AAWAAZ MENTORSHIP PROGRAM

PHASE I

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Part 1:

Understanding

The Problem

1

Since 2002, the Right to Education provides free and compulsory primary education for all and equitable access to higher education. However, there are close to 6 million children out of school in India.
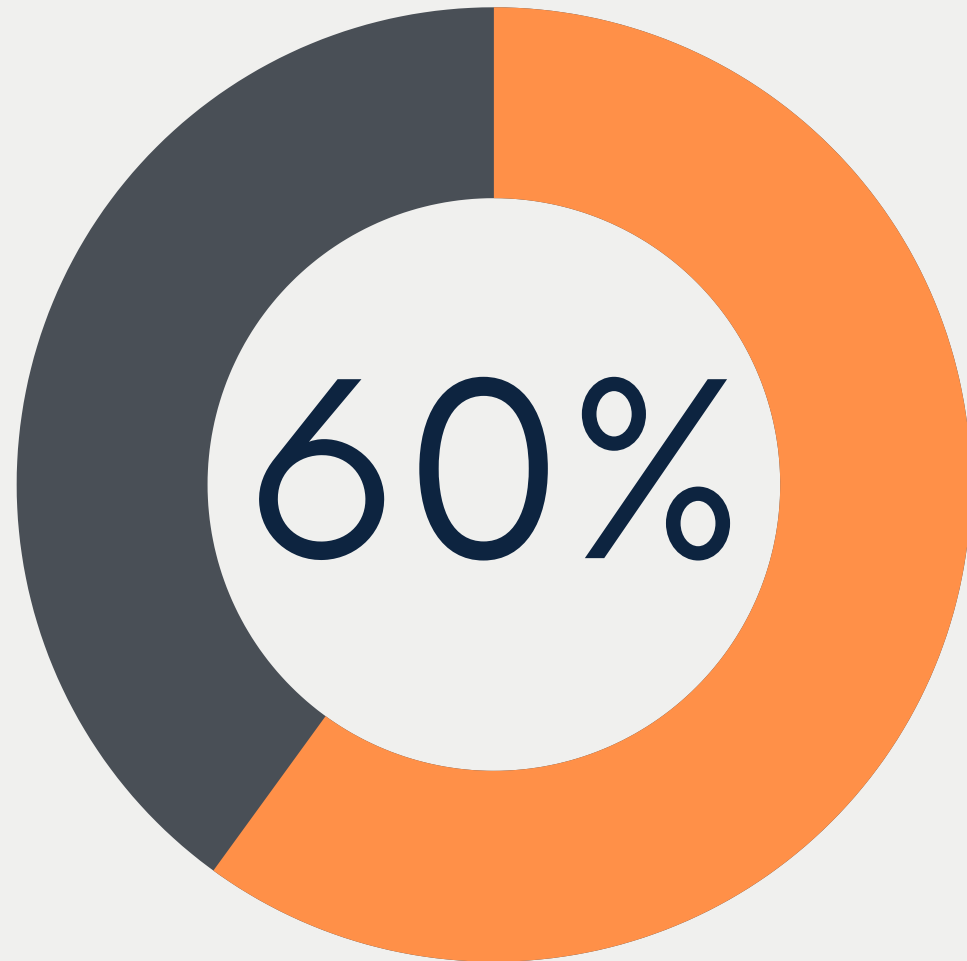
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Out of 100 students, 29 percent of girls and boys drop out of school before completing the full cycle of elementary education, and often they are the most marginalized children. Out of the students who are enrolled, there is high levels of absenteeism, and dropouts.
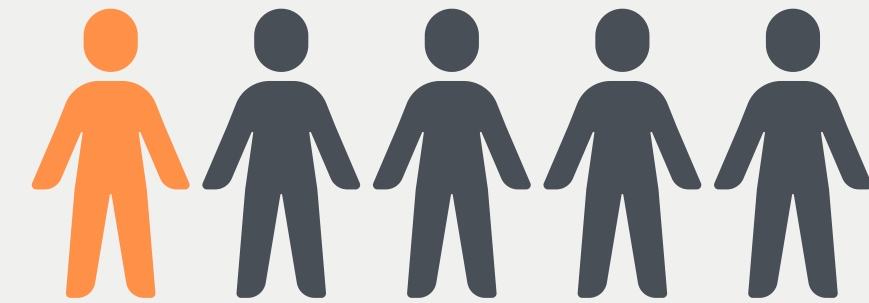
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A critical factor impacting learning outcomes is the absence of a strong foundation provided by quality early childhood education, another is the dearth of well-qualified and trained teachers.

Need Analysis

60%

In India, nearly 60% of schools, there are less than two teachers to teach Classes I to V

1 in 5

Fewer than 1 in 5 students drop-out of school before completing the full cycle of elementary education.

Need Analysis

30%-57%

The data reflects the number of girls who drop out of school by the time they get to class IX is 30% and increases to 57% by the time they get to class XI.

F < M

Females receive less education than males overall and tend to drop out or be withdrawn for economic and socio-cultural reasons.
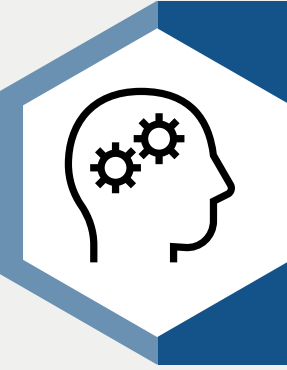
$\frac{1}{3}^{rd}$

Around 1/3rd children drop out after primary school.
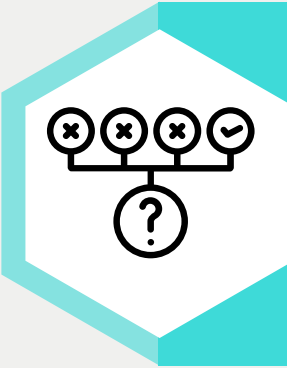
Our Solution
Mentorship Program

Mentoring can promote vicarious learning to encourage the mentee's self-efficacy and they see the mentor as an example.
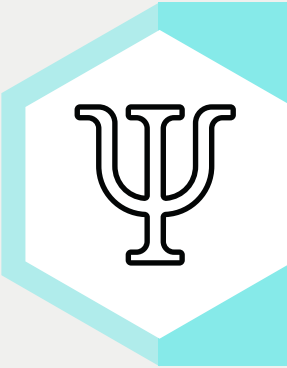
It can help first-generation learners with their academic achievements since relying on friends and family members are not beneficial.

Mentored youth are more likely to be accepted by their peers and have a sense of confidence to succeed in school.

Mentoring helps in reducing the dependence on trial and errors in a student's life by providing information that also reduces uncertainty and insecurity.

Imposter syndrome, especially relevant to first-generation students, and a host of other mental health problems are reduced due to the guidance.

Implementation

01 **RECRUITMENT**

Aawaaz identified mentors and mentees for the first phase.

02 **INDUCTION AND TRAINING**

Mentors participated in various training programs post which they were introduced to their mentees.

03 **MENTORING**

Mentors were required to spend a minimum of eight hours a month with their mentees, which focused on curricular, co-curricular and emotional support

04 **ON-GOING SUPPORT**

Aawaaz ensured that the support structure was in place, in the form of our staff, at all stages of the program.

Part 2:

Measurement

Key Markers

1 Quantitative Markers

- Engagement Analysis (Mentor)
- Engagement Analysis (Mentee)

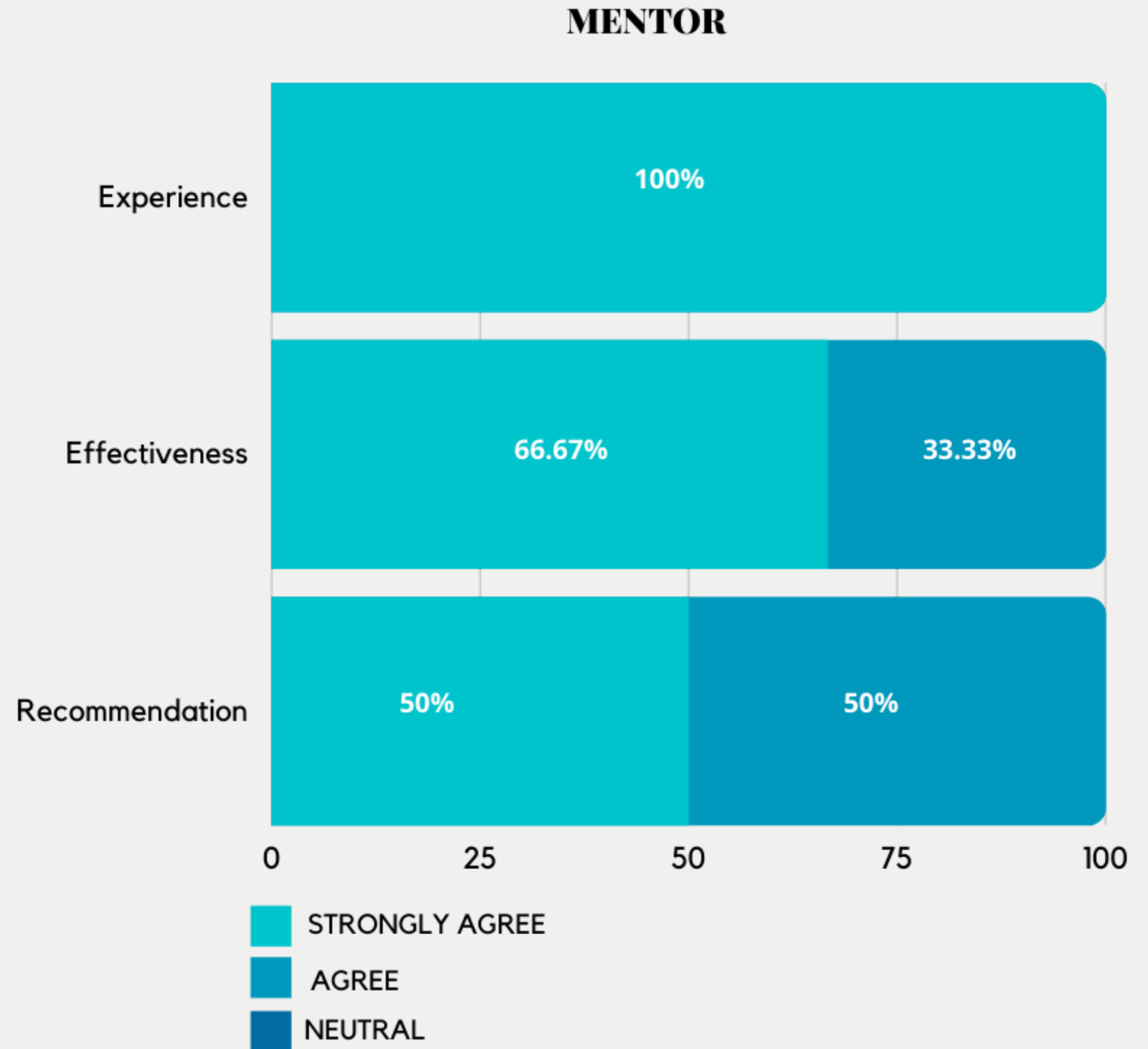**2** Qualitative Markers

- Mentor Experiences
- Mentee Experiences

Engagement Analysis

The graph highlights three aspects that were measured for mentors, namely, **experience, effectiveness** and **recommendation.**

Experience depicts how much the mentors liked the program.

Effectiveness depicts the how well the program went.

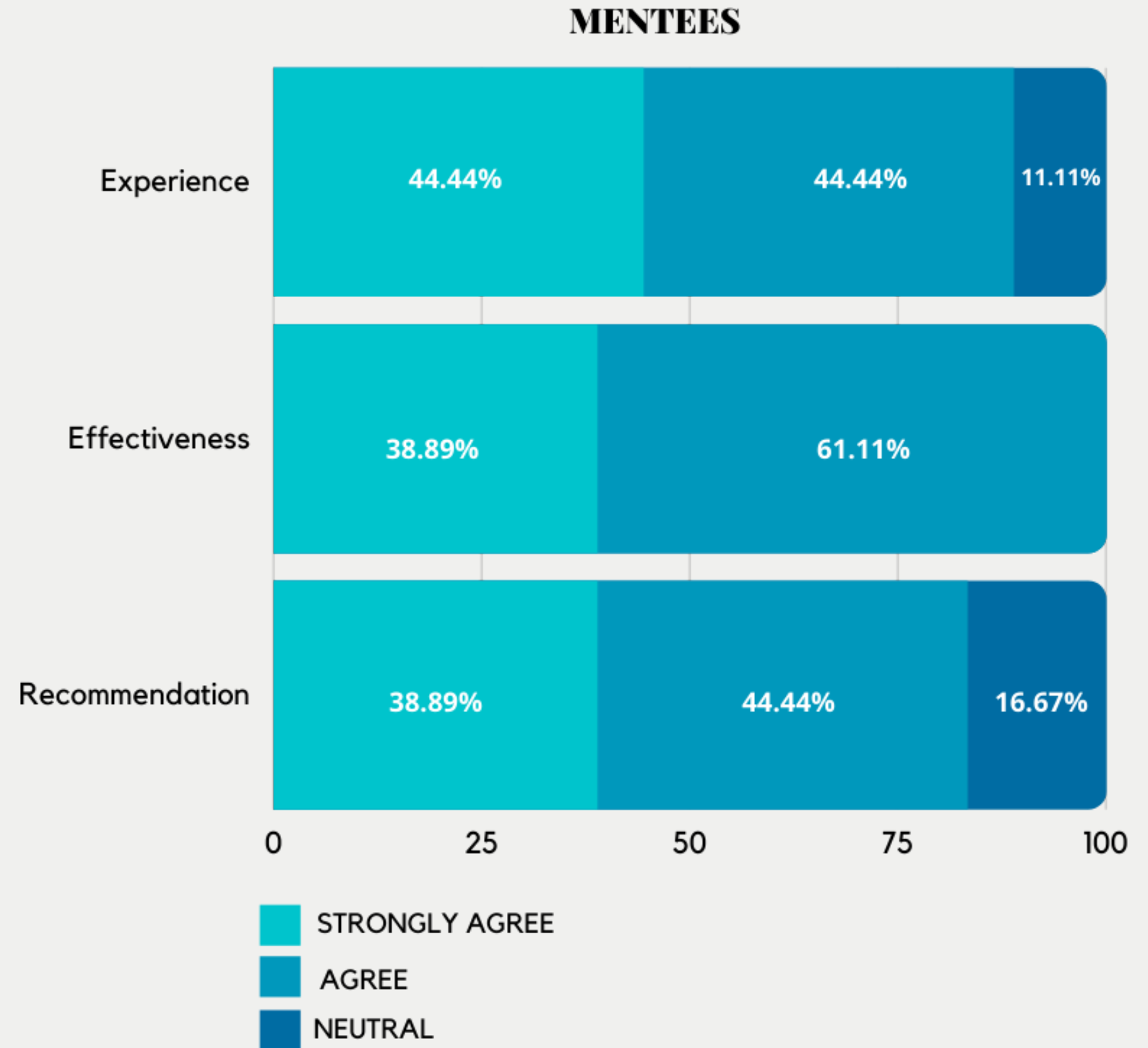**Recommendation** depicts whether they would like others to be part of the program in the future.

Engagement Analysis

The graph highlights three aspects that were measured for mentees, namely, **experience, effectiveness** and **recommendation.**

Experience depicts how much the mentors liked the program.

Effectiveness depicts the how well the program went.

Recommendation depicts whether they would like others to be part of the program in the future.

Qualitative Markers

Mentor Experience

"I liked all the teaching stuff with my mentees and all members of this program were very helpful and supportive. In the beginning, I was taught pedagogy and that was really helpful. I was taught how to deal with my mentees, how to deal with them, be nice to them, and how to make them understand everything. It was very nice."

""I liked the way children were allocated according to my expertise. Teaching and listening to students was a two-way process. Also, personal zoom accounts were provided which solved the barrier of the time limit in free learning platforms and apps. The training at the beginning of the mentorship program proved beneficial."

""First of all, Mentoring students from underprivileged sections of the society were part of this program which is commendable, because we often ignore this section. I think it is was a great program because it didn't overburden me, it gives me a lot of flexibility."

Qualitative Markers

Mentee Experience

"This program supported my studies, specifically in social science which is very tough for me and how the teacher teaches and talks with us just like they are our family members."

"I like the interaction with bhaiya. Bhaiya taught us that how time is important and we should value the time and always be regular in studies"

"Overall everything was superb and mentors are awesome. I loved the way Bhaiya made us study and gave us work to complete. He also made sure that our doubts got solved and we understand the topic clearly"

Part 3:

Reflections

Stakeholder Satisfaction

The graphs depict the success of the program, with most mentors and mentees liking the **implementation** and **feasibility** of the program.

Mentoring programs are proven to be helpful to both mentors and mentees. At-risk students with mentors are 55 percent more likely to enroll in college, 78 percent more likely to volunteer regularly, 90 percent more likely to become interested in becoming a mentor, and 130 percent more likely to hold leadership positions than their un-mentored peers.

Ideal Ratio

The graphs depict the positive response of mentor-mentee engagement. The reason could be the **2:1 mentor-mentee ratio.**

In traditional methodology, a teacher communicates with the class as one big group, but in our mentorship program both mentees and mentors are intended to communicate individually and constantly.

Recommendations

OFFLINE MODE

Mentors suggested an offline mode of teaching as they prefer offline classes over online classes. One mentor suggested that "We were not so engaged with our mentees because of lockdown due to Covid-19 pandemic. I hope that we would have taken our classes and all this physically. So only this change I like to see in future."

FLEXIBILITY

Mentor and mentees suggested flexibility of class timings and more classes every week. One mentee highlighted, "We shouldn't be very flexible with the timings as fixed timings would be helpful to us and our mentors.".
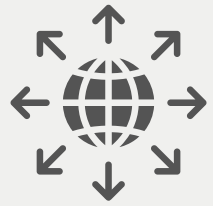
INCREASED TEACHING TIME

Mentors and mentees wanted to increase the teaching time that would further increase engagement. A mentee suggested, "If we have more time we would be able to cover more topics and discuss many things at length." A mentor suggested something similar, "More classes could help students in more ways than one and would reap better results in terms of school scores and they will get closer to us."

Next Steps

Phase II

Our aim is to expand our reach. In the next phase of the program, we will be working with approximately 15 mentors and 50 mentees.

The modules will be specifically designed by our experienced curriculum developers to be effective over various platforms.

Soft skills Modules and will be made in line with the NEP 2020. UN SDG Target (4.7) and Social-Emotional Learning will be added to the curriculum.

Data points tracking the progress of students will be collected and used to optimize learning outcomes.

Mentors will be chosen on the basis of their areas of expertise and allocated to mentees according to subject-knowledge.

We aim to build a resilient educational ecosystem by providing scholarships to both mentors and mentees.

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