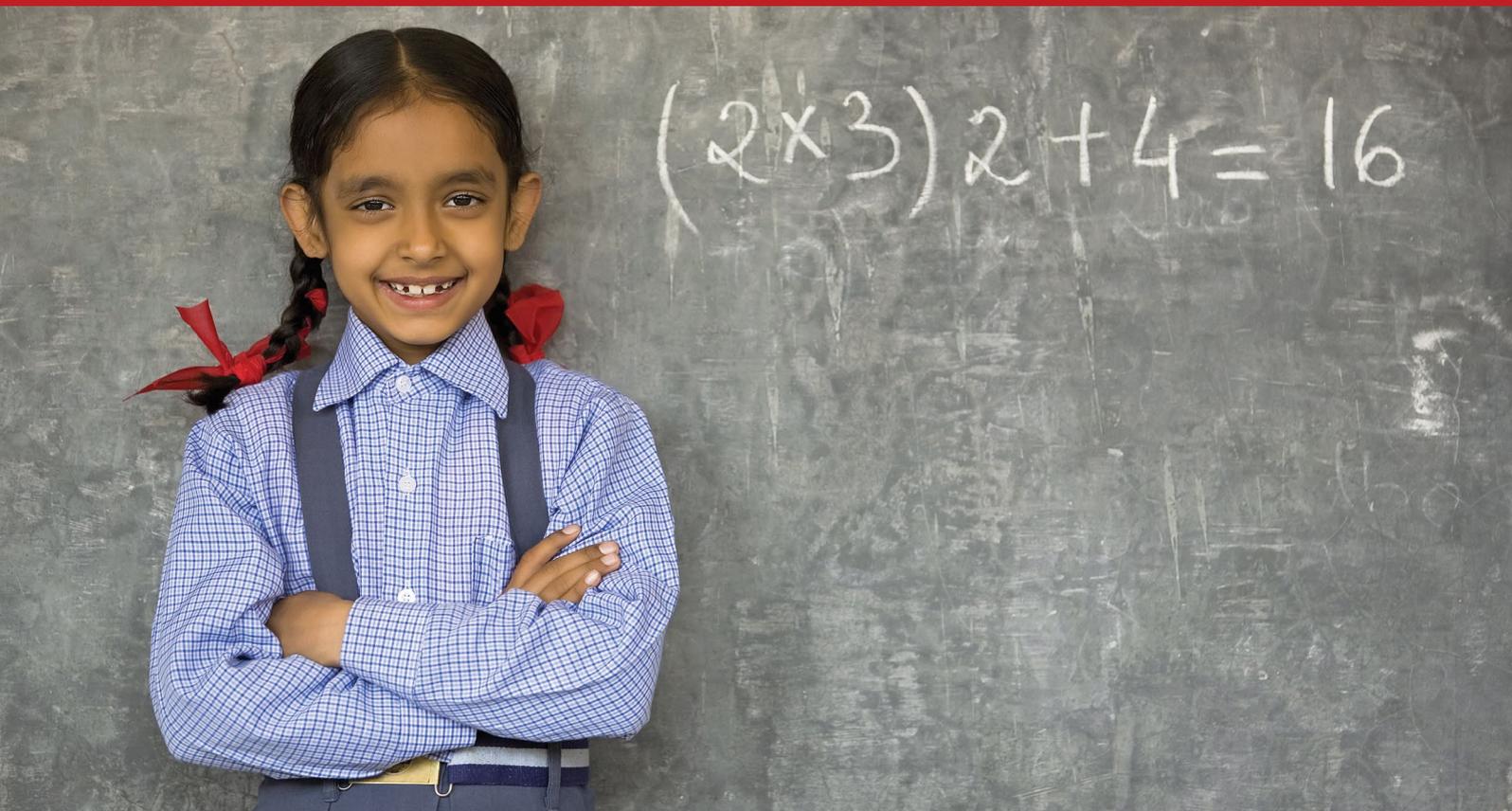


IPE Global contributes to education and skills development through bespoke, diversified approaches to achieve sustainable development of the society. Over the years, we have evolved our partnership with clients to support and sustain transformation in education and skills development through technical assistance and on-ground data driven solutions. We specialise and demonstrate innovation in providing hands-on support to deepen the effect of strategic interventions in the areas of programme delivery for education system transformation, learning assessments and training, research and evaluation, EdTech, policy interventions and institution building. Within the gender and social inclusion framework, we integrate gender equity and women's empowerment programming across all our services.

EDUCATION AND SKILLS DEVELOPMENT

Our team is adept at tackling various challenges, including that of COVID-19 and recognises how crises like these exacerbate the pre-existing inequalities in our education and skills system. In order to mitigate the losses in the teaching-learning process and equip youth with sustainable employment means, we have been working with our partners towards incorporating a holistic systems strengthening approach in the customised solutions we design. This includes: interventions focused on increasing teacher preparedness and teaching quality, enhancing systemic resilience to respond to and recover from unprecedented events, ensuring inclusion and accessibility for children of all strata of society, augmenting capacities for digital classrooms and creating e-learning resources as well as working with youngsters to enhance their entrepreneurship potential and become job-generators rather than job-seekers alone.

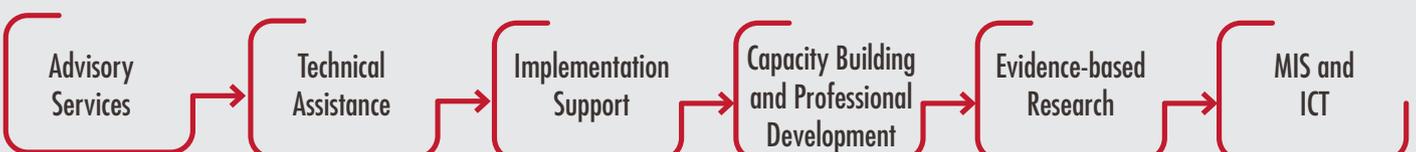


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FOCUS AREAS



SERVICES

Policy and
Planning Support

Procurement
and Financial
Management

Project
Design and
Management

Monitoring and
Evaluation

App-based
Management
System

Learning
Management
System

PROJECTS

Asian Development Bank (ADB)/Himachal Pradesh Kaushal Vikas Nigam (HPKVN) || Monitoring and Evaluation Consulting Firm for Himachal Pradesh Skill Development Project (HPSDP), Himachal Pradesh, India (2018-2022)

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

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

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

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

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

EDUCATION

Teacher Management and Professional Development | Education Quality and Learning Assessment | Curriculum Development | Policy Research and Sectoral Development Plans | Training of School Management Committees | Open and Distance Learning | Early Childhood Care and Education | Knowledge Partnerships | School Improvement Plan Formulation | Exposure Visits

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

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

IPE Global worked on the following:

- Desk research to provide the general landscape of the Higher Education (HE) sector at national and state levels,
- Strategic meetings with senior policy makers and HE Leaders in India and the UK to identify co-funding opportunities between India and UK,
- Prioritisation of states and cities for engagement based on market, reform and regulation, academic quality, international activity and potential opportunities,
- Online survey to map and analyse key academic institutions based on internationalisation strategies and implementation plans,
- Qualitative Competitor analysis based on innovations, best practices, investments and impact,
- Market analysis and insights on what the large-scale funding opportunities are for collaboration between India and the UK.

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

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

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

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

SKILLS DEVELOPMENT

Skill Gap Analysis | Entrepreneurship Development | Market Linkages and Industry Engagement | Mobilisation Drives | Placement Drives | Baseline and Endline Studies | Soft Skills Training | Exposure Visits | Career Framework Development

Asian Development Bank (ADB) II Design and Delivery of Professional Development Training Programs for Teachers of Secondary/Higher Secondary Schools, Meghalaya, India (2017-2019)

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

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

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

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

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

UNICEF II Knowledge, Attitudes and Practices (KAP) Study on Community Participation in School Decision-Making and Parents Demand for Early Childhood Care and Education (ECCE) Services in Uzbekistan (2018)

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

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

Odisha Primary Education Programme Authority (OPEPA)/ Government of Odisha || Concurrent Evaluation of Learning Achievement of Students in Elementary Schools (CELASES) of Odisha, India (2017-2018)

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

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

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

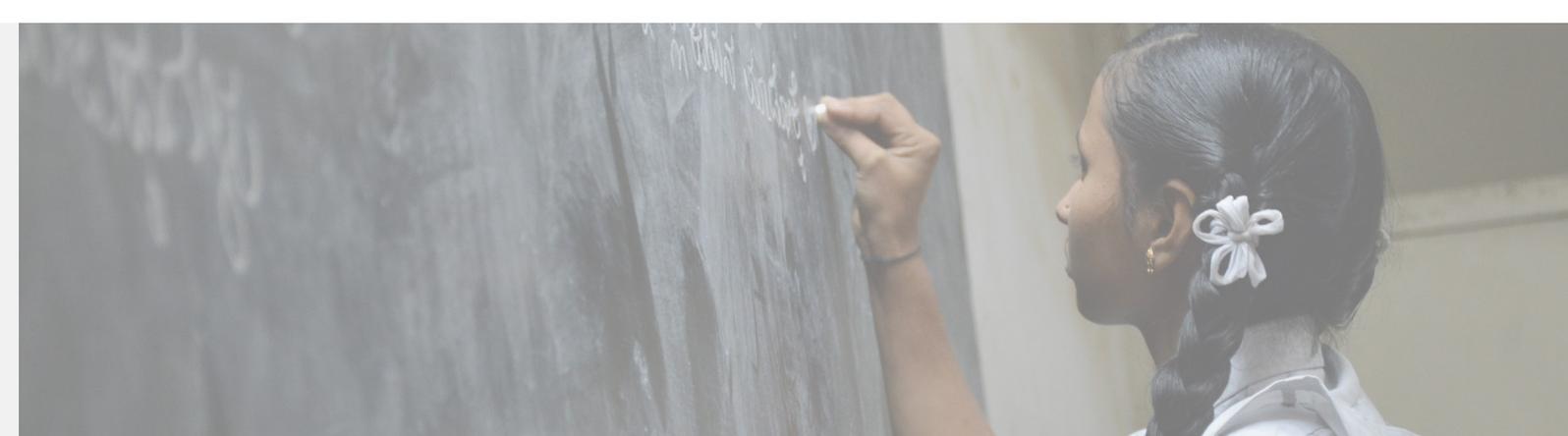
A flagship scheme of Ministry of Skill Development and Entrepreneurship (MSDE), Government of India (GoI), Pradhan Mantri Kaushal Vikas Yojana (PMKVY) was a short-term training cum skill certification scheme implemented by National Skill Development Corporation (NSDC). PMKVY enabled large number of Indian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

We developed an impact evaluation framework and toolkit to facilitate future impact evaluation studies with a clear operational guide on methodology for evaluation, indicators to be evaluated and choice of research tools, underlying Theory of Change (ToC) and Logical Framework for PMKVY 1.0 & 2.0. Also, we conducted an impact evaluation of the interventions of PMKVY 2.0 - short-term training and RPL.

EdCIL (India) Limited/ Government of Meghalaya (GoM) || Review and Research of Education Sector, Government of Meghalaya, India (2017)

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

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



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

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

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

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

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

IPE Global supported the preparation of MYAP ESDP V by facilitating the systematic translation of ESDP V's strategic objectives into an implementation plan, with a focus on the budget of each of the activities and the MYAP as a whole. The MYAP aimed to guide implementation of ESDP V and strengthen linkages between the strategic document and activities to be prioritised at all levels of the education system in Ethiopia.

