

Education and Skill

Conducting Cluster Randomized Trial to Test the Effects of Aflatoun Social and Financial Programme in Himachal Pradesh, India



The Social and Financial Programme by Aflatoun International is an education intervention that provides interpersonal and financial skills to school-going children in Himachal Pradesh, India. As the evaluation partner to the programme, Sambodhi has designed and is implementing a Cluster Randomized Trial to assess the effects of the programme.

The study covers two programme phases: Phase-1 comprising of 30 schools and 1480 students, and Phase-2 consisting of 60 schools and 3000 students. It uses a mix of quantitative and qualitative tools to compare students- aged 6-14 years- across Aflatoun intervention and non-intervention schools. Insights from the Cluster Randomized Trial will aid Aflatoun International and the Department of Elementary Education, Government of Himachal Pradesh in scaling up the programme across all public schools in the state.

District Virtual Education Project (DVEP) is an initiative of the Chhattisgarh Government, aimed at enhancing the learning skills of students using Edu-Tech solutions like adaptive learning and smart classes. Sambodhi worked with Central Square Foundation (CSF) - one of the primary donors of the programme - to assess the process of implementation of the Edu-Tech solutions.

The monitoring and evaluation exercise was conducted in select districts of Chhattisgarh and comprised of developing a dedicated programme Theory of Change, performance measurement frameworks, process mapping, and benchmarking of key performance indicators.

The study yielded critical insights into how the adaptive sessions were designed and delivered. The learnings from this study helped augment the programme design, implementation pathways and understanding of the local contexts influencing the programme.

Process Evaluation and Monitoring Support of the DVEP Edu-Tech Intervention



End line Evaluation of the United States Department of Agriculture (USDA) McGovern-Dole Food for Education Project (FFEP) FY14-16, World Food Programme Nepal Country Office



World Food Programme (WFP) worked with USDA McGovern-Dole Programme to implement the school feeding project that provided mid-day meals to 250,000 school children in 2,400 public schools in 10 districts of the mid and far western regions of Nepal. WFP also provided literacy support and implemented the WASH awareness programme. Sambodhi conducted a strategic evaluation of USDA's McGovern-Dole funding support to Nepal to assess the effect of the programme on academic learning, health and nutrition outcomes.

The evaluation adopted a mixed methods approach and used innovative tools such as Early Grade Reading Assessments (EGRA) to capture learning levels among school children. The endline evaluation results were compared against the insights from baseline and midline assessments conducted previously. The Development Assistance Committee's approach was used to comment on relevance, effectiveness, efficiency, impact and sustainability of the programme. Sambodhi will also conduct a baseline, midline and endline evaluation for the new country strategic plan (2017-2022).

Education and Skill

Evaluation of National Population Education Project



The National Population Education Project (NPEP), initiated in 1980 by the National Council for Educational Research and Training (NCERT), seeks to integrate population and adolescent education within the mainstream Indian educational framework by developing content on relevant thematic areas. Sambodhi's support to NPEP consisted of process and impact evaluations to strategize for improvements in the project delivery and design.

The evaluation assessed the monitoring mechanisms and budget utilization of nine selected states. Primary data was collected from 432 schools and 30,000 students. Quantitative insights were substantiated by content analysis of the study materials to understand the coverage and quality of population education. ● ●

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) implemented by National Skill Development Corporation (NSDC) aims at imparting industry-relevant skill training and certification to the youth. The objective of the scheme is to ensure sustainable livelihood options and improve income levels.

Sambodhi was commissioned to design and conduct an impact evaluation using cross-sectional design to assess the effect of PMKVY. Primary data was collected from 6000 beneficiaries in five States selected across northern, central, eastern, western and southern India. A cost-benefit analysis was undertaken to measure return on investment of the programme. Sambodhi also developed a monitoring and evaluation toolkit that would provide guidelines for future evaluation studies. ● ●

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



Baseline study for the United States Department of Agriculture (USDA) McGovern-Dole International Food for Education and Child Nutrition Programme, Tanzania



Project Concern International (PCI), assisted by USDA, delivers high quality, sustainable programme designed to improve the literacy of school-aged children across selected provinces in Tanzania. Sambodhi was commissioned by PCI to conduct the baseline study to set programme targets and identify opportunities and barriers to implementation.

Sambodhi adopted a quasi-experimental design to compare the effect of the programme across PCI intervention and non-intervention schools on literacy, health and nutrition outcomes. Early Grade Reading Assessments (EGRA) were used to capture learning levels among school children. The study covered a sample of 80 schools, 1600 Students, 800 Parents, 200 Teachers and Head Teachers. ● ●