IPE GLOBAL
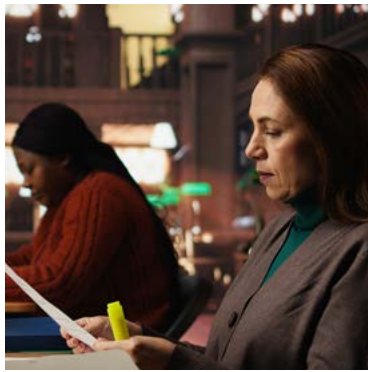
Expanding Horizons. Enriching Lives.

EDUCATION AND SKILLS DEVELOPMENT

THEMATIC FOCUS AREAS

EDUCATION

- Teacher Professional Development & Management
- Competency framework for teachers and education officials
- Strengthening Education MIS
- Learning outcomes and level-based assessments
- Education policy and program review, management, monitoring
- Conditional cash transfer programs

SKILLS

- Project Management Support
- Monitoring and Evaluation
- Research Studies like skill gap, tracer and labour market studies
- Technical advisory in skills development and TVET
- Capacity building
- Private sector advisory

SPORTS

- Sports for development initiatives inschools
- Support in training PE teachers andsubject teachers: promoting sportsfor learning
- Activity based life-skill learning through curriculum enhancement
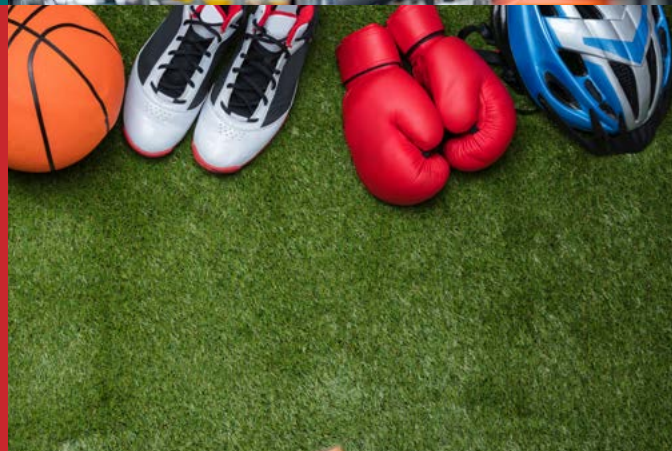
HOW WE SUPPORT

Project Management Consultancy

Project Management Unit

Technical Support Agency

Advisory services

Implementation Support Unit

Review and Research

MEL services

Institutional Capacity building

Education, skills, and sports are vital to building a future-ready society. Quality education instils purpose and equips individuals with knowledge, values, and attitudes. Sports integrated into learning nurture holistic growth, boosting physical, mental, and social well-being. Meanwhile, skill development enhances capabilities, fueling sustainable and inclusive economic growth.

The Education and Skills Development (ESD) practice strengthens systems, enhancing institutional capacities, and creating opportunities to align with the future of education, skills and sports landscape through technical assistance and sustainable solutions.

Our Work Supports in the Following SDGs

4 QUALITY EDUCATION

5 GENDER EQUALITY

10 REDUCED INEQUALITIES

8 DECENT WORK AND ECONOMIC GROWTH

EDUCATION

World Bank/Samagra Shiksha, Government of Himachal Pradesh, India

Himachal Pradesh (2022–2027)

The STARS Program is a flagship initiative aimed at transforming school education through five key components. It focuses on strengthening early years education to build strong foundations, upgrading learning assessment systems for accurate measurement of progress, and enhancing teacher performance through modern classroom practices. In addition, the program reinforces service delivery mechanisms to ensure efficiency and accountability, while expanding vocational education and training to equip students with 21st-century skills. Together, these components drive excellence, inclusivity, and future readiness in education. As the Project Management Unit, we provide comprehensive technical and managerial support to improve educational practices in Himachal Pradesh across these thematic areas.

Key Deliverables

»   Child-friendly Teaching Learning Materials (TLMs) were introduced in 6,202 schools, providing age-appropriate and activity-based resources. These materials have made classrooms more engaging and interactive, while promoting inclusivity and significantly improving learning outcomes for young children

»   Facilitating the establishment of a state-level assessment centre for decentralised and real-time evaluation of student learning outcome

»   The State Assessment Cell and a Teacher Competency Framework (aligned with NPST) were established to strengthen assessments and teacher performance. Over 50% of teachers were trained in classroom assessment, and 5,000 teachers' subject knowledge was evaluated, enabling data-driven improvements in teaching quality.

»   More than 75% Teachers (Elementary and Secondary) and 500+ mentors across subjects and ECCE received training on subject-specific and generic modules, enhancing pedagogy, mentoring quality, and professional growth. This has strengthened teaching practices and improved student learning outcomes

»   Innovative teacher programs such as PRERNA were developed to strengthen holistic education. These initiatives equipped teachers with tools to foster life skills, guide career choices, and adopt creative teaching practices, thereby boosting student confidence, problem-solving abilities, and overall future readiness

»   Successfully rolled out 16 vocational trades across schools, ensuring that each student was enrolled in a minimum of two and a maximum of three trades. This initiative provided hands-on skill development opportunities, extended vocational learning to out-of-school children, and equipped students with employability and entrepreneurship skills for their future pathways

»   Created a pool of 1,000+ Key Resource Persons (KRPs) in Early Childhood Education (ECE) trained nearly 10,000 teachers across the state, strengthening foundational learning through child-centered pedagogy and improving school readiness for young learners

Impact

»   Enhanced education service delivery and accountability through systematic capacity building of teachers, school leadership, and mentors

»   Established robust state-level assessment mechanisms, enabling real-time, decentralised tracking of student progress and data-driven policy decisions

»   Benefited over 4,00,000 students and more than half of government school teachers, fostering stronger learning outcomes and teaching quality across the state

Teacher Attendance Monitoring System (TAMS) under Nagaland: Enhancing Classroom Teaching and Resources (NECTAR)

The World Bank/ Department of School Education, Government of Nagaland, India

Nagaland (2022–2026)

The project aims to establish TAMS as part of the World Bank-supported NECTAR project. The developed app uses facial recognition technology and geo-mapping to ensure authentic attendance marking by appointed teachers. It also allows for monitoring by officials across various levels with customisable roles and access.

We provide expertise at the intersection of technology and education to provide all government school teachers, school heads, and education officials in Nagaland with the necessary software and hardware tools.

Key Deliverables

» Development of an exclusive teacher attendance software compatible with Mobile phone (Android and iOS), tablet and Web (all major browsers)

» Prepare strategy for pilot and State-wide rollout, conduct UAT and ensure seamless maintenance services

» Capacity building of 400+ master trainers across the State towards effective use of the app

» Reports on project progress and attendance status for monitoring

Impact

» Improved attendance and leave management system for 20,000+ government teachers, 300+ education officials in Nagaland

» Improved teaching and learning practices and teacher attendance in 1,950 government schools

» 400+ Master Trainers enabled through capacity building

Operation & Support Unit (PMU) under Samagra Shiksha

Samagra Shiksha, Government of Himachal Pradesh, India

Himachal Pradesh (2025–2028)

Launched in 2018, Samagra Shiksha integrates Samagra Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education to provide inclusive, equitable, and quality education from pre-school to senior secondary, aligned with SDG 4. We have been appointed as a Project Management Unit (PMU). The objective of the assignment is to offer professional, technical, and managerial support to Samagra Shiksha for effective project implementation, covering areas such as project management, M&E, procurement, contract, and financial management.

Key Deliverables

» Support five-year education strategy development, district planning (AWPB), and alignment with state documents. Develop systems to track progress and submit periodic reports per Samagra Shiksha indicators.

» Provide project management tools and real-time dashboards

» Build Capacities of stakeholders

» Assess infrastructure and IT systems for repairs and upgrades

» Assist in preparing and updating a comprehensive Financial Plan

Impact

» Strengthen K–12 education through targeted interventions and resource optimisation

» Improve infrastructure, teacher training, and curriculum

» Promote equity, quality, and sustainability in accordance with Samagra Shiksha

Project Management Consultancy Services for National Programme for Civil Services Capacity Building (NPCSCB) (Mission Karmayogi)

The World Bank/Department of Personnel and Training, Government of India

India (2022–2027)

The NPCSCB aims to transform the capacity-building landscape for approximately 1.5 crore government officials across the centre and the States to promote efficient public service delivery through competency-based learning. An integrated Government Online Training platform (iGOT) has been developed to act as a one-stop solution space for officials, offering diverse courses to meet the desired competencies (subject/domain specific, behavioural and functional) against expected roles and expose learners to constructive discussions, events and other benefits for professional development.

We are providing project management expertise to the Department of Personnel & Training (DoPT) under various strands and coordinating with key stakeholders to ensure seamless delivery of this nationwide project.

Key Deliverables

» Technical support to the DoPTin strategy and policy, technology, content, finance, procurement and contracts management, gender and social safeguard, and competency mapping and planning

» End-to-end support in operationalising a Special Purpose Vehicle for implementing the iGOT platform

» Review and implementation of capacity building plans for DoPT and support to other departments

» Monitoring support for the program as per the identified benchmarks

» Outreach activities to sensitise various departments on iGOT

Impact

» Competency-based capacity building for more than 1.5 crore government officials in India

» Customised capacity building plans and tailored learning pathways for all officials

» Lifelong learning opportunities and a democratised approach

» Right person at the right job based on acquired domain knowledge, functional skills and behaviour

Design and Delivery of Professional Development Training Programs for Teachers of Secondary/Higher Secondary Schools

Asian Development Bank (ADB)/ Government of Meghalaya, India

Meghalaya (2017-2020)

As part of ADB-funded Supporting Human Capital Development in Meghalaya, the project aimed to create an enabling environment for inclusive growth by improving the quality and delivery of the State's secondary and higher secondary school education.

The project objective was to build the professional acumen of teachers in Secondary and Higher Secondary (SHS) schools through a rigorous professional development program. This aimed to enhance the learning environment of selected schools, support school management and leadership and enable teachers to improve knowledge, skills, and confidence levels in innovative teaching methodologies.

Key Deliverables

» Developed training modules on classroom management, teaching strategy, strategies to enhance the motivation of teachers and learners for SHS teachers and head teachers

» Integrated ICT solution for the delivery of TPD programs through mobile-based professional learning communities

» Institutionalised innovative practices, self-development to include development of higher-order thinking, assessment strategies, e-learning, and COVID-19 resilience

» Designed M&E framework for TPD and rubric for evaluation of teacher performance

» Supported the development and implementation of the Meghalaya School Improvement Program

» Professional development training program for 3,500+ in-service SHS school teachers, including head teachers, and built 100 master trainers, including government education officials, for program sustainability

Impact

» Build capacity of 3,500+ in-service SHS school teachers, 650+ head teachers through TPD program

» Enabled 100 master trainers through training

» Benefitted over 1,00,000 students (approx.) through an effective school environment responsive to the diversity of young learners

» Fostered a culture of teacher self-reflection through PLCs and sustainable use of ICT in education
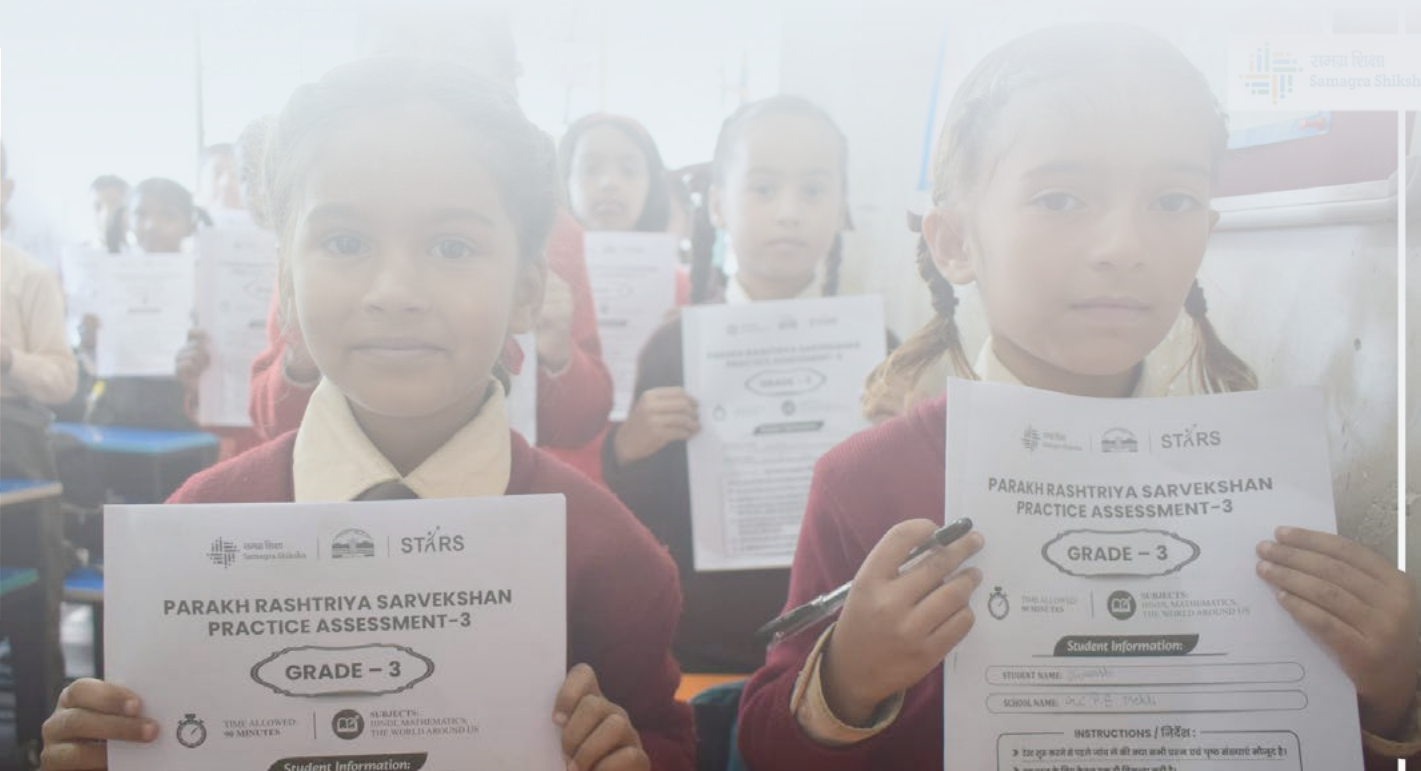
Capacity Building Support to Government of India's Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

India (2013-2016)

To strengthen national-level learning assessment and education management systems and implementation capacity within identified priority States, the Government of India launched RMSA in 2009 for universalising secondary education (14-16 years) across all social groups.

We supported the RMSA partners: Ministry of Human Resource Development (MoHRD), Government of India, State Governments, National Apex Institutions (NCERT and NUEPA) and Donor Partners (FCDO, The World Bank and European Union) in strengthening and accelerating programme delivery.

Key Deliverables

» Supported MHRD's technical support group (TSG) tasked with supporting the implementation of RMSA- a national campaign to expand and improve the quality of secondary education for all social groups

» Supported conduct of National Achievement Survey (NAS) in India, reaching more than 5000 schools

» Assisted in teacher professional development and management reforms through systemic review of TPD mechanisms, development of Continuous Professional Development (CPD) guidelines, in-service teacher training evaluation framework, Teacher Management Need Assessment, and capacity building of officials

» Developed framework for School Quality assessment through a study in 4 States

» Supported effective Data Management and Use for education indicators and adopted Results Focused Planning approaches captured in planning workshops and policy briefs

» Led Communication and Knowledge Management activities on the RMSA program

Impact

» Improved quality and authenticity of education data tools

» Reached 5,000+ schools for conducting NAS, impacting student learning outcomes and reforms

» An end-to-end solution through teacher HRMS is needed to maintain teacher service books, roles and responsibilities, and a monitoring mechanism

» School quality enhancement through the development of School Quality Indicators based on a study across 4 states

Strengthening the Quality of Education Management Information Systems & Capacity Building of State | District, and Block Teams on UDISE+

Uttar Pradesh (2023-2024)

Envisioning strengthening of the state-wide education system database, we were entrusted by UNICEF as the Technical Support Agency to cater to the following- a) analyse and strengthen the existing education data tracking and Management Information Systems of the State, and b) build the capacities of MIS and other education govt. functionaries at various levels on data quality and its utility for informed decision-making.

Key Deliverables

» Data Quality Assessment reports on the state's performance in AY 23-24 and previous years w.r.t. CwSN, OoSC, and UDISE+

» Annual Dashboard Analysis and Strengthening reports for SAMARTH, SHARDA, and PRERNA portals

» Figma-developed prototypes for "Report Builder"

» Preparation of modules for Capacity building of relevant officials on UDISE+

Implementation Support Agency for State Council of Education Research and Training (SCERT)

The World Bank/ Government of Bihar, India

Bihar (2017-2020)

A comprehensive program was initiated in Bihar to improve the effectiveness of elementary school teachers in the State through a three-pronged approach, namely, a) improving teacher training, b) improving teacher performance, and c) accountability. It aimed to strengthen the institutional capacity to deliver effective teacher education while improving governance and accountability systems to promote quality in teachers' performance.

As an implementation support agency (ISA), we assisted SCERT with developing and implementing sustainable, effective, scalable and efficient interventions to achieve the program objectives.

Key Deliverables

» Prepared a strategic framework for Continuous Professional Development (CPD) for teacher educators and teachers

» Curriculum review and digital content development for the DIKSHA platform

» Developed and hosted MOOCs based on NAS findings and monitored course effectiveness

» Prepared a pool of 70+ subject matter experts, including teacher educators, BRPs, and CRCCs, to engage in workshops to develop study material for 24 subjects of D.El.Ed.

» Developed an effective teacher management system with robust monitoring and evaluation practices

» Launched an online course on 'Integrating ICT in teaching learning processes' on the e-Shikshan platform of SCERT

» Customised Training Management Portal for Teachers' CPD program

» Developed frameworks to assess, evaluate, and provide recommendations on planned programs and supported SCERT in its implementation.

Impact

» Improved accountability mechanisms for teaching effectivenes

» Enhanced capacities of SCERT in the development of suitable curricula and materials for relevant pre-service and in-service teacher education programs

» Reached 14,000+ learners with a 92% completion rate of MOOCs aligned with NAS findings, hosted on the SCERT website

Project Management Consultancy (PMC) Support for HRMS Application

Finance Department, Government of Bihar, India

Bihar (2023–2027)

Under the Finance Department, Government of Bihar, we are engaged as the Project Management Consultant (PMC) for the Human Resource Management System (HRMS) application. The assignment focuses on providing end-to-end project management, advisory, and coordination support to the General Administration Department (GAD) and Bihar Prashasnik Sudhar Mission Society (BPSMS) for the implementation and rollout of the HRMS application.

Key Deliverables

» Monitoring of the SI's implementation plan, ensuring adherence to timelines, milestones, and deliverables

» Assessment of training effectiveness, user readiness, and identification of additional training needs

» Facilitation of milestone monitoring, deliverable sign-offs, and risk management planning

» Preparation of actionable recommendations for issue resolution and mitigation

Project Management Unit (PMU) for PM Schools for Rising India (PM Shri)

Samagra Shiksha, Government of Himachal Pradesh, India

Himachal Pradesh (2025-2026)

Launched in 2022, the PM SHRI Scheme aims to upgrade over 14,500 schools to model National Education Policy (NEP) 2020 implementation. In Himachal Pradesh, as the Project Management Unit (PMU), we support the scheme through annual planning, budgeting, procurement, financial and project management, and facilitating state-level funding requests from the Government of India.

Key Deliverables

» Prepare and present annual implementation plans with clear resource allocation and timelines

» Manage procurement of materials and infrastructure as per government norms

» Monitor financial expenditures for efficient and compliant fund use

» Develop and execute project plans aligned with NEP 2020 and PM SHRI goals

» Conduct capacity-building programs for educators and administrators

» Monitor and evaluate projects to ensure timely progress and improvements

» Support the State in securing financial assistance from the Government of India

Intended Impact

» Support Samagra Shiksha in advancing the core objectives of the PM SHRI Scheme

» Promote inclusive, safe, and student-friendly learning environments

» Facilitate access to quality infrastructure and diverse learning experiences

» Assist in effective planning and resource allocation

» Ensure efficient and judicious implementation of the scheme

Maldives International Consultancy for Training of Trainers (ToT) Capacity Development Training (overseas) to Train Professionals in Early Identification and Inclusion

The World Bank/ Department of Inclusive Education, Ministry of Education, India

Maldives (2023)

Under LAMP, we were assigned to enrich the knowledge and skills of education professionals on inclusive education pedagogies and best practices. The target participants were recognised as trainers who were later expected to conduct teacher training workshops on Early Identification and Inclusion for in-service Special Education Needs (SEN) teachers in the Maldives.

Key Deliverables

» Organised a 2-week intensive training program for identified professionals on modern techniques used for early identification and inclusion of students with Specific Learning Disability (SpLD) and Global Development Delay (GDD) in inclusive settings

» Field visits to promote best practice approaches and in-depth knowledge to pilot early screening and inclusion programs in the Maldivian context

Intended Impact

» Improved knowledge, soft skills and best practice approaches in early identification and inclusion through international exposure

» Enhanced teacher development for ensuring quality learning for all students

Market Insights Study of the Bilateral Opportunities for the UK and India in Higher Education & Research

British Council

India and UK (2020-2021)

To enhance educational linkages between India and the UK, the UK-India Education and Research Initiative (UKIERI) recognised a key multi-stakeholder program focusing on strengthening the two countries' research, leadership, and education and skill sector relations.

The key objective of this study was to advise and inform the UK and Indian governments on the education and skills ecosystem of the countries in Higher Education and research. The horizon scan for the next 10 years resulted in the study findings that supported decision makers in identifying priority areas for collaboration between India and the UK. The study considered reform agendas in education and research, system development, joint research areas, and partnerships for mutual benefit and growth.

Concurrent Evaluation of Learning Achievement of Students in Elementary Schools

Odisha Primary Education Programme Authority (OPEPA), Government of Odisha, India

Odisha (2017-2021)

To ensure the minimum learning achievement of the children across grades and effective classroom practices, the State Government launched a holistic programme titled Ujjwal.

We undertook a concurrent evaluation of the Ujjwal programme to help inform policy interventions to accelerate learning levels of students and ensure that all children enrolled in the elementary education receive quality education irrespective of their social background, caste, and gender.

Key Deliverables

» Study design, methodology and tools were prepared using a multi-stage stratified random sampling method covering 300 schools and 13,000+ students

» Collated findings on class-wise competency achievement of Ujjwal students

» Conducted workshops for officials from OPEPA

» Highlighted the role of possible intervening variables in learning achievement

Impact

» Statistical and empirical evidence base created for revision and strengthening of the Ujjwal programme

» Informed policy implications for improving the learning achievement of students in elementary schools of Odisha

Ethiopia-India Exposure Visit for the American Institutes for Research (AIR) 's READ M&E Project in Ethiopia

USAID

Africa (2017)

Reading for Ethiopia's Achievement Developed (READ) project aimed to improve the reading abilities of 15 million primary school children in Ethiopia. The implementing agency, American Institutes for Research (AIR), entrusted us with organising an exposure visit for delegates of the Ministry of Education (MoE), Government of Ethiopia, to India.

Key Deliverables

» Supported this exposure visit for a delegation from the Ministry of Education (MoE), USAID and AIR to observe good practices in the field of primary education in India

» Conducted workshops with relevant officials from the Ministry of Human Resource Development, Government of India and other agencies, including the civil society organisations working on education in India

» Organised discussions to understand Education Sector in India and its challenges, attain first hand exposure to practices in pre-primary and primary education, teacher learning, mid-day meal programme, textbook development and learning assessments, Conditional Cash Transfers, Capacity building support to the National Secondary Education programme (RMSA-TCA), Right to Education (RTE) Act, 2009, Transition to English language, Special needs education etc.

Review and Research of Education Sector

EdCIL (India) Limited/ Government of Meghalaya (GoM), India

Meghalaya (2016-2019)

To undertake a holistic assessment of the education sector in the State, we assigned the task of undertaking a comprehensive review of the sector in Meghalaya. The aim was to improve the system-level restructuring process for both school and higher education.

Key Deliverables

» Developed State Education Policy

» Reviewed curriculum based on SDGs and skills for the 21st Century • Developed Service Rules of Aided Schools and Aided Colleges

» Amended Service Rules of Government Schools and Colleges

» Developed policy for the opening of private universities in the State

» Designed fee regulation policy for colleges

Impact

» Established State Education Policy and revised curriculum aligned with NCF 2005 and NCFTE 2009

» Established policy for opening a Private university in the State and the redesigning of the service rules of Government and aided schools and colleges, resulting in the enhancement of quality education, improvement of students' outcomes and teachers' professional development and welfare

Validation and Analysis of Key Performance Indicators (KPIs) Data for Finalising and Release of School Education Quality Index (SEQI)

NITI Aayog, India

India (2018-2019)

The National Multi-Year Action Plan aimed to inform the actions of the various players in the education sector over five years to ensure that the ESDP V targets are achieved effectively and efficiently, with assured accountability.

Key Deliverables

» Reviewed and revised the multi-year action plan document and analysed the plan against the Education Sector Development Plan Phase V (ESDP V) to ensure effective and efficient implementation

» Prepared narrative reports to support the multi-year action plan and presented to the Education Technical Working Group for endorsement and implementation

» Guided in preparing plans for the Ministry of Education directorates, regional states, universities, TVETs, development partners, and civil society, and ensured budget alignment with sector priorities

Development of a Sector-Wide, Multi-Year Action Plan to Accompany the Education Sector Development Plan (ESDP)

Government of Ethiopia, Africa

Ethiopia (2015/16-2019/20)

To determine the performance of various States and Union Territories (UTs) with respect to Key Performance Indicators (KPIs) in areas of Health, Education, and Water sectors, NITI Aayog designed and established an outcome monitoring framework to facilitate sharing of best practices leading to superior centre-state and state-state engagement. This was directed towards transforming the above sectors in the country. Under the Education system transformation vertical, the team developed a School Education Quality Index (SEQI) to focus on outcome-based education policy by providing States and UTs with a platform to identify their strengths and weaknesses and undertake requisite course corrections or interventions.

Key Deliverables

» Developed School Education Quality Index (SEQI)

» 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

Intended Impact

Enabled States/UTs to adopt evidence-based development policies and programmes in the education sector based on SEQI

SKILLS

Project Management Consultants (PMC) for Supporting Innovations in the Philippine Technical and Vocational Education and Training System (SIPTVETS) Project

Asian Development Bank (ADB) / Technical Education and Skills Development Authority (TESDA)

Philippines (2024–2028)

We serve as the Project Management Consultant for an ADB-funded initiative to modernise the Philippines' TVET system to better align with evolving industry needs and future skills demands. The project is led by the Technical Education and Skills Development Authority (TESDA), acting as both the executing and implementing agency, focusing on institutional reform and capacity building.

Key Deliverables

»   Oversee day-to-day project administration, coordination, and monitoring

»   Manage annual work/financial plans, procurement, contracts, and compliance with ADB requirements

»   Support training programs on 4IR technologies, and operationalise Regional Training Innovation Centres

»   Provide strategic support in research and development, start-up, change management, monitoring and evaluation, industry partnerships, career counselling and guidance, gender inclusion, and social and environmental safeguards

»   Prepare and submit reports, and coordinate reviews, missions, and stakeholder meetings

»   Provide logistical/technical support and undertake other tasks required by TESDA and ADB under the projeT

Impact

The project is equipping the Philippines for the Fourth Industrial Revolution by upgrading 17 TTIs with climate-smart, gender-responsive designs and establishing 17 Regional TVET Innovation Centres (RTICs) to drive R&D, start-ups, and industry collaboration. It will strengthen TVET institutions through improved systems and reforms, providing students with upgraded facilities, enhanced curricula, and stronger industry linkages. In addition, 52 new high-level courses at NC III, NC IV, and diploma levels will be developed across 7 priority sectors, training more than 18,000 youth for future-ready careers.

Managed Services Operating Partner (MSOP) for Industry Linkage- Captive Placement under Supporting Human Capital Development in Meghalaya (SHCDM)

Asian Development Bank (ADB)/Meghalaya State Skill Development Society (MSSDS), Government of Meghalaya, India

Meghalaya (2019–2020)

The project aimed to enhance secondary education and vocational training and equip graduates with better skills for employment opportunities. The project intends to engage industry partners with training mandates for the Meghalaya youth through a Managed Services Operating Partner (MSOP) to provide exposure and gainful employment in the best of corporate India through dedicated networks and established strategies.

We helped to mobilise, train, and place about 2,600 youth with various technical, non-technical, and service-oriented skills at par with international standards from leading companies across various cities in India. Additionally, we provided market-oriented guidance to 500 youths, enabling them to develop business plans, conduct technical and financial feasibility analyses, establish linkages, and enhance capacities for enterprise establishment, thereby fostering successful entrepreneurship and sustainable livelihoods in Meghalaya.

The World Bank/ Government of Tripura, India

Tripura (2025-2028)

The Government of Tripura is implementing the World Bank-financed Tripura Rural Economic Growth and Service Delivery Project (TRESP) with an aim to promote socio-economic development and improve the quality of life for rural communities in tribal areas of Tripura through a multi-sectoral approach. The project's objectives include increasing market access and agricultural incomes for rural households and enhancing governance and service delivery by state Institutions with a focus on improving rural livelihoods through diversified production clusters, agriculture production organisations, and supply chain markets.

Tripura Rural Livelihood Mission (TRLM) under the Government of Tripura is one of the Project Implementing Units (PIUs) under this World Bank funded TRESP project. It supports women centric community institutions (Self-Help Groups), village organiasions, and cluster level federations by providing and promoting livelihood opportunities for poor households. In the 23 tribal blocks targeted by TRESP, entrepreneurship, agricultural and livelihood components are being implemented through Cluster Level Federations and Producer Groups with necessary financial support and capacity building.

Key Deliverables

» Facilitate promotion of financial literacy amongst the members of self-help groups and community-based organisation, including the SC/ST/women and other minority communities. Additionally, supplement existing financial literacy modules with TRLM to enhance awareness and understanding of financial products including their benefits, risks, and costs

» Support strengthening of Financial Inclusion Service Delivery Infrastructure and Technology for livelihoods generation and income enhancement

» Improving the availability and reliability of financial infrastructure by enhancing banking facilities through alternative channels such as mobile banking and Business Correspondent (BC) based digital payments systems

» Support to Entrepreneurship Financing in griculture, Allied and other key sectors

» Encourage and support small business development in geographical dominant sectors

» Support to Progress Monitoring through MIS and Impact Assessment

Impact

» Improved financial literacy and delivery across all community-based organisations or institutions

» Improved digital financial services delivery

» Promotion of micro and small enterprises run by women and community institutions

» Increased adoption of government schemes and subsidies

» Promote farm based and off-farm based livelihoods generation and income enhancement activities

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

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

Himachal Pradesh (2018–2025)

ADB assisted the Government of Himachal Pradesh in providing market-relevant and quality Technical & Vocational Education and Training (TVET) opportunities to the youth and preparing them for the changing labour market.

For this project, we were deployed as a Monitoring & Evaluation (M&E) firm to contribute to the State's overall development and prosperity by creating a skilled workforce equipped with market-relevant skills. We covered 70,000+ youth and 500+ employers while conducting labour market analysis, baseline studies, tracer studies, and skill gap studies under the project.

Key Deliverables

» M&E framework to track project components

» Baseline research, impact assessments, and tracer surveys

» Skill-gap analysis design and implementation

» Periodic project monitoring and capacity building

» Conducting centre inspections and monitoring the project progress for RLC, CLC, VTPs, ITIs, and colleges in the State

Impact

» 1,00,000+ youth enrolled in vocational training

» 110+ MoUs with ITIs, Staff Selection Commissions, and national institutes for specialised training

» 27 skilling and livelihood centres established

» Equipment upgraded in 29 trades across 64 ITIs

Conducting Baseline for State Incentive Grant under Skills Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP)

The World Bank/ National Skills Development Cooperation Limited (NSDC), Government of India

India (2018–2019)

The SANKALP Program aimed to improve short-term skill training by strengthening institutions, improving market connectivity, and ensuring the inclusion of marginalised sections of society. It focused on the overall skilling ecosystem covering Central- MSDE, NSDC, National Skill Development Agency (NSDA), and State agencies. The outcomes of the project were measured periodically through the results framework and disbursement-linked indicators (DLIs) agreed upon between MSDE and the World Bank.

We supported NSDC in conducting a baseline for all States and UTs in India on the components of the State Incentive Grant (SIG) Matrix. The baseline report submitted presented a clear picture of the status of all the states and UTs in India on the achievement under various components of the SANKALP scheme. Subsequently, a detailed report for each State and UT was submitted, which supported development priority areas for further years.

The World Bank/ Jharkhand State Livelihood Promotion Society (JSLPS), India

Jharkhand (2023–2024)

In partnerships with the Jharkhand State Livelihood Promotion Society (JSLPS), we conducted a "SKILL GAP ANALYSIS" under Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) in all 24 districts of the State. The study aimed to identify the demand and supply gap in skilling across all districts, project the job requirements, and sectoral demand over the next five years and identify opportunities based on the skill gap availability.

The findings of the study are intended to help understand the gap between the industry demand, supply through public, private and formal/ informal channels, labour force participation, aspiration, and employability of both new entrants and the existing in the unskilled/semiskilled workforce.

Key Deliverables

» Surveyed 10,000+ stakeholders, including employers, youth, industry associations, VTPs, colleges, labour unions, and state and district government departments

» Assessed the skill demand, industry requirements, and emerging skills

» Assessed skill supply, job trends, and wages

» Mapped international opportunities for youth

» Addressed the current and future workforce requirements of the industry

Impact

» Enhanced employability of youth in the State

» Strengthened the TVET ecosystem in the State

» Sustainability of the skilling ecosystem

» Improved skilled manpower availability as per industry requirements

» Youth to be ready as per the requirements of Industry 4.0

Project Management Unit for Effective Implementation and Monitoring of Skills Acquisition and Knowledge Awareness for Livelihood (SANKALP) Scheme and Other Skill-related Initiatives

The World Bank/Government of Puducherry, India

Puducherry (2022–2024)

The Puducherry Skill Development Society (PSDS) commissioned us to assist the Government of Puducherry in identifying prevailing challenges and supporting the planning and effective implementation of skills development programs in Puducherry.

Key Deliverables

» Designed and developed a comprehensive framework for monitoring of SANKALP.

» Capacity building of district skill experts and other staff

» Youth aspiration, job market studies, and industry-institute linkages

» Awareness campaigns, job fairs and apprenticeship drives in schools and colleges

» Women-centric job drives and skill development programs for PwD and vulnerable groups

Impact

» Covered 8,000+ youth across different training centres, ITIs, and educational institutions

» Improved quality and relevance of skill development programs

» Bridged the demand and supply gaps in skills

» Strengthened information, education, and communication of skill development schemes.

» Industry institutional collaboration via CoEs

Technical Support Agency under Deen Dayal Upadhaya Grameen Kaushalya Yojana (DDU-GKY)

The World Bank/ Government of Uttarakhand, India

Uttarakhand (2017–2019)

Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY), a flagship program of the Ministry of Rural Development (MoRD), Government of India (GoI), aimed at improving the livelihoods of rural youth with a special focus on disadvantaged groups, including the SC/ST/women and other minority communities. It aimed to impart market-led training to ensure the youth's employability and emphasised partnership-based skilling and placement delivery. The State Project Management Unit (SPMU), Department of Rural Development, Government of Uttarakhand, is a State-level nodal unit for implementing DDU-GKY in the State.

We worked as a Technical Support Agency (TSA) and provided technical assistance to the SPMU for the overall program management of skill development initiatives in the state, enabling effective implementation of DDU-GKY at the district/block level. We supported achieving the training and placement targets of USRLM, streamlining the IT and MIS systems, developing annual action plans, developing monitoring and evaluation programs, setting up migration support centres, and achieving the overall program goals of the department.

Developing an Impact Evaluation Framework and Conducting Impact Evaluation of PMKVY 2.0

National Skills Development Cooperation Limited (NSDC), Government of India

India (2018)

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) was a short-term training cum skill certification scheme launched under the Ministry of Skill Development and Entrepreneurship (MSDE), Government of India (GoI) and implemented by National Skill Development Corporation (NSDC). PMKVY 1.0 was launched in 2015 to provide skill training to youth across the country, enabling them to secure employment. PMKVY 2.0 was launched in 2016 to train 10 million youth over four years (2016-2020) with increased emphasis on market-relevant skills. An impact evaluation program was undertaken to understand the impact of these trainings. We conducted the study in two phases:

Phase 1: To develop an impact evaluation framework and toolkit to facilitate future impact evaluation studies with a clear operational guide on methodology for evaluation.

Phase 2: To implement an impact evaluation of two interventions- PMKVY 2.0- Short-Term Training, and Recognition of Prior Learning (RPL).

Based on the results of this evaluation, subsequent corrections/improvements in PMKVY 3.0 were made.

SPORTS

Monitoring, Evaluation and Learning Services for the Premier League Primary Stars (PLPS) Pilot in India

British Council

Odisha, India (2023–2024)

The PLPS pilot project aimed to provide teachers around the world with world-class coaching, learning resources and physical education activities, using the power of sports to enable children to achieve key life skills. The program focused on engaging approaches for sessions on PE (Physical Education) and PSHE (Personal, Social, Health, Economic) education for holistic development. We provided Monitoring, Evaluation, and Learning (MEL) services for the program in Odisha, one of the pilot States for PLPS in India. The MEL tools are designed intend to capture progress amongst teachers, students and stakeholders in areas such as confidence level in planning and delivering PE and PSHE sessions, their knowledge, skills, attitudes, and approach to promoting participation, inclusivity and learning amongst students.

Key Deliverables

» M&E framework with identified KPIs (Key Performance Indicators)

» Baseline, midline, and endline data collection tools and reports

» Highlighted enablers and barriers towards PLPS outcomes and recommendations for customisation of the program and scale-up in India

Impact

» The intervention directly trained about 60 PE and subject teachers and influenced approximately 500 school teachers across all 30 districts in Odisha

» Impacted approximately 3,000+ students through the trained teachers in target schools to promote engagement and leadership through sports for educational development

» Technical inputs to inform improvements in the UK-based program design and delivery for customisation to Indian States for promoting sports for development

Project Management Unit (PMU) for Organisation of Hockey World Cup

Sports and Youth Services Department, Government of Odisha, India

India (2018)

The Sports and Youth Services Department, Government of Odisha, entrusted Grant Thornton India LLP and IPE Global as a consortium to establish a Project Monitoring Unit (PMU) for orchestrating the prestigious Hockey World Cup 2018 in Bhubaneswar. This project aimed to deliver a world-class sporting event and elevate Odisha's sports infrastructure.

Through meticulous planning, effective governance, and stakeholder engagement, we provided end-to-end support in the seamless execution of the mega event in Odisha, leaving a legacy for sports enthusiasts and the community alike.

Key Deliverables

» Prepared strategic plans and roadmap for activities, including planning for infrastructure, safety and security, transportation arrangements, communication networks, media relations, and post-event closure activities

» Stakeholder management, including the International Hockey Federation and Hockey India

» Prepared weekly action plan and monitoring indicators

» Impact Analysis and documentation of the entire event

Impact

Successfully organised the Hockey World Cup 2018, highlighting an international benchmark event in excellence in sports

IPE GLOBAL

Expanding Horizons. Enriching Lives.

Founded in 1998, IPE Global is one of the largest South Asia-based development & social sector advisory organisations working across Asia, Africa, and Europe. Headquartered in New Delhi, India with 5 international offices in Bangladesh, Ethiopia, Kenya, Philippines, and United Kingdom, IPE Global has successfully undertaken over 1200 assignments with bilateral & multilateral agencies, governments, and private sector in over 120 countries for partners like USAID, FCDO, World Bank, ADB, JICA, WHO, NITI Aayog, UN agencies, EU etc. and impacted 600 million+ lives globally. The Group offers a range of integrated, innovative, and high-quality consulting services across several sectors and practices like Health, Nutrition, Education & Skills Development, Climate, Urban, Tourism, Social & Economic Empowerment, and Monitoring & Evaluation among others.

TRIPLELINE

SAMRIDH IMPACT SOLUTIONS
IPE Global Group Company

IPE AFRICA
Expanding Horizons. Enriching Lives.

Office Locations

National: Bihar | Himachal Pradesh | Jammu and Kashmir | Karnataka | Kerala | Madhya Pradesh | Meghalaya | Mizoram | Nagaland | Odisha | Rajasthan | Sikkim | Tamil Nadu | Tripura | Uttar Pradesh

International : Addis Ababa, Ethiopia | Dhaka, Bangladesh | London, United Kingdom | Manila, Philippines | Nairobi, Kenya

....

CONTACT US

IPE Global House, B-84, Defence Colony, New Delhi - 110024, India

+91 11 4075 5900   www.ipeglobal.com   education@ipeglobal.com I ipe@ipeglobal.com