

# MONITORING & EVALUATION EDUCATION AND SKILLS DEVELOPMENT



## ABOUT IPE GLOBAL

Headquartered in India with seven international offices in Bangladesh, Ethiopia, Kenya, Myanmar, Nepal, Philippines and United Kingdom, the IPE Global Group offers a range of integrated, innovative and high-quality development consulting services across several sectors and practices. We have more than 1100 full-time professional staff and over 1000 empanelled consultants working on various projects spread across the globe. Over the last 22 years, IPE Global has successfully implemented more than 1000 projects in over 100 countries. The Group has extensive experience with multilateral and bilateral agencies, governments, corporates, philanthropic organisations and not-for-profit entities in anchoring development agenda for sustained and equitable growth.

The most robust policies are underpinned and driven by strong and demonstrable evidence. The distinct yet related activities of Monitoring, Evaluation and Learning (MEL) offer a cross-cutting service to all our other areas of expertise. These are integrated into every stage of our work from design through implementation to lesson-learning at the end of a programme to ensure we deliver lasting results and maximise value for money (VfM).

We design and implement adaptive, participatory and inclusive approaches and provide solutions which inform future programming, policies and strategies. With gender and inclusion being a key component of our work, our evaluation focuses on approaches that help reduce poverty, promote livelihoods, empower and improve quality of life people and well-being.

## AREAS OF EXPERTISE

- Design & implementation of monitoring, evaluation & learning systems & frameworks; M&E capacity building & handholding support
- Baseline, midline & end-line survey-based evaluations
- Theory-based evaluations, quasi-experimental designs, mixed-methods
- Theories of change, impact pathways, logical & results frameworks
- Outcome monitoring, concurrent monitoring, process evaluations, formative evaluations, implementation research, outcomes & impact evaluations, portfolio evaluations
- Evidence-based programmatic learning & assistance to policy formulation
- Multi-year & multi-state research & M&E projects
- Large-scale field missions
- Gender aware & sensitive evaluations
- Highest ethical norms in data collection & report writing



## OUR INDIA FOCUS

### **Asian Development Bank (ADB) || Monitoring and Evaluation Consulting Firm for Himachal Pradesh Skill Development Project (HPSDP)**

ADB through HPSDP is assisting Government of Himachal Pradesh (GoHP) in providing relevant and quality TVET opportunities for its youth to prepare them for the changing needs of labour market. HPSDP aims to 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.

With a transformational approach, we are strengthening coordination and capacity building of stakeholders (HPKVN), implementation agencies, and line departments; ensuring studies track the outcomes of the trainings being offered in polytechnics and colleges; assisting GoHP in strengthening the state's socio-economic and labour force database.

We also aim to track and disaggregate all project data by gender and outcomes pertaining to persons with disabilities (PwDs).

### **Niti Aayog, Government of India || Validation and Analysis of Key Performance Indicators (KPIs) Data for Finalising and Release of School Education Quality Index (SEQI), India**

School Education Quality Index (SEQI) was developed to bring an outcome focus to education policy by providing states and UTs with a platform to undertake requisite course corrections or policy interventions. 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 directed towards transforming the above sectors in the country.

IPE Global's study focused on carrying 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. We undertook a desk-based data review, analysis and correction; conducted validation with State Nodal Officers, resolved errors and discrepancies and validated the final scores and ranks thus assisting NITI Aayog in strengthening of design and methodology of SEQI.

### **Odisha Primary Education Programme Authority (OPEPA), Government of Odisha || Concurrent Evaluation of the Learning Achievement Test in Elementary Schools (CELEASES) of Odisha**

The OPEPA programme aimed to provide quality education to all children enrolled in the elementary education irrespective of their social background, caste and gender.

IPE Global undertook concurrent evaluation of the Ujjwal programme to offer policy options to accelerate learning levels of students studying in class 3, 5 and 8 in Mathematics, English and Odia against the performance of their counterparts in other schools. We considered the impact of intervening variables (school, teacher and home characteristics etc.) on achievements of students and the difference in achievement with regard to gender, location, medium of instruction and social groups (SC, ST and Muslims, etc.); captured the lessons learnt and provided feedback and suggestions to improve the quality processes to enhance learning environment.

To ensure effective classroom environment by the teachers in different classes, a holistic programme called Ujjwal was launched.

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

**SANKALP** project aimed to implement the mandate of National Skill Development Mission (NSDM). This included strengthening institutional mechanisms at both centre and state levels, building a pool of quality trainers and assessors and establishing a robust M&E system for skill training programmes. It supplemented **“Make in India”** initiative by catering to skill requirements in the relevant manufacturing sector.

Our study included conducting a baseline study of various indicators of the components and sub-components of SANKALP including institutional strengthening; improving quality and market relevance of skills development programme; improving access to and completion of skills training for female trainees and other disadvantaged groups.

The study provided current status of indicators on every Designated Learning Institution (DLI) of SANKALP for all states and UTs under the said components.

**Government of India; NSDC, MSDE, Government of India || Developing an Impact Evaluation Framework and Conducting Impact Evaluation of Pradhan Mantri Kaushal Vikas Yojana (PMKVY 2.0)**

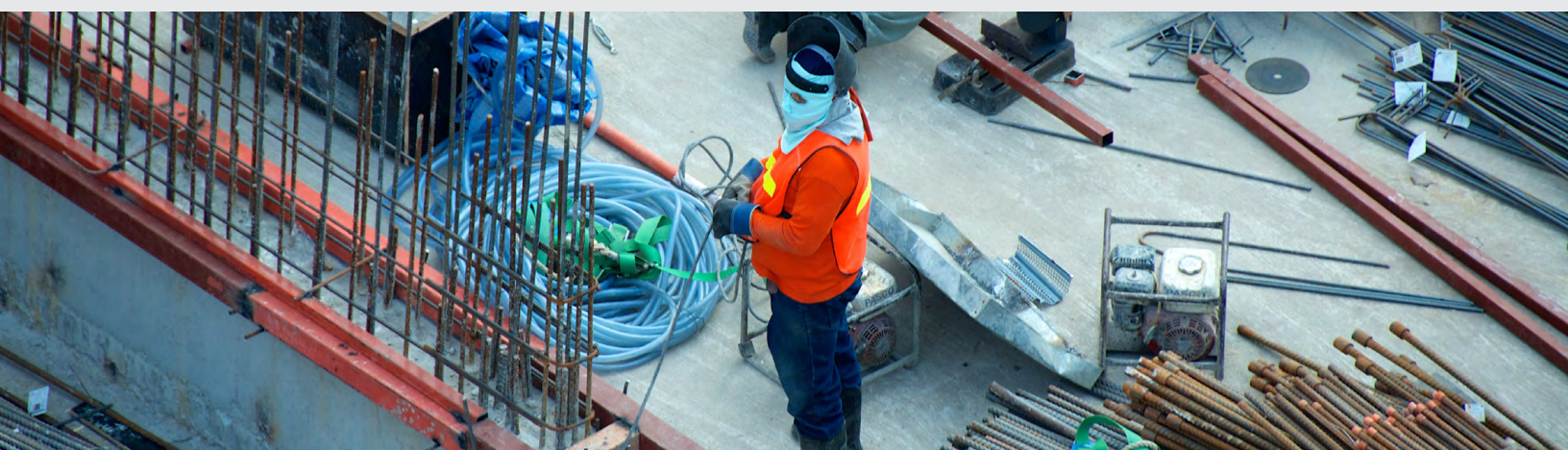
A flagship scheme of Ministry of Skill Development and Entrepreneurship (MSDE), Government of India (GoI), Pradhan Mantri Kaushal Vikas Yojana (PMKVY) enabled large number of Indian youth to take up industry-relevant skill training and certification which will eventually help them in securing a better and sustainable income and career opportunities.

We developed an **impact evaluation framework and toolkit to facilitate future impact evaluation studies**; evaluated indicators and choice of research tools, underlying **Theory of Change (ToC) and Logical Framework for PMKVY 1.0 and 2.0**; conducted an impact evaluation of the interventions of PMKVY 2.0 - short-term training and Recognition of Prior Learning (RPL).

**Government of Meghalaya (GoM) & EdCIL (India) Limited || Review and Research of Education Sector in Schools & Colleges of Meghalaya, India**

The GoM recognises the need to undertake a holistic assessment of the education reform process and measures needed to improve the education sector. 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.

IPE Global conducted system-level **re-structuring process by undertaking comprehensive review and research of education sector covering both school and higher education**; developed robust State Education Policy in sync with larger objectives of national level normative frameworks and contextualized to the local needs; reviewed and aligned the curriculum based on SDGs and skills for 21st century; developed and amended of service rules of aided schools and colleges; developed policy for opening of private universities in the state and fee regulation policy for colleges.



## **Save The Children || End-Line Evaluation- International Best Practice Exchange Leading to Innovation in Sarva Shiksha Abhiyan (SSA)**

The project aimed to provide support in achieving the quality targets of the Sarva Shiksha Abhiyan (SSA) through a project, **Exchange of International Best Practices**, by conducting various interventions such as capacity building of national and state level institutions, cadre management and performance of teachers, school management and leadership, improving school environment by building capacities of local education structures and many more.

Under the project, IPE Global undertook an end-line evaluation to ascertain the effectiveness of Save the Children's Project in the selected states over a period of three years (2010-2013). Our evaluation strengthened the capacities of national and state level institutions and education departments in India by identifying and revising international models of best practice in the areas of teacher cadre performance, school management and leadership, with a particular emphasis on inclusive education; supported development of 450 model schools with inclusive learning environments based on a decentralised and participatory planning process.

## **UNICEF India || Education Management and Information System (EMIS) Analysis for the Right to Education (RTE), West Bengal, India**

UNICEF along with IPE Global supported Government of West Bengal to provide support in strengthening the data and MIS system for better monitoring of RTE compliance.

IPE Global conducted a gap-analysis of MIS system for RTE; revised various input, output and outcome level indicators on RTE compliance aligning to child friendly school; maintained and updated the database accordingly; developed and maintained comprehensive database on schools, teachers based on **Unified – District Information System for Education (U-DISE)**; monitored applications of school recognition; provided technical support in collection and maintenance of data at the district level not captured in U-DISE and any other database.

## **GHK International-European Commission || Monitoring and Review of the European Commission Assisted State Partnership Programme (SPP) - Chhattisgarh and Rajasthan**

The State Partnership Programme (SPP), a multi-sector policy support programme (SPSP with Chhattisgarh and Rajasthan was based on the European Commission (EC), India Country Strategy Paper (CSP, 2002-06) and National Indicative Programme (NIP, 2004-06). It aimed at poverty alleviation and provided sector budget support targeting pro-poor and sustainable reforms for the relevant sectors.

IPE Global conducted six-monthly review missions (**8 in Chhattisgarh and 9 in Rajasthan**) across all components of SPP and assessed the fulfilment of milestones and criteria for tranche release, including funds disbursement and sector expenditures. A review of annual working plans and budgets together with progress reports of the Governments was conducted and wherever applicable recommendations were given for improvements in the milestones and criteria for the annual tranche release (subject to EC agreement). We also suggested and approved several surveys and studies in respective sectors.



## M&E GLOBAL

### FCDO (DFID) || Evaluation Manager-Strategic Partnerships in Higher Education Innovation and Reform (SPHEIR)

The six-year evaluation is providing grant-funding and supporting ambitious and high-value partnerships between institutions, NGOs and private sector organisations to transform the quality, relevance, inclusiveness and value of Higher Education (HE) in 11 countries of Africa, the Middle East and Asia. DFID's flagship intervention, SPHEIR will provide evidence to facilitate the design of future HE interventions.

As the evaluation manager, IPE Global is reviewing SPHEIR in order to better understand what design aspects make HE interventions successful; and to improve the body of knowledge on the longer-term impacts of HE strengthening. Our approach includes conducting a formative evaluation covering all stages of the fund management cycle; conducting a baseline and two summative evaluations: one mid-term evaluation and the other final theory-based impact evaluation; conducting linked primary and secondary research including two Rapid Evidence Assessments or similar rigorous literature reviews.



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