Impact Assessment - CSR programmes

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Background, scope and objectives of the study

Background

- The erstwhile CSR policy (FY15 to FY17) of L&T Financial Services focuses on <u>Quality Education and Generation of Sustainable Livelihoods</u>

- Towards this goal, LTFS's CSR has worked over the past 3 years with NGO partners – The Akanksha Foundation, Sri Aurobindo Society and Gyan Prakash Foundation.

- Pursuant to the changes in Business strategy, LTFS exited from these CSR projects and conducted the end line evaluation on the impact these programs created on beneficiaries and the ecosystem

- This report presented herein details the findings from the impact assessment of the abovementioned three projects

Objectives of the study

Prove

- The **efficiency** of processes in terms of activities, targets, challenges and solutions

- The **effectiveness** of the programme in terms of learning and educational outcomes and improvements in the lives of stakeholders.

Improve

- By providing recommendations for improving design and implementation, thereby strengthening the social impact

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Methodology of the study

Methodology

The study adopted mixed-methods approach, using primary (field visits) and secondary research with qualitative and quantitative tools, such as –

✓ Customized learning tests ✓ Social-emotional learning scale ✓ Interviews and FGDs

Key hypotheses

NGO & location	Focus Area	Hypotheses
The Akanksha Foundation, Mumbai	Holistic school development	LTFS support enabled children in Akanksha schools to have stronger learning and behavioural outcomes than their peers due to better school management, pedagogy and co and extra curricular stimulation
Sri Aurobindo Society, Pondicherry	Additional educational support to children	LTFS support enabled children in Auro centres have stronger learning and behavioural outcomes than their peers due to the after school remedial assistance received
Gyan Prakash Foundation, Velhe, Pune	Systemic change in education	LTFS support empowered government officials and staff in the education system to carry out their duties in an optimal manner, ultimately resulting in better learning outcomes for children.

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Findings and Observations
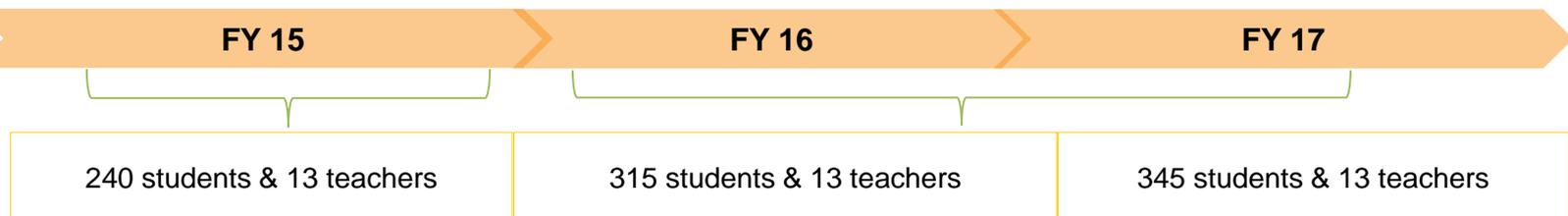
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The Akanksha Foundation

Programme Model

Key interventions:

- Support education of under privileged students (mostly first generation leaners) from urban slums in D.N. Nagar school, through a public-private partnership model.

- **Academic achievement** - Develop and encourage effective and creative pedagogy and curriculum amongst teachers

- **Socio-emotional learning** - Conduct extra curricular activities such as sports, arts, exposure visits etc. and mentorship, peer counseling, circle time, sports, arts activities, exposure visits

- **Community and parental engagement** - through School Management Committee strengthening, community visits, parent teacher meetings (PTM), 'Building Bridges' sessions, WhatsApp groups etc.

Engagement Timeline

FY 15	FY 16	FY 17
240 students & 13 teachers	315 students & 13 teachers	345 students & 13 teachers

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Findings on efficiency indicators

All process indicators found to be robust and efficient, except infrastructure, due to sharing of space with Municipal school
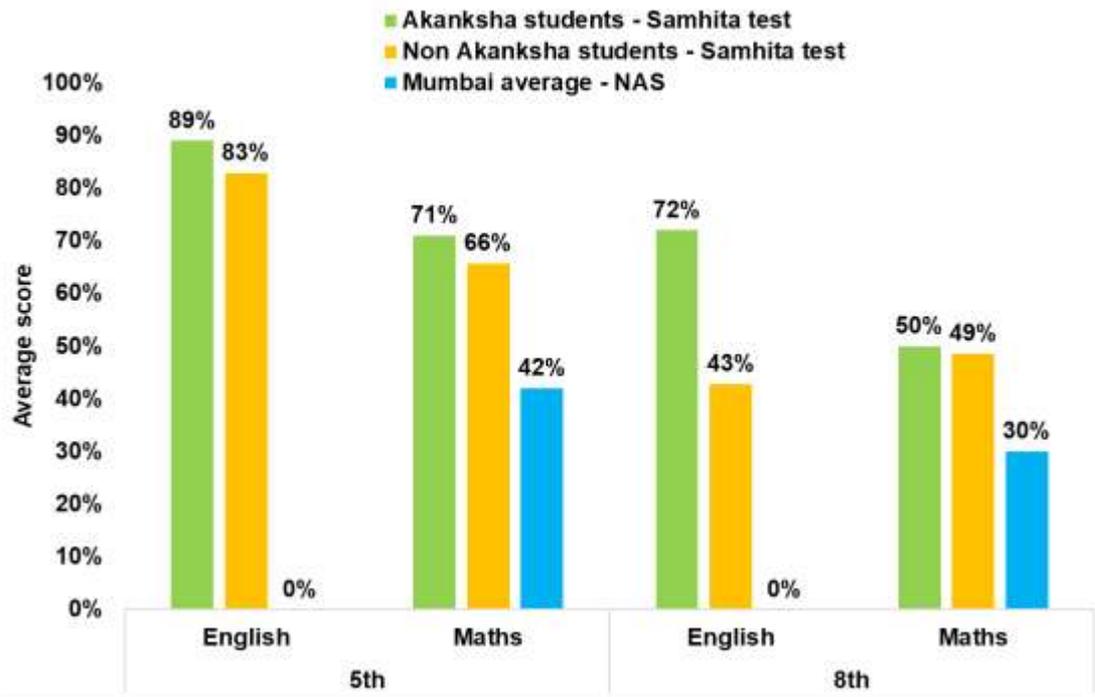

- **Present** (green)
- **Partially present, could be improved** (yellow)
- **Not present** (brown)

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Findings on impact indicators

1. Academic Achievement

Akanksha students in 5th and 8th performed better than their peers in both English and Maths

- Akanksha students - Samhita test
- Non Akanksha students - Samhita test
- Mumbai average - NAS

2. Socio-emotional learning

- Majority of 5th and 8th standard students (~ 60-70%) showed high self-esteem and high gender equality perception
- 5th standard students showed medium levels of socio emotional skills such as problem-solving and managing conflicts
- 8th standard students showed high levels of social emotional skills such as through comprehension and initiative

3. Empowerment of the School Management Committee (SMC)

- SMC constituted and run as per 2009 Right to Education (RTE) Act norms
- Members found to be fully aware of their duties and proactive in fulfilling these
- Members had accomplished successful resolution of problems in the community

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National Achievement Survey does not test English, hence Mumbai average is not available

Recommendations

Academic support for Maths

- This could be done through adding more interactive and activity based learning during Maths lessons

- Teachers could also consider a blended model with an adaptive software that can facilitate teaching at each child's particular learning level

Relationship building

- This could include group activities and increased interaction at school.

- A possibility could be scheduling shared recreation time for students from different mediums.

- Another option could be organizing a shared lunch or tea session once a month for staff to interact informally.

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Voices from the ground

"I am no longer Mrs. Syed, people in the community know me by my name, they come to me to solve their problems. Akanksha gave me an identity."

- Fatema Syed, Babita Singh and Sheena Mishra* are three proud SMC members of the D.N Nagar School.
- The trio has been instrumental in brining about significant changes in the community, along with Akanksha social workers.
- They successfully petitioned the police to install CCTV in a nearby playground to create a safe space for children.
- They collaborated with the local Corporator to get a designated space in a nearby garden to create a study hub, so that children could study for two hours in peace.
- All three of them attributed their confidence in tackling these issues to Akanksha's support and mentorship.

* Names changed to protect identity as explicit permissions were not sought

Sri Aurobindo Society

Programme Model

Key interventions:

- Holistic support to children in the form of educational and extra-curricular activities through its 6 centres in Tamil Nadu

- **Academic support** - Provide tuition classes on weekdays in the evening to revise school curriculum

- **Socio-emotional learning** – Conduct extra-curricular activities on weekends such as computer classes, English, Yoga, Martial Arts, exposure visits and field trips

- **Community and parental engagement** – through parent teacher meetings (PTMs), community workshops, empowering parents to work with local schools, establish relationship with Gram Panchayat to enable access to resources

- **Increased opportunities** – through scholarships for encouraging deserving children to continue education

Engagement Timeline

FY 15	FY 16	FY 17
1750 children	1850 children	2000 children

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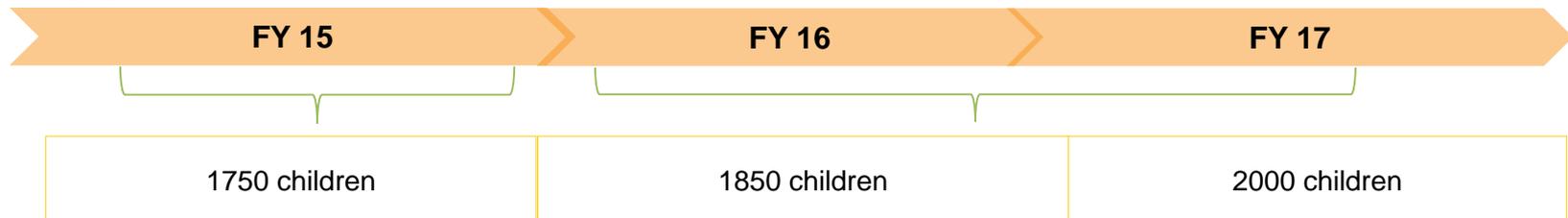
Findings on efficiency indicators

Many process indicators found to be robust and efficient, but quality of infrastructure, pedagogy and scholarships could be further strengthened
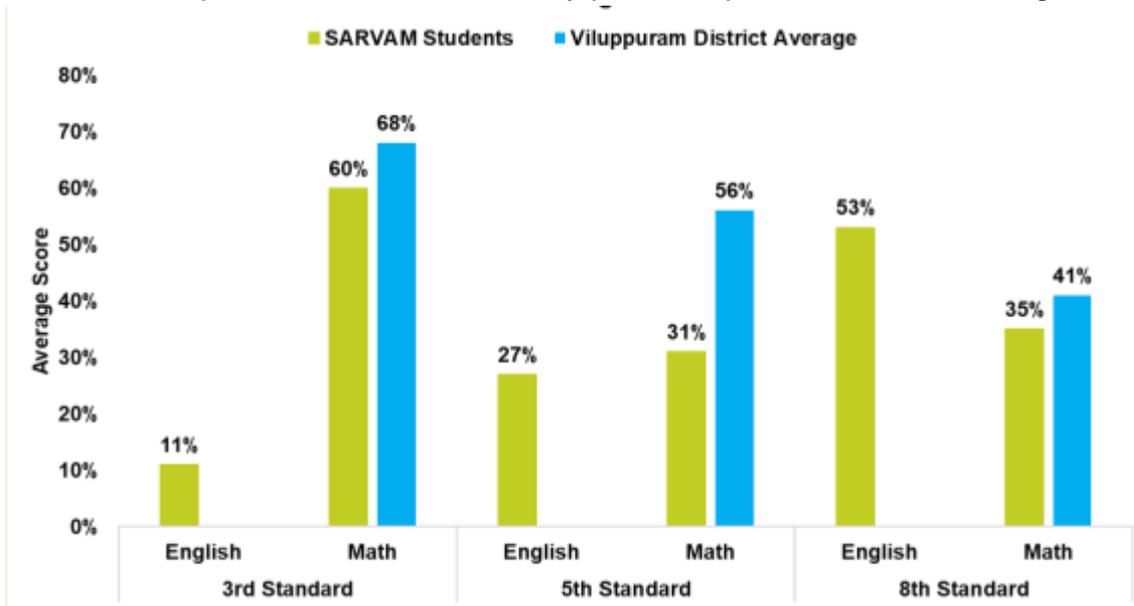

Present
Partially present, could be improved
Not present

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Findings on impact indicators

1. Academic Achievement

SARVAM performance was relatively poor compared to district average

2. Socio-emotional learning

- Majority of students in 5th and 8th standard (90%) and more than half of 3rd standard students showed high self-esteem level

- 3rd and 5th standard students showed poor to medium socio emotional learning, while 8th standard students showed high levels of comprehension

- Attitudes towards gender equality were found to be lacking among children

3. Improved opportunities

(2015-16 74) **+** (2016-17 92) **+** (2017-18 89) **=** (255 children)

- SARVAM scholarships played critical role in enabling students' access to education beyond 10th standard
- Major shifts in parents' attitudes towards education observed

Viluppuram district average sourced from National Achievement Survey 17-18

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Voices from the ground

- Vanishree, 19, is from Poothurai village, where she grew up with her younger brother, Arun Kumar.

- Her mother works with SARVAM as a village coordinator, and her father works in road servicing in Auroville. Their household income is INR 10,000.

- Although Vanishree was one of the top scorers in 10th, she wasn't sure if her parents could afford her education. She wanted to pursue an undergraduate degree in Nursing.

- In support of her aspirations, Sarvam awarded her with a scholarship amount for all the three years of her under graduation, consisting of INR 10,000 for the first two years and INR 7,000 for the final year.

- Arun Kumar also received a scholarship provided by SARVAM for the first year of his B.Com.

- The siblings are looking forward to a bright future where they have the freedom and access to make the choices they wish to!

Recommendations

Pedagogy

- Create lesson plans for topics including objectives, methods, projects, videos, assessment questions
- Diversify pedagogy to include activity based learning, peer learning
- Improve English by providing classes for those under 9th standard, encouraging speaking in English more often, and using softwares

Monitoring and tracking

- Strengthen tracking mechanisms within the program
- Measure and record academic achievement, including a formal record of board exam marks
- Track and record access to education and professional opportunities, especially for scholarships

Gender sensitization

- Consider facilitating workshops around gender equality for students and encouraging interaction between them through activities

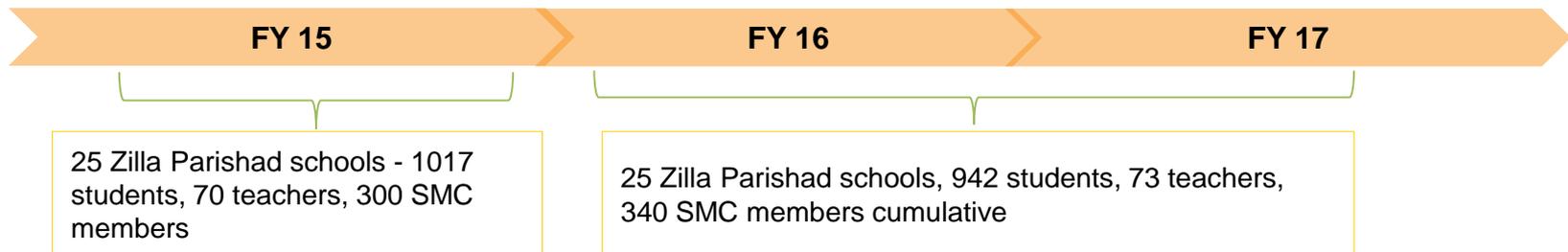L&T Financial Services

Gyan Prakash Foundation

Programme Model

Key Interventions:

- Improve the quality of education in government schools through systemic reforms.

- Establish a model for block transformation in 2 clusters of Sakhar and Mangdari in Velhe, Pune

- Develop and **strengthen the capabilities** of 3 stakeholders – Kendra Pramukhs, teachers and School Management Committees (SMCs)

- Facilitate effective execution of **Shikshan Parishad** meetings and improve the quality of discussions

- Ensure appropriate use of **Government Resolution** around annual testing of learning outcomes among children

- Ensure **sustainability** of impact after 3 years in a cluster

Engagement Timeline

FY 15	FY 16	FY 17

25 Zilla Parishad schools - 1017 students, 70 teachers, 300 SMC members

25 Zilla Parishad schools, 942 students, 73 teachers, 340 SMC members cumulative

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Findings on efficiency indicators

All processes and inputs found to be relevant and efficient, but there was scope for improvement in building teachers' capacity, as many faced challenges in translating advice into action

Quality of staff and leadership

Inputs for capacity of teachers

Inputs for capacity of School Management Committees

Functioning of Shikshan Parishad

Inputs for capacity of Kendra Pramukhs

● Present

● Partially present, could be improved

● Not present

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Findings on impact indicators (1/2)

1. Empowerment of Teachers

3 of 5 classroom observations displayed use of teaching-learning material and interactive activities in classroom	Teachers part of GPF program displayed positive pedagogy and classroom management methods. Their peers in the school also showed positive changes.	Schools with no contact with GPF did not show positive outcomes	All teachers reported finding Shikshan Parishad meetings useful for improving pedagogy

2. Empowerment of Kendra Pramukhs (KP)

✓ Continued monitoring of cluster schools and teachers' pedagogy by the Kendra Pramukh after GPF's exit

✓ Continued administration of cluster resource groups

✓ Shikshan Parishad meetings conducted and documented regularly, with use of videos and demonstrations of best teaching practices during meetings

✓ Improvement in quality of discussions and documentation of the meetings (based on analysis of minutes of meetings)

3. Empowerment of School Management Committees

✓ SMC constituted/ reconstituted as per Right to Education (RTE) Act norms
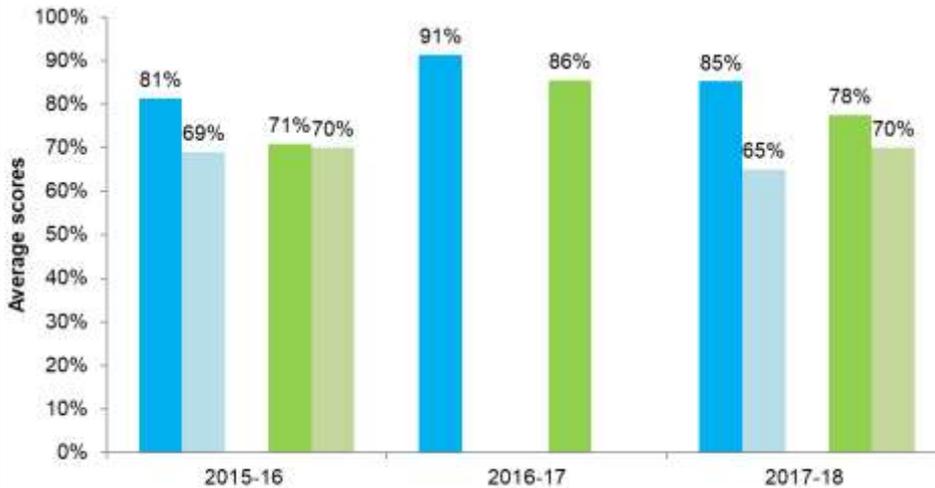
✓ Members motivated through exposure visits

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Findings on impact indicators (2/2)

4. Students

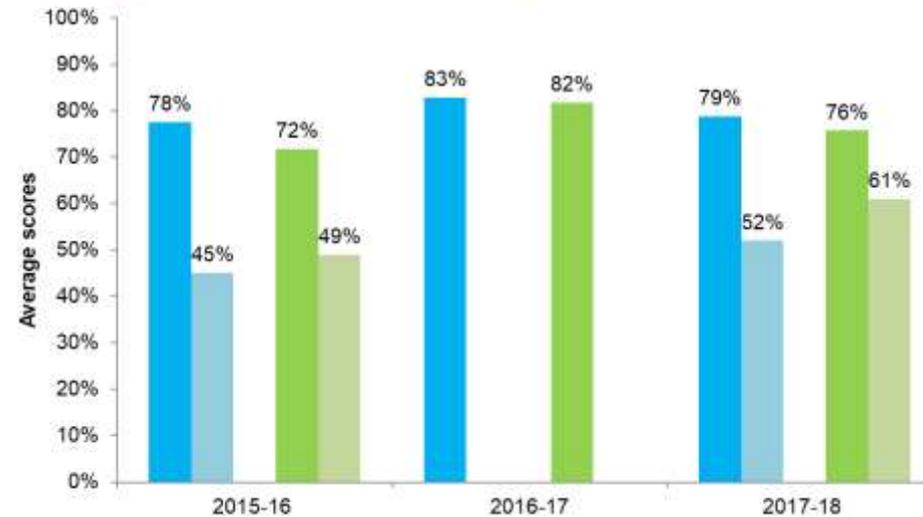GPF students performed better than state average, especially in 5th.

- National Achievement Survey data not available for 16-17
- National Achievement Survey does not test English, hence Marathi average is used for benchmarking
- Learning outcomes data provided by Gyan Prakash Foundation. The data is from the assessments conducted as per Pragat Shaikshanik Maharashtra, 2015, Government Resolution, which only tested Marathi and Maths; therefore data for English performance was not available

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Voices from the ground

"GPF helped us in improving the quality of our discussions at the Shikshan Parishad meetings and in improving the buy-in of all the stakeholders – since there was someone keeping a track of our work, we were motivated and alerted to do better. The experience of the staff also helped us immensely in using the student data."
- Kendra Pramukh, Sakhar cluster

"The problem with the way the Government undertakes data collection is that the stakeholders from whom they collect data are never given feedback on it – it always went to authorities higher up in the system. We aimed to bridge that gap – to give teachers a chance to analyse and understand data."
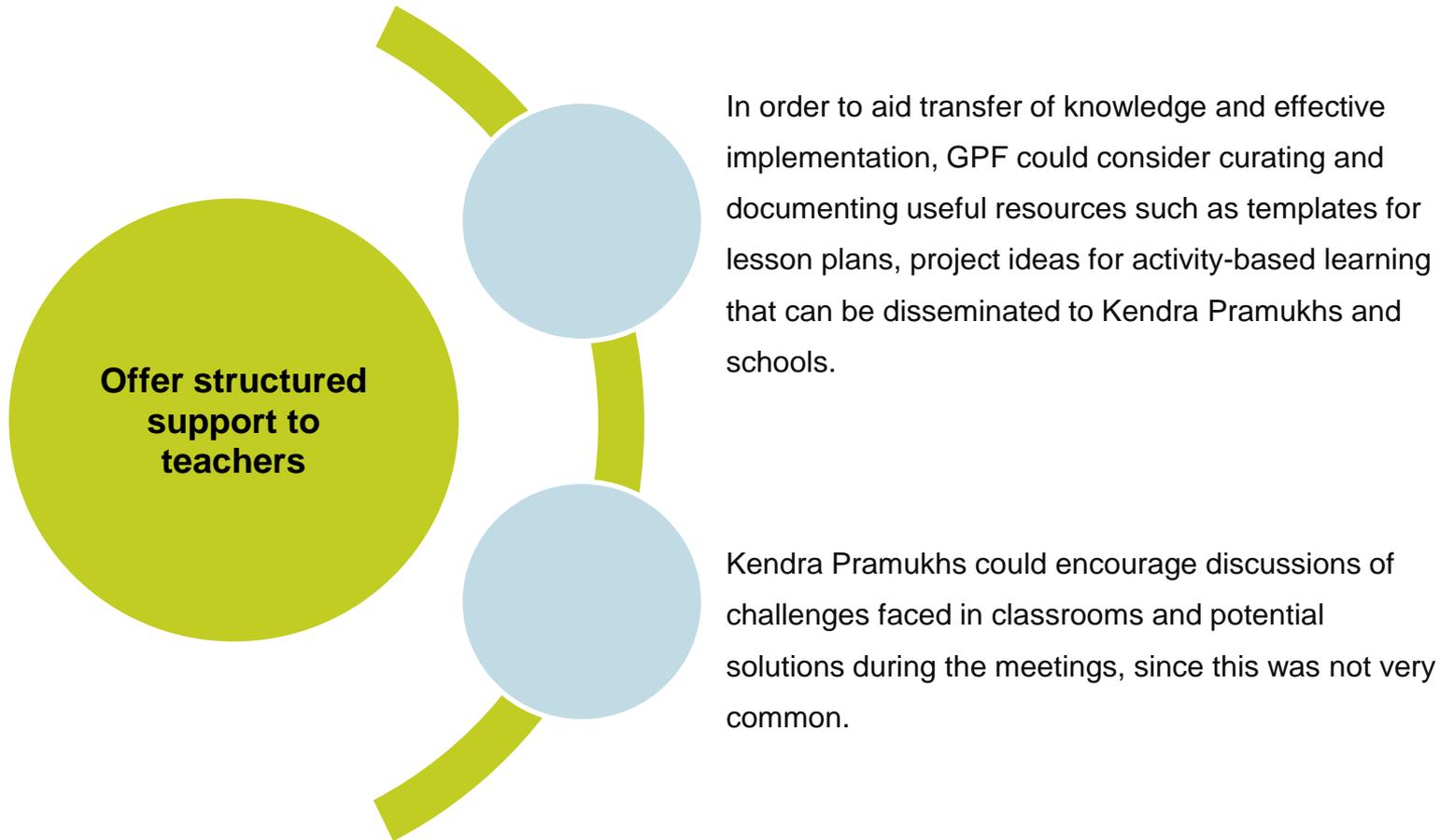- Program Head, GPF

"GPF took us to Kumthe school to see what a model school looks like. The visit inspired us to dream about a better school for our children. We started to look into infrastructural improvements in our own school, such as availability of water and good toilets."
-     Headmaster, Chirmodi School

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Recommendation

Offer structured support to teachers

In order to aid transfer of knowledge and effective implementation, GPF could consider curating and documenting useful resources such as templates for lesson plans, project ideas for activity-based learning that can be disseminated to Kendra Pramukhs and schools.

Kendra Pramukhs could encourage discussions of challenges faced in classrooms and potential solutions during the meetings, since this was not very common.

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Thank You