Network for Quality Education Foundation CSR impact assessment

2021-2022

Content

Executive Summary

Max India Foundation (MIF) recently conducted an impact assessment of its key projects, including the Project Management Unit (PMU) initiatives in Tripura and Tamil Nadu, the Teach For India (TFI) fellowship program, the School Quality Enhancement Program (SQEP), and, Manzil. The objective of the assessment was to evaluate the effectiveness of these projects in achieving their intended outcomes and impact.

The PMU projects in Tripura and Tamil Nadu were strategically designed to enhance education quality through targeted interventions such as infrastructure development, teacher training, and community engagement. The assessment revealed that these projects were highly relevant to the local context, effectively addressing specific challenges in the education system. The projects demonstrated a high level of coherence, with integrated components working synergistically towards common objectives. They were also efficient in resource allocation, maximizing impact on student learning outcomes, community engagement, and infrastructure enhancements.

The TFI fellowship program, focused on providing quality education to underprivileged children, was found to be highly impactful, significantly improving student learning outcomes and fostering community engagement. The program's success was attributed to its coherent structure, providing fellows with comprehensive training and support. The program also exhibited sustainability, with many fellows continuing to contribute to the education sector post-fellowship.

The SQEP, aimed at improving school quality through capacity building and infrastructure enhancement, positively impacted student learning outcomes and school infrastructure. The program demonstrated efficiency in resource utilization and emphasized sustainability through strategic partnerships and collaborations with key stakeholders.

Impact Assessment conducted for Manzil and found to have a positive impact on education quality. Their initiatives, which include providing education and skills training to underprivileged youth, were found to be relevant, coherent, and impactful. Manzil's programs demonstrated efficiency and sustainability, contributing to MIF's overall mission of enhancing education quality in India.

In conclusion, the impact assessment of MIF's projects, including the PMU initiatives, TFI fellowship program, SQEP, and support to Manzil, underscores the organization's success in achieving its mission of enhancing education quality in various regions of India. The findings highlight the importance of contextually relevant, coherent, and sustainable interventions in driving positive change in education, reaffirming MIF's commitment to transformative impact in the education sector.

1. Introduction

1.1 Objectives: Teach for India Fellowship Program

1. To measure the program's impact on participants' leadership development and their understanding of poverty and educational inequity.

2. To assess the program's effectiveness in preparing participants to work in challenging educational environments.

3. To evaluate the impact on student progress in terms of Attendance, Learning, Engagement, and Well-Being.

1.2 Objectives of the study: National Quality Education Foundation

The projects include:

1. School Quality Enhancement Program with SDMC
2. Principal-Led Partnership Model with SDMC
3. PMU for NGO Partnerships Management in Tamil Nadu
4. PMU for NGO Partnerships Management in Tripura
5. Additional Project - Partnership with Manzil Welfare Society

The aim is to assess and evaluate the five projects undertaken by the NQEF in collaboration with various education departments. Each project will have a unique methodology tailored to its specific objectives and theory of change. These techniques will provide rich insights into the effectiveness, challenges, and impact of each project, allowing for informed decision-making and the refinement of strategies to achieve exemplary education in government schools. Qualitative research will play a pivotal role in ensuring that NQEF's initiatives meet their intended goals and contribute to the improvement of the education system.

1.3 Limitations of the Study

1. **Data Limitation**: The assessment relied on existing data and reports provided by implementing organizations, which may not have been comprehensive or up-to-date. There may have been limitations in data collection methods, leading to potential biases or incomplete information.

2. **Contextual Limitation**: The assessment was conducted within the specific contexts of Tripura, Tamil Nadu, and other areas where MIF's projects are implemented. The

findings may not be generalizable to other regions or countries with different socio-economic, cultural, and educational contexts.

3. **Time Limitation**: The assessment may not capture the long-term impacts of MIF's projects, as the evaluation was conducted at a specific point in time. Longitudinal studies would be needed to assess the sustainability of the impacts over time.

4. **Stakeholder Engagement Limitation**: While the assessment considered the perspectives of various stakeholders, including government bodies, NGOs, and community members, there may have been limitations in the depth and breadth of stakeholder engagement. More extensive engagement could provide a more comprehensive understanding of the impacts of MIF's projects.

5. **External Factors Limitation**: The assessment may not have fully accounted for external factors that could influence the outcomes of MIF's projects, such as changes in government policies, economic conditions, or other social factors.

6. **Measurement Limitation**: The assessment relied on qualitative and quantitative indicators to measure the impact of MIF's projects. However, these indicators may not fully capture the complex and multi-dimensional nature of educational outcomes and impacts.

7. **Attribution Limitation**: While the assessment attempted to attribute the impacts observed to MIF's projects, there may have been limitations in establishing direct causal links. Other factors outside the scope of the assessment could have contributed to the observed outcomes.

2. About the Implementing Agency

2.1 Catalytic Corps

Catalytic Crops is a social impact consultancy that believes in catalysing impactful processes of change. It is our understanding that social challenges are labelled 'wicked' when their scope is varied, nature is continually changing and their symptoms are intermingled. Our vision is to work towards creating an equitable society where good quality systems lead to a good quality of life. Consequently, we work towards equitable institution building through interdisciplinary, data driven project management to generate sustainable impact at scale. We believe in sustainability and approach issues at hand with problem-orientation to understand its root cause and co-create the solution in the real context which then becomes applicable and impactful.

Therefore, we believe that methods employed to problem solve should be productive, empirical and replicable. Such processes not only iterate comprehensive solutions but also build self-sustaining social capacity. They factor in necessary resource inputs to mitigate imminent yet

ineffable complexities of social challenges. Our Mission is to partner with nonprofits, foundations and governments to help them drive the lasting change they want to see through their work. We recognise the unique value added by including information across disciplines. Our multidisciplinary approach equips us to create structures and institutions working to solve the multi-layered challenges posed by wicked problems.

Our expertise lies in Research, Advocacy, Strategic Advisory, Project Management, Systemic Partnerships, Sustainability, Capacity Building, and Evaluation. We are experts at identifying project pain points and adopting context-specific plans for effective change. We approach each of our projects with fresh eyes and develop bespoke solutions to generate desired outcomes keeping in mind each project's unique context.

Catalytic Corps provides the following three interrelated attributes:

a) high concentration of experienced, qualified, and talented team members.
b) abundant resources to provide a rich learning environment and conduct advanced research.
c) favourable governance features to facilitate autonomy, strategic vision, and effective resource management.

2.2 Network and Partnerships

Catalytic Corps maintains a robust network of academics, researchers, and data enumerators across India. This extensive network allows us to tap into a wealth of expertise and resources when conducting research and data collection. We collaborate with leading institutions and individuals in academia to ensure the highest quality of research and analysis. Our network of trained enumerators is strategically located across the country, enabling us to efficiently collect data from various regions. We have high impact generating partners like KPMG, USAID, CARE India, Noora Health, NASSCOM, Breakthrough, Antarang Foundation, Dost education, STIR Education, Central Square Foundation, Sarathi Development Foundation etc. We have helped them with a range of service offerings starting from strategic advisory to project planning and impact assessments. We have been working with our partners to help them embed their program within the government systems to achieve sustainable impact at scale.

3. Methodology and Approach

In conducting the impact assessment for the projects initiated by the National Quality Education Foundation (NQEF) in collaboration with various education departments, a meticulous and tailored methodology was employed to evaluate each project's unique objectives. The qualitative techniques were used aligned with OECD DAC evaluation criteria aimed to extract nuanced insights into the effectiveness, challenges, and overall impact of the initiatives. This comprehensive approach aimed at facilitating informed decision-making and enabled the strategic refinement of educational strategies in government schools, ultimately contributing to the pursuit of exemplary education.

The methodology prioritized the use of qualitative research as a cornerstone, emphasizing its pivotal role in ensuring that NQEF's initiatives align seamlessly with their intended goals and significantly contribute to the ongoing enhancement of the education system.

The Projects are:
1. School Quality Enhancement Program with SDMC
2. PMU for NGO Partnerships Management in Tamil Nadu
3. PMU for NGO Partnerships Management in Tripura,
4. Manzil Welfare Society

These projects underwent a customized assessment methodology tailored to their distinct objectives, stakeholders and anticipated outcomes. By employing varied data analysis techniques adapted to the specific nature of the collected data, this impact assessment endeavor stands as a testament to the dedication and excellence demonstrated in evaluating and advancing NQEF's initiatives for the betterment of education in government schools.

3.1 OECD DAC: Evaluation Criteria

The OECD-DAC (Development Assistance Committee) Evaluation Network's framework plays a pivotal role. Recognizing the need for a comprehensive evaluation approach, the OECD DAC Network has delineated six key evaluation criteria and two guiding principles: relevance, coherence, effectiveness, efficiency, impact, and sustainability. These criteria are strategically designed to facilitate evaluations, ensuring a thorough and systematic analysis of development initiatives.

The OECD DAC Network revisited and refined these criteria in 2019 with the primary objective of enhancing the accuracy and utility of assessments. The revisions underscore the network's commitment to strengthening the contribution of evaluations to sustainable development goals (OECD, 2020). This framework, with its revised criteria, forms the cornerstone of our impact assessment methodology, providing a robust and globally recognized foundation for evaluating the effectiveness and sustainability of our initiatives.

Relevance: This criterion assesses the extent to which the objectives of a project or program are aligned with the needs and priorities of the target population. It considers whether the intervention addresses key development challenges and is consistent with national and international development priorities.

Effectiveness: Effectiveness evaluates the extent to which the project or program achieves its intended objectives. It examines the outcomes and impacts of the intervention, including the extent to which it has contributed to positive changes in the lives of the target population.

Efficiency: Efficiency looks at how well resources (such as funding, time, and human resources) are used to achieve the desired results. It considers whether the intervention has achieved its objectives in a cost-effective manner and whether resources have been allocated efficiently.

Impact: Impact assesses the broader effects of the intervention, beyond the immediate outcomes. It considers the long-term and sustainable changes brought about by the intervention, as well as any unintended or negative impacts.

Coherence: Coherence evaluates the extent to which the intervention is consistent and complementary with other development efforts and policies, both within the sector and across different sectors. It considers whether the intervention contributes to broader development goals and strategies.

Sustainability: Sustainability evaluates the likelihood that the benefits of the intervention will continue after the project or program ends. It considers whether the intervention has built local capacity, strengthened institutions, and created lasting change.

Figure 1 OECD DAC Evaluation Criteria

3.2 Geographical Scope

The impact assessment for this project extended across two states and encompassed specific areas within Delhi.

Project	Location
School Quality Enhancement Program with SDMC	Delhi
PMU for NGO Partnerships Management in Tamil Nadu	Tamil Nadu
PMU for NGO Partnerships Management in Tripura	Tripura
Manzil Welfare Society	Delhi

3.3 Sampling Strategy

The determination of the sample size for this study was executed through the application of purposive sampling methodology. In recognition of the unique characteristics and specific objectives of the study, purposive sampling emerged as the most fitting strategy to ensure that the selected participants were deliberately chosen to provide meaningful insights into the questions at hand. This approach allowed for a targeted and intentional selection of individuals or groups who possessed pertinent information, expertise, or experiences directly relevant to the study's focus.

3.4 Data Collection and Analysis

Catalytic Corps executed the data collection by employing expert research associates utilizing a hybrid methodology involving online face to face interview sessions and on-site field visits. In-depth interviews, guided by pre designed interview guide and questionnaires, were administered to pertinent stakeholders. Field visits were conducted at the Manzil Welfare Society, while online face-to-face interviews were conducted at other specified locations. The data translated and transcribed, subsequently being organized into Excel spreadsheets for further analysis.

Subsequent to the comprehensive data collection and cleaning processes, a robust statistical analysis was applied to find emerging themes, relationships, and trends within the dataset. The outcomes of this analytical phase were then judiciously employed to assess and quantify the impact of the project.

3.5 Scoring Matrix

OECD Parameters	Indicators	Weightage	Combined Weightage
Relevance	Quarterly Reports	20%	W1: 40%
	Relevance to target beneficiaries	50%	
	Relevance to partner	30%	
Coherence	Alignment with national policy	50%	
	Alignment with overall project objectives	50%	
Efficiency	Utilisation of resources	50%	W2: 30%

	Adherence: Budget	50%	
Effectiveness	Identification of problem	50%	
	Improvement in existing situation	50%	
Impact	Targeted beneficiaries	35%	W4: 30%
	Smooth implementation	35%	
	Increase in awareness regarding topics	30%	
Sustainability	Sustainability Mechanism, Convergence	100%	

4. School Quality Enhancement Programme

4.1 Background

Approach: This project focuses on transforming under-utilized government schools into demonstration models for exemplary education. The methodology involves a mixed-methods approach, combining qualitative and quantitative data collection methods.

Participants Category:
1. Teachers
2. NGO representatives
3. School administrators

Outcomes to be Assessed:
1. Improvement in school infrastructure and resources.
2. Teacher and student engagement.
3. Implementation of the SEQI benchmark assessment.

Data Analysis Technique: Qualitative data will be collected through interviews and focus group discussions with teachers, School administrators, and NGO representatives. Quantitative data on the School Education Quality Index(SEQI) benchmark assessment results will be analyzed using statistical software. Thematic analysis will be conducted on qualitative data to identify emerging themes and patterns.

4.2 Program Effectiveness

Simply put, the SQEP program's main objective was to enhance quality of the schools and education they provide to their students. From the perspective of the NGO staff and school staff, program effectiveness can be understood through the benefits derived by the schools, the students and the parents.

For schools, incorporating the use of technology has expanded the horizon – simplifying/streamlining certain clerical tasks, as well as the creation of lesson plans and timetables for teachers while also giving access to more resources to further student learning. For students, there has been improved learning outcomes; holistic development; and increased parental support and participation.

The parents have gained a better understanding about the need for education, the needs of their children and to be involved in their growth and development. The program affected overall operation and synergy within the school's ecosystem though in their immediate roles - doing day to day work - the effectiveness can only be described by the effect on the students, their learning and their parents' involvement in school interactions and their children's development.

4.3 Implementation Challenges

Major challenges experienced across the board can be clubbed as challenges pertaining to:

- Engaging students to bring regularity and consistency in learning and attendance

Internet or device unavailability; families moving away; day to day interference in online classes; short attention spans; disconnect from learning.

- Children were categorised based on age not learning level.

- All were primary schools so a major issue was when a child in class 1 left pre-covid and returned to class 3 but was unable to have emotional growth or social skills (like sharing or interacting with people outside their family), let alone reading and writing skills; a need to keep teaching basics to bridge the subsequent learning gap;

- Handling students, case by case, Giving 1-1 attention to students who required it; visiting children and their parents to convince them of the relevance and importance of having an education.

4.4   Community and Parent Engagement:

The NGOs appointed a full-time community mobiliser/officer who made contact with parents and community leaders for each school, attracting more enrolment and assisting or enabling school teachers to remain connected with the students and parents through online or offline channels. Schools and NGOs together conducted frequent Parent-Teacher Meetings, some trainings and talks to increase awareness about different aspects of health, sanitation and child welfare.

During the partnership, community visits and drives for providing rations, sanitation kits and tabs and data-packs for students to attend classes online, were also facilitated. Majority stakeholders interviewed felt that level of engagement was high.
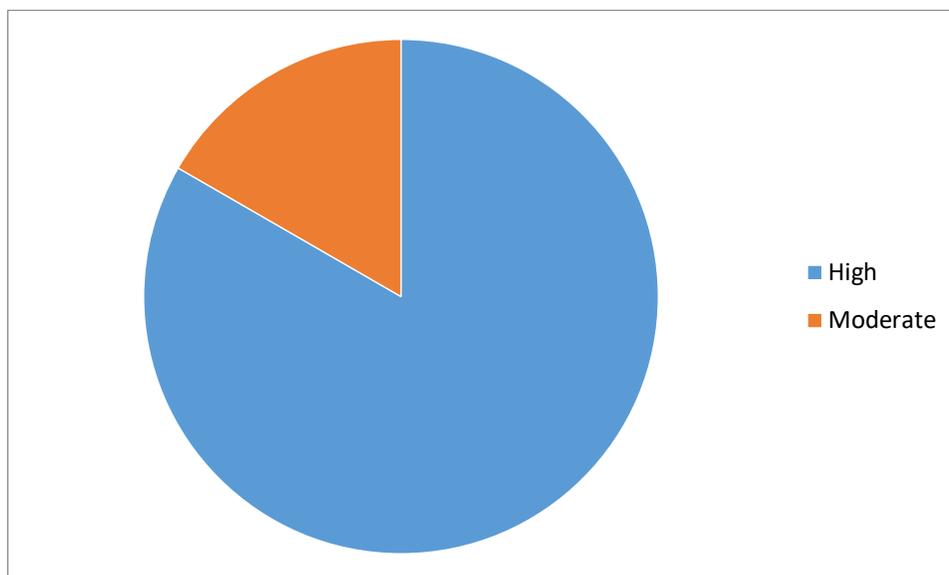
4.5   Infrastructure and Resource Utilization:

While MCD has sole authority on any infrastructural changes that a school may require, during the partnership, in many schools, boundary walls were remade, broken tiles repaired, classrooms were repainted; classroom furniture was replaced; libraries were set up; and various technological equipment like tablets and data-packs for students, PCs for teachers, projectors, printers, SMART boards and other tools for creating and using TLMs, were introduced, thereby enhancing the operations and teaching methodologies within the schools.

In a few of the schools, cleaning staff were also appointed by the NGO in order to have sanitary washrooms and clean campuses. One school was also provided bus service to bring students from distant communities that wished to enrol in the school.

Overall, whatever need was recognised by the schools and NGOs, resources were assigned for, and requirements were met.

4.6   Academic and Extracurricular Activities:

While teaching online increased reach particularly when physical classes were not possible due to precaution and fear, or due to families returning to their villages; teachers were able to try out different TLMs, tool kits, videos, games and software to engage their students in academics and extracurricular activities.
On the other hand, teachers expressed feeling a disconnect from time to time especially with the younger students, as a result of concerns like - network problems, cameras being turned off, disturbances in individual homes, excessive screen time, and shorter attention span.

When reflecting on the online and offline academic interventions used, many teachers instantly felt the need to draw comparison between offline and online teaching, particularly since offline, students are in the presence of their peers and teachers for many hours at a time, whereas they were together only for scheduled classes online. However, as a result of their experiences with interventions implemented, resources and methods now gained are useful to them in online and offline classes alike. Need based English classes can now be planned and executed more easily.

The program enhanced learning and performance in SQEP schools, compared to statistics seen from other schools.

The variety of extracurricular activities introduced to the schools have had a significant impact on the holistic development of the students - unlocking their sense of confidence, awareness about their abilities, strengths and areas that need work, and being resourceful.

As per the responses, barring those whose role had no involvement with the students, all else felt that extracurricular activities Moderately or Significantly affected students' holistic development.
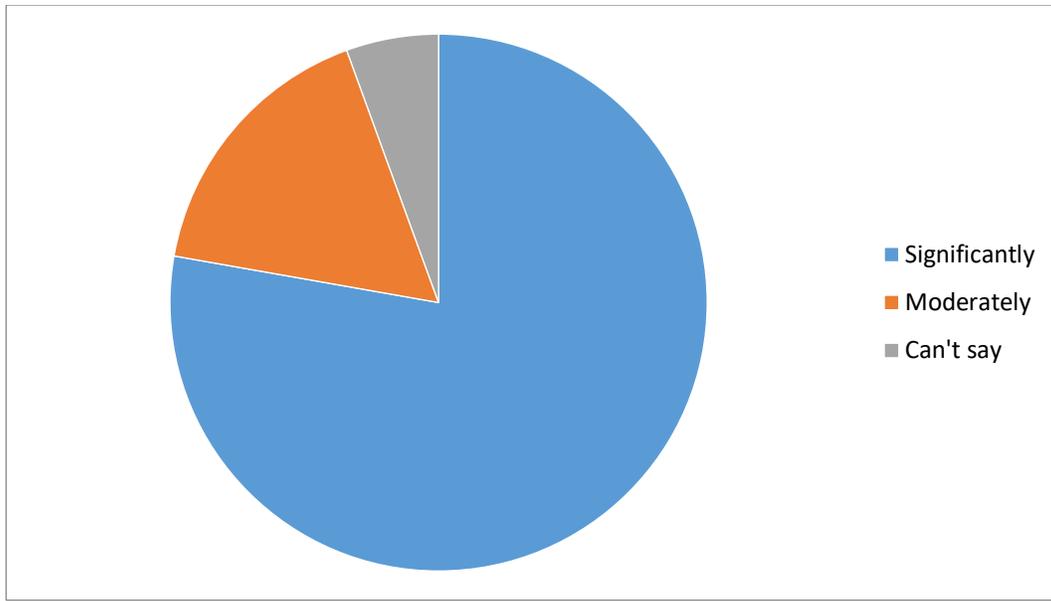
4.7   Special Events and Case Studies:

Principal-Led Partnership Model with SDMC – Discussing with TEA highlighted that the Principal Led Partnership was a model being proposed towards the end of the year 2021-22, to be executed in the following year, where instead of members of an NGO working with the school teachers, specific school administrators/principals would be selected, mentored and guided in order to achieve excellence in managing the school and its activities effectively while improving its quality. No information about which schools were shortlisted for this program, were disclosed.

Case study to highlight the impact of TEA's SQEP program: Sushma Arora ma'am, Principal of PTS school shared in her interview how she was promoted to principal of the school a few months after TEA began setting up the SQEP program in her school.
From being a teacher within the school, she got to learn a lot about how to be a responsible administrative head for a school. Developing the leadership and management skills required to do her work, support and guide her staff and remain connected with the student and parent community connected with the school.

She expressed deep gratitude towards the initiative and support she has received over the years, in transforming herself and her school. From nearly 18 students across grades in the start of the program, to nearly 280 students within the following few years, with reduced absenteeism, improving overall performance and making the school stand out in terms of its achievements in comparison to some other MCD schools, ma'am also expressed that she has learned how to negotiate with the school department, when seeking provisions or support for the school.
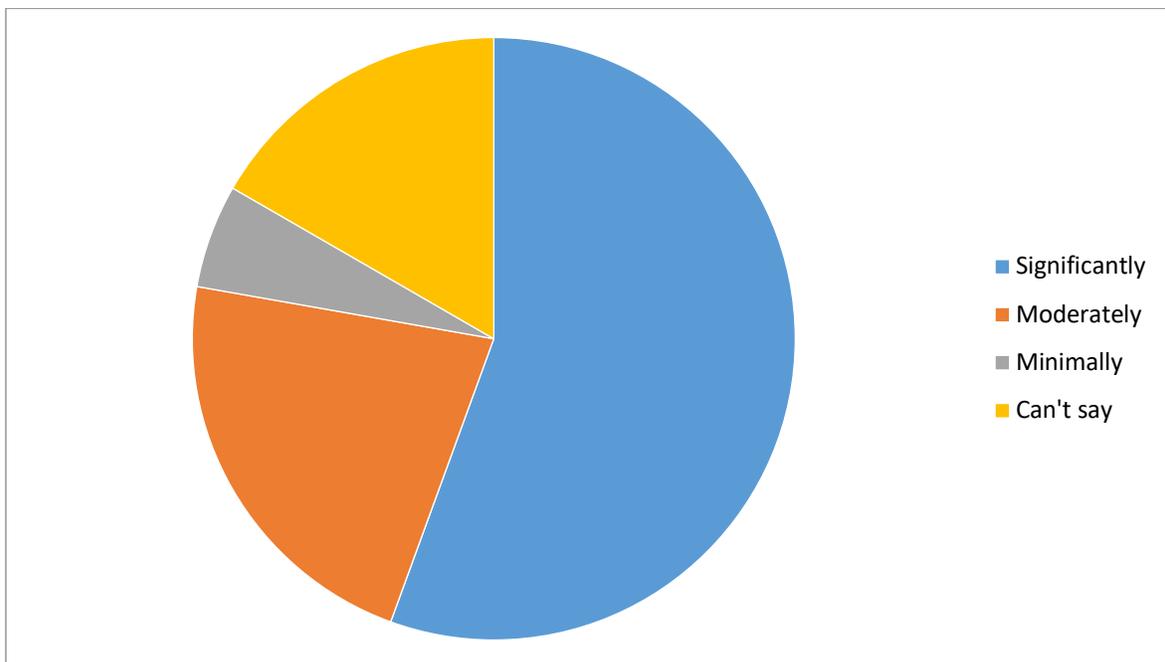
4.8   Key Milestones and Future Plans:

The following points have come through as aspects that stakeholders believe will sustain the positive changes that the program has brought so far:
- Investing in the teachers' capacity building, training and mental wellbeing;
- Parent and community involvement;
- Access to funds in order to keep providing what's required;
- Continued use of technology by staff and students;
- Bringing in resource persons through partnerships
- Collaborative spirit with the municipality and SMC

By 2023, SQEP program was discontinued in most of these schools. To some extent, some teachers and administrators were struck by their dependence on NGO guidance, initiatives, staff and funding. The NGOs expressed a desire to continue working in the schools with which they were involved. The schools and the NGOs, working separately and with each other, were mostly quite adaptable when faced with unexpected challenges in implementation.

Majority respondents felt that SQEP helped enhance the teaching methodologies of teachers though we can confidently conclude there is scope for a lot more to do, in the future.

- ■ Significantly
- ■ Moderately
- ■ Minimally
- ■ Can't say

4.9 Impact Assessment

OECD Criteria	Remarks	Rating
Relevance	Energies and objectives were contextual and mostly well-aligned to improve educational quality; address specific educational challenges faced; engage students and community. There was focus on moving towards English medium of instruction in the schools, cleanliness and beautification of campus and increasing student learning outcome.	Highly relevant 5/5
Coherence	Principals involved for 3+ years were instrumental in communicating and engaging their staff for goals and activities. They vouched for efficient resource allocation, with respect to needs being met as and when needs arise. Synergy among initiatives and stakeholders, in understanding and effort, led to targeted improvements in classroom interactivity, learning and teaching methodologies.	Coherent 4/5
Efficiency	All stakeholders gave high ratings for resource allocation. The MCD and NGO teachers were proficient in transitioning between online and offline teaching; exhibited resilience, adaptability while engaging students, parents and the community.	Efficient 4/5
Effectiveness	Ensured proactive coordination between school and NGO teachers. Provided staff, buses or other resources when needed. Leveraged partnerships for additional funding, expertise.	Effective 4/5
Impact	Improved levels of enrolment, engagement, extracurricular activities. Many schools reached or crossed maximum capacity. Student Learning Outcome improved despite Covid disruptions. Created supportive learning environment; heightened parent understanding and involvement. Brought about a noticeable shift in public perception towards govt schools.	Very positive impact 5/5
Sustainability	Schools and NGOs were open to modifying their practices to enhance combined functioning. Sustaining impact requires ongoing support which is crucial to maintain and build on achieved successes. Many teachers and principals desire continuation of SQEP. NGOs recognise strategic shift for scalability, moving towards developments in broader policy and practice, through government partnership.	4/5
Overall rating of the project		4/5

4.9   Recommendations

- **Community Engagement:** Strengthen efforts to engage parents and communities in the education process, as they play a crucial role in supporting student learning. This could involve creating parent-teacher associations, organising community events, and providing resources for parents to support learning at home.
- **Monitoring and Evaluation:** Establish a robust monitoring and evaluation system to track the project's progress and impact. This can include collecting and analysing data on student performance, teacher effectiveness, and community engagement to inform decision-making and identify areas for improvement.
- **Scaling Best Practices:** Identify successful practices from teachers who have achieved significant improvements in student learning outcomes and scale them up. This could involve sharing these practices with other teachers, schools, or districts and providing support for their implementation.
- **Collaboration and Networking:** Foster a culture of collaboration and networking among teachers to share best practices, resources, and experiences. This could include establishing online forums, hosting professional development events, and encouraging peer mentoring.

5. PMU for NGO Partnerships Management - Tamil Nadu:

Approach: NQEF acts as a Project Management Unit for NGO partnerships. The methodology includes document analysis and interviews.

Participants Category:
1. Administrators from Samagra Shiksha department
2. NGO representatives

Outcomes to be Assessed:
1. Effectiveness of NGO on boarding and management.
2. Achievement of education goals.

Data Analysis Technique: Document analysis will involve reviewing reports and templates. Qualitative data from interviews will be analyzed using content analysis to identify trends and challenges in NGO partnerships.

5.1 Impact Assessment

OECD Criteria	Remarks	Rating
Relevance	All NGOs programs had been designed to address specific problems in education such as FLN, School leadership etc. NGO programs are found to be relevant, addressing specific educational needs and contributing to the overall improvement of the education system. • Madhi Foundation's programs were deemed relevant, especially post-COVID, although the exact relevance remains uncertain. • Sol's Arc's programs, focusing on inclusive education and support for children with special needs, were highly relevant, aligning with emerging needs and government priorities. • Vidhya Vidhai's focus on equipping school leaders demonstrated high relevance, addressing critical gaps in school leadership capacity	5/5
Coherence	The PMU effectively aligns NGO initiatives with the goals of the government's vision for education, ensuring coherence and	5/5

	synergy in efforts to improve the quality and accessibility of education.	
	• The coherence between the vision of NGOs' programs and government objectives was affirmed by all NGO partners, indicating a shared understanding and alignment of goals. Programs initiated by NGOs are closely aligned with the National Education Policy (NEP) and the curriculum, ensuring that students benefit from relevant and impactful learning experiences • All NGOs demonstrated consideration of children's needs in program implementation, fostering effectiveness and relevance.	
Efficiency	The PMU efficiently utilizes its resources to implement various initiatives aimed at improving education quality.	4/5
Effectiveness	Robust monitoring and evaluation mechanisms are in place to assess the impact of various programs and interventions, facilitating evidence-based decision-making and continuous improvement. Capacity building programs organized by NGOs are deemed relevant and effective in enhancing the skills and competencies of government stakeholders, contributing to improved project management and implementation. The PMU actively engages with relevant stakeholders, including government officials, NGOs partners to ensure transparency, inclusivity, and accountability. All three NGOs confirmed that the partnership fills gaps to achieve estimated outputs, indicating effective collaboration and complementarity of efforts.	4/5
Impact	• The partnership has led to noticeable improvements in student learning outcomes, including higher academic performance and increased attendance rates, indicating a positive impact on overall educational quality.	5/5

	• Different programs for different stakeholders like teachers, school HMs have benefitted them and indirectly the students.	
Sustainability	Plans for the upcoming academic year and beyond demonstrate a commitment to sustainability through initiatives such as the development of adoptive textbooks, curriculum transition, and long-term capacity building programs. The active involvement of stakeholders, including government officials, NGOs, parents, and students, fosters ownership and buy-in, enhancing the sustainability of educational initiatives by fostering a supportive ecosystem of stakeholders. Both the PMU and NGOs demonstrate alignment with the government's vision for education, indicating a shared commitment to long-term sustainability and the continuity of efforts to improve educational outcomes.	4/5
Overall rating of the project		5/5

5.2 Recommendations

- **Communication with Stakeholders:** there is a need to strengthen communication channels with the NGO stakeholders to ensure greater engagement and involvement in educational initiatives.
  - Strengthen coordination mechanisms within the Partnership Management Unit to ensure consistent and efficient support to program partners.
  - Explore opportunities for scaling successful initiatives to reach a broader audience and maximise impact within the education sector.

Regularly monitor and evaluate program outcomes to identify areas for improvement and ensure continued effectiveness:Increasing the frequency of observations of NGO programs and conducting more workshops and training can further enhance the effectiveness of capacity building efforts and program implementation.

- Regular alignment and review meetings: this will allow all stakeholders to monitor the progress of programs and initiatives. By reviewing key performance indicators, milestones, and objectives, stakeholders can assess whether the program is on track to meet its goals or if adjustments and support is needed.
- Alignment meetings facilitate the sharing of best practices, lessons learned, and successful strategies among stakeholders. This exchange of knowledge allows partners to learn from each other's experiences and adopt approaches that have been proven effective in similar context.

6. PMU for NGO Partnerships Management - Tripura:

Approach: Similar to the Tamil Nadu project, NQEF acts as a PMU. The methodology includes document analysis, interviews, and surveys.

Participants Category:
1. State leadership
2. NGO representatives

Outcomes to be Assessed:
1. Identification of need areas for future NGO partnerships.
2. Planning and implementation of support.
3. Monitoring and governance processes.

Data Analysis Technique: Document analysis will focus on planning and implementation documents. Qualitative data from interviews and survey responses will be analyzed using content analysis to assess the effectiveness of the PMU in Tripura.

6.1 Impact Assessment

OECD Criteria	Remarks	Rating
Relevance	• The PMU is relevant as it facilitates partnerships aligning with national education policies and frameworks. • It ensures that programs fill gaps in the education system and meet the needs of students and schools. • Both Adhyayan Foundation and Aahvan Trusts programmes were found to be relevant for Tripura's education system and context: ○ All respondents indicate that the programs are relevant and aligned with educational frameworks such as Samagra Siksha and the National Education Policy (NEP).	5/5
Coherence	• The PMU plays a crucial role in promoting the sustainability of educational programs. Through long-term planning, capacity-building initiatives, and continuous monitoring and evaluation, it ensures that programs have lasting impacts and can be scaled up or replicated in other contexts.	5/5

	• The PMU fosters collaboration among diverse stakeholders, including government agencies, NGOs, and community organizations. This collaborative approach leads to synergies, efficiencies, and shared learning, ultimately enhancing the overall impact of educational interventions.	
Efficiency	The PMU efficiently utilizes its resources to implement various initiatives aimed at improving education quality.	4/5
Effectiveness	• The PMU demonstrates coherence by involving stakeholders in decision-making and aligning program visions with government objectives. • The PMU demonstrates effectiveness in coordinating between government stakeholders, NGOs, and program partners. It facilitates communication, decision-making, and resource allocation. • Regular communication and support provided by the PMU contribute to the successful implementation of programs, as indicated by positive outcomes reported by stakeholders. • The PMU's role in providing advice, facilitating meetings, and addressing problems faced by program partners enhances the overall effectiveness of the partnership.	5/5
Impact	• The PMU's role has a significant impact on the outcomes of educational programs. Through effective coordination and support, it contributes to increased enrollment, improved academic performance, and enhanced community engagement. • The PMU's efforts help in achieving higher-level results within the education sector. By facilitating collaboration and resource mobilization, it enables stakeholders to address systemic issues and drive meaningful change.	5/5
Sustainability	• The PMU plays a crucial role in ensuring the sustainability of partnerships by fostering long-term relationships, facilitating planning for future activities, and identifying opportunities for ongoing collaboration.	4/5

	• Clear communication channels and regular alignment meetings contribute to the sustainability of programs and the continued achievement of desired outcomes. • Efforts to address gaps, modify partnerships based on evolving needs, and support program scalability demonstrate the PMU's commitment to long-term sustainability.	
Overall rating of the project		5/5

6.2 Recommendations

- **Communication with Stakeholders:** there is a need to strengthen communication channels with the NGO stakeholders to ensure greater engagement and involvement in educational initiatives.
    - o Strengthen coordination mechanisms within the Partnership Management Unit to ensure consistent and efficient support to program partners.
    - o Explore opportunities for scaling successful initiatives to reach a broader audience and maximise impact within the education sector.

- **Regularly monitor and evaluate program outcomes to identify areas for improvement and ensure continued effectiveness**.

    - o Increasing the frequency of observations of NGO programs and conducting more workshops and training can further enhance the effectiveness of capacity building efforts and program implementation.
    - o Regular alignment and review meetings: this will allow all stakeholders to monitor the progress of programs and initiatives. By reviewing key performance indicators, milestones, and objectives, stakeholders can assess whether the program is on track to meet its goals or if adjustments and support is needed.
    - o Alignment meetings facilitate the sharing of best practices, lessons learned, and successful strategies among stakeholders. This exchange of knowledge allows partners to learn from each other's experiences and adopt approaches that have been proven effective in similar contexts

7. Manzil Welfare Society:

Approach: This project focuses on youth-led non-profit partnerships for educational transformation. The methodology includes participant observation, interviews, and surveys.

Participants Category:
1. Manzil students
2. Manzil teachers
3. Manzil core team members

Outcomes to be Assessed:
1. Effectiveness of Manzil's educational approach.
2. Impact on students' learning and empowerment.

Data Analysis Technique: Participant observation will involve direct observation of Manzil programs. Qualitative data from interviews and surveys will be analyzed using thematic analysis to understand the impact on students and the effectiveness of Manzil's approach.

Each project will have a tailored methodology to assess its objectives and outcomes. The data analysis techniques will vary based on the nature of the data collected, ensuring a comprehensive evaluation of NQEF's initiatives.

7.1 Impact Assessment

OECD Criteria	Remarks	Rating
Relevance	• Manzil's core objectives can be summed up as: Create a good human being; Impact society positively; Every student can be a teacher. • Programs are designed by 'student-teachers', so programs align with the objectives and the needs of students. Objectives within each program - Value creation through development of social skills and life skills. • Reflection-based skill development is the main focus, not academics, done through after-school learning, without negatively impacting school performance. • Learners, the main stakeholders, come from the community, so community engagement is important. • Engagement through: Classes - students teachers, no PTMs; Programs (Manzil's got talent, etc) - all stakeholders including families - audiences of 300-1000 people; Health camps, Awareness drives • All the students in GD had been in at least one level of English at some point during their time with Manzil. The youngest student is also a teacher for a lower grade of	5/5

		English. Each of them felt they have already gained from their classes, not just academically, but also in daily life, interacting with others and doing more. • Students join with their own understanding of why they want to be in a program. Teachers guide them with smaller goals; create curiosity within the subject and encourage them to explore other programs and sessions too. "Find your strengths, work on those strengths to develop skills, find your goals and work towards them."	
Coherence		• Seamless integration of programs. • Alignment to overall mission vision. • All members of Manzil are free to explore and participate in programs, session and events, and reflect to understand what to pursue further. • Interactions among students, teachers, team members with Manzil offshoots, DNA infusions and other NGOs as well, allows free-er flow of information ideas and inspiration. • Team retreats take time to re-imagine different aspects of Manzil, reflecting on individual and collaborative efforts There are plans/desires to revisit certain flagship program structures and designs every 8-10 years, with changes in technology, teaching methodologies, resources and needs of the students.	5/5
Efficiency		• There is day to day efficiency. • Core members don't need to get involved in day to day functioning, they can prioritise larger duties. • Space is divided and designated – no confusion or disturbance in usage of space. • Main tasks as part of any role, largely get assigned based on interest and ability. • There is need to plan to divide work more equally - better use of capability but still quite well-organised. Sometimes members don't have enough time in the day to do all that they need to. • Faster decision making would help. • Assigning devices to interns and members is sometimes problematic. • Team members keep changing but there is still understanding, and contributions are channeled by core members. There is great need for long term employees as core team for smoother operations than now.	4/5

	• Can expand to sports and physical activity based skill building - currently have insufficient space and resources for it, but can engage more youth. Inadequacies in resources are occasionally experienced by members of the team but not by the students and teachers of programs.	
Effectiveness	• Students play a significant role in shaping their learning experiences. Curriculum design receives input from students and expertise from professionals with other organisations. • Many classes engage students in fun learning activities, especially when they're getting distracted easily. • English and Arts are quite effective, Math and Computers are good but there scope for improvement • Only some rules exist for students to adhere to, which they are respectful of and responsibly abide by, as well. • Small size classrooms, though different per course - students can connect with the teachers, a space is given to learn without direct burden of learning for outcome - allows better learning • Students get mentored by people within Manzil and its offshoots. • Students become teachers. • Levels in many programs, existing ability determines level. Eg: English has 5 levels, level 4 & 5 are about practicing speaking exclusively - taking part in discussions and building life and social skills. • Way of teaching is atypical. You're an integral part of the system. Peer learning is essential. Create curiosity, engage learners and teachers alike. • Core team members rate Teaching Methodology at 4. Age factor doesn't affect any part of the organisation's functioning. Young and old, join to study, teach, volunteer and work with Manzil.	5/5
Impact	• Events and performances are proof of growth of student and their people skills, life skills and vocational skills - explore creative expression, gain self-awareness, confidence. Increased student engagement. • Internship and Hello Zindagi give opportunity for job skills to convert to jobs • Anubhavshala - learn and then earn through it. • 'Seekho sikhao' sessions are organised to share something that you learnt by teaching it to others. • CCIP (community college initiative program) - opportunity to participate in an exchange program in	5/5

	USA, attend a diploma program there and get multitude of experiences. • Manzil community has grown larger, particularly online through online classes and teams working with them • Rations, vaccinations and awareness drives for the community. • Founders and DNA infusions learn and help each other. • Khan market community growth. Aim isn't for manzil to grow but for things to grow out of manzil - 12 social and educational enterprises that have come out through Manzil work/interactions. Learning by Locals - learn then go to your community and bring change. Manzil Mystics - teaching music to lakhs. • Manzil has significantly contributed to personal development in students, teachers and team members. • Manzil consists of people associated in more than 1 way: student in different programs/ volunteer/ intern/ team member/ core team/ offshoot entrepreneur etc. Many play multiple roles within the same time-frame. • Students, teachers and members have gained immensely from Manzil, know many who dream of setting up their own businesses/organisations/ventures, know many who have inspired them in their own personal journeys. Feel pride or a boost in self-confidence thanks to classes and interactions with others within the Manzil network.	
Sustainability	• Impacting students, impacts the Manzil community - they get involved, teach and contribute, helping Manzil grow. • Long term effectiveness of programs is 4-5 across respondents - Programs are good, but programs and requirements grow, and people change, so the same quality can't be guaranteed each time. Trying to create Standard Operating Procedures to help newer members. • Could plan tasks to be done better, so strengths can be utilised for the org • Creating impact, starting things, aligned with mission • While students conduct simple surveys or interact with the community, the students also learn and grow • Programs are skill based. Skills that enable them to get jobs. Using the skills in the job, continue to benefit them for years to come • All activities directly or indirectly contribute to continuity and sustainability of the org, in line with its mission and vision. Resource management isn't a 'strength'. It's not bad but not fantastic either. Room for a lot of improvement.	4/5

Overall rating of the project		4/5

7.2 Case Studies

Krupali from rural Gujarat, joined online as student in multiple online programs since 2020, taught Maths online, volunteered for online Manzil events, became intern then core team. She is currently helping develop curriculum for Manzil's Math program, is working with teachers within and outside Manzil, designing Manzil's website, and participates in team level planning for big projects like *Hello Zindagi*. She has been core team member since 2021.

Shrikant has been with theatre since age 12. He learnt to link theatre to the development sector while studying theatre, English and computers at Manzil. Through reflective sessions, he felt himself develop leadership skills and self-awareness, and then decided to work with Manzil. He set up his own theatre group *Dramebaaz*, through which he works with many different communities including youth in crime and youth affected by crime and also conducts sessions through a program called Learning through Theatre to make Manzil community more aware of things of national interest. He heads theatre at Manzil, and has been a core team of Manzil since 2019.

A student from Madhya Pradesh came to Delhi for an undergraduate program he was enrolled in. He joined Manzil to study side by side; volunteered a lot through Manzil, to learn that what he was studying in college was of interest to him but not as much as another he found resources and inspiration for through his work. He now does film-making, meeting numerous people, travelling a lot.

Poonam from rural Assam joined online to study and now teaches online as well. Her hometown has limited opportunities for income to support the household, without migrating to larger cities. She currently teaches music remotely, at Manzil and independently, sustaining herself and her family.

7.3 Recommendations

Streamline Decision-Making Processes: Implement measures to expedite decision-making processes, which would help in improving day-to-day efficiency and overall organizational effectiveness.

Implement Standard Operating Procedures (SOPs): Develop and implement SOPs to ensure consistent quality across programs and activities, especially with changes in technology, resources, and student needs.

Continuously Review and Update Program Structures: Regularly revisit flagship program structures and designs every 4-5 years, considering changes in technology, resources, and student needs, to ensure relevance and effectiveness.

Enhance Monitoring and Evaluation: Strengthen monitoring and evaluation mechanisms to track the long-term effectiveness of programs, ensuring that they continue to meet the evolving needs of the community.

Facilitate Peer Learning and Reflection: Encourage peer learning and reflection among participants to enhance the effectiveness of programs and promote continuous personal development.

Enhance Outreach and Communication: Increase efforts to communicate impact and success stories to a wider audience, leveraging events and performances organized by students to showcase achievements and attract support.

Encourage Cross-Organizational Collaboration: Foster collaborations with other NGOs and organizations to share resources, best practices, and expertise, enhancing the overall impact and sustainability of programs.

8. Teach For India Fellowship Program

8.1 Impact Assessment

		Findings
Fellows	**Fellow Background:**	All fellows who were part of the impact assessment process had different educational qualifications and sectoral backgrounds
	Fellow Motivation:	All fellows were motivated to make an impact in the education system of India and support children from marginalised communities
	Fellow Approach:	All fellows reflected growth-mindset
	Fellow Skills:	All fellows were able to identify their keys skills learnt during the fellowship such as facilitation, reflection, planning, empathy, compassion among many others
	Ability to adapt to difficult circumstances:	Faced challenges during the COVID-19 pandemic in engaging students virtually but implemented innovative strategies to foster student curiosity and engagement. Demonstrated adaptability by understanding student needs, building connections with students and parents, and navigating through unexpected changes effectively.
	Leadership & Social Impact:	All fellows Demonstrated leadership qualities by fostering collaboration, empowering parents and students, and leading impactful community initiatives like Project Karma, NIIVE Foundation and Naz

TFI Fellowship	**Community Engagement:**	Understanding the context of COVID-19 pandemic, all fellows played a pivotal role in community engagement through various initiatives like conducting sessions for parents, and collaborating with fellow teachers on projects, helping one-one conversations with mothers, helping parents find renting facilities among others
	Creativity:	All fellows have portrayed immense creativity within and outside classrooms. By embracing innovation, fostering curiosity, and empowering students to think outside the box, they have not only enriched the learning experiences of their students but also inspired a culture of creativity and resilience that will endure long after their tenure.
	Reflection & Feedback:	Throughout the fellowship, all fellows consistently embraced opportunities for self-reflection and actively sought feedback from various stakeholders, including students, co-teachers, managers, and community members.
	Design	Based on the responses from the fellows, The Fellowship is designed to recruit high-potential individuals from diverse backgrounds and equip them with the necessary skills, knowledge, and support to become effective educators and leaders. The program's rigorous selection process ensures that fellows are committed to the mission of educational equity and possess the qualities needed to thrive in challenging school environments. The fellowship's structured curriculum, professional development opportunities, and ongoing support mechanisms are tailored to meet the unique needs of fellows, providing them with the tools and resources necessary to make a meaningful impact in the classroom and beyond.
	Adaptability	One of the key strengths of the Teach For India Fellowship program is its adaptability in response to changing circumstances and challenges. The program demonstrated remarkable flexibility during the COVID-19 pandemic, quickly transitioning to virtual learning models and providing fellows with the necessary training and resources to navigate remote teaching effectively. The program's ability to pivot and adapt to new realities while maintaining its focus on educational equity underscores its resilience and commitment to supporting fellows in diverse contexts. The fellowship is designed to support fellows in difficult contexts and if they are faced with challenges.
	Impact	The Teach For India Fellowship program has had a significant impact on both fellows and the communities they serve. Fellows report personal and professional growth, increased empathy and understanding of educational inequities, and a deep commitment

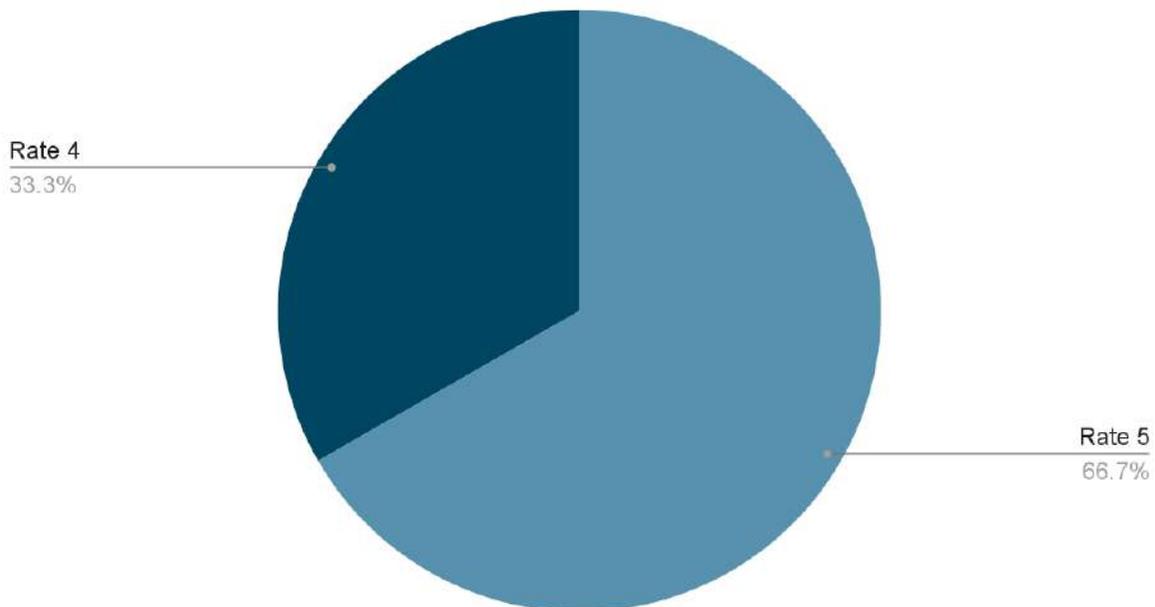|		
		to social change. Moreover, the program has led to tangible improvements in student outcomes, including academic achievement, attendance, and socio-emotional development. By placing talented individuals in low-income schools and providing them with the support and resources needed to succeed, the fellowship program has contributed to narrowing the educational opportunity gap and empowering students from underserved communities. All fellows participating in the survey are continuing to work in the education sector or pursuing their higher studies in education itself.
	Mentors & Managers	Mentorship and managerial support are critical components of the Teach For India Fellowship program. Mentors provide fellows with guidance, feedback, and emotional support throughout their fellowship journey, helping them navigate challenges, reflect on their practice, and maximize their impact in the classroom. All fellows mentioned their experiences in learning circles and the support and feedback provided by their managers.
	Vision alignment	The Teach For India Fellowship program demonstrates a strong alignment with its vision of educational equity and social justice. Fellows are selected based on their commitment to the program's mission and are provided with the training, resources, and support needed to advance this vision in their classrooms and communities. The program's emphasis on empowering students from underserved backgrounds, advocating for systemic change, and fostering a culture of excellence and collaboration reflects a shared commitment to creating a more equitable and inclusive society. The fellows are nurtured to be the leaders of society by enabling change and making an impact inside and outside classrooms.

OECD Criteria	Remarks	Rating
Relevance	The Teach For India Fellowship program demonstrates high relevance to the local context and the broader goal of educational equity. The program recruits fellows from diverse backgrounds, ensuring they are equipped with the necessary skills and support to make a meaningful impact in challenging school environments. The program's focus on addressing educational inequities and empowering students from marginalized communities aligns with the overarching goal of improving education outcomes for all.	5/5
Coherence	The program exhibits a high level of coherence, with its various components working together to create a comprehensive and impactful experience for fellows. The structured curriculum, professional development opportunities, and ongoing support mechanisms are all aligned to ensure that fellows are well-prepared to address the challenges they face in the classroom.	5/5

	Additionally, the program's adaptability in response to changing circumstances underscores its coherence and effectiveness in achieving its goals.	
Efficiency	The Teach For India Fellowship program demonstrates efficiency in its operations, particularly in its ability to adapt to challenging circumstances. The program quickly transitioned to virtual learning models during the COVID-19 pandemic, providing fellows with the necessary training and resources to continue teaching effectively. This adaptability highlights the program's efficiency in responding to unexpected challenges while maintaining its focus on educational equity.	5/5
Effectiveness	The program has been highly effective in achieving its goals of personal and professional growth for fellows, increased empathy and understanding of educational inequities, and tangible improvements in student outcomes. Fellows report significant improvements in academic achievement, attendance, and socio-emotional development among their students, indicating the program's effectiveness in narrowing the educational opportunity gap.	5/5
Impact	The Teach For India Fellowship program has had a significant impact on both fellows and the communities they serve. Fellows report a deep commitment to social change and continue to work in the education sector or pursue higher studies in education. The program has also led to tangible improvements in student outcomes, demonstrating its impact on narrowing the educational opportunity gap and empowering students from underserved communities.	5/5
Sustainability	The program demonstrates a strong commitment to sustainability through its emphasis on empowering fellows to become leaders in the education sector and advocates for systemic change. By nurturing fellows to be change-makers in their classrooms and communities, the program aims to create a lasting impact on educational equity and social justice. Additionally, the program's focus on ongoing support and mentorship ensures that fellows are equipped to sustain their impact beyond the fellowship period.	5/5
Overall rating of the project		5/5

8.2 Self-Assessment by Fellows

Effectiveness in planning lessons (Rate 1-5)
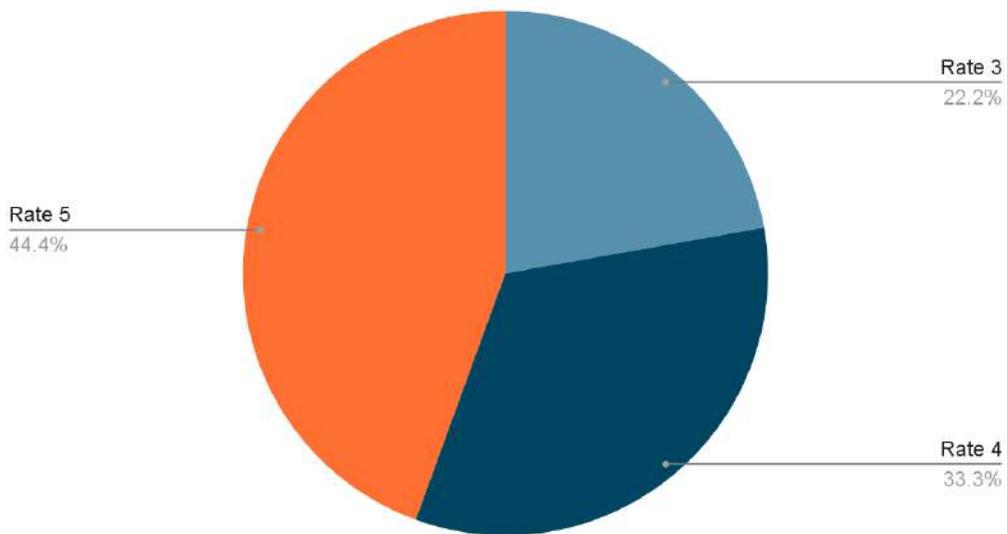

Rate 4
33.3%

Rate 5
66.7%

The effectiveness of Teach For India (TFI) fellows in planning lessons is a key aspect of their role as educators. TFI fellows displayed innovative approaches to lesson planning, which have a significant impact on student learning outcomes.

One of the strengths of TFI fellows is their ability to tailor lesson plans to meet the specific needs of their students. They take into account the diverse learning styles, backgrounds, and abilities of their students, ensuring that lessons are engaging and accessible to all. This personalized approach helps to maximize student engagement and comprehension, leading to better learning outcomes.

Furthermore, TFI fellows are adept at incorporating real-world examples and experiences into their lesson plans. They strive to make learning relevant and meaningful to students' lives, helping them connect classroom concepts to the world around them. This approach not only enhances student understanding but also motivates them to learn more.

Leadership role within the community

Rate 3
22.2%

Rate 5
44.4%

Rate 4
33.3%

Effectiveness of Community Engagement Initiatives

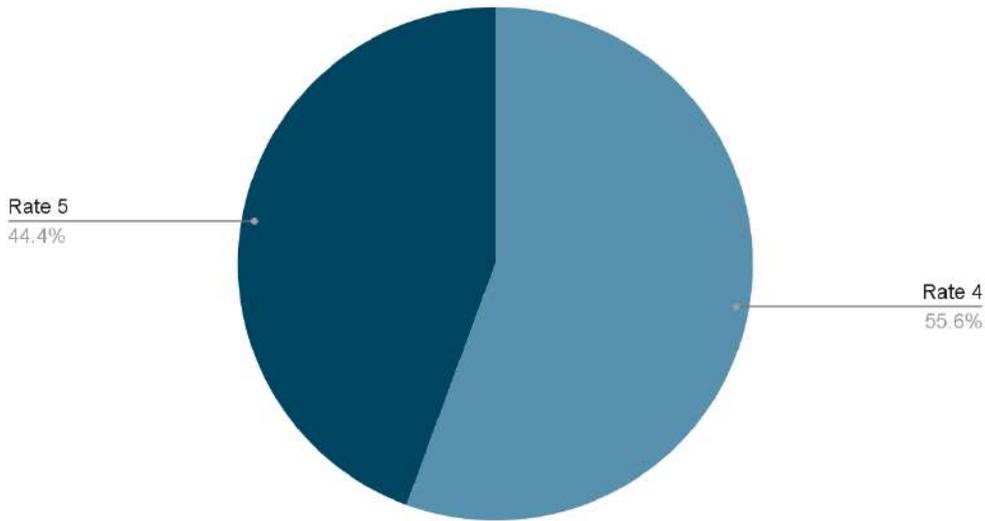Rate 3
11.1%

Rate 4
22.2%

Rate 4
66.7%
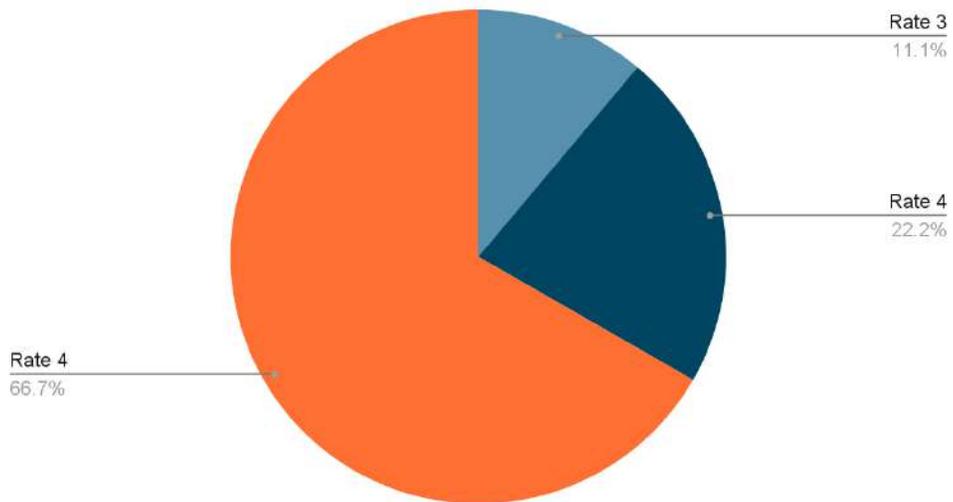
The data collected shows that Teach For India (TFI) fellows play a crucial leadership role in community engagement, leveraging their positions as educators to foster meaningful relationships with students, parents, and community members. Through innovative approaches and a deep understanding of local contexts, fellows design and implement initiatives that address community needs and enhance student learning experiences. By organizing community events, conducting home visits, and collaborating with local stakeholders, TFI fellows build trust and partnerships that contribute to positive social change and empower communities to actively participate in the educational process.

Ability to Collaborate with others
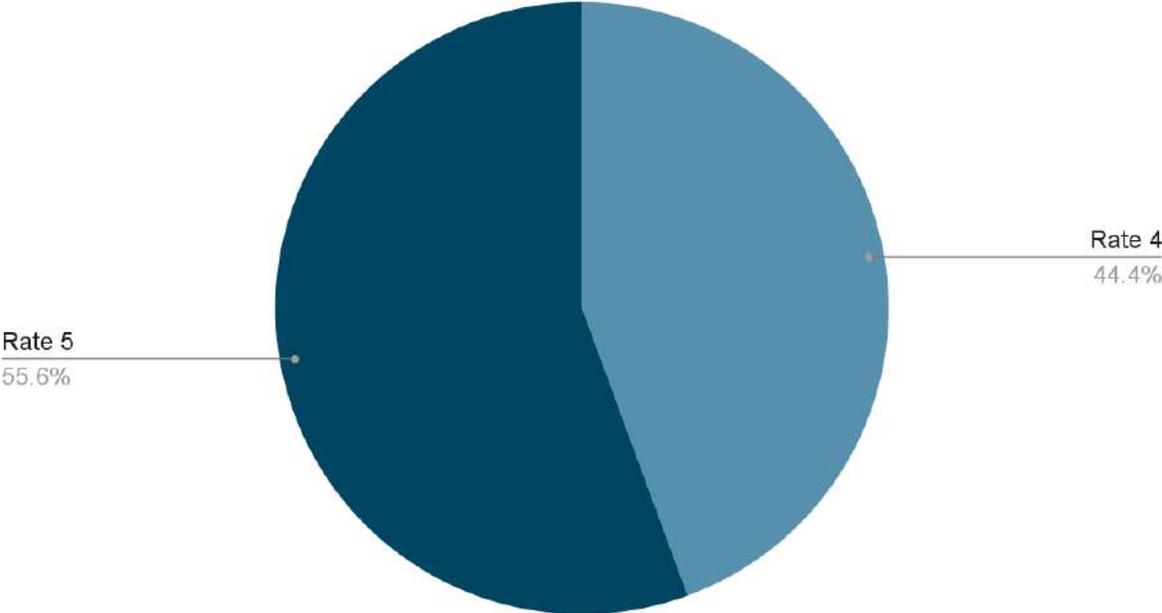
Rate 4
44.4%

Rate 5
55.6%

TFI fellows demonstrate a high level of ability to collaborate with other fellows and school teachers, leveraging their diverse backgrounds and skills to create impactful learning environments. Through regular collaboration meetings, peer observations, and joint planning sessions, fellows share best practices, co-create innovative teaching strategies, and provide mutual support. This collaborative approach not only enhances the quality of teaching and learning but also fosters a sense of community among fellows and teachers, ultimately benefiting students and the school ecosystem as a whole.

Performance for the AY 2021-22

Rate 5
44.4%

Rate 4
55.6%

Based on the TFI interview for the Academic Year 2021-22, the fellows demonstrated a strong commitment to educational equity and a deep passion for making a positive impact in their classrooms and communities. Their ability to adapt to challenging circumstances, particularly during the COVID-19 pandemic, was commendable, as they implemented innovative strategies to engage students and foster learning. The fellows' leadership qualities were evident in their collaboration with peers and school staff, leading to meaningful contributions to student learning outcomes and community engagement. Overall, the TFI fellows for the Academic Year 2021-22 showed exceptional dedication and effectiveness in their roles, embodying the core values of Teach For India.

Fellowship's contribution to their long-term goals

Rate 3
11.1%

Rate 4
22.2%

Rate 5
66.7%

The TFI Fellowship Program contributes to the long-term goals of the fellows to remain and contribute to the education system by providing them with a comprehensive support system and a

transformative experience that inspires them to continue their work in the field of education. Through the fellowship, fellows develop a deep understanding of the challenges and opportunities in the education sector, as well as the skills and knowledge needed to address them effectively. The program also fosters a sense of community among fellows, encouraging collaboration and peer learning, which are essential for long-term engagement in the education system. Additionally, TFI provides ongoing support and networking opportunities for alumni, empowering them to continue making a positive impact in education even after the fellowship ends.

8.3 Recommendations

- Encourage continued support and investment in professional development opportunities for educators to foster growth and innovation in educational practices.
- Promote community engagement initiatives that empower parents, students, and educators to collaborate effectively in addressing educational inequities.
- Advocate for policies and programs that prioritize educational equity and provide resources and support to underserved communities and schools

Conclusion

Conducting the impact assessment for the School Quality Enhancement Program (SQEP), Project Management Unit (PMU) projects in Tamil Nadu and Tripura, Manzil Welfare Society, and Teach For India (TFI) Fellowship program was a comprehensive and enlightening experience. The process began with thorough research and planning, including reviewing existing literature, defining evaluation criteria, and establishing a framework for data collection and analysis. Collaborating with stakeholders, including program beneficiaries, teachers, principals, and community members, was crucial to understanding the programs' impact from various perspectives.

Data collection involved a mix of quantitative and qualitative methods, such as surveys, interviews, focus group discussions, and document reviews. These methods provided a holistic view of the programs' effectiveness in achieving their goals and objectives. Analysing the data required meticulous attention to detail and a keen understanding of the context and nuances of each program. It involved identifying key trends, patterns, and insights that emerged from the data, which helped in drawing meaningful conclusions and recommendations.

The impact assessments conducted for the five projects underscore the substantial contributions these initiatives have made toward enhancing education quality and fostering community development. SQEP has effectively improved school quality through capacity building and infrastructure development, leading to positive outcomes in student learning and school infrastructure. Likewise, the PMU projects in Tamil Nadu and Tripura have successfully enhanced education quality through infrastructure development, teacher training, and community engagement, showcasing coherence and resource efficiency that positively impacted student learning, community engagement, and infrastructure development.

Manzil Welfare Society's programs have been highly impactful, fostering personal development among students and teachers by emphasizing peer learning and skill development. The programs' seamless integration and alignment with the organization's mission and vision have contributed to their sustainability and long-term effectiveness.

The TFI Fellowship program has played a crucial role in enhancing student learning outcomes and community engagement. The program's adaptability and focus on empowering fellows as effective educators and leaders have resulted in tangible improvements in student outcomes and a strong commitment to social change.

In conclusion, the impact assessments of these initiatives highlight the significance of contextually relevant, coherent, and sustainable interventions in driving positive change in education and community development. They emphasize the ongoing need for support and investment in such programs to further amplify their impact and advance inclusive and equitable education for all.

Max India Foundation:
CSR Impact Assessment

2021-2022

Content

EXECUTIVE SUMMARY

Executive Summary

Max India Foundation (MIF) recently conducted an impact assessment of the Teach For India (TFI) fellowship program. The objective of the assessment was to evaluate the effectiveness of the programme in achieving its intended outcomes and impact.

The assessment revealed that the programme was highly relevant to the local context, effectively addressing specific challenges in the education system. The programme demonstrated a high level of coherence, with integrated components working synergistically towards common objectives. They were also efficient in resource allocation, maximizing impact on student learning outcomes, community engagement, and infrastructure enhancements.

The TFI fellowship programme, focused on providing quality education to underprivileged children, was found to be highly impactful, significantly improving student learning outcomes and fostering community engagement. The program's success was attributed to its coherent structure, providing fellows with comprehensive training and support. The program also exhibited sustainability, with many fellows continuing to contribute to the education sector post-fellowship. The program demonstrated efficiency in resource utilization and emphasized sustainability through strategic partnerships and collaborations with key stakeholders.

In conclusion, the impact assessment of one of MIF's project–TFI fellowship programme underscores the organization's success in achieving its mission of enhancing education quality in various regions of India. The findings highlight the importance of contextually relevant, coherent, and sustainable interventions in driving positive change in education, reaffirming MIF's commitment to transformative impact in the education sector.

INTRODUCTION

1. Introduction

1.1 Objectives: Teach for India Fellowship Program

1. To measure the program's impact on participants' leadership development and their understanding of poverty and educational inequity.

2. To assess the program's effectiveness in preparing participants to work in challenging educational environments.

3. To evaluate the impact on student progress in terms of Attendance, Learning, Engagement, and Well-Being.
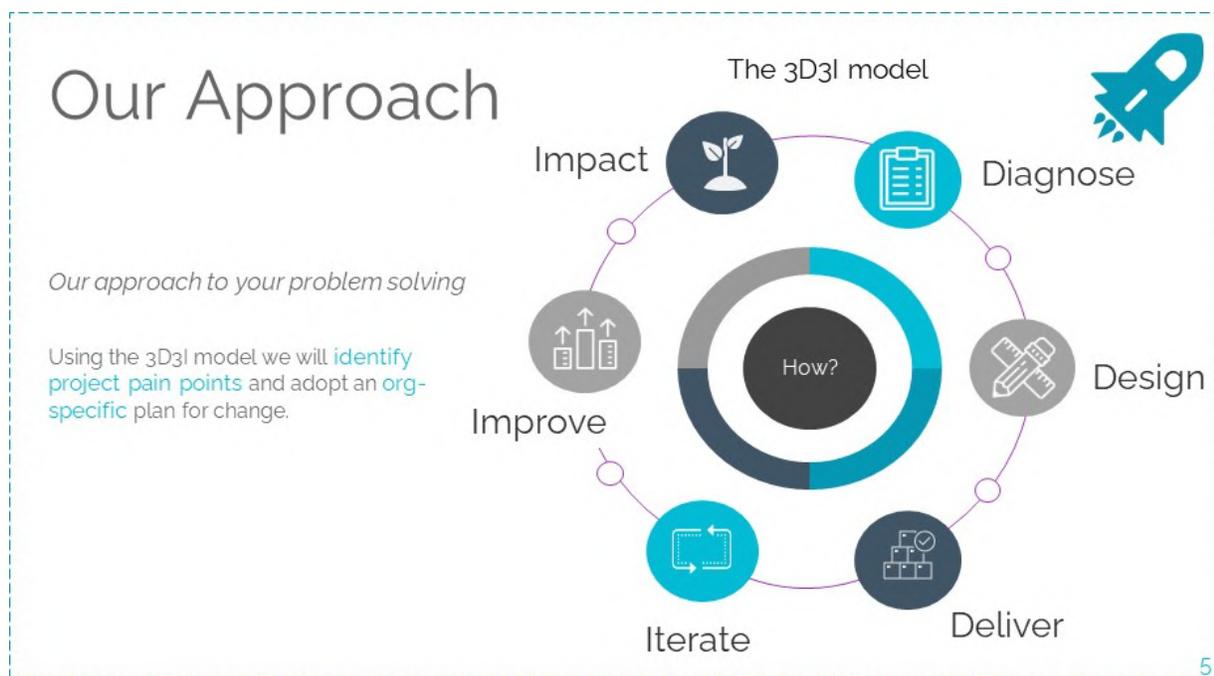
1.2 Limitations of the Study

1. **Data Limitation**: The assessment relied on existing data and reports provided by implementing organizations, which may not have been comprehensive or up-to-date. There may have been limitations in data collection methods, leading to potential biases or incomplete information.
2. **Contextual Limitation**: The assessment was conducted within the specific contexts of Tripura, Tamil Nadu, and other areas where MIF's projects are implemented. The findings may not be generalizable to other regions or countries with different socio-economic, cultural, and educational contexts.
3. **Time Limitation**: The assessment may not capture the long-term impacts of MIF's projects, as the evaluation was conducted at a specific point in time. Longitudinal studies would be needed to assess the sustainability of the impacts over time.
4. **Stakeholder Engagement Limitation**: While the assessment considered the perspectives of various stakeholders, including government bodies, NGOs, and community members, there may have been limitations in the depth and breadth of stakeholder engagement. More extensive engagement could provide a more comprehensive understanding of the impacts of MIF's projects.
5. **External Factors Limitation**: The assessment may not have fully accounted for external factors that could influence the outcomes of MIF's projects, such as changes in government policies, economic conditions, or other social factors.
6. **Measurement Limitation**: The assessment relied on qualitative and quantitative indicators to measure the impact of MIF's projects. However, these indicators may not fully capture the complex and multi-dimensional nature of educational outcomes and impacts.
7. **Attribution Limitation**: While the assessment attempted to attribute the impacts observed to MIF's projects, there may have been limitations in establishing direct causal links. Other factors outside the scope of the assessment could have contributed to the observed outcomes.

2. About the Evaluating Agency

2.1 Catalytic Corps

Catalytic Crops is a social impact consultancy that believes in catalysing impactful processes of change. It is our understanding that social challenges are labelled 'wicked' when their scope is varied, nature is continually changing and their symptoms are intermingled. Our vision is to work towards creating an equitable society where good quality systems lead to a good quality of life. Consequently, we work towards equitable institution building through interdisciplinary, data driven project management to generate sustainable impact at scale. We believe in sustainability and approach issues at hand with problem-orientation to understand its root cause and co-create the solution in the real context which then becomes applicable and impactful. Therefore, we believe that methods employed to problem solve should be productive, empirical and replicable. Such processes not only iterate comprehensive solutions but also build self- sustaining social capacity. They factor in necessary resource inputs to mitigate imminent yet ineffable complexities of social challenges.

Our Mission is to partner with nonprofits, foundations and governments to help them drive the lasting change they want to see through their work. We recognise the unique value added by including information across disciplines. Our multidisciplinary approach equips us to create structures and institutions working to solve the multi-layered challenges posed by wicked problems. Our expertise lies in Research, Advocacy, Strategic Advisory, Project Management, Systemic Partnerships, Sustainability, Capacity Building, and Evaluation. We are experts at identifying project pain points and adopting context-specific plans for effective change. We approach each of our projects with fresh eyes and develop bespoke solutions to generate desired outcomes keeping in mind each project's unique context.

Max India Foundation: CSR Impact Assessment 2021-22

Catalytic Corps provides the following three interrelated attributes:

a) high concentration of experienced, qualified, and talented team members.
b) abundant resources to provide a rich learning environment and conduct advanced research.
c) favourable governance features to facilitate autonomy, strategic vision, and effective resource management.

2.2 Network and Partnerships

Catalytic Corps maintains a robust network of academics, researchers, and data enumerators across India. This extensive network allows us to tap into a wealth of expertise and resources when conducting research and data collection. We collaborate with leading institutions and individuals in academia to ensure the highest quality of research and analysis. Our network of trained enumerators is strategically located across the country, enabling us to efficiently collect data from various regions. We have high impact generating partners like KPMG, USAID, CARE India, Noora Health, NASSCOM, Breakthrough, Antarang Foundation, Dost education, STIR Education, Central Square Foundation, Amit Chandra Foundation, Ford Foundation, Governments of MH, UP and Uttarakhand etc. We have helped them with a range of service offerings starting from strategic advisory to project planning, management and impact assessments. We have helped our many partners to embed their program within the government systems to achieve sustainable impact at scale.

METHODOLOGY AND APPROACH

3. Methodology and Approach

In conducting the impact assessment for the Teach For India (TFI) Fellowship Programme, a meticulous and tailored methodology was employed to evaluate each project's unique objectives. The qualitative techniques were used aligned with OECD DAC evaluation criteria aimed to extract nuanced insights into the effectiveness, challenges, and overall impact of the initiatives. This comprehensive approach aimed at facilitating informed decision-making and enabled the strategic refinement of educational strategies in government schools, ultimately contributing to the pursuit of exemplary education.

The impact assessment of Teach For India (TFI) fellows employed a mixed-methods approach to evaluate the effectiveness of the fellowship program. Quantitative data was collected through surveys to measure changes in student learning outcomes and academic performance. Qualitative data is gathered through in-depth interviews, to understand the broader impacts of the program on students, teachers, and the community. The assessment also considered contextual factors such as school environment, community engagement, and the socio-economic background of students. The combination of quantitative and qualitative methods allowed for a comprehensive evaluation of the program's impact and helps identify areas for improvement and future development.

3.1 OECD DAC: Evaluation Criteria

The OECD-DAC (Development Assistance Committee) Evaluation Network's framework plays a pivotal role. Recognizing the need for a comprehensive evaluation approach, the OECD DAC Network has delineated six key evaluation criteria and two guiding principles: relevance, coherence, effectiveness, efficiency, impact, and sustainability. These criteria are strategically designed to facilitate evaluations, ensuring a thorough and systematic analysis of development initiatives.

The OECD DAC Network revisited and refined these criteria in 2019 with the primary objective of enhancing the accuracy and utility of assessments. The revisions underscore the network's commitment to strengthening the contribution of evaluations to sustainable development goals (OECD, 2020). This framework, with its revised criteria, forms the cornerstone of our impact assessment methodology, providing a robust and globally recognized foundation for evaluating the effectiveness and sustainability of our initiatives.

Relevance: This criterion assesses the extent to which the objectives of a project or program are aligned with the needs and priorities of the target population. It considers whether the intervention addresses key development challenges and is consistent with national and international development priorities.

Effectiveness: Effectiveness evaluates the extent to which the project or program achieves its intended objectives. It examines the outcomes and impacts of the intervention, including the extent to which it has contributed to positive changes in the lives of the target population.

Efficiency: Efficiency looks at how well resources (such as funding, time, and human resources) are used to achieve the desired results. It considers whether the intervention has achieved its objectives in a cost-effective manner and whether resources have been allocated efficiently.

Impact: Impact assesses the broader effects of the intervention, beyond the immediate outcomes. It considers the long-term and sustainable changes brought about by the intervention, as well as any unintended or negative impacts.

Coherence: Coherence evaluates the extent to which the intervention is consistent and complementary with other development efforts and policies, both within the sector and across different sectors. It considers whether the intervention contributes to broader development goals and strategies.

Sustainability: Sustainability evaluates the likelihood that the benefits of the intervention will continue after the project or program ends. It considers whether the intervention has built local capacity, strengthened institutions, and created lasting change.
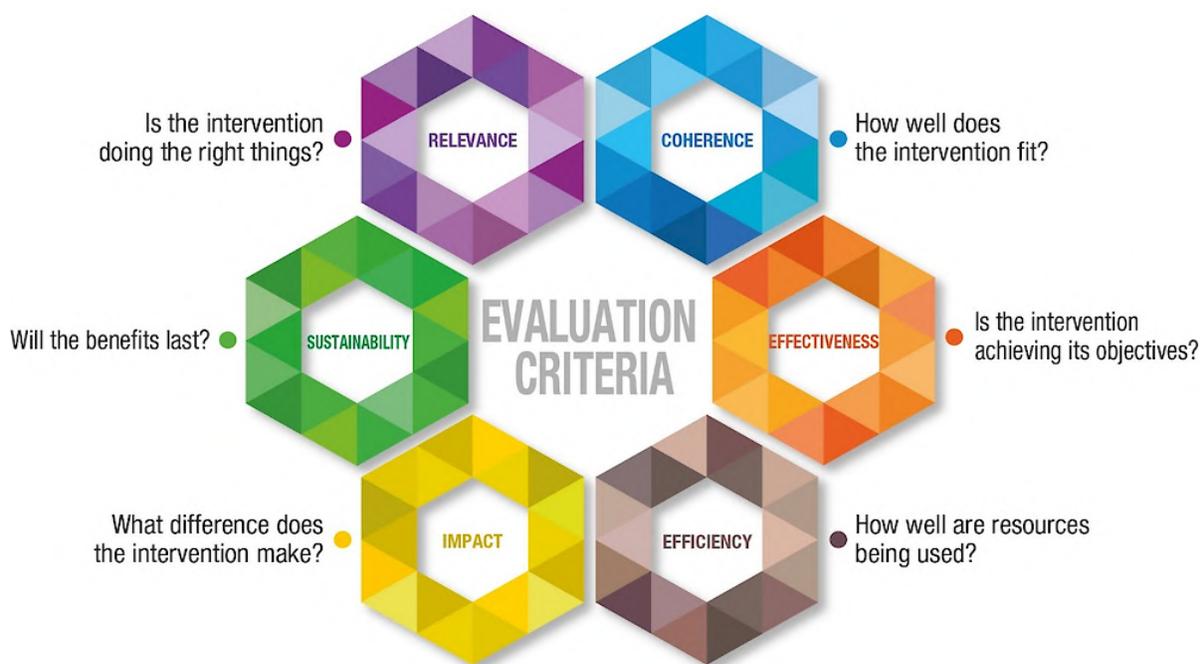

Figure 1 OECD DAC Evaluation Criteria

3.2 Geographical Scope

The impact assessment for this project extended across two states and encompassed specific areas within Delhi.

Project	Location
Teach For India Fellowship Programme	Delhi

3.3 Sampling Strategy

The determination of the sample size for this study was executed through the application of purposive sampling methodology. In recognition of the unique characteristics and specific objectives of the study, purposive sampling emerged as the most fitting strategy to ensure that the selected participants were deliberately chosen to provide meaningful insights into the questions at hand. This approach allowed for a targeted and intentional selection of individuals or groups who possessed pertinent information, expertise, or experiences directly relevant to the study's focus.

3.4 Data Collection and Analysis

Catalytic Corps executed the data collection by employing expert research associates utilizing a hybrid methodology involving online face to face interview sessions and on-site field visits. In-depth interviews, guided by pre designed interview guide and questionnaires, were administered to pertinent stakeholders. Field visits were conducted at the Manzil Welfare Society, while online face-to-face interviews were conducted at other specified locations. The data translated and transcribed, subsequently being organized into Excel spreadsheets for further analysis.

Subsequent to the comprehensive data collection and cleaning processes, a robust statistical analysis was applied to find emerging themes, relationships, and trends within the dataset. The outcomes of this analytical phase were then judiciously employed to assess and quantify the impact of the project.

TFI Fellowship Programme assessment involved in-depth interviews were conducted with fellows to gather detailed insights into their experiences, challenges, and the impact of their work. These interviews provided qualitative data that helped in understanding the nuances of the fellows' experiences and the outcomes of their efforts. Additionally, self-assessment tools were used to allow fellows to reflect on their own progress, achievements, and areas for improvement.

3.4 Scoring Matrix

OECD Parameters	Indicators	Weightage	Combined Weightage
Relevance	Quarterly Reports	20%	W1: 40%
	Relevance to target beneficiaries	50%	
	Relevance to partner	30%	
Coherence	Alignment with national policy	50%	
	Alignment of the activities, outputs, and outcomes with overall project objectives	50%	
Efficiency	Utilisation of resources	50%	W2: 30%
	Project Delivery Timelines	50%	
Effectiveness	Identification of problem	50%	
	Improvement in existing situation	50%	
Impact	Targeted beneficiaries	35%	W4: 30%
	Smooth implementation	35%	
	Increase in awareness regarding topics	30%	
Sustainability	Sustainability Mechanism, Convergence	100%	

3.5 Justification:

Introduction of Coherence: One significant change in this year's scoring format is the inclusion of "Coherence" as a parameter, which was not used in the previous year's assessment. However, this year, in line with the OECD framework, coherence is being carefully considered as a parameter to assess the projects' alignment with broader development goals and strategies, as well as the alignment of activities, outputs, and outcomes with overall project objectives.

Weightage and Indicators: The evaluation criteria and their weightages have been modified in response to insights gained from past evaluations and evolving needs of the projects. Overall, maximum score of a project is 5 as we have assigned different weightage to parameters and indicators.

Enhanced Clarity and Detail: The scoring format for this year aims to provide more clarity and detail in evaluating the projects. It includes more specific indicators or criteria within each parameter to ensure a more comprehensive assessment.

Alignment with Project Objectives: The revised scoring format aligns more closely with the current objectives and priorities of the projects. It focuses on areas that are deemed critical for the projects' success and sustainability, based on the previous year's outcomes and recommendations.

Improved Measurement of Impact: There is an increased emphasis on measuring the impact of the projects, with a focus on tangible outcomes and long-term sustainability. This reflects a strategic shift towards results-oriented evaluation and performance measurement.

Assessment of Overall Impact: It's important to note that these parameters were used to assess the overall impact of the projects this year and not the intricacies of individual components. The focus was on evaluating the projects' effectiveness, efficiency, and sustainability in achieving their intended goals and benefiting the target beneficiaries and communities.

TEACH FOR INDIA FELLOWSHIP PROGRAMME

4. Teach For India Fellowship Program

4.1 Impact Assessment

		Findings
Fellows	**Fellow Background:**	All fellows who were part of the impact assessment process had different educational qualifications and sectoral backgrounds
	Fellow Motivation:	All fellows were motivated to make an impact in the education system of India and support children from marginalised communities
	Fellow Approach:	All fellows reflected growth-mindset
	Fellow Skills:	All fellows were able to identify their keys skills learnt during the fellowship such as facilitation, reflection, planning, empathy, compassion among many others
	Ability to adapt to difficult circumstances:	Faced challenges during the COVID-19 pandemic in engaging students virtually but implemented innovative strategies to foster student curiosity and engagement. Demonstrated adaptability by understanding student needs, building connections with students and parents, and navigating through unexpected changes effectively.

TFI Fellowship		**Leadership & Social Impact:**	All fellows Demonstrated leadership qualities by fostering collaboration, empowering parents and students, and leading impactful community initiatives like Project Karma, NIIVE Foundation and Naz
		Community Engagement:	Understanding the context of COVID-19 pandemic, all fellows played a pivotal role in community engagement through various initiatives like conducting sessions for parents, and collaborating with fellow teachers on projects, helping one-one conversations with mothers, helping parents find renting facilities among others
		Creativity:	All fellows have portrayed immense creativity within and outside classrooms. By embracing innovation, fostering curiosity, and empowering students to think outside the box, they have not only enriched the learning experiences of their students but also inspired a culture of creativity and resilience that will endure long after their tenure.
		Reflection & Feedback:	Throughout the fellowship, all fellows consistently embraced opportunities for self-reflection and actively sought feedback from various stakeholders, including students, co-teachers, managers, and community members.
		Design	Based on the responses from the fellows, The Fellowship is designed to recruit high-potential individuals from diverse backgrounds and equip them with the necessary skills, knowledge, and support to become effective educators and leaders. The program's rigorous selection process ensures that fellows are committed to the mission of educational equity and possess the qualities needed to thrive in challenging school environments. The fellowship's structured curriculum, professional development opportunities, and ongoing support mechanisms are tailored to meet the unique needs of fellows, providing them with the tools and resources necessary to make a meaningful impact in the classroom and beyond.
		Adaptability	One of the key strengths of the Teach For India Fellowship program is its adaptability in response to changing circumstances and challenges. The program demonstrated remarkable flexibility during the COVID-19 pandemic, quickly transitioning to virtual learning models and providing fellows with the necessary training and resources to navigate remote teaching effectively. The program's ability to pivot and adapt to new realities while maintaining its focus on educational equity underscores its resilience and commitment to supporting fellows in diverse contexts. The fellowship is designed to support fellows in difficult contexts and if they are faced with challenges.

	Impact	The Teach For India Fellowship program has had a significant impact on both fellows and the communities they serve. Fellows report personal and professional growth, increased empathy and understanding of educational inequities, and a deep commitment to social change. Moreover, the program has led to tangible improvements in student outcomes, including academic achievement, attendance, and socio-emotional development. By placing talented individuals in low-income schools and providing them with the support and resources needed to succeed, the fellowship program has contributed to narrowing the educational opportunity gap and empowering students from underserved communities. All fellows participating in the survey are continuing to work in the education sector or pursuing their higher studies in education itself.
	Mentors & Managers	Mentorship and managerial support are critical components of the Teach For India Fellowship program. Mentors provide fellows with guidance, feedback, and emotional support throughout their fellowship journey, helping them navigate challenges, reflect on their practice, and maximize their impact in the classroom. All fellows mentioned their experiences in learning circles and the support and feedback provided by their managers.
	Vision alignment	The Teach For India Fellowship program demonstrates a strong alignment with its vision of educational equity and social justice. Fellows are selected based on their commitment to the program's mission and are provided with the training, resources, and support needed to advance this vision in their classrooms and communities. The program's emphasis on empowering students from underserved backgrounds, advocating for systemic change, and fostering a culture of excellence and collaboration reflects a shared commitment to creating a more equitable and inclusive society. The fellows are nurtured to be the leaders of society by enabling change and making an impact inside and outside classrooms.

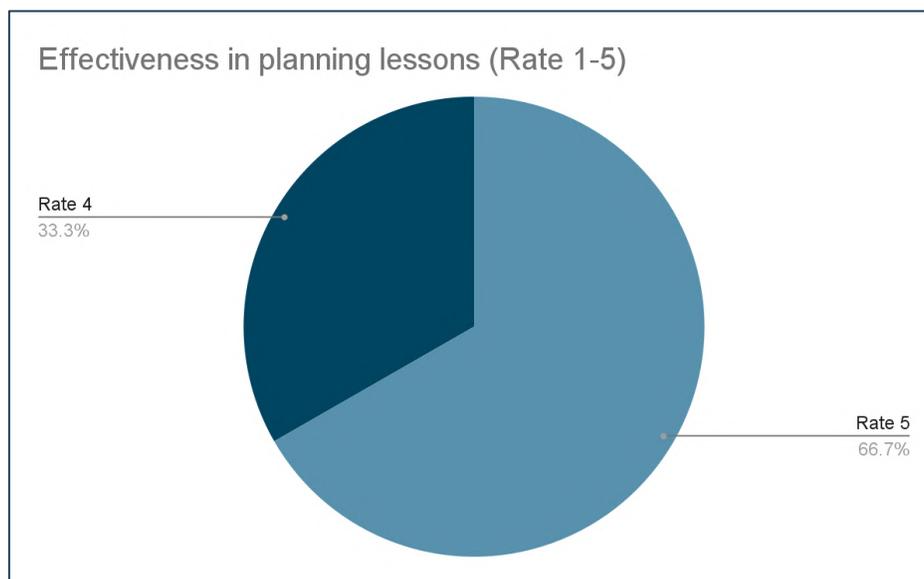| OECD Criteria	Remarks	Rating
Relevance	The Teach For India Fellowship program demonstrates high relevance to the local context and the broader goal of educational equity. The program recruits fellows from diverse backgrounds, ensuring they are equipped with the necessary skills and support to make a meaningful impact in challenging school environments. The program's focus on addressing educational inequities and	4.9

	empowering students from marginalized communities aligns with the overarching goal of improving education outcomes for all.	
Coherence	The program exhibits a high level of coherence, with its various components working together to create a comprehensive and impactful experience for fellows. The structured curriculum, professional development opportunities, and ongoing support mechanisms are all aligned to ensure that fellows are well-prepared to address the challenges they face in the classroom. Additionally, the program's adaptability in response to changing circumstances underscores its coherence and effectiveness in achieving its goals.	5
Efficiency	The Teach For India Fellowship program demonstrates efficiency in its operations, particularly in its ability to adapt to challenging circumstances. The program quickly transitioned to virtual learning models during the COVID-19 pandemic, providing fellows with the necessary training and resources to continue teaching effectively. This adaptability highlights the program's efficiency in responding to unexpected challenges while maintaining its focus on educational equity.	4.75
Effectiveness	The program has been highly effective in achieving its goals of personal and professional growth for fellows, increased empathy and understanding of educational inequities, and tangible improvements in student outcomes. Fellows report significant improvements in academic achievement, attendance, and socio-emotional development among their students, indicating the program's effectiveness in narrowing the educational opportunity gap.	5
Impact	The Teach For India Fellowship program has had a significant impact on both fellows and the communities they serve. Fellows report a deep commitment to social change and continue to work in the education sector or pursue higher studies in education. The program has also led to tangible improvements in student outcomes, demonstrating its impact on narrowing the educational opportunity gap and empowering students from underserved communities.	4.83
Sustainability	The program demonstrates a strong commitment to sustainability through its emphasis on empowering fellows to become leaders in the education sector and advocates for systemic change. By nurturing fellows to be change-makers in their classrooms and communities, the program aims to create a lasting impact on educational equity and social justice. Additionally, the program's focus on ongoing support and mentorship ensures that fellows are equipped to sustain their impact beyond the fellowship period.	5
Overall rating of the project		4.9/5

Max India Foundation: CSR Impact Assessment 2021-22

4.2 Self-Assessment by Fellows

The effectiveness of Teach For India (TFI) fellows in planning lessons is a key aspect of their role as educators. TFI fellows displayed innovative approaches to lesson planning, which have a significant impact on student learning outcomes. One of the strengths of TFI fellows is their ability to tailor lesson plans to meet the specific needs of their students. They take into account the diverse learning styles, backgrounds, and abilities of their students, ensuring that lessons are engaging and accessible to all. This personalized approach helps to maximize student engagement and comprehension, leading to better learning outcomes.

Furthermore, TFI fellows are adept at incorporating real-world examples and experiences into their lesson plans. They strive to make learning relevant and meaningful to students' lives, helping them connect classroom concepts to the world around them. This approach not only enhances student understanding but also motivates them to learn more.


Figure 5. Effectiveness in Planning Lessons

Max India Foundation: CSR Impact Assessment 2021-22

The data collected (refer to fig. 6 & fig. 7) shows that Teach For India (TFI) fellows play a crucial leadership role in community engagement, leveraging their positions as educators to foster meaningful relationships with students, parents, and community members. Through innovative approaches and a deep understanding of local contexts, fellows design and implement initiatives that address community needs and enhance student learning experiences. By organizing community events, conducting home visits, and collaborating with local stakeholders, TFI fellows build trust and partnerships that contribute to positive social change and empower communities to actively participate in the educational process.
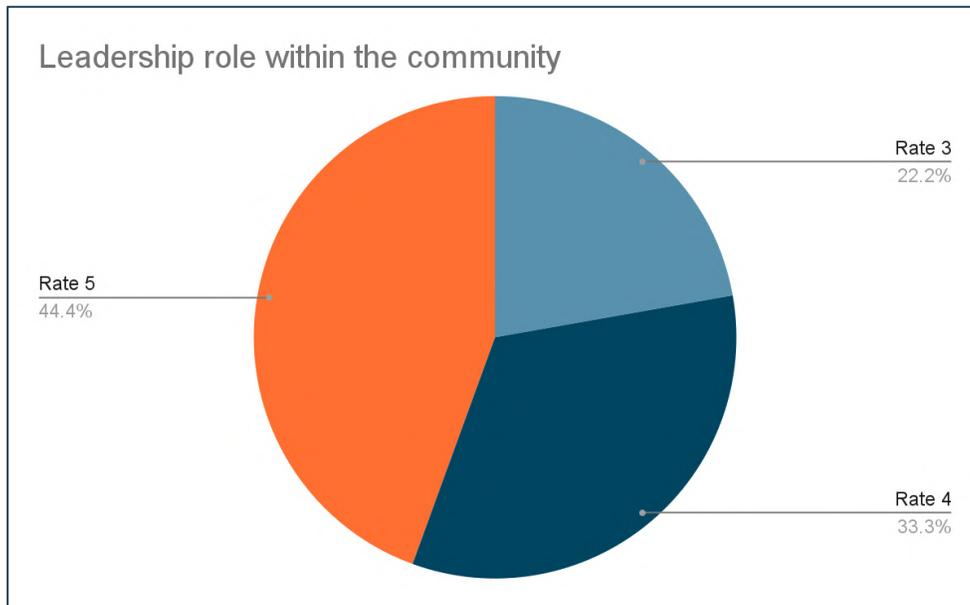

Figure 6 Leadership role within the community
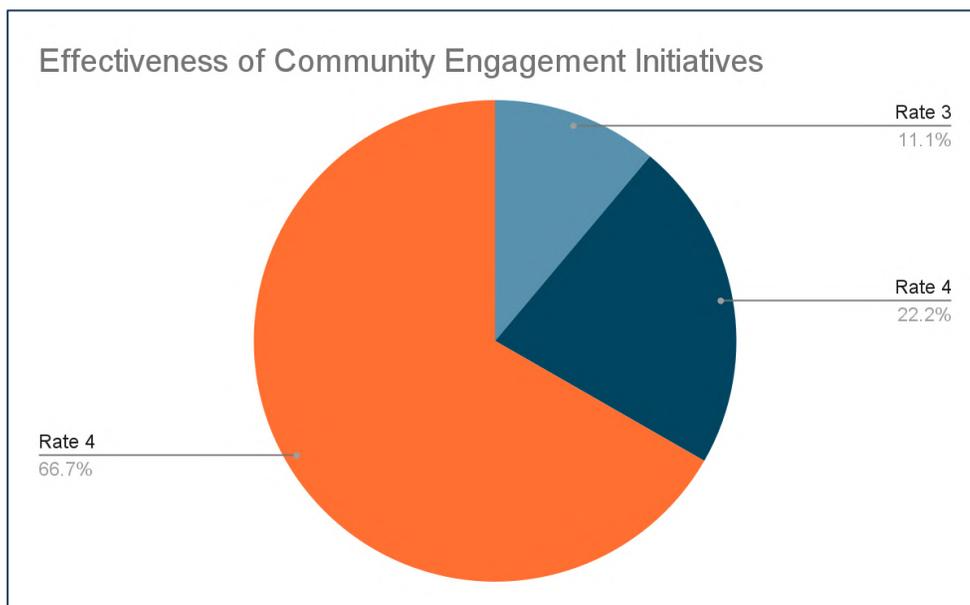
Figure 7 Effectiveness of community engagement initiative

Max India Foundation: CSR Impact Assessment 2021-22

TFI fellows demonstrate a high level of ability to collaborate with other fellows and school teachers, leveraging their diverse backgrounds and skills to create impactful learning environments. Through regular collaboration meetings, peer observations, and joint planning sessions, fellows share best practices, co-create innovative teaching strategies, and provide mutual support. This collaborative approach not only enhances the quality of teaching and learning but also fosters a sense of community among fellows and teachers, ultimately benefiting students and the school ecosystem as a whole.
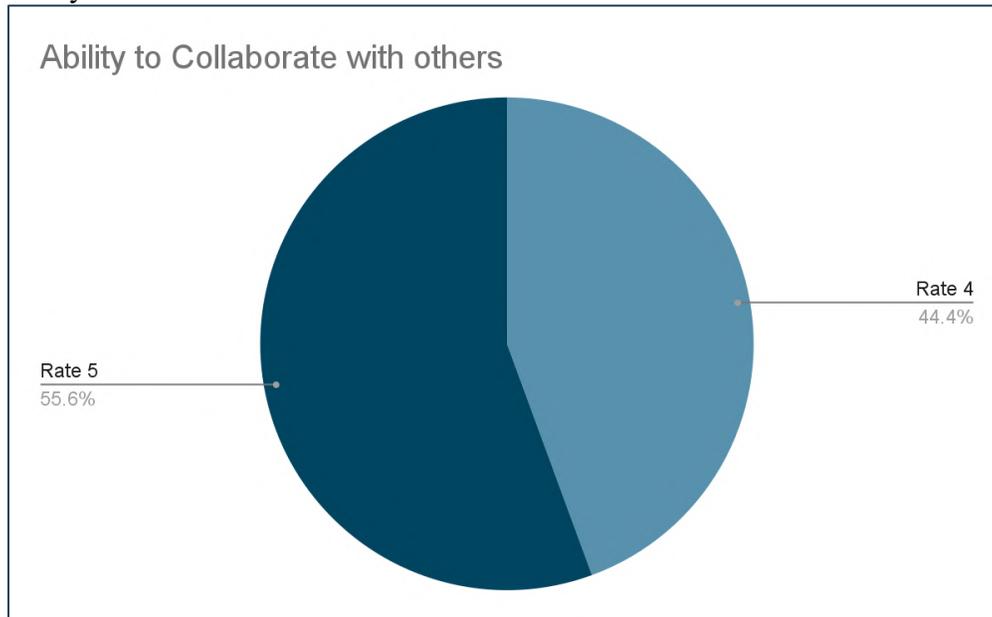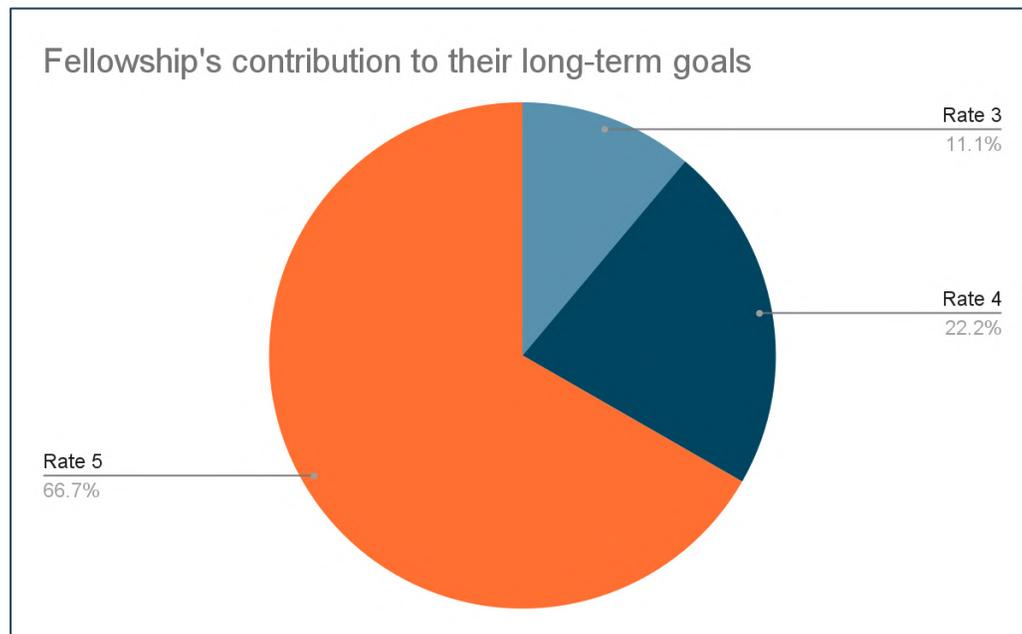

Figure 8 Ability to collaborate with others

Based on the TFI interview for the Academic Year 2021-22, the fellows demonstrated a strong commitment to educational equity and a deep passion for making a positive impact in their classrooms and communities. Their ability to adapt to challenging circumstances, particularly during the COVID-19 pandemic, was commendable, as they implemented innovative strategies to engage students and foster learning. The fellows' leadership qualities were evident in their collaboration with peers and school staff, leading to meaningful contributions to student learning outcomes and community engagement. Overall, the TFI fellows for the Academic Year 2021-22 showed exceptional dedication and effectiveness in their roles, embodying the core values of Teach For India even as per their assessment ((see fig.9).
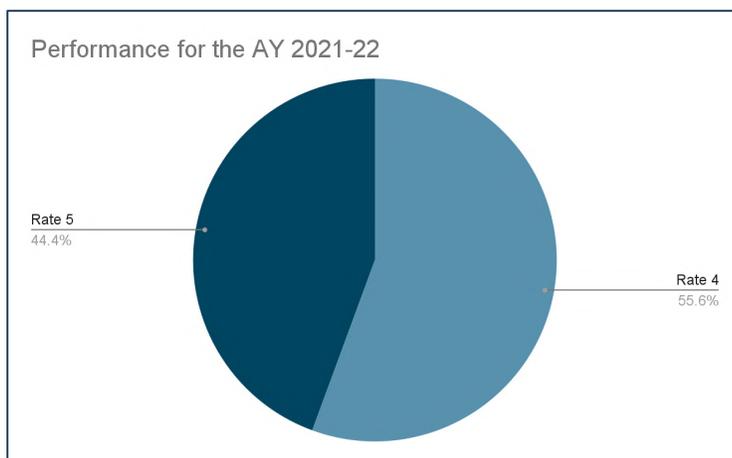
Figure 9 Performance for the AY 2021-22

Max India Foundation: CSR Impact Assessment 2021-22

The TFI Fellowship Program contributes to the long-term goals of the fellows to remain and contribute to the education system by providing them with a comprehensive support system and a transformative experience that inspires them to continue their work in the field of education. Through the fellowship, fellows develop a deep understanding of the challenges and opportunities in the education sector, as well as the skills and knowledge needed to address them effectively. The program also fosters a sense of community among fellows, encouraging collaboration and peer learning, which are essential for long-term engagement in the education system. Additionally, TFI provides ongoing support and networking opportunities for alumni, empowering them to continue making a positive impact in education even after the fellowship ends.

Figure 10 Fellowship contribution to the long term goals of fellows

4.3 Recommendations

- Encourage continued support and investment in professional development opportunities for educators to foster growth and innovation in educational practices.
- Promote community engagement initiatives that empower parents, students, and educators to collaborate effectively in addressing educational inequities.
- Advocate for policies and programs that prioritize educational equity and provide resources and support to underserved communities and schools

4.4 Score Card

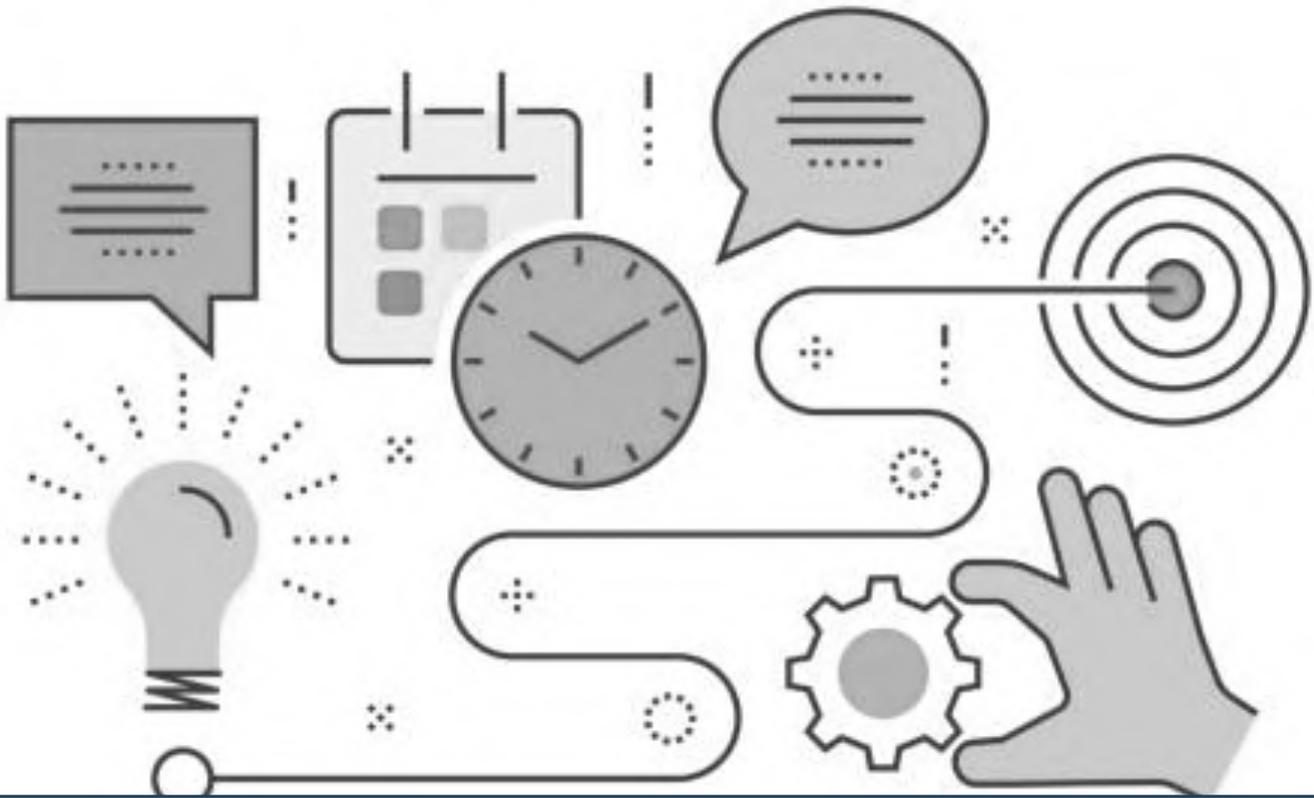| OECD Parameters	Indicators	Weightage	Combined Weightage	Score Obtained	Maximum Score	Weighted score	Score for each Paramter	Total Score	Project Score
Relevance	Quarterly Reports	20%		4.5	5	0.9			
	Relevance to target beneficiaries	50%		5	5	2.5			
	Relevance to partner	30%		5	5	1.5	4.9		
Coherence	Contribution to broader development goals and strategies	50%	W1: 40%	5	5	2.5		1.98	
	Alignment of the activities, outputs, and outcomes with overall project objectives	50%		5	5	2.5	5		
Efficiency	Utilisation of resources	50%		5	5	2.5			
	Project Delivery Timelines	50%		4.5	5	2.25	4.75		4.916
Effectiveness	Identification of problem	50%	W2: 30%	5	5	2.5		1.4625	
	Improvement in existing situation	50%		5	5	2.5	5		
Impact	Targeted beneficiaries	35%		5	5	1.75			
	Smooth implementation	35%		4.5	5	1.575			
	Increase in awareness regarding topics	30%	W4: 30%	5	5	1.5	4.825	1.47375	
Sustainability	Sustainability Mechanism, Convergence	100%		5	5	5	5		

CONCLUSION

Conclusion

Conducting the impact assessment for the Teach For India (TFI) Fellowship program was a comprehensive and enlightening experience. The process began with thorough research and planning, including reviewing existing literature, defining evaluation criteria, and establishing a framework for data collection and analysis. Collaborating with stakeholders, including program beneficiaries, teachers, principals, and community members, was crucial to understanding the programs' impact from various perspectives.

Data collection involved a mix of quantitative and qualitative methods, such as surveys, interviews, focus group discussions, and document reviews depending on the projects and stakeholders involved. These methods provided a holistic view of the programs' effectiveness in achieving their goals and objectives. Analysing the data required meticulous attention to detail and a keen understanding of the context and nuances of each program. It involved identifying key trends, patterns, and insights that emerged from the data, which helped in drawing meaningful conclusions and recommendations.

The TFI Fellowship program has played a crucial role in enhancing student learning outcomes and community engagement. The program's adaptability and focus on empowering fellows as effective educators and leaders have resulted in tangible improvements in student outcomes and a strong commitment to social change.

In conclusion, the impact assessments of these initiatives highlight the significance of contextually relevant, coherent, and sustainable interventions in driving positive change in education and community development. They emphasize the ongoing need for support and investment in such programs to further amplify their impact and advance inclusive and equitable education for all.

PROPOSED ACTION

Proposed Action for The Next Year:

Recommendations For Current Projects:

Technical Support: Offer technical assistance and guidance to the Implementing Partner, including training, networking opportunities, and access to resources, to help them achieve their goals more effectively. Capacity building is essential for ensuring that MIF's team members and partners have the necessary skills and knowledge to implement the recommendations effectively. To address this, MIF plans to develop a comprehensive capacity-building plan that will include training programs, workshops, and mentoring opportunities. This plan will aim to enhance the skills and knowledge of MIF's team members and partners, enabling them to implement the recommendations more effectively.

Establish Clear Expectations: Define the project's goals, objectives, and expected outcomes in collaboration with the Implementing Partner. Develop a comprehensive project plan outlining the scope of work, key KPIs, timeline, and deliverables to be able to track the progress of partnership for better support and improvement.

Establish Accountability Mechanisms: Develop clear accountability mechanisms, such as performance benchmarks and evaluation criteria, in collaboration with the Implementing Partner. Regularly review and update these mechanisms as needed. Request regular progress reports, financial statements, and other relevant documentation from the Implementing Partner to ensure accountability. Review these reports carefully to assess progress and identify any issues that need to be addressed.

Monitoring and Evaluation: Establishing clear monitoring and evaluation mechanisms is crucial for tracking progress and making any necessary adjustments to ensure the successful implementation of the recommendations. To address this, MIF plans to develop a robust monitoring and evaluation framework that will include regular data collection, analysis, and reporting. This framework will enable MIF to track progress against the recommendations and make informed decisions and course correct the existing interventions and use the learning to provide inputs for the future programmatic directions.

Recommendations For New Projects:

Sustainable Funding: MIF should continue to provide financial support to projects that align with its mission and have a proven track record of impact. This involves carefully assessing the impact and sustainability of potential projects before funding them. MIF can also ensure that funding is allocated efficiently and effectively, avoiding duplication of efforts, and maximizing outcomes. Regular monitoring and evaluation of funded projects can help ensure that they are on track to achieve their goals and make a meaningful impact. **Results-Based Financing (RBF)** is a method of disbursing public resources based on demonstrated, independently verified outputs or outcomes rather than project inputs. This approach aims to improve the effectiveness and efficiency of public funds and better support market interventions. By focusing on outcomes, results-based financing encourages accountability and incentivizes stakeholders to achieve measurable results, leading to improved outcomes and greater value for money. Financing toolkit can be developed using the RBF framework.

Innovation in Education: Supporting innovative approaches to education can help MIF stay at the forefront of educational practices. This can involve funding projects that leverage technology, promote experiential learning methods, or introduce new pedagogical approaches. By supporting innovation, MIF can help drive positive change in the education sector and improve learning outcomes for students. MIF can invest in capacity building initiatives to enhance the skills and knowledge of teachers, school leaders, and education professionals. This can include providing training programs, workshops, and mentoring opportunities. By building the capacity of educators, MIF can help improve the quality of education and ultimately benefit students. Capacity building efforts should be tailored to the specific needs of the individuals and institutions involved, ensuring that they are relevant and impactful.

Partnerships and Collaboration: Collaborating with other organizations, government agencies, and academic institutions can help MIF leverage resources and expertise. By partnering with others, MIF can undertake more impactful and sustainable education initiatives that benefit a larger number of people. Partnerships should be strategic and mutually beneficial, with clear goals and objectives.

Research and Advocacy: Supporting research studies and advocacy efforts can help MIF promote evidence-based practices and policies in education. By funding research, MIF can contribute to the body of knowledge in the education sector and ensure that its interventions are based on sound evidence. Advocacy efforts can help drive systemic change and improve education outcomes at scale.

Monitoring and Evaluation: Regular monitoring and evaluation of MIF-funded projects are essential for ensuring their accountability and effectiveness. MIF should establish clear monitoring and evaluation mechanisms, including data collection, analysis, and reporting. This data should be used to inform decision-making and improve future interventions, ensuring that MIF's efforts are making a positive impact. MIF can clearly define the objectives and outcomes they want to achieve

with their funding. These should be specific, measurable, achievable, relevant, and time-bound (SMART).

There is a need to develop a set of performance indicators that will be used to measure progress towards the defined outcomes. These indicators should be directly linked to the objectives and should be measurable and verifiable. Baselines for each performance indicator can be established to understand the starting point. Then, set targets that represent the desired level of achievement for each indicator.

Scale and Replication: Identifying successful projects and initiatives that have the potential to be scaled up or replicated in other settings can help MIF amplify its impact. By scaling successful projects, MIF can reach a larger number of beneficiaries and make a greater difference in the education sector. Replication of successful initiatives can also help spread best practices and innovations more widely.

Adaptability and Flexibility: Remaining adaptable and flexible in response to changing education landscape and emerging needs is crucial for MIF. This involves regularly reviewing and revisiting strategies and priorities to ensure that they remain relevant and effective. MIF should be open to new ideas and approaches, and willing to adjust its plans as necessary to achieve its goals in the ever-evolving education sector.

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