

# IMPACT BRIEF



## Learning and Migration Program (LAMP)

provides access to quality education opportunities to children in areas of seasonal migration, while also advocating to communities and governments the universal right to education

### IMPACT



**2x** Improvement in students learning outcomes in **MATH**



**1.6x** Improvement in students learning outcomes in **LANGUAGE**



**96%** Conversion rate for girls at the risk of dropping out of school

### REACH



• **514,871** CHILDREN IMPACTED by quality education opportunities



• **2,003** VILLAGES IMPACTED by migration covered under LAMP



• **63,337** COMMUNITY MEMBERS trained



• **13** STATES

## THE CONTEXT

Across India, approximately 139 million people migrate from their villages in remote rural areas every year in search of labor, uprooting entire families for up to eight months at a time. AIF's Learning and Migration Program (LAMP) is working to universalize access to education for children at-risk of migration by providing continuous access to quality education opportunities and advocating for special provision for education for migrant households. LAMP strengthens community ownership of education through school governance by promoting effective implementation of India's national Right to Education Act of 2009.

"Pathways of Light: A LAMP Approach to Secondary School Success", a project supported by Human Dignity Foundation and MacArthur Foundation in Gujarat (2014) and Odisha (2017), aimed at increasing demand, access, retention and quality of secondary education, with a special emphasis on girls. It addressed four key interrelated concerns:



**SCHOOL DROPOUT** – Multifactorial issues including extrinsic factors like poverty, migration and intrinsic ones such as low educational quality.



**CULTURAL BARRIERS** – Lack of family and community support to children, especially girls, in pursuing their education.



**SECONDARY SCHOOL ACCESS** – Since few villages have secondary schools, there are difficulties in accessing them.



**SECONDARY SCHOOL RETENTION & LEARNING** – Under resourced, poorly functional secondary schools and inadequate academic foundations at the primary level combine to contribute to high dropout rates or low levels of learning.

## THE EVIDENCE

Pathways of Light project was evaluated using a mixed method approach of qualitative and quantitative assessments. The following are the major findings of the evaluation: -

### LEARNING OUTCOMES

The intervention gave remediation support to the children in Grades 7 and 8 in Math and Language.

- Post intervention, the average score of students' in Language and Math improved by 1.6 and 2 times resp, in a given academic year, as seen in Figure 1.1.
- As shown in Table 1, the year-on-year increasing rate of improvement in the learning outcomes of children also elucidated progression in the students' performance.

FIG 1.1: STUDENTS' AVERAGE SCORES

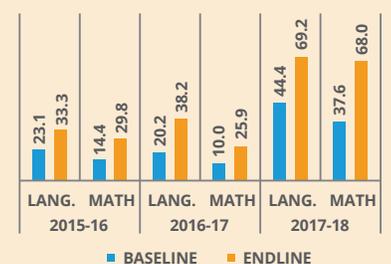


Table 1: Year-on-year % point improvement in average scores

Subjects	2015 - 16	2016 - 17	2017 - 18
Language	10.2	17.9	24.8
Math	15.4	15.9	30.4

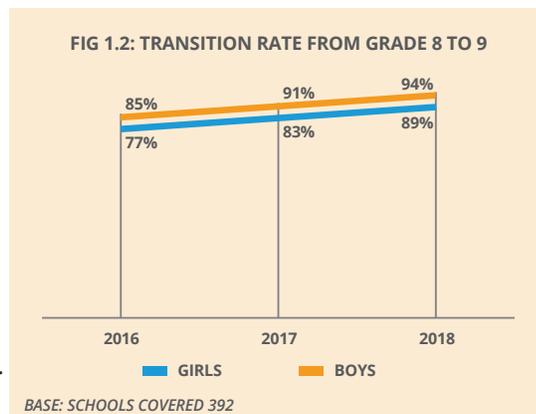
STUDENTS ASSESSED - 2015-16: 4435; 2016-17: 2928; 2017-18: 1023

# THE EVIDENCE

## TRANSITION RATES

Initiation ceremonies, Swagat Utsavs and Pravesh Utsavs, were held in order to bring more children in the age group of 14-16 years, especially girls, under the fold of secondary education.

- An incremental growth was seen in the transition rates from Grade 8 to 9 for both girls and boys.
- The transition rate increased by 12% points for girls from 2016 to 2017 as compared to 9% points for boys in the same period, as seen in Figure 1.2
- Enrollment drives were carried out to identify and enroll/re-enroll the children who are at risk to drop out after Grade 8. This intervention was successful in achieving a conversion rate<sup>1</sup> (converting children reluctant to go to school to enrolling them in school) of 93%, overall and 96% specific to girls.



## COMMUNITY ENGAGEMENT

Various community engagement activities were undertaken with School Management Committees (SMCs), Parents, Panchayati Raj Institutions (PRI) and Youth Volunteers on the Right to Education Act. More than 50,000 community members were reached across 36 project villages. Resultantly, regular and informed SMC meetings were held. Mid-Day Meals (MDM) and utilization of funds were the most frequently discussed topics in SMC meetings.

# IMPACT STORY

Hello, I am Mithula. My parents have been seasonal migrants for many years. I too migrated with them several times. In spite of this, with great difficulty I managed to complete elementary school till Grade 8. My father was hesitant to enrol me in High School as it was far away, about 7 kilometres distance from our village. I had no choice but to drop out of school for a year. Thankfully, in 2018, LAMP's Girls Group conducted a door-to-door campaign to convince parents to send their children to school. They met my parents and convinced my father to let me continue my schooling. Accompanied by my mother, I got admission into Grade 9 in High School during the Praveshotsav or Secondary Enrolment Drive.

Since then a lot has changed. My mother has passed away, and now I have to take care of my siblings. At times it gets very difficult but I remember my mother's wish to see me educated and become a qualified teacher. I am presently studying in Grade 10 at the Kendumunda High School. Both my siblings are also in school and since our home is at some distance from school, we use bicycles to reach school. Although life has been very tough on us, with the encouragement and support from the LAMP team, we have managed to continue schooling and hope to fulfil our late mother's wishes.



**Miss Mithula Majhi**  
Age - 16 years  
Jampani village, Nuapada district,  
Odisha

# CONCLUSION

The analysis of internal data collected over the years (2015-2018) shows that LAMP Pathways intervention has been successful in addressing important issues related to quality of education, enrolment and retention at the secondary school level. This success is not only evident in the incremental advancement in academic performance (Math and Language), but also in the increased transition and enrolment rates. The impact is especially pronounced among girl students who constituted about half of the intervention target group. Regular engagement with parents and other community stakeholders, along with school level interventions with students and teachers have provided much-needed impetus to improving the overall quality of education in the two geographies.

### FOOTNOTE:

<sup>1</sup> Conversion rate =  $\frac{\text{Total no. of children in ages of 14-16 reluctant to go to school} \times 100}{\text{Total no. of children in ages of 14-16}}$

\* At risk was defined as those children who expressed unwillingness to continue schooling or whose parents expressed unwillingness to continue sending them to school.

### LAMP is aligned to the SDGs

