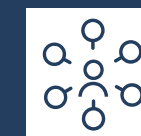


# EDUCATION & SKILL DEVELOPMENT



**We** believe in expanding human capabilities, opportunities, and choices by supporting and sustaining transformation in education and skills space through technical assistance and on-ground solutions.

## Thematic Focus



Advisory Services



Technical Assistance



Implementation Support



Evidence-based Research



Capacity Building and Professional Development



Procurement and Financial Management



MIS and IT for Development



Policy and Planning Support



Project Design and Management



App-based Management System



Monitoring and Evaluation



Learning Management System

**Education and Skills Development** is critical to shaping a future-ready tomorrow. Quality education creates a sense of purpose and empowers one with the right knowledge, values & attitude while investing in skill development creates more opportunities, enhances people's capacity to work for a strong and sustained growth.

We believe in investing and contributing to the future. Our work in this space ensures that the investment is effective and equitable. Working closely with all our stakeholders over the years, we have contributed to education and skill development through our transformative and innovative approach which combines our technical capabilities with a holistic programme delivery. Our interventions are focused on increasing teacher preparedness and teaching quality, enhancing systemic resilience to respond to and recover from unprecedented events, ensuring inclusion and accessibility for children of all strata of society, augmenting capacities for digital classrooms and creating e-learning resources and enhancing youth entrepreneurship potential.

## MAKING A DIFFERENCE WITH OUR WORK

Department of Education (Samagra Shiksha), Government of Himachal Pradesh and The World Bank

### Project Management Unit to Support Strengthening Teaching-Learning and Results for States (STARS) project in Himachal Pradesh, India

As a Project Management Unit for World Bank-funded Strengthening Teacher-Learning and Results for States (STARS) project, we are providing technical and managerial services for improving the status of the education sector in Himachal Pradesh, a State that is considered to be a pioneer in education in India. By supporting the state government, we are working on the enhancement of educational outcomes and other indicators in the state through a range of activities.

#### Key Activities

**Improving** early childhood education in Himachal Pradesh by enhancing teacher performance and training

**Strengthening** education service delivery through capacity building of school leadership

**Assisting** establishment of a State Level Assessment Centre for decentralised and real-time assessment of student learning outcomes

**Developing** data systems and monitoring and evaluation framework for regular monitoring and reporting of project status, milestones achieved, and mapping of Disbursement Linked Indicators

**Financial** and procurement management support to state functionaries

**Strengthening** vocational education and training in the state in order to ease the school-to-work transition

**Undertaking** research on status of education in the state and documenting best practices

2022-2023



Puducherry Skill Development Society, Labour Department, Government of Puducherry

### Project Management Unit for effective Implementation and Monitoring of Skills Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP) Scheme and other skill related initiatives, Puducherry, India

To ensure effective implementation and monitoring of World Bank-funded Skills Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP) Programme and other skill related initiatives in the U.T of Puducherry, Puducherry Skill Development Society (PSDS) has commissioned us to provide a range of key services where it possesses demonstrated expertise. The focus of this engagement would be to assist the Government of Puducherry in the identification of challenges and provide support to strengthen the planning and effective implementation of skills development programmes in the U.T. of Puducherry.

#### Key Activities

**Designing** and developing a comprehensive framework for monitoring of SANKALP Programme and performing the role of Knowledge Partner

**Assisting** PSDS & District/Regional Administration in developing skilling ecosystem to enhance institutional mechanisms for skill development, increase capacity and ensure access to quality & market-relevant training for youth across Puducherry

**Monitoring** of skill development at U.T and District/Regional level with special focus on women, disadvantaged, differently abled, vulnerable, and marginal section of society

**Assisting** PSDS in review of sectoral skill gap study, youth aspiration study and job market study and provide feedback for on-ground implementation

**Facilitating** building of district skill experts and other staff by organising training programmes, workshops, and conferences

**Capacity** building of district skill experts and other staff by organising training programmes, workshops, and conferences

2022-2025



## Asian Development Bank (ADB)/Himachal Pradesh Kaushal Vikas Nigam (HPKVN)

### Monitoring and Evaluation Consulting Firm for Himachal Pradesh Skill Development Project (HPSDP), Himachal Pradesh, India

With a focus on post-basic education and technical & vocational education and training (TVET) to promote human capital development, ADB through Himachal Pradesh Skill Development Project (HPSDP) is assisting Government of Himachal Pradesh (GoHP) in providing relevant and quality TVET opportunities to its youth, to prepare them for the changing needs of the labour market. Specifically, HPSDP will assist GoHP's Himachal Pradesh Kaushal Vikas Nigam (HPKVN) in reforming and modernising its TVET institutions and programmes to improve the employment prospects of Himachal Pradesh's youth. This will help youth of the state to learn relevant TVET skills and gain the confidence required to make the transition from the primary sector to the secondary and tertiary sectors, where the job prospects are better and remuneration levels are higher.

As a monitoring & evaluation (M&E) firm, we are supporting HPKVN in developing an M&E framework and action plan to track the different TVET interventions. This includes bringing in a transformational approach to strengthen coordination and capacity building of stakeholders (HPKVN, implementation agencies, and line departments) for better programme delivery and conducting robust baseline, skill-gap and labour market analyses and tracer studies.



## EDUCATION

Teacher Management and Professional Development | Education Quality and Learning Assessment | Curriculum Development | Policy Research and Sectoral Development Plans | Monitoring Systems | Training of School Management Committees | Open and Distance Learning | Early Childhood Care and Education Knowledge Partnerships | School Improvement Plan Formulation | Exposure Visits | Capacity Building of School Leadership | Improving Public and Private Service Delivery in Education

### Asian Development Bank (ADB) || Design and Delivery of Professional Development Programme for Teachers of Secondary/Higher Secondary Schools of Meghalaya, India (2017-2020)

The Government of Meghalaya aimed to enhance the physical and learning environment of selected schools, support school management and leadership in improving the delivery of secondary and higher secondary (SHS) education by supporting training of SHS teachers for more effective teaching and learning. Part of ADB-funded Supporting Human Capital Development in Meghalaya, the project aimed to create an enabling environment for inclusive growth by improving the quality and delivery of State's secondary and higher secondary education and enhancing the employability of youth by focusing on skill development programmes.

We imparted professional development programmes to the in-service 3,500 secondary and higher secondary school teachers including head teachers by strengthening their core competencies to become confident reflective practitioners in their roles, leading to better quality of education and enhanced prospects of student employability. Over 1,00,000 students (approx.) have indirectly benefitted from the project through an effective school environment responsive to the diversity among young people and a culture of self-reflection and upgradation through communities of learning with sustainable use of ICT via a mobile application.

World Bank II Implementation Support Agency for State Council of Educational Research and Training (SCERT), Government of Bihar, India (2017-2020)

The Government of Bihar (GoB), with financial support from the World Bank, launched a comprehensive programme for improving the effectiveness of elementary school teachers in Bihar. The programme seeks to improve the quality of teaching in Bihar through a three-pronged approach namely, improving teacher training, teacher performance and accountability. It aimed to strengthen the institutional capacity within the state to deliver effective teacher education, while simultaneously improving governance and accountability systems for impacting teacher performance.

As an implementation support agency (ISA), we assisted SCERT with development of design and implementation of sustainable, effective, scalable and efficient interventions to achieve the programme objectives which include:

- Developing high quality teacher education institutions for improved programme delivery,
- Certification of unqualified elementary school teachers and their continuous professional development,
- Developing an effective teacher management system with robust monitoring & evaluation practices,
- Improving accountability mechanisms for teaching effectiveness,
- Improved financial governance mechanisms.

With an objective to determine performance of various States and Union Territories (UTs) with respect to Key Performance Indicators (KPIs) in each of Health, Education and Water sectors, NITI Aayog, a premier policy 'Think Tank' of the Government of India designed and established an outcome monitoring framework to facilitate sharing of best practices leading to superior centre-state and state-state engagement directed towards transforming the above sectors in the country.

Under Education sector, School Education Quality Index (SEQI) was developed to bring an outcome focus to education policy by providing States and UTs with a platform to identify their strengths and weaknesses and undertake requisite course corrections or policy interventions. We carried out an independent review, analysis and verification of KPIs for all States and UTs, with a focus on learning levels, access, equity, infrastructure and governance processes. In addition, we assisted NITI Aayog with strengthening of design and methodology of SEQI.

NITI Aayog, Government of India II Validation and Analysis of Key Performance Indicators (KPIs) Data for Finalising and Release of School Education Quality Index (SEQI), India (2019)



British Council II Market Insights Study of the Bilateral Opportunities for the UK and India in Higher Education and Research, India and UK (2020-2021)

The UK-India Education and Research Initiative (UKIERI) started in April 2006 with the aim of enhancing educational linkages between India and the UK. Since then, UKIERI has been recognised as a key multi-stakeholder programme that has strengthened the research, leadership, and education and now skill sector relations between the two countries. The key objective of this study is to advise and inform the UK and India governments and education sectors on the respective operating environments for the UK and India in Higher Education and research. The horizon scan was for the next 10 years and resulted in a study that can support decision makers find productive areas for collaboration between India and the UK.

Odisha Primary Education Programme Authority (OPEPA) and Government of Odisha II Concurrent Evaluation of Learning Achievement of Students in Elementary Schools (CELASES) of Odisha, India (2017-2021)

The OPEPA programme aimed to provide quality education to all children enrolled in the elementary education irrespective of their social background, caste and gender. To ensure the minimum learning achievement of the children at different grades and effective classroom transaction by the teachers in different classes, a holistic programme called Ujjwal was launched.

We undertook concurrent evaluation of the Ujjwal programme to offer policy options to accelerate learning levels of students. The overall focus of this evaluation was to provide quality and process monitoring in elementary education in Odisha and to improve school processes to enhance learning achievements.

EdCIL (India) Limited/ Government of Meghalaya (GoM) II Review and Research of Education Sector, Government of Meghalaya, India (2016-2019)

The Government of Meghalaya recognised the need to undertake a holistic assessment of the education reform process and measures needed to improve the education sector in the state. The project aimed to undertake review and research of education sector, covering both school and higher education, to provide quality education and better learning outcomes.

We were involved in the system-level re-structuring process by undertaking comprehensive review and research of education sector covering both school and higher education. This included development of State Education Policy and review of curriculum based on SDGs and skills for 21st Century; development of Service Rules of Aided Schools and Aided Colleges; amendment of Service Rules of Government Schools and Colleges; development of policy for opening of private universities in the State and development of fee regulation policy for colleges.

DFID II Capacity Building Support to Government of India's Rashtriya Madhyamik Shiksha Abhiyan (RMSA), India (2013-2016)

With an objective to strengthen national level learning assessment & education management systems and implementation capacity within the most-needy states, Government of India launched RMSA in the year 2009 for universalising secondary education (14-16 years) across all social groups.

As part of programme delivery, we, as a consortium partner, supported the RMSA partners: Ministry of Human Resource Development (MoHRD), Government of India, State Governments, National Apex Institutions (NCERT and NUEPA) and Donor Partners (DFID, The World Bank and European Union) in strengthening and accelerating the delivery of the programme. The scope included providing support in need-based education planning and budgeting, learning levels assessment, teacher management and development, financial management and procurement and data management and use. Technical assistance was also provided to national level apex institutions to strengthen UDISE (national data management system) and conduct National Achievement Surveys (NAS).



UNICEF II KAP Studies: 1) Parents' Demand for Early Childhood Care and Education Services in Uzbekistan and Develop Related Behaviour Change Communication Strategies; (2) Community Participation in School Decision-making in Uzbekistan and Develop Related Behaviour Change Communication Strategies (2017-2019)

The Government of Uzbekistan has been increasingly paying attention to improve Early Childhood Care and Education (ECCE) services in the country, to ensure universal enrolment at primary and secondary schools. Towards this end, UNICEF complemented the Government of Uzbekistan's efforts by providing technical support in mapping preschool education policies and programmes and identified barriers to the participation of parents and community in ECCE.

We undertook a comprehensive Knowledge, Attitudes and Practices (KAP) study in Uzbekistan to assess the demand for and participation of ECCE services in Uzbekistan. The study determined physical, psychological and cognitive needs of young children (aged 0-6 years) and assessed perceptions towards the nature, quality and affordability of services provided in the ECCE centres. As part of the study, we developed Behaviour Change Communication Strategies to enhance demand for ECCE services. In addition, based on the study, we developed baseline indicators and rationales for future investments aimed at improving equitable access and quality enhancement of ECCE programmes by the Government of Uzbekistan.



**Government of Ethiopia II Development of a Sector- Wide, Multi-Year Action Plan to Accompany the Education Sector Development Plan (ESDP) 2015/16-2019/20, Ethiopia (2016)**

The National Multi-Year Action Plan was aimed to inform the actions of the various players in the education sector over five years to ensure that the targets of the ESDP V are achieved in an effective and efficient manner, with all agents being accountable for their roles. The ESDP V Multi-Year Action Plan (MYAP) provided guidance in the preparation of regional directorates under Ministry of Education, university, TVET, development partner and civic society plans ensuring alignment of budgets with sector priorities.

To ensure appropriate contextualisation and relevance across all nine Regions and two administrative cities, IPE Global worked closely with the Ministry of Education (MoE) to ensure engagement of stakeholders from 'Civil societies, Regional Education Bureaus, Universities, technical and vocational education and training (TVET) agencies and development partners. The MYAP was meant to not only guide implementation of ESDP V but also strengthen linkages between the strategic document and activities to be prioritised at all levels of the education system in Ethiopia and provide further breakdowns and details about the budget across five years. Besides, finalising MYAP and its implementation plan with corresponding unit costs of all activities, IPE Global was involved in ensuring validation of the MYAP, producing supporting documents on the unit costs of the MYAP and conducting amendments and improvements.



## SKILLS DEVELOPMENT

Capacity Building | Skill Gap Analysis | Entrepreneurship Development | Knowledge Partnerships | Market Linkages and Industry Engagement | Youth Mobilisation and Skilling | Labour Market Analysis | Placement Drives | Baseline and Endline Studies | Soft Skills Training | Exposure Visits | Career Framework Development

**Department of Personnel & Training, Government of India and World Bank II Project Management Consultancy Services for National Programme for Civil Services Capacity Building (2022-2027)**

Envisioned as one of the largest capacity building initiatives in Government organisations anywhere in the world, the National Programme for Civil Services Capacity Building – “Mission Karmayogi” – aims to transform approximately 1.5 crore government officials across the Centre, the States and the local bodies by undertaking comprehensive reforms of the capacity building apparatus for efficient public service delivery.

We are providing its project management expertise assisting Cabinet Coordination Unit and PMHR Council in creating strategy and policy frameworks and coordinating with government and non-government stakeholders. We are also enabling standardisation and operationalisation of Framework for Rules, Activities and Competencies (FRAC).

Key details of the project:

- Envisioned as one of the largest capacity building initiatives in government organisations worldwide
- Central to the Programme is the recognition that a fit-for-purpose government workforce (1.5 million+) requires a competency driven capacity building approach that focuses on imparting competencies critical to discharge its roles.
- E-learning content strategy support for the online iGOT platform of Mission Karmayogi

Asian Development Bank (ADB) || Managed Services Operating Partner (MSOP) for Industry Linkage-Captive Placement under Supporting Human Capital Development in Meghalaya (SHCDM), India (2019-2020)

ADB is assisting Government of Meghalaya to improve secondary education and vocational training in the state, so graduates are better equipped to find high quality jobs. The project aims to engage industry partners with training mandates for the Meghalaya youth through a Managed Services Operating Partner (MSOP) to provide an exposure and gainful employment to the unemployed youth to the best of Corporate India through dedicated networks and established strategies.

We helped to mobilise, train and place about 2,600 youth with various technical, non-technical and service-oriented skills at par with international standards with leading companies & across various cities in India. We provided market-based orientation to 500 youth for developing business plans, doing technical and financial feasibility analysis, establishing forward and backward linkages and building capacities to help set up enterprises, thus transforming them into successful entrepreneurs with sustainable livelihoods in Meghalaya.

The World Bank/National Skills Development Corporation Limited (NSDC), Ministry of Skill Development and Entrepreneurship (MSDE), Government of India || Conducting Baseline for State Incentive Grant under Skills Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP), India (2018-2019)

This project focused on conducting a baseline, on behalf of the National Skill Development Corporation for all states and UTs in India on the components (& subcomponents) of the State Incentive Grant Matrix. This entailed covering the overall skilling ecosystem including both National Skill Development Corporation (NSDC) as well as National Skill Development Agency (NSDA) and State agencies, and the outcomes were measured through Results framework and Disbursement Linked Indicators (DLIs) agreed between MSDE and the World Bank and verification protocol to measure DLIs on a periodic basis.

We supported the finalisation of indicators, sub-components of DLIs and datasets from States in consultation with the MSDE and NSDC. We were also responsible for creation of data collection tools and validation protocols, site visits, capacity building and data collection workshops, compilation of the data as well as data analysis. The baseline was aimed at providing the status of indicators for every Disbursement Linked Indicator (DLI) of SANKALP for all states/UTs under components at different time points as mentioned above. In the subsequent years, the States' progress is to be assessed based on the improvement made from the baseline.

Uttarakhand State Rural Livelihood Mission (USRLM), Department of Rural Development, Government of Uttarakhand || Technical Support Agency under Deen Dayal Upadhaya Grameen Kaushalya Yojana (DDU-GKY), Uttarakhand (2017-2019)

Deen Dayal Upadhaya Grameen Kaushalya Yojana (DDU-GKY) is a flagship programme of the Ministry of Rural Development (MoRD), Government of India (GoI). The key focus area of DDU-GKY is the poor rural youth, prioritising disadvantaged groups such as the SC/ST/women and minorities. It emphasises market-led training programmes and partnership-based skilling and placement delivery to ensure employability. State Project Management Unit (SPMU), Department of Rural Development, Government of Uttarakhand is the state level nodal unit for implementation of DDU-GKY, in the state of Uttarakhand, India.

We worked as Technical Support Agency (TSA) for the programme. As TSA, we provided technical assistance for overall programme management of skill development initiatives in the state and enabling effective implementation of DDU-GKY in each district/block level through the following activities:

- Sector Assessment of Uttarakhand and nearby areas for wage employment and self-employment opportunities
- Development of policy guidelines, document repository including formats, templates and tool kits for different functional requirements across the skilling eco-system
- Coordinating with the PIA & SPMU for various activities, including placement, industry linkages and tracking
- Supporting industry connects /advocacy programmes for enabling the placement and their participation in skill development theme
- Development of Comprehensive framework for Monitoring & Evaluation of Projects
- Development of knowledge management systems to provide insights for policy management/formulation, best practices (like migration support centres, finishing schools, community colleges etc.), pilot studies, gap surveys and placement linked support mechanism

National Skills Development Corporation Limited (NSDC), Ministry of Skill Development and Entrepreneurship, Government of India || Developing an Impact Evaluation Framework and conducting Impact Evaluation of PMKVY 2.0 (2018)

A flagship scheme of Ministry of Skill Development and Entrepreneurship (MSDE), Government of India (GoI), Pradhan Mantri Kaushal Vikas Yojana (PMKVY) was a short-term training cum skill certification scheme implemented by National Skill Development Corporation (NSDC). PMKVY enabled large number of Indian youths to take up industry-relevant skill training and certification which eventually helped them in securing a better and sustainable livelihood. Under PMKVY, special focus was given to Recognition of Prior Learning (RPL) by recognising prior competencies of the assessed candidates and providing a certificate and monetary reward on successful completion of assessments.

We developed an impact evaluation framework and toolkit to facilitate future impact evaluation studies with a clear operational guide on methodology for evaluation, indicators to be evaluated and choice of research tools, underlying Theory of Change (ToC) and Logical Framework for PMKVY 1.0 & 2.0. We also conducted an impact evaluation of the interventions of PMKVY 2.0 – short-term training and Recognition of Prior Learning (RPL). We undertook mapping and assessment of socio-economic and cultural impacts, on direct beneficiary, industry, and society, attributable to NSDC training programmes and conducted a comparative analysis of pre-programme and post-programme implementation. Further, we provided recommendations to the client to improve assessment of the effectiveness of PMKVY scheme, including the identification of knowledge gaps according to the criteria presented in the impact evaluation framework.





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## Making Development a Ground Reality

**IPE** Global is committed to impacting lives with a human touch. We are a leading global advisory & implementation organisation which partners with governments, businesses, and leaders in the society to create a better world for all.

Our business model integrates people, technology, and innovation to create value for all our stakeholders. Integrating **Human Development, Inclusive Growth & Resilience and Good Governance** in all our sectors, we bring to the table bespoke solutions.

We are an ISO certified organisation with a focus on quality and integrity to empower growth and drive positive change in the development space.

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## Global Expertise. **Applied Locally**

Headquartered in India with five international offices in Bangladesh, Ethiopia, Kenya, Philippines, and United Kingdom, we have been creating a lasting impact through our tailor-made solutions for over two decades.

**100+**

Countries

**1100+**

Global Team

**1000+**


Projects Delivered

**600 M+**

People Reached

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