

# Impact Assessment

FY 2019–2022



**CECS**

**give** | grants

**wipro** foundation

# Table of Contents

---

*01*

Executive Summary

*02*

Introduction

*03*

Objectives & Scope of Study

*04*

Methodology

*05*

Theory of Change

*06*

Logframe Analysis

*07*

Findings

*08*

SWOT Analysis

*09*

Recommendations

# Executive Summary

---

Wipro Foundation, in collaboration with the Community Educational Centre Society (CECS), endeavors to establish equitable education opportunities for migrant children in Dimapur, Nagaland. The initiative, named "Informal Education for Marginalized Children" (IEMC), is designed to address the educational needs of migrant children in the region.

Dimapur in the last decade has emerged as a destination for migrants from Assam, Bihar, Tripura, and even Nepal, seeking livelihood opportunities while settling in specific areas within and around the city. These families grapple with daily survival challenges, leaving little room to prioritize their children's well-being. Consequently, many children find themselves in vulnerable situations, forced to assist their parents in earning daily wages, which often infringes upon their child rights. Education is seldom a consideration within this challenging ecosystem, leading to a majority of children missing out on formal schooling. Instead, they either support their parents at construction sites, and brick kilns, or engage in other labor-intensive occupations, or take on domestic responsibilities, including caring for younger siblings and household chores.

The IEMC program was meticulously crafted to emancipate these vulnerable children from the shackles of labor and precarious circumstances. It achieves this by initially integrating them into informal educational programs in IEMC centres strategically located near areas with a significant migrant population. The goal is to prepare these children to be mainstreamed in formal schooling, offering them a pathway to a more promising future.

The team of Give Grants conducted an impact assessment study for the period from June 2019–May 2022 to comprehensively evaluate the program's effectiveness and its influence on key beneficiaries within the IEMC program. This assessment involved physical surveys conducted across 10 IEMC centres, with a total of 245 samples collected from students, education volunteers, parents, and the program team. The study aimed to unpack the program's impact and effectiveness in improving the lives of those it serves.

In the year 2021-22, the global landscape faced unprecedented challenges due to the COVID-19 pandemic, which brought human activities to a sudden halt. One of the sectors severely affected was education, with the abrupt transition from physical to remote learning disrupting the continuity of children's education worldwide. This shift posed a grave challenge, particularly for students whose families lacked access to smartphones, further disconnecting them from their academic pursuits. Among these marginalized students were those who had been mainstreamed through the IEMC program.

During this chaotic period, the education volunteers (EVs) of IEMC played a pivotal role as intermediaries bridging the gap between these children and their schools, attempting to reestablish a connection between them. Learning loss, a consequence of the global pandemic, also affected the IEMC children who had been mainstreamed. The administration of the ASER tool revealed that 73% of these children exhibited proficiency at the letter level in their English reading skills, while 74% could identify double-digit numbers across age groups ranging from 6 to 18 years.

# Executive Summary (contd...)

---

However, it is noteworthy that 51% of the sampled children who had been mainstreamed for more than two years continued their schooling, conveying a significant impact. However, the pandemic did leave a considerable mark. It led approximately 150 families, whose children were enrolled in IC centres, to return to their hometowns due to disruptions in livelihoods.

Additionally, the strategic relationships cultivated by the program with parents demonstrated their active participation in parent-teacher meetings at schools. Furthermore, these parents expressed their willingness to continue their children's education even if they moved away from the city.

Another notable highlight is that, despite their meager incomes, families did not incur out-of-pocket expenses for their children's education, indicating that the program covers any additional costs during or after the child's formalization in government schools. The study also emphasized a key impact in streamlining the enrollment process for government schools. Since these families often lacked proper identity documentation for their children, the IEMC program ensured the application and acquisition of birth certificates and Aadhar cards for each child. These documents became essential tools for parents, even in the event of migration, as they are crucial for enrolling their children in other schools.

The assessment revealed a pressing need for the continuation of IEMC interventions aimed at eradicating child labor and promoting equitable education for migrant children. The program possesses the potential for further enhancement. There is an opportunity for the program to develop and implement an iterative curriculum, ensuring its continued relevance and alignment with evolving educational requirements, particularly in light of the nationwide implementation of the new educational policy. Additionally, the program can harness the power of digital learning tools and platforms to enhance its effectiveness.

Building on its success, the program can also engage in advocacy efforts to raise awareness about the distinctive needs of migrant children and influence policies that prioritize and support their education.

# Introduction

---

The program has been identified as being in alignment with the following Sustainable Development Goals (SDGs) outlined in the United Nations Agenda 2030.

---



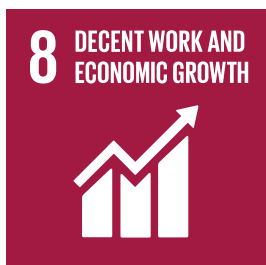
## No Poverty

- Target 1.3: Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable.



## Quality Education

- Target 4.1: Ensure that all girls and boys complete free, equitable, and quality primary and secondary education.
- Target 4.2: Ensure that all children have access to early childhood development, care, and pre-primary education.
- Target 4.3: Ensure equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university.



## Decent Work and Economic Growth

Target 8.7: Take immediate and effective measures to eradicate forced labor, end modern slavery, and human trafficking, and secure the prohibition and elimination of the worst forms of child labor.



## Reduced Inequalities

Target 10.2: Empower and promote the social, economic, and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion, or economic or other status.



## Peace, Justice and Strong Institutions

Target 16.9: By 2030, provide legal identity for all, including birth registration.

The program also fulfills the provisions of item (ii) outlined in Schedule VII of the Companies Act, 2013.

CECS, founded in 2005 with its head office in Dimapur, has primarily focused on serving marginalized children in the state of Nagaland. Its main mission is to reach every marginalized child, raise awareness about child rights, and strive to bring about positive change in Naga society. The primary means to achieve this mission is through formal and informal education.

In their pursuit of empowering every marginalized child, CECS has identified a significant population of migrant children, primarily residing in Dimapur, who are out of school and highly vulnerable. These children are susceptible to child labor and other forms of exploitation that infringe upon their Child Rights. Given the uncertainties faced by the migrant population, who often live in underdeveloped accommodations and struggle for daily sustenance, providing education or lifting their children out of such vulnerability is a rare opportunity.

While it's widely recognized that migrant populations often establish makeshift settlements in metropolitan or Tier-1 cities, the unique challenge here is their presence in a northeastern state. In India, interstate migration is prevalent, doubling from the 2001 to the 2011 Census, reaching an annual rate of 4.5%. Migrants settle in Nagaland primarily to improve their financial status by working in the informal sector for meager daily wages. However, a significant obstacle for them is the lack of government identity documentation which is also necessary for enrolling their children in schools. This further complicates their struggle to provide formal education.

In 2015 CECS started the program known as 'Informal Education for Marginalized Children' (IEMC) to emancipate these migrant children from their vulnerable conditions through 'education'. Wipro Foundation collaborated with CECS to provide support in strengthening the IEMC program and to ensure the continuity of the work undertaken by CECS.

The main objectives of the IEMC program are as follows:

- Identify children engaged in hazardous occupations, are out of school, and are on the streets
- Enable migrant children with education and mainstream them into the formal schooling system.
- Ensure a safe childhood for vulnerable children on the street by providing nutrition, and health Care.
- Ensure children continue formal education

The purpose of this report is to conduct an impact assessment of the Wipro Foundation-supported IEMC program, aiming to analyze the program's envisioned results and overall impact. As part of this assessment, Give Grants conducted a study, which involved conducting a physical survey in Dimapur with the IEMC beneficiaries and key stakeholders.

# Scope of study

---

## OBJECTIVES

Assess the relevance and efficiency of the intervention and review the implementation pathways

Understand the effectiveness of the intervention

Find the areas of improvement across all the factors from program design to implementation

Understand the major success factors and challenges in the intervention.

Provide an assessment framework to be able to capture impacts in a manner that is an effective recommendation.

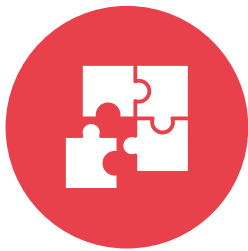
## LIMITATIONS

The study could not reach the sample size as the majority of the families had migrated during COVID-19

# Methodology

---

## Three Point Assessment Framework



### Program Design

We study program design through program strategies, inputs and resources, assumptions, outreach mechanisms, and much more. Give's Impact Assessment approach for program design is based on Assessment criteria like Relevance and Preparedness using methodologies such as need assessment of baseline survey.



### Program Delivery

Give assesses the Program Delivery to understand the success of the program delivery mechanism in attaining the overall objectives such as cost effectiveness, resource efficiency, equity in service delivery, best practices and challenges, perception about the services among the relevant stakeholders, among other actors.



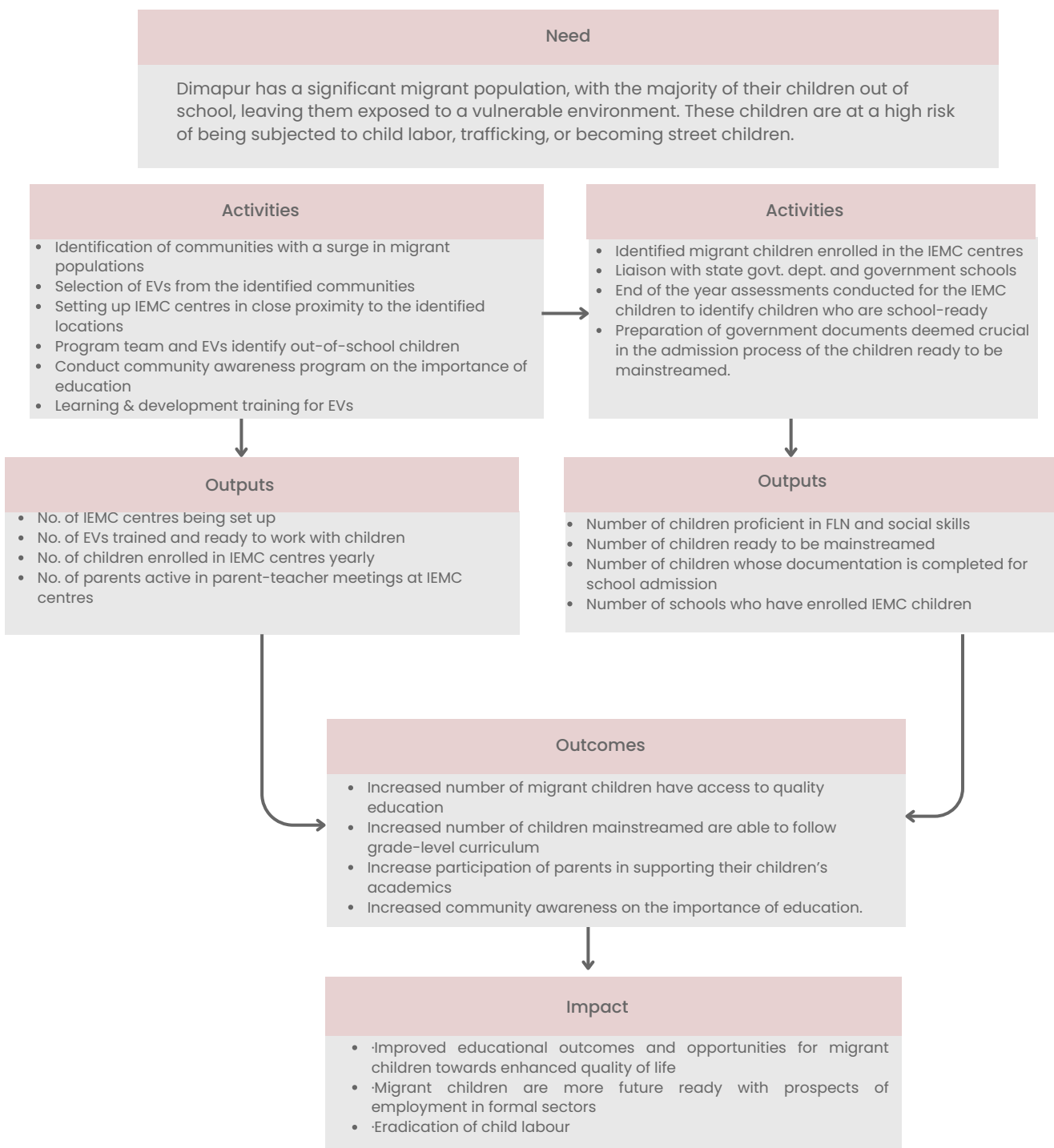
### Impact and Sustainability

The program's impact potential was assessed to ascertain whether a change or the desired outcome can be attributed to the program intervention. Give uses criteria such as scale of Impact and sustainability of impact to understand the impact potential of the projects.



# Theory of Change

The THEORY OF CHANGE FRAMEWORK (ToC) for the given program is illustrated below:



# Logframe Analysis

	Project Summary	Indicators	Means of Verification	Assumptions
<b>Impact</b> ↓	Empower migrant children through education	<ul style="list-style-type: none"> <li>No. of children continuing formal schooling</li> </ul>	<ul style="list-style-type: none"> <li>·Qualitative and Quantitative interviews with stakeholders and beneficiaries</li> <li>·Physical visit</li> <li>·Quarterly reports, proposal</li> </ul>	<ul style="list-style-type: none"> <li>·Active participation of all important stakeholders</li> <li>·Regular attendance of students</li> </ul>
<b>Outcome</b> ↓	<ul style="list-style-type: none"> <li>Enable migrant children with education and mainstream them into the formal schooling system</li> <li>Improvement in commitment of students towards education</li> </ul>	<ul style="list-style-type: none"> <li>No. of children mainstreamed in school</li> <li>No. of parents active with IEMC Centres</li> <li>No. of children proficient in FLN</li> <li>No. of children continuing formal schooling</li> </ul>		<ul style="list-style-type: none"> <li>·Cooperating with school staff (teachers, principals)</li> <li>·Cooperation of parents</li> <li>·Cooperation of Govt. officials</li> </ul>
<b>Output</b> ↓	<ul style="list-style-type: none"> <li>Trained education volunteers on IEMC curriculum</li> <li>Refresher courses on lesson planning for teachers</li> <li>Improved parents participation</li> <li>Enroll identified children in IEMC centres</li> </ul>	<ul style="list-style-type: none"> <li>No. of trainings conducted for education volunteers.</li> <li>% of active participation of parents in their child's academics</li> <li>No. of children enrolled in IEMC centres</li> </ul>		<ul style="list-style-type: none"> <li>Well documented assessment of children and their background</li> <li>Efficient program team</li> <li>Supportive parents</li> </ul>
<b>Input</b>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Identification of communities with migrant populations</li> <li>Setting IEMC centres within close proximity to identified locations</li> <li>Selection of education volunteers (EV)</li> <li>Identification of migrant children out-of-schools</li> <li>Liaison with State Education Dept.</li> <li>Community awareness on importance of education</li> </ul>	<p><b>Inputs &amp; Resources</b></p> <ul style="list-style-type: none"> <li>·Research on pedagogic and assessment approaches</li> <li>·Identification of important stakeholders</li> <li>·Procurement of teaching learning tool</li> </ul>		

# Sampling Strategy



**245**  
Beneficiary  
Outreached



**245**  
Successful  
interactions



**244**  
In-person



**1**  
Virtual

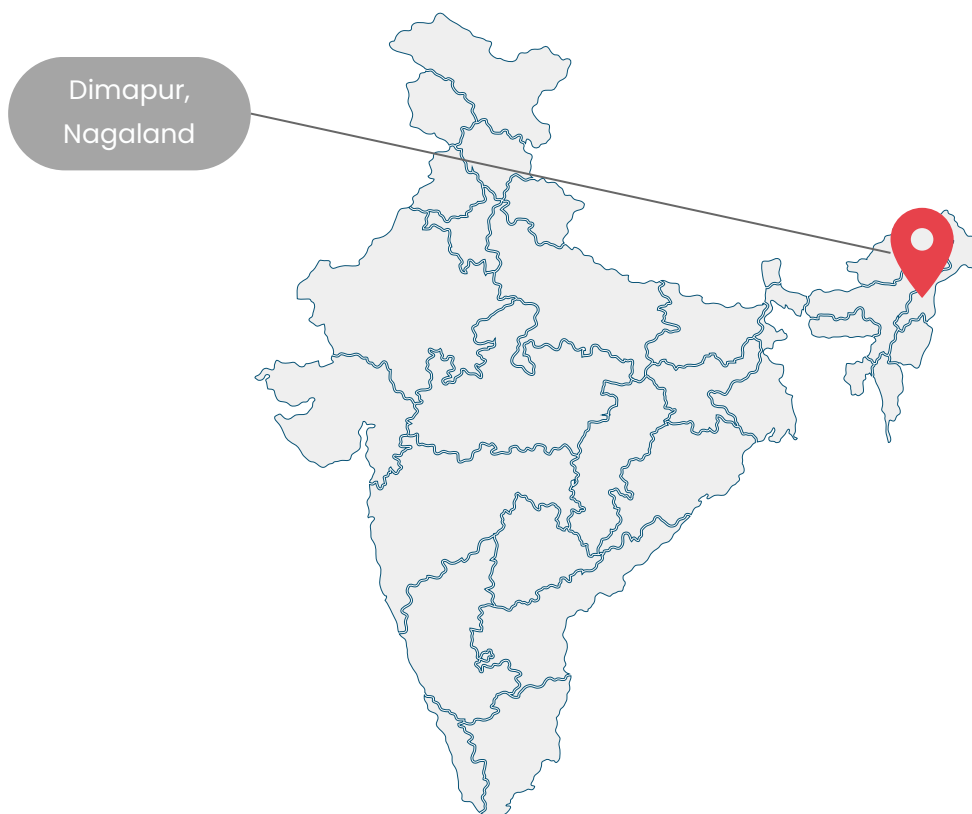
## Key Informant Interviews



Program Team:1



Education Volunteers: 20



# Analysis & Findings

*Descriptive statistics (basic features of the data including frequencies, counts, percentages), comparative analysis (before and after comparisons), and content analysis (for qualitative data to interpret and analyze unstructured textual content into manageable data) were done to analyze and interpret the data collected. The findings for the program are organized as per the three-point assessment framework described earlier.*

## Program Design

For the scope of the impact assessment, 10 IEMC centres were visited to interact with students and parents respectively.

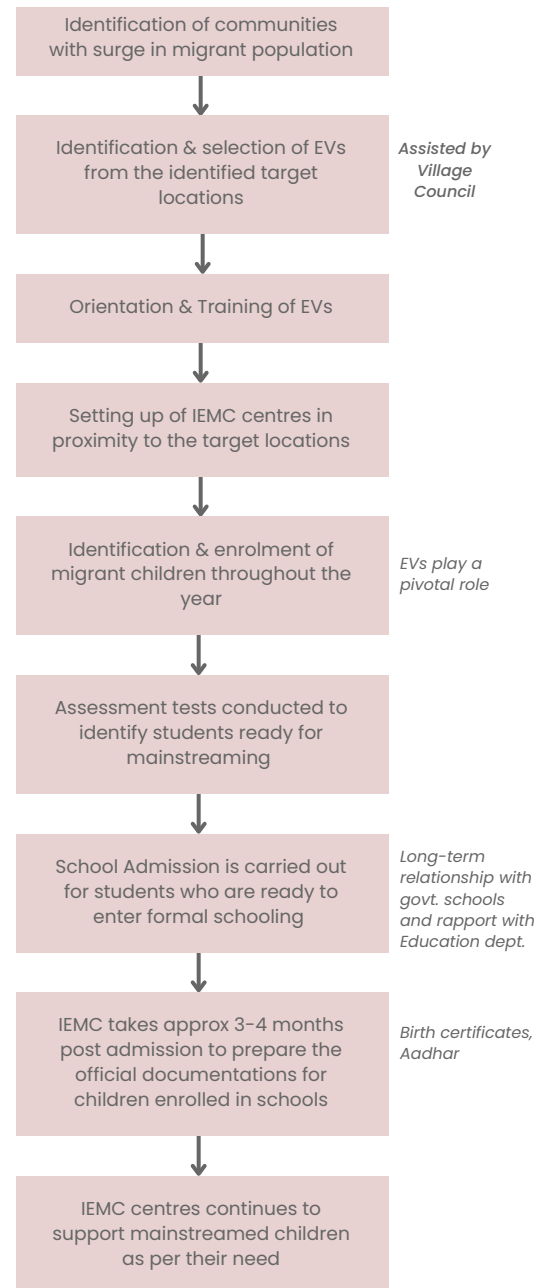
## Relevance

The migrant population that has established residence in Dimapur, Nagaland primarily originates from Assam, Bihar, Tripura, and, to a lesser extent, Nepal. Their primary purpose for migrating is to seek improved financial prospects and to offer their children a better quality of life. However, the actual circumstances they encounter differ significantly from their aspirations. **Approximately 97% of the sampled children either remained at home carrying out household duties, or joined their parents in construction sites, brick kilns, textile factories, or poultry businesses, all without any access to formal schooling or educational opportunities. This was prior to IEMC intervention.**

The necessity for children to support their parents in these laborious endeavors, though inadvertently contributing to child labor, is driven by the economic demands faced by families that typically consist of 2 to 5 children. While the initial motivation behind migration may have been to secure a brighter future for their offspring, the relentless struggle for daily sustenance takes precedence, causing the education of these children to be severely marginalized. **This is further established by the fact that their average monthly income hovers within the range of ₹ 8,000 to ₹ 20,000, highlighting the formidable challenges they confront in their daily lives.**

While the Right to Education (RTE) Act mandates free and compulsory education for all children in India between the ages of 6 and 14, it falls short in ensuring equitable access to education. The migrant population, caught in an intergenerational cycle of poverty and daily hardships, faces tough obstacles to find the right direction to enroll their children in government school even if there is an intent. Additionally, the lack of essential documentation, including Aadhar and birth certificates, poses a significant barrier to their admission into formal schooling.

*\*During seasons income goes up to INR 20,000 however, this is not a steady income*



## Intervention Design - IEMC

In light of the significant challenges faced by the migrant population in Dimapur, the IEMC program of CECS plays a vital role in alleviating the vulnerability of these children. **The program operates in close collaboration with local village councils (equivalent of panchayats) and state and sub-district offices of the Education department.** Strategically, the NGO selects education volunteers (EVs) from target locations with high concentrations of migrant populations. The selection process is carried out in cooperation with the village council chairman. These EVs assume multiple critical roles, serving as intermediaries between the informal education centres, and migrant families in addition to teaching the children in the respective IEMC centres.

The program's primary objective, therefore, is to provide migrant children with access to education through informal education at IEMC centers and facilitate their transition to formal government schools. **The program assesses each child's reading, writing, and arithmetic skills to determine their placement into lower or higher education groups at the IEMC centres.** It also takes into account the duration of a child's absence from school or their prior grade level. For example, a child who dropped out in Grade 4 with a one or two-year gap would receive support at IEMC centers to prepare for admission to Grade 5. This is a noteworthy approach that ensures that children are appropriately placed, minimizing disruptions to their education and maximizing their chances of successful integration into the formal schooling system.

However, our observations, drawn from interactions with the program team and education volunteers (EVs), revealed certain areas that need more attention. **The curriculum designed for the informal education program appeared to be a one-time effort, initiated through the formation of a committee involving government school teachers and teachers from CECS's in-house full-fledged school. This committee was subsequently dissolved after the curriculum's development.** Such a committee should continue enabling refinement of the program and timely adjustments to address evolving trends in the education landscape, particularly with the implementation of the New Education Policy nationwide.

Additionally, while one of the program's strength lies in selecting EVs from the target locations, ensuring they are the most suitable representatives for the areas of intervention, **it's noteworthy that prior teaching experience is not a mandatory criterion in the selection process.** To enhance the program's effectiveness, the inclusion of qualified teachers in the day-to-day operations would undoubtedly be beneficial.

### Grade and Age Profile of the students surveyed

Grade	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15	Age 16	Age 18
1			3%	5%	3%	3%	3%	1%					
2			4%	3%	5%	4%	2%	2%	1%			1%	
3				2%	2%	3%	4%	2%	3%	1%			
4						2%		2%	2%	1%			
5						2%	2%	1%	4%	2%	1%		
6								1%	1%	1%	1%		
7								1%		2%	1%	1%	
8											2%		
10											1%	1%	1%
A	3%	2%	1%	1%									
B		2%	5%	2%	1%	1%	1%	1%					

## Efficiency

To ensure effective curriculum implementation, Education Volunteers (EVs) play a crucial role. They receive comprehensive orientations and undergo two annual training sessions. It's noteworthy that training sessions are also conducted on an as-needed basis, sometimes occurring three to four times a month as part of refresher courses. Both the program team and EVs attest to the value of visual aids and interactive tools, such as flashcards, in significantly enhancing students' understanding of key concepts.

The engagement of EVs extends beyond the classroom. Through diligent door-to-door visits, they serve multiple important purposes, including identifying out-of-school migrant children, persuading parents to enroll their children in IEMC centers, and establishing an ongoing communication channel between the centre and the parents. **According to the EVs, convincing parents to send their children to the centers can be a gradual process sometimes taking several weeks.** However, once the initial trust and conviction are established, parents actively reinforce this practice. They assert that EVs visit them at least twice a month, and sometimes even 3-4 times, to discuss their children's performance and future prospects. **The program's strategic engagement has further encouraged parents to visit their children at the centers, and parents stated their regular attendance at their children's school for parent-teacher meetings.**

**Language considerations are also significant, as the children come from diverse cultural backgrounds. It was observed that 'Nagamese' is the official language used in the state as well as the language of instruction in the IEMC centres in addition to Hindi.** One key reason for using 'Nagamese' as the language of instruction is, a significant majority of the families migrating from Assam are already familiar with it, as 'Nagamese' is a creole language derived from Assamese. Another factor for using Nagamese, as observed from the survey, is that migrant families have settled in the area for a minimum of 5 to 10 years or even longer, during which time they have acclimated themselves to the local language.

**IEMC – Government Schoolteacher Collaboration:** Government schoolteachers provide an annual report on students' academic and behavioral progress to the Education Volunteers (EVs). Furthermore, EVs maintain regular contact with teachers through WhatsApp to monitor the children's performance in school. Additionally, EVs make periodic visits to schools. While this communication is vital for ensuring that students can adapt to the formal schooling environment, it would be advantageous if this interaction could be further structured. Ideally, teachers could share their insights with the IEMC program team, including the EVs, at least on a quarterly basis. A structured and frequent conversation between EVs and government schoolteachers should help support the mainstreamed children in multiple ways, as mentioned below:

- Collaborative effort in developing a transition plan for migrant students entering formal schools ensuring the necessary support to adapt to the new environment.
- Regular communication will enable the program, including the EVs, to coordinate and align their efforts with what's being taught in formal schools. This should help with the after-school support provided to the children in the IEMC centers.
- Regular communication can facilitate the collection and analysis of data on migrant students' academic performance. This data can guide decision-making and program improvements.

**The Pandemic (COVID-19):** Amidst the challenges posed by the COVID-19 pandemic, the program encountered additional difficulties as schools transitioned from physical to remote learning. Given that the program serves the most economically disadvantaged target population, the absence of smartphones, which are essential for maintaining a connection between schools and the IEMC students, was a common issue among those who had been integrated into mainstream education. In this context, **Education Volunteers (EVs) played a pivotal role as intermediaries, establishing and maintaining continuous communication with school teachers. They facilitated the transmission of assignments and worksheets to the students, ensuring they could participate in remote learning effectively.**

As the pandemic gradually decreased, the centers also resumed limited operations, accommodating 5 to 10 children per batch. This allowed for the continuation of essential interventions while adhering to safety measures.

## Program Delivery

### Effectiveness

#### *Age-Appropriate grade level*

As discussed in the program design section, as part of the IEMC program, CECS consciously strives to mainstream children into grades based on their last tenure in formal schooling. The goal is to bring them as close to the age-appropriate grade level as possible. Therefore, as part of the study, it was imperative to understand the emerging patterns among mainstreamed students and the deviations from their expected grade levels to inform more effective educational interventions in terms of additional support from CECS where needed.

The results illustrate that 49% of the students are more than one age-appropriate grade level below, while 24% are just one level below. Additionally, 18% of the students are studying at the age-appropriate grade level. However, it's important to note that this pattern remains consistent regardless of factors such as whether students had prior formal schooling experience before experiencing a gap and being out of school.

### Emerging Patterns in the Grade-Level Appropriateness of Surveyed Children

Grade	Student's Age	One grade level above	At grade Level	One level below grade	More than one level below grade level
A	Age 5		100%		
B	Age 6		50%	50%	
1	Age 7	33%	21%	42%	4%
2	Age 8	17%	25%	38%	21%
3	Age 9		15%	45%	40%
4	Age 10	14%	14%	21%	50%
5	Age 11		13%	13%	74%
6	Age 12	10%	5%		85%
7	Age 13			10%	90%
8	Age 14			33%	67%
9	Age 15	13%	38%		50%
10	Age 16		33%		67%

## Foundational Literacy and Numeracy level

Government schools in Nagaland use English as the medium of instruction, thereby establishing the importance of English proficiency since it's the language used in all textbooks. Furthermore, foundational literacy and numeracy (FLN) are vital building blocks for children, as they serve as prerequisites for developing analytical and comprehension skills. Progressing beyond this stage is crucial, enabling them to grasp more advanced concepts and meet grade-level requirements.

Hence, we employed the ASER tool to evaluate the children's proficiency in English and basic arithmetic. It's worth noting that students worldwide, including those in the IEMC program, have experienced learning setbacks due to the impact of COVID-19. These findings provide valuable insights into their current levels and should serve as a guide for implementing corrective measures.

### Highlights on the FLN status of the surveyed students:

Students from grade 1 onwards have textbooks that cover fundamental skills such as reading, and writing, as well as the introduction to basic measurements and time as part of the math curriculum. Therefore, proficiency in foundational literacy and numeracy should be achieved. However, the findings illustrated that the children need further support in achieving FLN proficiency. The below points highlight key findings in English and basic arithmetic proficiency:

- 70% of students can read only at the letter level.
- 22% of them can read to word level.
- Only 2% can read sentences.

Similarly, in terms of math proficiency:

- 72% of the students can identify two-digit numbers.
- 12% are still at the level where they can only identify single digits.

It's noteworthy that none of the students were able to reach the division level, but 11% of them could carry out subtractions.

## Foundational Literacy and numeracy levels of surveyed students - break up grade-wise

Language - English

Basic Arithmetic

Grade	Age	Letter Level	Word Level	Sentence Level	Grade	Age	Single digit	Double Digit	Subtraction	Division
A	Age 5	20%	80%		A	Age 5	40%	60%		
B	Age 6	67%	17%	17%	B	Age 6	60%	20%	20%	
1	Age 7	67%	33%		1	Age 7	13%	88%		
2	Age 8	79%	21%		2	Age 8	13%	83%	4%	
3	Age 9	74%	26%		3	Age 9	16%	79%	5%	
4	Age 10	89%	11%		4	Age 10	19%	73%	8%	
5	Age 11	63%	32%	5%	5	Age 11	15%	75%	10%	
6	Age 12	80%	20%		6	Age 12	15%	70%	15%	
7	Age 13	67%	33%		7	Age 13	5%	76%	19%	
8	Age 14	75%	25%		8	Age 14	11%	67%	22%	
9	Age 15	75%	13%	13%	9	Age 15		75%	25%	
10	Age 16	67%		33%	10	Age 16			100%	



Many of these children lack academic support at home because they are often the first in their families to receive formal education. Additionally, after mainstreaming, attending after-school support at IEMC centers is not mandatory. Therefore, it's essential to provide continuous guidance to these children even after mainstreaming, as their educational journey doesn't end with school enrollment.

Since these children were previously school dropouts or had no prior formal education experience, sustaining their learning progress requires long-term efforts beyond a one-year timeframe. The responses from students in the table below show that parents are supportive, indicating the program has effectively raised awareness about the importance of education.

The program has successfully mainstreamed students into formal schooling, despite external challenges like the pandemic. However, it's crucial to maintain a sustained relationship with mainstreamed children to ensure they can effectively follow the school curriculum. This is vital especially when majority of the children are grappling with foundational literacy and numeracy proficiency.

Views of the children mainstreamed in schools	Response
Parents are supportive in their learning at IEMC centres and school	100%, Yes
Home is conducive to learning	99%, Yes

## Impact & Sustainability

### Impact

The fact that approximately 51% of students continue their schooling for more than 2 years after mainstreaming holds significant importance. It indicates a consistent pattern of continuity in their education and demonstrates that they have not dropped out. The remaining 49% were mainstreamed just a year ago, and their continuity depends on their parents' decisions regarding potential migration to other states.

**However, based on interactions with parents, it was found that 100% of them are willing to make the effort to ensure their children's education, even if they relocate to different cities or towns.** Furthermore, parents believe that formal schooling and education will boost their children's confidence. It was also observed that their out-of-pocket expenses for their children's education were nil, signifying that all additional costs, including stationery and books, are covered by CECS under their IEMC program. This financial support provided by CECS has been crucial in addressing one of the reasons for parents not taking active steps to ensure their children attend school. As previously mentioned in the program design, 97% of the children were not sent to school, instead either working with their parents for daily wages or staying with relatives.

According to the CECS program team, nearly 50% of families returned to their native regions during the pandemic. Additionally, many families who had migrated from Assam and originally from Bangladesh were compelled to relocate due to the implication of NRC in Assam. Furthermore, the Nagaland government mandated Inner Line Permits for those who are not indigenous inhabitants of Nagaland. These external factors also present challenges to the program's impact.

The findings also revealed that children are content with their newfound ability to learn and read, an exposure they have gained through IEMC intervention. However, the most significant impact observed in the study was IEMC's efforts to ensure that every child's official documentation is in order. This is crucial! Dealing with a vulnerable and transient population, IEMC cannot influence the families' decisions, but **the documentation carried out by IEMC paves the way for the families to enroll their children in schools**, even if they decide to relocate. This aspect was lacking before IEMC's intervention, making it challenging for parents to enroll their children even if they had the intention to do so.

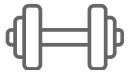
### Sustainability

When considering the sustainability of the program, the study couldn't definitively establish it, given the transient nature of the beneficiaries the program serves. However, from our discussions, it becomes evident that CECS is prepared to sponsor higher education for students who successfully complete their 10th board exams. Over the past two years, there were two females who were eligible to take the exam, but one was married off, and the other was unable to pass her exams.

Another significant aspect is the incorporation of crafts as a vocational skill taught at the IEMC center for the children. This initiative has the potential to extend beyond the IEMC program and serve as a means for income generation for children who may not wish to pursue further studies after completing high school.



# SWOT Analysis



## strengths

- The program plays a crucial role in supplementing the Right to Education (RTE) Act by addressing the specific educational needs of migrant children, thereby bridging the gap for equitable education.
- The program collaborates closely with both state and local government authorities, fostering a strong partnership for effective implementation.
- The program has successfully established a robust presence within the migrant community, which has seen a notable increase in its population.
- It has been instrumental in creating awareness among migrant parents about the significance of education, leading to increased support for their children's schooling.
- The program has excelled in the meticulous handling of official documentations, such as birth certificates and AADHAR cards, ensuring children's identity and eligibility for formal education.
- The program has been effective in rescuing and uplifting children from child labor and vulnerable situations, contributing to their overall well-being and development.

## Weaknesses



- The program's weakness lies in not mandating teaching experience as an eligibility criterion for Education Volunteers (EVs), potentially impacting the quality of education delivered.
- The lack of emphasis on 'after-school' support programs for all mainstreamed children
- The program's curriculum lacks an iterative approach, meaning it does not undergo regular updates or revisions to adapt to changing educational needs, which could affect its long-term effectiveness.



## opportunities

- The program can seize the opportunity to develop and implement an iterative curriculum, ensuring it stays relevant and aligned with evolving educational requirements.
- Leveraging its success, the program can engage in advocacy efforts to raise awareness about the unique needs of migrant children and influence policies that support their education.

## Threats



- A significant threat to the program's success is the possibility of parents migrating and not enrolling their children in schools.

# Recommendations

---

## Program Design

### **Teacher Qualifications and Training:**

- The program should strive to recruit education volunteers who possess at least a basic level of prior teaching experience.
- Implement a peer-teaching approach, where older or more advanced students tutor younger or less advanced peers. This can create a supportive learning environment and enhance both teaching and learning skills.

### **Sustain Collaboration with Government School Teachers:**

- Formalize an annual committee for collaborative curriculum improvement and smooth student transition from the IEMC program to formal schooling with government schoolteachers.
- Documentation Facilitation:
- Commence essential student documentation processes required for school admissions immediately upon their enrolment at the IEMC center and not at the time of admission in government schools.

### **Infrastructure Improvement:**

- Enhance IEMC centers with suitable classroom infrastructure such as adequate desks and benches to enhance the educational experience for the children.

### **Smooth Transition Planning:**

- Organize orientation workshops for both students and parents as preparatory steps before their mainstreaming into formal classrooms. These workshops aim to acquaint them with the formal school environment, expectations, and procedures.
- Assign mentors or peer buddies to transitioning students to provide guidance, support, and a sense of belonging in the new school.

### **Childcare Services:**

- Provide on-site childcare facilities or designated areas within the center where younger siblings can be supervised and engaged in age-appropriate activities while their older siblings attend classes. This ensures a safe and supportive environment for both age groups.

## Program Delivery

### **Structured After-School Support:**

- Regularize after-school support programs for students transitioning to formal schools. As part of the community awareness program, education volunteers should actively motivate parents and children to participate in after-school tuitions to provide essential academic support and guidance.

### **Mentorship and Peer Support:**

- Create peer support groups within IEMC students' in schools to facilitate their adjustment to the new environment and foster mutual motivation and assistance with academic needs.

