheres to uphold the status of women. It aims to create a community in India that can effectively employ and value its ancient practices to achieve the UN SDGs.

2. PROJECT BRIEF

Initially, the beneficiary mapping will be done to identify 200 girls and women who are deprived of better education and livelihood.

It is essential that beyond the school, life skill education and vocational training shall take place for the child's educational growth. It will be a value addition inputs to slum children after school to enhance their skills for better education and empowering them for livelihood.

Also, a focus on the development of skills in women would be crucial in motivating them to develop life skills that will lead to higher paying and good quality jobs, better livelihood, economic independence and the ability to earn for their families.

The beneficiaries will be given education and training for 2 months during the project tenure. Beneficiaries will be regularly assessed and monitored for the improvement of their learning skill proficiency, and regular attendance in training centers. The

findings of the monthly test assessment will help the organization track the beneficiary's progress and regularly inform their parents as an engagement tool. Also, the level of learning proficiency will be assessed.

Regular follow-ups and handholding support will be provided to each beneficiary as and when required by the organization and local community stakeholders.

A monthly test assessment will be done where the beneficiaries were assessed through teachers of training centers. This will help to track the beneficiaries progress and the identification of gaps.

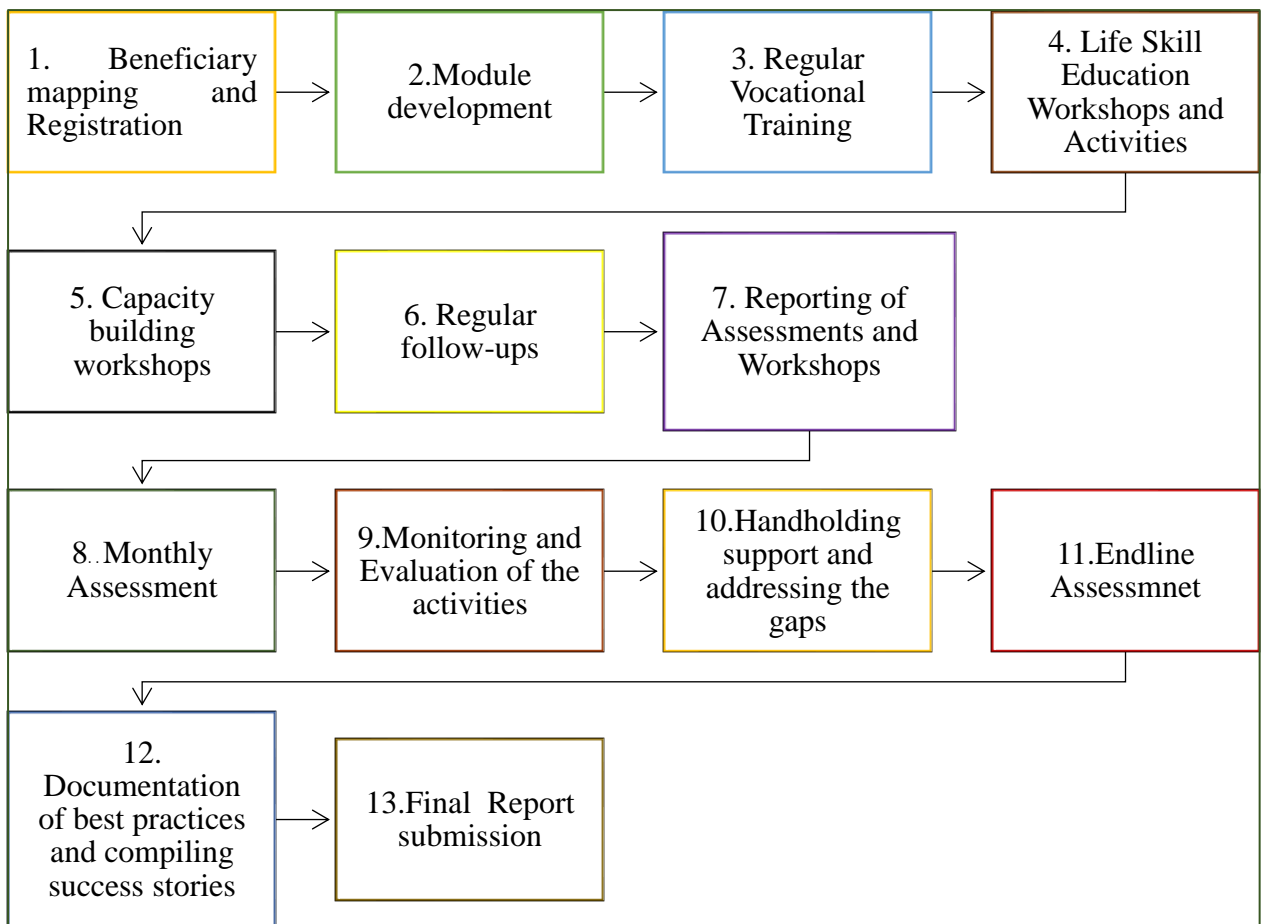
In the end, an endline assessment will be done to measure the impact of the project, on the beneficiaries and their families and document good practices, and compilation of success stories.

3. PROJECT OBJECTIVES

- a) Ensuring livelihood by providing vocational training to vulnerable girls and women to live a dignified life.
- b) Ensuring adaptive and positive behaviour through life skill education.
- c) Promoting holistic education to develop physical, emotional, moral and psychological attributes.

4. METHODOLOGY

The methodology for the Project implementation is depicted below



5. PROJECT AREA AND BENEFICIARIES

The project was implemented in Delhi, India with 200 vulnerable and marginalized adolescent girls and women. Majority of these target beneficiaries are 12th pass (42.5%). All the 200 girls are from various socio-economic background with different career aspirations.

Few of them are married women and have enrolled in the project with the primary goal to restart their carrier by gaining computer knowledge, ability to communicate, speak English and get equipped with other relevant skills.



Glimpse of the project beneficiaries

The table 1 represents the details of the 200 beneficiaries.

Table.1. Beneficiary data

BENEFICIARIES DATA					
S.No.	Student Name	Father's Name	Aadhar Number	Qualification	DOB
1	Sadika	Mr. Imtiyaz Ahmad	3882 9191 1298	10th Studying	29-07-2007
2	Sakshi	Mr.Chandramouli Mishra	4787 0186 5063	12th	23-09-2004
3	Sakshi Parindiyal	Mr. Shyamlal Parindiyal	7322 9383 1972	12th pass	18-08-2000
4	Sakshi Singh	Mr. Rakesh Singh	4684 1993 2189	10th Pass	02-08-2002
5	Saniya	Mr. Haider Ali	3496 5607 2426	12th pass	11-03-2005
6	Santosh	Mr. Ashok Ram	4589 1653 5212	12th pass	23-05-2003
7	Sapna	Mr. Rajesh Kumar	2267 5417 9735	12th pass	10-06-2002
8	Sapna Kashyap	Mr.Raghuveer Singh	7668 1982 1386	Graduate	16-08-1996
9	Aastha Jain	Mr.Anil Jain	5016 0569 0418	12th Pass	29-11-2004

10	Aastha Jindal	Mr.Sandeep Jindal	8950 3952 2375	12th Pass	05-12-2001
11	Aliza Sahiba	Mohd Yousuf	4164 0006 8070	12th Studying	16-06-2005
12	Anchal	Mr. Satpal Chauhan	8942 6640 0146	12th Pass	04-09-2004
13	Anchal	Mr. Mukut Singh	7971 3780 8656	12th Studying	01-09-2006
14	Krishna	Mr. Mukut Singh	3972 7613 9158	10th Studying	23-10-2009
15	Anjali	Mr. Vishwanath Maurya	3492 7554 8125	12th Studying	01-06-2005
16	Anjali Gupta	Mr.Rajesh Gupta	4088 3006 2694	12th Studying	21-05-2006
17	Anjali Kumari	Mr. Sunil Singh	5107 4254 5500	12th Pass	02-01-2004
18	Ankul Agarwal	Lt Yogesh Kumar Singhal	2408 3561 5333	12th Pass	01-07-1978
19	Annu Kumari	Mr. Amarthnath Chaudhary	3808 4694 2508	12th Studying	21/1/2006
20	Ayesha Khatoon	Mr. Naseem Ahmed	3150 6837 3076	12th Studying	04-01-2005
21	Bharti	Mr. Mukesh Kumar	4051 3254 9917	12th Studying	09-07-2003
22	Bhawna Arya	Mr. Bihari Lal	8963 7385 0435	12th Studying	10-08-2005
23	Bhoomika	Mr. Jagdish Papney	6338 0402 8618	12th Studying	10-01-2005
24	Bhumika	Mr. Sunder Pal Singh	4671 3117 1783	12th Studying	23/4/2008
25	Bhumika Rai	Mr. Adesh Rai	3637 2641 7265	12th Studying	03-03-2004
26	Chetna Dangi	Mr. Bala Singh Dangi	9009 1956 1776	12th Pass	31-08-1999
27	Gauri Mathur	Mr. Rajpal Singh	4703 4585 7583	12th Pass	03-09-2001
28	Gungun	Mr. Naresh Kumar	6280 2955 7407	12th Pass	18-08-2003
29	Himanshi Yadav	Mr. Avanesk Kumar Yadav	4690 8899 0207	12th Pass	17-05-2002
30	Ishika Tiwari	Mr. Raj Kumar Tiwari	9052 2313 5018	12th Pass	22-03-2004
31	Kajal	Mr. Satish Kumar	6146 6636 7862	12th Pass	11-09-2001
32	Kanupriya Verma	Mr. Davender Kumar Verma	4279 2674 1225	12th Studying	05-10-2004
33	Kashish Baral	Mr. Pandav Charan Baral	7075 5737 1239	12th Pass	27-03-2004
34	Km Rupali	Mr. Gyan Singh	8958 3563 4795	12th Studying	22/10/1987
35	Km Sonam	Mr. Akhtar Husain	8703 5779 9420	12th Pass	10-11-1995
36	Krishna	Mr.Ashok Kumar	7874 5752 5252	12th Pass	13-05-1995
37	Kumkum Chauhan	Mr. Ravinder Singh	6324 1569 0178	12th Studying	21/6/2008
38	Laxmi	Mr. Bhagat Singh	9150 7940 9310	12th Pass	30-01-2002
39	Mamta	Mr. Kalyan Singh	2889 1732 1712	12th Pass	12-07-2003
40	Manisha	Mr. Mohan	8831 0283 3580	12th Studying	09-04-2005
41	Monika	Mr. Jai Bhagwan	7289 7257 6337	12th Studying	18/9/1998
42	Muskan	Mr. Shanti Swaroop	9326 6246 3820	12th Studying	10-05-2005

43	Muskan	Mr. Rama Shankar Thakur	8236 2822 8300	12th Studying	06-10-2004
44	Muskan	Mr. Sudhir Kumar	8707 0261 2284	12th Studying	04-04-2005
45	Muskan Malik	Mr. Naushad Malik	3789 2036 3374	Graduate	08-03-1999
46	Nazrine	Mr. Mohd Razab	9240 7216 6116	12th Pass	08-08-2004
47	Neha	Mr. Satish Kumar	4802 7192 7267	12th Pass	26-10-2003
48	Neha Kumari	Mr. Bipin Sharma	6736 8464 4532	12th Pass	20-05-2004
49	Nidhi Chaudhary	Mr. Kalam Singh Sajwan	4405 4107 7550	12th Pass	01-01-1999
50	Nikita Meena	Mr. Lekhraj Meena	9606 3643 1055	12th Pass	05-04-2000
51	Nisha	Mr. Dwarika Prasad	4467 1648 9371	12th Pass	12-10-1995
52	Pooja	Mr. Satish Chander Gupta	8851 3701 6595	12th Studying	14-01-1995
53	Pooja Jena	Mr.Gourang Jena	8637 3020 9485	12th Pass	10-08-2004
54	Preeti	Mr.Kalu Ram	8792 4150 2703	12th Studying	26-12-2005
55	Priya Jha	Mr. Kishor Jha	2892 3603 0332	Graduate	02-08-2001
56	Priya Singh	Mr. Ajay Singh	6869 6334 6289	12th Studying	26-12-2006
57	Priyanka	Mr. Indrapal Singh	7672 2495 3508	12th Pass	06-09-2005
58	Priyanshi Yadav	Mr. Avanesk Kumar Yadav	4540 2368 0954	7th Pass	03-03-2009
59	Pushpa Gautam	Mr. Shyam Dhari	6450 5608 8727	12th pass	26-06-1992
60	Rajni Devi	Mr. Jagdish Dhyani	3826 5227 8917	12th Pass	15-05-1992
61	Rajshri Tripathi	W/O Gaurav Tripathi	3300 0980 5828	12th Pass	01-10-1985
62	Renu	Mr. Devi Ram Sharma	8808 3316 1110	Graduate	10-08-2000
63	Ritu Singh	Mr.Ajit Singh	7393 6415 0061	Graduate	18-02-1976
64	Roshni	Mr.Vinod	6797 5211 5820	12th Studying	03-05-2003
65	Roshni Srivastava	Mr.Rakesh Srivastava	5566 1211 4452	12th Studying	01-01-2003
66	Shilpi Yadav	Mr. Avanesk Kumar Yadav	5567 4099 9244	12th	19-09-2000
67	Shivangi Gupta	Mr. Late Vinod Kumar	6117 7580 9721	12th pass	12-04-1986
68	Shivani Gupta	Mr. Birjesh Kumar Gupta	4420 8512 1538	Graduate	22-07-2001
69	Sonal	Mr. Rajender Kumar	7927 0731 1763	12th	07-12-2003
70	Sonam	Mr. Prem Singh	8594 1607 0121	12th pass	28-05-2000
71	Sonia Gupta	Mr. Surender Gupta	5330 4152 1292	Graduate	21-01-1979
72	Suhana	Mr. Md Yasin	4401 9194 2211	12th	08-11-2005
73	Suhani	Mr. Tribhuvan Singh	5314 2615 5650	12th studying	24-03-2005
74	Suman Chauhan	Mr. Ram Samokhan	2948 6444 0506	12th	20-02-1999
75	Syama Bai	Mr. Prakash	7352 5174 4005	11th Pass	15-08-2006

76	Uma	Mr. Kaldin	2838 0775 2361	Graduate	30-06-2006
77	Uma Gahatyari	Mr. Naresh Chandra Gahatyari	5209 5227 8815	Graduate	30-12-1998
78	Vanshika Paswan	Mr. Rampreet Paswan	6277 0934 9946	11th Pass	31-07-2005
79	Vijneet	Mr. Umesh Kumar	8112 1621 5889	12th	25-06-2000
80	Prarthna jha	Mr. Pramod jha	5618 1272 1003	11th Pass	21-05-2007
81	Shreya jha	Mr. Pramod jha	9454 4107 8242	10th	11-07-2008
82	Mohini	Mr. Rakesh	7009 9484 3916	Graduate	28-11-2000
83	Tanya Jain	Mr. Anil Jain	4422 0030 1292	Graduate	14-02-1992
84	Pooja Mathur	Mr. Rajpal Singh	338914982896	Graduate	03-09-2001
85	Dharamwati	Mr. Ashok Kumar	7874 5752 5252	12th Pass	13-05-1995
86	Luxmi	Mr. Ashok Kumar	3062 9415 0089	12th Pass	14-11-1993
87	Shivani	Mr. Dharamveer Singh	7918 4358 4260	Graduate	02-04-1999
88	Archana Sharma	Mr. Shiv Kumar	5712 2911 5961	12th Pass	08-02-2004
89	Ruchi Sharma	Mr. Shiv Kumar	3367 2783 5624	12th Pass	27-06-1905
90	Mohini	Mr. Raju	4201 1185 3445	Graduate	29-01-2002
91	Prachi	Mr. Raju	9637 1831 4486	10th Pass	10-10-2005
92	Roshni Kumari	Mr. Sanjay Kumar	9516 0581 4191	9th Pass	28-01-2007
93	Ruchika Kumari	Mr. Naresh Kumar	6377 1110 0508	Graduate	08-10-1996
94	Charu	Mr. Rattan Lal	3219 8214 8924	12th Pass	26-07-1995
95	Kamlesh	Mr. Shripal	8193 1673 1735	Graduate	03-07-1995
96	Renu	Mr. Shripal	919345624498	Graduate	03-07-1997
97	Kriti	Mr. Rajender Kumar	9572 5042 3453	10th pass	24-01-2007
98	Kirti	Mr. Vishvnath Chadda	9810 8217 3083	12th studying	01-08-2005
99	Kajal Gupta	Mr. Udyan Narayan Gupta	9727 2051 9879	12th studying	02-05-2006
100	Ankita verma	Mr. Ram Shankar Verma	5237 1190 3378	Graduate	02-07-2000
101	Shivani	Mr. Ramesh Kumar Tiwari	8791 69597539	Graduate	26-03-2002
102	Sakshi Tiwari	Mr. Alak Ram Tiwari	4009 7615 0199	10th	08-10-2006
103	Payal	Mr. Dharambeer	4479 9558 1553	Graduate	03-05-2001
104	Kanchan Ashawl	Mr. Bhopal singh ashwal	7410 5016 4613	10th Pass	27-07-2005
105	Parul kaur	Mr. Bhag Singh	5730 1348 0153	12th pass	01-06-2003
106	Vishakha kaur	Mr. Bhag Singh	7083 4094 0038	11th Pass	21-12-2004
107	Prachi	Mr. Manoj Kumar	7921 6544 5689	11th Pass	01-01-2005
108	Vaishali	Mr. Anup	7564 5804 9821	Graduate	18-06-2001

109	Bhawana	Mr. Ashok	4735 4818 0324	Graduate	15-04-2002
110	Chandni	Mr. Chander Prakash	6178 5181 9023	Graduate	30-08-1999
111	Deepshika	Mr. Govind Ram	6259 2006 0993	Graduate	16-10-1997
112	Simran	Mr. Govind Ram	6968 0917 7745	Graduate	28-08-2001
113	Pinki	Mr. Rakesh	2389 2263 1287	Graduate	29-09-1999
114	Kiran	MR. Madan	2487 7179 5713	Graduate	10-04-2001
115	Geeta Baghel	Mr. Ravinder Kumar	7135 9766 3416	Graduate	16-02-1991
116	Fiza	Mr. Anis Ahmad	9635 1590 6820	Graduate	02-10-1999
117	Huda	Mr. Anis Ahmad	7447 0605 9053	Graduate	06-10-1998
118	Renu	Mr. Shripal	7213 3148 5863	Graduate	03-07-2000
119	Farheen	Mr. Asgar Ali	2127 8909 9411	Graduate	07-10-1997
120	Vandana	Mr. Guru Parsad Srivastav	8553 8369 1343	Graduate	17/9/1995
121	Roshni	Mr. Harnder Pandey	9268 7493 8003	Graduate	04-04-1998
122	Monika	Mr. Roop Singh	7844 8157 7928	Graduate	01-01-2002
123	Shivani	Mr. Kishan	7150 8012 8471	12th Studying	06-10-2004
124	Jeenat	Mr. Wazid Ali	916635231857	Graduate	10-08-2000
125	ArtimaSharma	Mr. Ravindra Sharma	418437087188	Graduate	14-11-1999
126	Shivani	Mr. Yash Pal	772546864598	Graduate	16-02-1992
127	Vaishali	Mr. Ravinder Kumar	732857762502	Graduate	19-08-1996
128	Khushbu Samanta	Mr. Nirmal Samanta	862983584740	12th Pass	16-08-2002
129	Ankita Shrivastav	Mr. Umesh Chandra Shrivastav	644883295051	12th Pass	02-02-1998
130	Nikita Gupta	Mr. Kailash Gupta	294468985174	12th Pass	26-02-2002
131	Kumari Babita	Mr. Chhittar Singh	394808490170	12th Pass	23-06-1997
132	Uma Sharma	Mr. Vijay Sharma	663941106120	12th Pass	06-08-1999
133	Geeta	Mr. Mewaram	479443984553	12th Pass	20-06-1991
134	Sanya Aggarwal	Mr. Rishi Aggarwal	541409229379	12th Pass	23-01-2001
135	VandanaTawari	Mr. Guru Prasad srivastav	855383691343	12th Pass	17-09-1995
136	Ishmeet Kaur	Mr. Harjinder Singh	973164531350	12th Pass	27-12-1997
137	Sneha Vishwakarma	Mr. Rambabu Vishwakarma	940101756713	12th Pass	16-11-1998
138	Preeti	Mr. Nand Kumar	561127529135	12th Pass	12-04-1999
139	Shaifali	Mr. Ramnath	732994846137	12th Pass	22-11-1998
140	KM Vandana	Mr. Hare ram Singh	221608061999	Graduate	09-07-2000
141	Radha Sharma	Mr. Shiv Kumar Sharma	233180414949	12th Pass	13-07-1999

142	Mohini	Mr. Raju	420111853445	12th Pass	29-01-2002
143	Preeti Nath	Mr. Sheshnath Saw	591813865428	12th Pass	14-08-1997
144	Ritika Rajput	Mr. Hemant Kumar Rajput	735999822987	12th Pass	28-09-2002
145	Rukhsar	Mr. Chhotye Ali	725786918663	12th Pass	15-07-1995
146	Rajshree Gulati	Mr. Ajay Gulati	289080209199	12th Pass	13-08-2002
147	Suchita Negi	Mr. Prem Singh	256335818374	Graduate	24-06-2001
148	Renu Yadav	Mr. Arvind kumar yadav	841702139860	Graduate	17-08-2001
149	Nisha Rajput	Mr. Hemant Kumar Rajput	520690131345	Graduate	20-07-1996
150	Mamta	Mr. Chetan Das	229544082669	12th Pass	20-12-1995
151	Leena Garg	Mr. Shyan Aggarwal	759551446384	12th Pass	01-09-1999
152	Nancy Chaudhary	Mr. Jitender Chaudhary	435165327740	12th Pass	05-08-1999
153	Timsi Saini	Mr. Radha Shyam Saini	511175002637	12th Pass	13-11-1999
154	Muskan	Mr. Tarun Preet Singh	325785444314	12th Pass	28-02-2001
155	Deepika	Mr. Rajender Prasad	258722653368	12th Pass	03-01-1993
156	Anita Kumari	Mr. Devi Singh	359961101506	12th Pass	10-06-1998
157	Simran	Mr. Sanjeev Kumar	659208700745	12th Pass	19-07-2002
158	Urvashi	Mr. Manoj Kumar Verma	983373626905	12th Pass	11-11-2000
159	Soniya Saini	Mr. Jaikishan	440384664547	12th Pass	24-10-2000
160	Aayushi Aggarwal	Mr. Sushil Kumar Aggarwal	931546816222	12th Pass	08-04-1989
161	Nida	Mr. Khalid Khan	9084003294	12th Pass	28-10-2000
162	Anjana	Mr. Rajveer Singh	569771484945	12th Pass	30-03-1994
163	Yogita	Mr. Mahesh Kumar	372802901194	Graduate	21-01-2001
164	Khushboo	Mr. Sanjeev Kumar	735891303606	12th Pass	17-04-2001
165	Azra	Mr. Khalid Khan	847051614422	12th Pass	04-12-1998
166	Priya	Mr. Rajesh Kumar	292026347610	12th Pass	14-08-1999
167	RoshniKhan	Mr. Rajjak Khan	589722592906	12th Pass	23-06-1999
168	Mohini	Mr. Rakesh	700994843916	12th Pass	28-11-2000
169	Priyanka bisht	Mr. Late B.s.S. Bisht	877913934127	12th Pass	01-04-1999
170	NehaKumari	Mr. Pradeep Mehta	292550485197	12th Pass	20-06-2003
171	Kanchan	Mr. Ramvir Singh	684642423575	12th Pass	16-11-1999
172	Muskan	Mr. Rajender	220690022474	12th Pass	17-09-2001
173	Tisha Kapoor	Mr. Surender kapoor	396094272119	12th Pass	07-09-2002
174	Dimpy	Mr. Jitender Kumar	610217453636	12th Pass	24-03-2000

175	Disha Garg	Mr. Jitender Garg	842804849903	12th Pass	11-01-2004
176	Preeti Gupta	Mr. Chaturi Prasad gupta	422510903319	12th Pass	12-10-2001
177	Muskan	Mr. Salim	647903042921	12th studying	23-08-2005
178	Shahina	Mr. Shekh Harun	815925781047	10th Pass	18/03/2007
179	Mehroom Nisha	Mr. Alim	371140298576	12th studying	10-01-2006
180	jaibun	Mr. Alim	482327688528	10th Pass	07-08-2002
181	Tabassum	Mr. Alim	982973645423	12th studying	10-01-2000
182	Sakshi Mishra	Mr. Brijnath Mishra	2469 0065 0855	12th studying	28/03/2006
183	Piya Kumari	Mr. Rajan Pathak	210919690938	12th studying	23/2/2005
184	Poonam Biswas	Mr. Roop Kumar Biswas	243803133536	12th studying	21/1//2005
185	Priya Kumari	Mr. Ranjan Pathak	210919690938	12th Studying	23-02-2005
186	Shreya singh	Mr. Sunil Singh	888511645428	12th Studying	07-02-2005
187	Kirti Singh	Mr. Arun Kumar Singh	399618298138	12th Studying	11-06-2006
188	Jyoti Kumari	Mr. Raghuvir	382366688582	12th pass	20-10-1993
189	Nandeeni Pandey	Mr. Rajesh Pandey	782973656429	12th Studying	07-10-2005
190	Kirti	Mr. Vinod Kumar	214342627418	12th Pass	22-01-1998
191	Ritika Gupta	Mr. Basant Kumar Gupta	634952384530	12th Studying	04-01-2007
192	Amreen Rana	Mr. Nadeem Ahmad Rana	874650652867	12th Studying	30-09-2003
193	Komal	Mr. Lala Ram	272956591672	12th Studying	22-12-2004
194	Sakshi Mishra	Mr. Brijnath Mishra	246900650855	12th Studying	28-03-2006
195	Swati	Mr. Chanderpal	528032992563	12th Studying	14-07-2006
196	Himanshi	Mr. Sonu	510910353445	12th Studying	20-12-2003
197	Priyanka	Mr. Vinod	757080443189	12th Studying	01-04-2005
198	Vibha	Mr. Tulsi	584518913551	12th Studying	15-10-2003
199	Kirti	Mr. Soran Singh	294631430399	12th Studying	11-07-2006
200	Hemlata	Mr. Kamal Prakash	565595011368	12th Studying	12-12-2006

6. IMPACT OF THE PROJECT

The Project and its activities have enabled the enrolled female population to get skilled in computer and spoken English classes along with gaining the life skill education.

7.1. Brief of Project activities

The students were engaged in the following training and workshop sessions

S.No.	VOCATIONAL TRAINING/WORKSHOPS	THEMATIC AREA
1.	COMPUTER TRAINING	Vocational training
2.	SPOKEN ENGLISH	Vocational training
3.	WORKSHOP 1	Life skill training on Communication Skills
4.	WORKSHOP 2	Health advocacy on Cervical cancer and balanced diet
5.	WORKSHOP 3	Life skill training on critical thinking skill
6.	WORKSHOP 4	The Jeevan Rakshak training

VOCATIONAL TRAINING- Advanced Computer training and spoken English classes

The Ladli Foundation Trust in partnership with National Internet Exchange of India have implemented the vocational training sessions for all the 200 target beneficiaries. The workshop is being conducted at IACT and it involves advanced computer training and English classes.





7.2. Objectives of the impact assessment

- a) To measure the impact of the project activities.
- b) To assess the project sustainability and its replication for other beneficiaries
- c) To evaluate the accomplishment of project objectives.

7.3. Life skill education and capacity building workshops

WHO defines life skills as psychosocial and interpersonal 'abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life'.

Life Skill Education will empower them, by enabling self-efficacy, decision- making power, reach physical and emotional maturity. It prepares an individual to be a responsible citizen, and helps in inculcating the good practices in the family, and with the friends as well. Life skill education aids in fostering the communication, decision-making, critical thinking skills necessary for young people's healthy growth and the mitigation of risk-taking behaviours.

The three components of Life skill education as described by WHO are Communication skills, Decision – making skills and self-management skills which is also necessary for their healthy growth and the mitigation of risk-taking behaviours.

S.no.	Life skill education and capacity	Workshop objectives	Workshop content	Creative activities	Outcome
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	building workshops				
1.	Life skill education on communication skills	<p>Developing effective communication skills</p> <p>Developing interpersonal communication</p> <p>Enhancing public speaking skills</p>	<p>The facilitator explained the students about communication skills, its importance, and the 7 cs of communication (concreteness, consideration, correctness, courtesy, conciseness, completeness, and clarity). This was followed by the interactive session to ensure the student's understanding of the topic.</p>	<ul style="list-style-type: none"> • Storytelling activity • Connect the lines 	<ul style="list-style-type: none"> • Improved ability to express ideas and opinions clearly and confidently. • Enhanced listening skills and the ability to understand and respond to others effectively. • Enhanced ability to build positive relationships. • Increased confidence in communicating and expressing their views
2.	Health advocacy on cervical cancer and balanced diet	<p>To increase awareness regarding balanced diet and healthy foods</p> <p>To increase knowledge on safe and healthy reproductive practices</p> <p>To increase awareness regarding Cervical cancer, HPV vaccination</p>	<p>The workshop focuses on Balanced diet and its importance on health, Cervical cancer as a disease and importance of HPV vaccination for adolescent girls.</p>	Interactive session on health advocacy	<ol style="list-style-type: none"> 1. Increased awareness regarding balanced diet and healthy foods and inculcate them with the healthy eating habits. 2. Increased knowledge about safe and healthy reproductive practices and develop sustainable hygiene practices. 3. Increased knowledge about cancer, cervical cancer, HPV vaccination

<p>3.</p>	<p>Life skill education on critical thinking skills</p>	<p>To develop the effective critical thinking skills among the adolescent girls and vulnerable women. To empower participants to become more confident and independent thinkers, capable of making informed decisions. To foster a culture of open-mindedness, and intellectual curiosity among the target beneficiaries.</p>	<p>The third workshop aimed at instilling critical thinking skills among the target beneficiaries through interactive sessions. Additionally, all the beneficiaries were provided with the stationary kits as well</p>	<ul style="list-style-type: none"> • Activity I: Read, Think and Decide as a team. • Activity II: See, observe and write • Activity III: Worst case scenario • Activity IV: Think it 	<ul style="list-style-type: none"> • Enhanced ability to identify, analyse, evaluate evidence, and generate effective solutions. • Increased confidence and decision making. • Improved communication in expressing creative ideas clearly and logically and engage in productive discussions.
<p>4.</p>	<p>The Jeevan Rakshak training</p>		<p>The 'Jeevan Rakshak training as part of Life skill training was conducted for all the target beneficiaries. They were trained in scene safety, CPR, bleeding control and lifting & moving injured people in an accident or disaster.</p>		

8. KEY FINDINGS AND IMPACT

a) Educational status of the project beneficiaries

All the 200 beneficiaries have varied educational status. Most of them are 12th pass (42.5%); about 22% are graduate and few of them have their qualification as 10th pass or below.

The figure below illustrates the distribution of beneficiaries according to their education status.

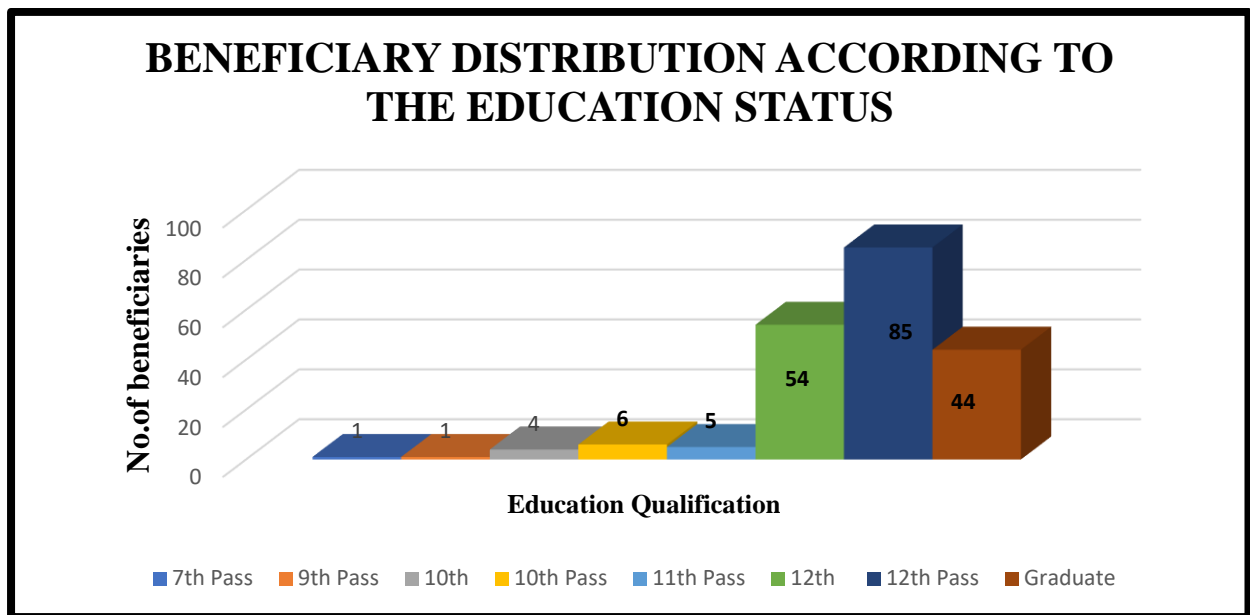


Fig. Beneficiary distribution according to the education status

b) **Vocational Training and Skill Education workshops**

With the ability to use a computer, and speak English fluently, they can access information, communicate with others, and develop new skills that can help them succeed in the workplace and in their personal lives.

The following chart describes the number of workshops and regular vocation training conducted for the adolescent girls and women.

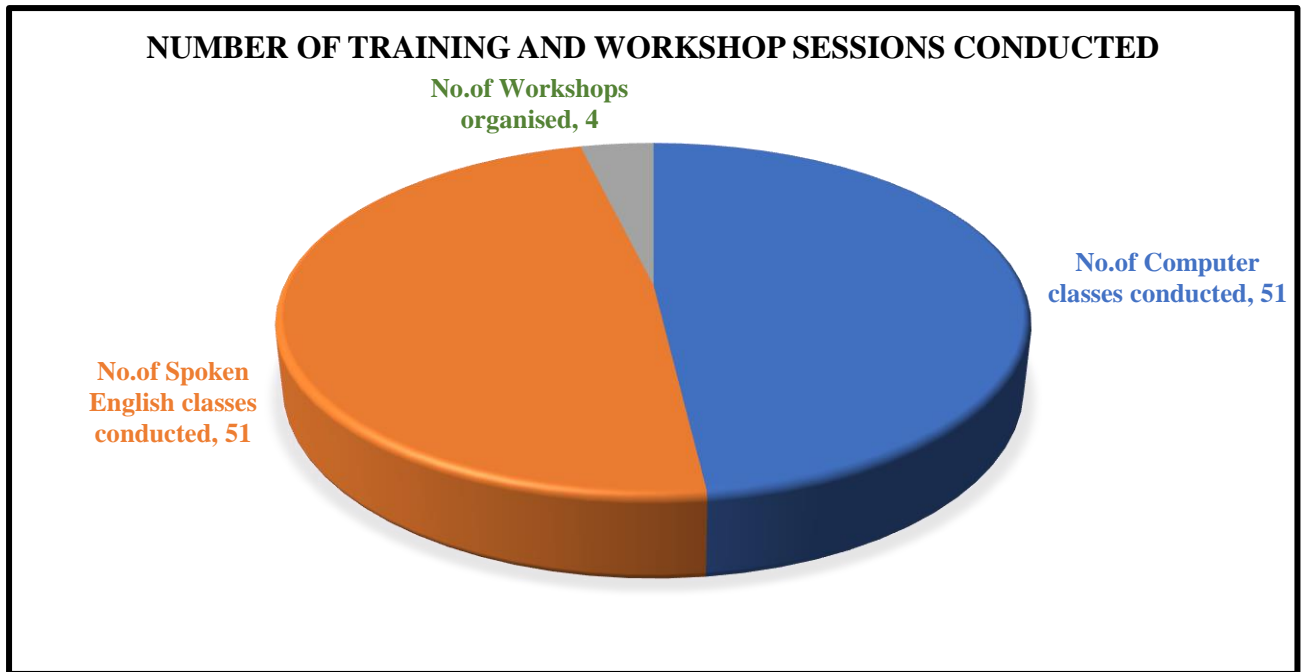


Fig. Number of training and workshop sessions conducted

c) Participation rate of beneficiaries in the workshop

The active participation of the students is crucial for the successful interactive sessions and to comprehend their understanding of the topic. It was observed that few of the beneficiaries were not active participant during initial workshop. About 70% active participation were seen among the total participants. However, these percentages have significantly increased in subsequent sessions.

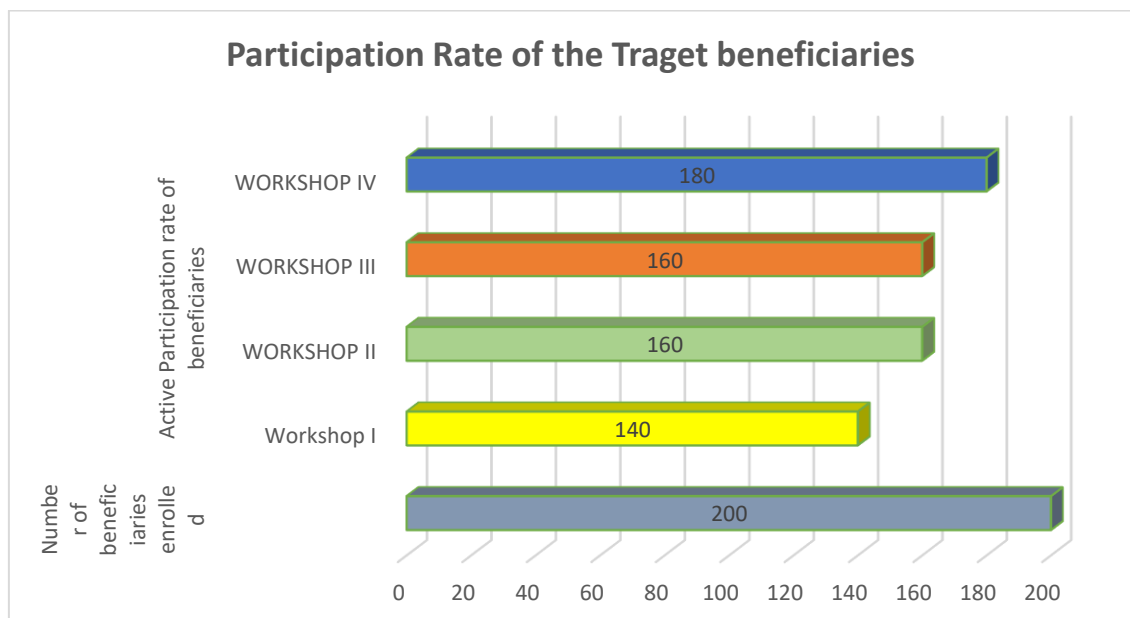


Fig. Participation rate of the target beneficiaries

The feedback received from the beneficiaries illustrates the overall impact of the activities on them.

The students enjoyed the communication workshop, as can be seen from their enthusiastic participation throughout the session.



I am thankful to NIXI for providing us with free computer and English sessions, as it was quite expensive and unaffordable for us.



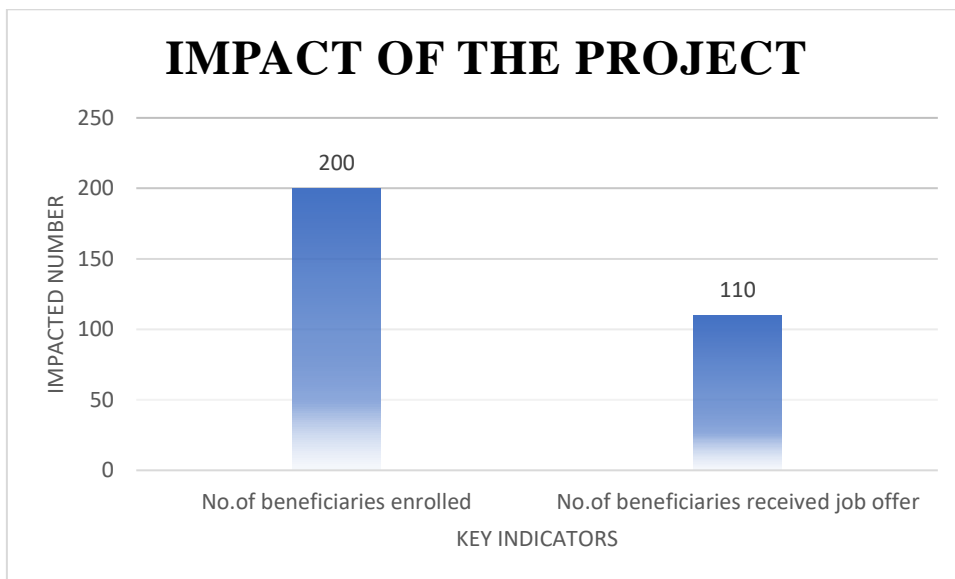
I would like to thank NIXI for equipping us with the free computer and spoken English classes, as these are available in the market at a very high cost, which is not affordable for many girls. Today, we learned about communication under the life skills workshop as well. Thank you again for this opportunity.



I am happy that we are learning different things because of NIXI. Our computer and English classes are going on. And today, we learned about communication skills and how to speak effectively.

d) Livelihood opportunity

The training and the workshops aided in creating livelihood opportunities for the project beneficiaries. About 55 % of the participants have been offered with job opportunities and are successfully placed. The placement drive for other beneficiaries is on-going.



The project has not only aided in providing the livelihood opportunities to these girls and women but have significantly contributed to the nation's economy.

8. CONCLUSION

Vocational training and life skills Education is one of the essential components of a well-rounded education system. They provide students with practical skills and knowledge that prepare them for the workforce and equip them with the tools necessary to lead successful and fulfilling lives. This has become more crucial for marginalized girls and women.

Life skills education helps students become independent, responsible, and confident individuals who can navigate the challenges of adult life with ease.

By investing in these workshops, it can be ensured that the beneficiaries have the tools and knowledge necessary to succeed in a rapidly changing and increasingly competitive world.

9. SUCCESS STORIES

The projects overall impact can be noted from the success stories. The following section includes the compiled case studies

CASE STUDY I

Beneficiary Profile

Name	Uma
Age	25
Fathers' Name	Mr. Naresh Chandra Gahatyari
Family Background	Family Members: 8 Father: Private Employee Mother: Housewife
Educational Qualification	Graduate

Uma is a 25-year-old woman living in Delhi with her parents, and siblings. Her family consists of 8 members and they all live in a small house. Despite having a high school education, Uma was unable to speak English fluently, and she was not familiar with computer technology either. This made it difficult for her to secure employment, and her family struggled to make ends meet.

Uma is currently a part of the project implemented by the Ladli Foundation Trust in partnership with NIXI and is being implemented at IACT. The project aimed to provide sustainable education and vocational training for highly vulnerable girls and women.

Over the course of the next few weeks, Uma attended the training sessions regularly. The trainers helped her overcome her fear of making mistakes and encouraged her to practise speaking English. She was taught basic computer skills like using Microsoft Word, Excel, Notepad, WordPad, and email. She gradually gained confidence in using them, and her typing speed has also increased.

After completing the training, Uma's communication skills significantly improved, and she could speak English more fluently. She had also developed a basic understanding of computer technology, which opened up new opportunities for her. Uma will be able to earn a better living and live a more dignified life with her newfound skills.

Uma's success story is an example of how education and skill-building can transform lives and enhance women's empowerment.

CASE STUDY II

Beneficiary Profile

Name	Kanchan Ashawl
Age	17
Family Background	Family Members: 4 Father: Driver Mother: Housewife
Educational Qualification	12th Pass

Kanchan is a 17-year-old girl. She comes from a family of four, and her father works as a driver while her mother is a housewife. Kanchan has always had an interest in pursuing higher education and a career, but she lacked the necessary skills to compete in today's job market.

Currently, Kanchan is enrolled in a project that aims to provide sustainable education and vocational training for highly vulnerable girls and women. the project implemented by the Ladli Foundation Trust in partnership with NIXI and is being implemented at IACT

Kanchan saw this as an opportunity to enhance her skills and increase her chances of securing a good job in the future. She enrolled in the program and began attending the training sessions regularly.

During the training, she learned essential communication skills. She also received training on the English language, including grammar, vocabulary, and pronunciation. With the help of her trainers, Kanchan practiced speaking and writing in English, and she gradually gained confidence in using the language.

In addition to language skills, Kanchan also learned basic computer literacy, She became proficient in using Microsoft Word and Excel, which would prove to be useful in her future career endeavours.

As Kanchan continued to attend the training sessions, she realized that she had a newfound sense of self-confidence and was more comfortable interacting with others.

Today, Kanchan is a confident young woman with improved communication and computer skills. This training aided in strengthening her resume and other documentation, making her more competitive in the job market. Kanchan is grateful for the opportunity that the project provided her. Her story is an example of how training and support can help youth from underprivileged backgrounds to overcome obstacles and achieve their goals.

CASE STUDY III

Beneficiary profile

Name	Kashish Baral
Age	18
Family Background	Family Members: 4 Father: Private sector Mother: Housewife
Educational Qualification	12th Pass

Kashish Baral is a BA (Hons.) student living in Gazipur village, Delhi, with her parents and sister. The family lives in a rented house and relies on her father's income make ends meet. Despite her academic qualifications, Kashish found it challenging to secure employment due to the lack of necessary skills and experience.

One day, Kashish learned about a project that was being implemented by Ladli Foundation Trust in collaboration with NIXI . She enrolled in the program and began attending the training sessions regularly. The project aims to provide sustainable education and vocational training for highly vulnerable girls and women. It offers a range of training programs, including life skill education, computer literacy, and English language proficiency. Kashish saw this as an opportunity to enhance her skills and ease her chances of securing a job.

She also received training on communication skills, critical thinking , computer applications etc. With the help of her trainers, Kashish practiced her typing skills and gradually improved her typing speed. She also received English language training, including grammar, vocabulary, and pronunciation. Kashish practiced speaking and writing in English, and she gradually gained confidence in using the language.

Kashish became more confident and self-assured. She also became more organized and efficient in her daily tasks. It will also help in improving her resume and earning a decent job in the field of computer.

She is grateful for the training and support that the project provided her, which helped her to enhance her skills.

CASE STUDY IV

Beneficiary Profile

Name	Syama Bai
Age	16
Family Background	Family Members: 4 Father: Labour

	Mother: Maid
Educational Qualification	11th Pass

Syama Bai, a 16-year-old girl, was born and raised in a small town in India. Her father worked as a daily wage laborer, and her mother worked as a maid. Despite her family's financial struggles, Syama Bai had a deep desire to learn computer technology and improve her communication skills, especially in spoken English. However, she realized that the courses and training required to pursue her dreams were expensive and beyond her family's means.

Fortunately, Syama Bai's life took a turn for the better when she became part of a project that aims to provide sustainable education and vocational training for highly vulnerable girls and women.

The training Syama Bai received in spoken English and computer technology proved to be transformational. She started attending regular classes and quickly gained confidence in her spoken English. Moreover, the project also helped her develop life skills such as communication and critical thinking skills.

Her story is an inspiring example of how access to quality education and training can empower young girls, achieve their dreams and overcome the challenges they face in life.

CASE STUDY V

Beneficiary Profile

Name	Pooja Gupta
Age	28
Family Background	Family Members: 3 Father: Private sector Mother: Housewife
Educational Qualification	12th Studying

Pooja Gupta is a 28-year-old woman who lives in a rented house with her husband and daughter. Her husband runs a small shop, and Pooja had completed her 12th standard education but never got the opportunity to pursue further education. Due to the lack of education and skills, Pooja found it challenging to secure a good job and contribute to the family's income.

Currently, Pooja is a part of the project implemented by the Ladli Foundation Trust in partnership with NIXI and is being implemented at IACT. The project aimed to provide sustainable education and vocational training for highly vulnerable girls and women. The project offered various training programs, including life skill education, computer literacy,

and English language proficiency. Pooja saw this as an opportunity to improve her skills and increase her chances of securing a better job. She enrolled in the program and began attending the training sessions regularly.

During the training, Pooja learned essential communication skills and computer skills such as computer operations, MS excel, word, PowerPoint, email working etc. communication skills etc. With the help of her trainers, Pooja practiced using the computer, and she gradually gained proficiency in it. Pooja also received spoken English language and she gradually gained confidence in using the language.

With the training she is receiving, she will be better equipped to live a respectable life, contribute to the family's income, and give her daughter a better life. Her narrative serves as an illustration of how guidance and training may enable women from disadvantaged backgrounds to overcome challenges and accomplish their goals.

CASE STUDY VI

Beneficiary Profile

Name	Sakshi
Age	22
Family Background	Family Members: 7 Father: Private sector Mother: Housewife
Educational Qualification	12th Pass

Sakshi is a BA (Hons.) student living in a backward area of Delhi. She comes from a family of seven members including her parents, three sisters, and one brother. Her father is the sole earning member of the family, and they live in a small rented house. Despite the challenges, Sakshi is determined to support her family financially.

Sakshi always had a keen interest in learning computer skills. However, due to financial constraints, she was unable to pursue her interest until now due to high costs of the course. Recently, she became a part of a project that aims to provide sustainable education and vocational training for highly vulnerable girls and women. The project is implemented at IACT by Ladli Foundation Trust in collaboration with NIXI.

The project has had a significant impact on Sakshi's life. She now attends regular computer classes where she learns MS excel, power point, word, notepad, mailing etc. Under this project, she was also engaged in life skill education and other capacity building workshops that will help her in her personal and professional life.

Furthermore, the project has provided her with spoken English classes, which have boosted her confidence in speaking English. This will help her in her future job prospects and enable her to communicate effectively with people from different backgrounds.

Sakshi is grateful for the project as it has given her an opportunity to learn valuable skills and support her family economically. She plans to use these skills for better job opportunities.

In conclusion, Sakshi's story is a perfect example of how such initiatives can go a long way in transforming someone's life. The project has not only given her valuable skills but also empowered her to take control of her future. With her determination and the skills, she has acquired, Sakshi is now better equipped to face the challenges ahead and achieve her goals.

CASE STUDY VII

Name	Nazrine
Age	18
Family Background	Family Members: 4 Father: Auto Driver Mother: Housewife
Educational Qualification	BA (hons.)

Nazrine is an 18-year-old woman living in Delhi with her parents, and siblings. Her family consists of 4 members and they all live in a small house. Despite having a high school education, Nazrine was unable to speak English fluently, and she was not familiar with computer technology either. This made it difficult for her to secure employment, and her family struggled to make ends meet. Nazrine is currently a part of the project implemented by the Ladli Foundation Trust in partnership with NIXI and is being implemented at IACT. The project aimed to provide sustainable education and vocational training for highly vulnerable girls and women.

Over the course of the next few weeks, Uma attended the training sessions regularly. The trainers helped her overcome her fear of making mistakes and encouraged her to practice speaking English. She was taught basic computer skills like using Microsoft Word, Excel, Notepad, WordPad, and email. She gradually gained confidence in using them, and her typing speed has also increased.

After completing the training, Nazrine's communication skills significantly improved, and she could speak English more fluently. She had also developed a basic understanding of computer technology, which opened up new opportunities for her. Uma will be able to earn a better living and live a more dignified life with her newfound skills.

Nazrine's success story is an example of how education and skill-building can transform lives and enhance women's empowerment.

CASE STUDY VIII

Name	Aanchal
Age	18
Family Background	Family Members: 5

	Father: Private sector Mother: Housewife
Educational Qualification	B.C.A

Anachal is a BCA student living in a backward area of Delhi. She comes from a family of five members. Her father is the sole earning member of the family, and they live in a small rented house. Despite the challenges, Anchal is determined to support her family financially. Anchal always had a keen interest in learning computer skills. However, due to financial constraints, she was unable to pursue her interest until now due to high costs of the course. Recently, she became a part of a project that aims to provide sustainable education and vocational training for highly vulnerable girls and women. The project is implemented at IACT by Ladli Foundation Trust in collaboration with NIXI.

The project has had a significant impact on Anchal's life. She now attends regular computer classes where she learns MS excel, power point, word, notepad, mailing etc. Under this project, she was also engaged in life skill education and other capacity building workshops that will help her in her personal and professional life.

Furthermore, the project has provided her with spoken English classes, which have boosted her confidence in speaking English. This will help her in her future job prospects and enable her to communicate effectively with people from different backgrounds.

Anchal is grateful for the project as it has given her an opportunity to learn valuable skills and support her family economically. She plans to use these skills for better job opportunities.

CASE STUDY IX

Name	Sonal
Age	19
Family Background	Family Members: 5 Father: Private sector Mother: Housewife
Educational Qualification	B.Com (hons.)

Sonal is a 19-year-old girl. She comes from a family of four, and her father works as a driver while her mother is a housewife. Sonal has always had an interest in pursuing higher education and a career, but she lacked the necessary skills to compete in today's job market.

Currently, Sonal is enrolled in a project that aims to provide sustainable education and vocational training for highly vulnerable girls and women. the project implemented by the Ladli Foundation Trust in partnership with NIXI and is being implemented at IACT, Sonal saw this as an opportunity to enhance her skills and increase her chances of securing a good job in the future. She enrolled in the program and began attending the training sessions regularly. During the training, she learned essential communication skills. She also received training on the English language, including grammar, vocabulary, and pronunciation. With the help of her

trainers, Sonal practiced speaking and writing in English, and she gradually gained confidence in using the language. In addition to language skills, Sonal also learned basic computer literacy, She became proficient in using Microsoft Word and Excel, which would prove to be useful in her future career endeavours. As Sonal continued to attend the training sessions, she realized that she had a newfound sense of self-confidence and was more comfortable interacting with others. Today, Sonal is a confident young woman with improved communication and computer skills. This training aided in strengthening her resume and other documentation, making her more competitive in the job market. Sonal is grateful for the opportunity that the project provided her. Her story is an example of how training and support can help youth from underprivileged backgrounds to overcome obstacles and achieve their goals.

CASE STUDY X

Name	Kirti
Age	25
Family Background	Family Members: 5 Father: Works at Restaurant Mother: Housewife
Educational Qualification	12th Pass

Kirti, a 25-year-old woman, lived with her husband in a rented small house. Her husband worked at a restaurant, and they barely made enough to cover their expenses. Despite this, Kirti had always dreamt of starting her own computer centre. For this, she first need to get equipped with the required skills. However, due to financial constraints and expensive courses, Kirti was unable to pursue her dream. However, she then got enrolled under the project that aims to provide sustainable education and vocational training for highly vulnerable girls and women.

Kirti enrolled in the project, eager to learn and acquire new skills. During training sessions, she learned how to various computer skills, MS Office, and communicate effectively. Throughout the project, Kirti received constant support and guidance from her trainers. They encouraged her to practice her newly acquired skills and use them to create a better future for herself. She was amazed at how much she had learned and how confident she felt in herself and her abilities. Kirti's confidence grew, and she began to see a world of opportunities open up before her.

Kirti's success story will inspire many women in her community to pursue their dreams and become financially independent. In conclusion, Kirti's journey towards achieving her dream of starting a computer centre was a testament to the power of education and determination

10. SUSTAINABILITY AND REPLICATION OF THE PROJECT

The project is self-sustainable as the girls and women have learnt the skills that will help them throughout their life and leverage their career opportunities.

It will also enable them to overcome challenges that they might encounter at a personal and professional level.

The project has impacted 200 lives directly that will further positively influence the lives of their family as well. Furthermore, 130 beneficiaries were successfully placed at their respective jobs.

Overall, this indicates that the project and its component can be further replicated with the larger population including more diverse community in different parts of the country.

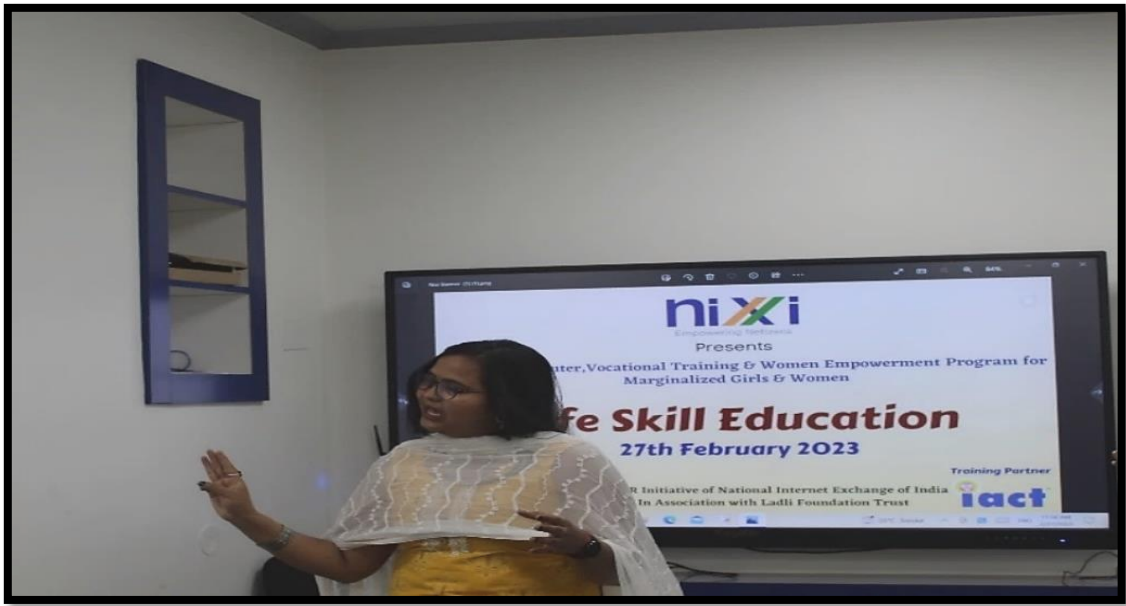
The project has contributed to the UN SDGs 3 (Good Health and Well-being), 4 (Quality Education), 8 (Decent work and Economic growth) and 10 (Reduced inequalities).

11. FUTURE RECOMMENDATIONS

- To expand the project with the larger marginalized community.
- The beneficiaries can be trained as mentors and change makers who can further communicate their learnings to other vulnerable students in their own family and neighbourhood.

12. GLIMPSE OF THE TRAINING SESSIONS

a) Workshop I: Life skill education on communication skills



Ms. Kamini Vaid, the workshop Facilitator addressing the students





Students introducing themselves









Storytelling Activity



Connecting the lines Activity

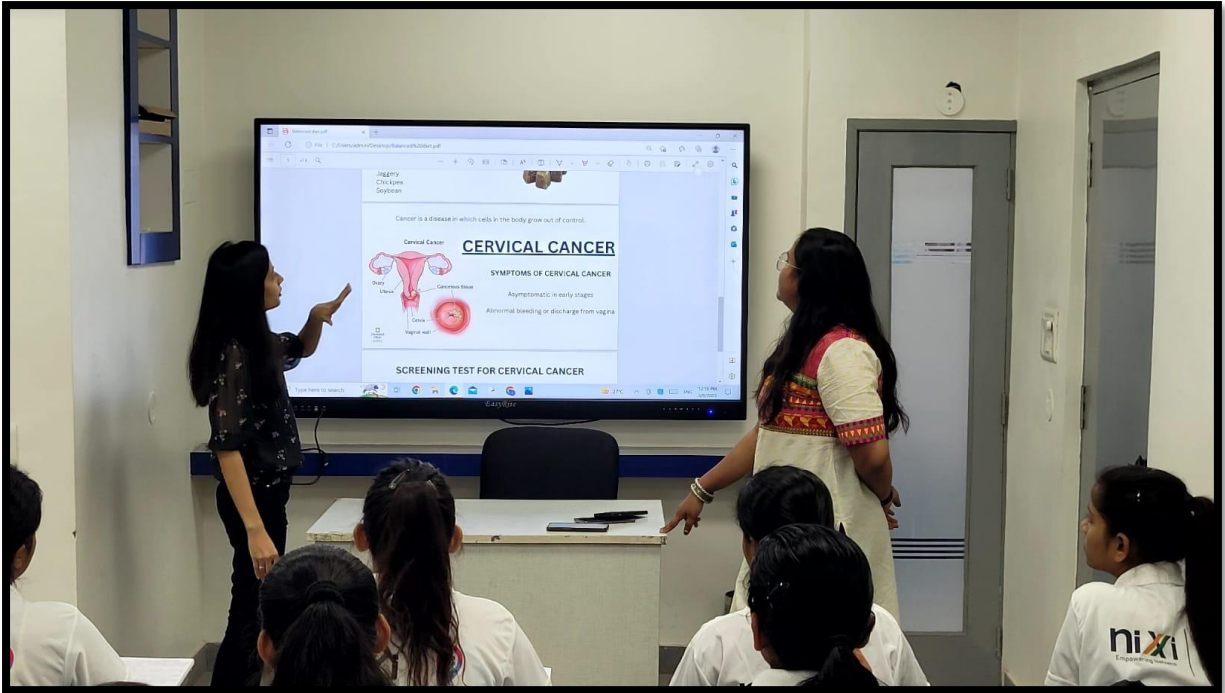


Students' active participation in the engaging activities to learn communication skills





b) Workshop II: Health advocacy on cervical cancer and balanced diet





c) Workshop III: Life skill education on critical thinking skills





d) Workshop IV: Jeevan Rakshak Training



