

External Final Evaluation
**"Masoom's Night School Transformation
Program"**
India-2018

ABBREVIATION

DAC	Development Assistance Committee
SMDC	School Management Development Committee

Executive Summary extracted from document "Evaluation Study on Masoom's Night School Transformation Program" prepared by SATTVA Delivering High Impact, India, in 2018.

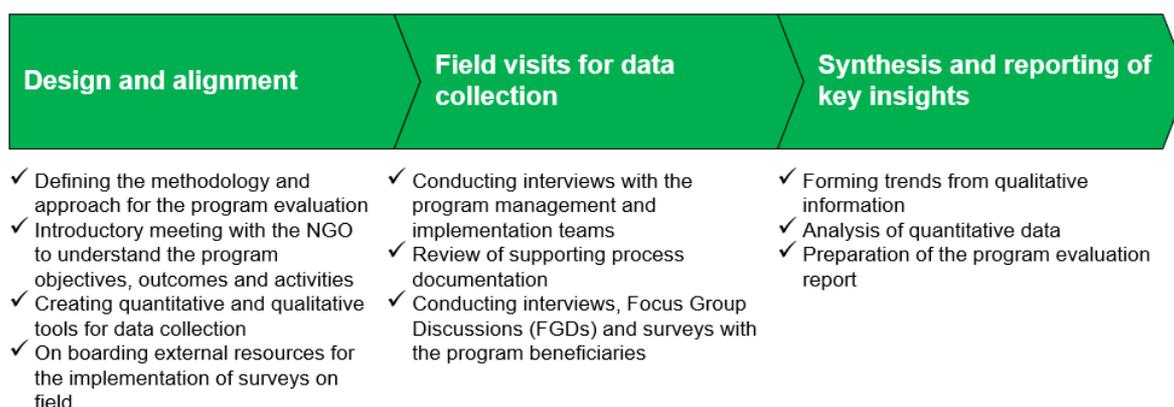
EXECUTIVE SUMMARY

INTRODUCTION

Masoom and Educo commissioned Sattva to undertake an impact evaluation study of its Night School Transformation Project, which aims to improve the quality of education in night schools in Mumbai. The purpose of the study is to help measure the relevance of activities implemented to achieve the program outcomes, the effectiveness with which the program has been implemented to create an impact and the outcomes that the project has achieved against its set target for the same. Additionally, the report also provides recommendations to strengthen the program to achieve its desired outcomes and impact.

ASSESSMENT APPROACH

In collaboration with the Masoom, Sattva followed a detailed approach for design and execution of the end-line study as shown below:



As part of the data collection process, Sattva interacted with direct beneficiaries, li staff and other stakeholders of the program. Sattva interacted with 64 students, 5 teachers and 7 School Management Development Committee (SMDC) staff.



64 students



5 teachers



7 School Management Development Committee (SMDC) members

Sattva used the DAC's framework to evaluate the night school transformation project. The framework consists of the following key criteria.

- **Relevance:** Measures the extent to which the provided resources (monetary, human resources etc) and the activities of the program suit the priorities of the target group and program recipients and achieve the desired impact.
- **Effectiveness:** Measures the effectiveness of the program's operational approach in achieving the objectives.
- **Efficiency:** Measures the judicious uses of finances and financial practices followed in the implementation of the project to achieve the desired outcomes.
- **Impact:** Measures the medium term and long- term outcomes achieved by the program, with respect to its goals and objectives.

KEY INSIGHTS

This section summarizes the key insights of the report, and the recommendation that Sattva makes to improve the design and implementation rigour of the project for it to more effectively achieve its end result

1. Relevance

Design of the project to achieve desired outcomes: The design of the Night School Transformation Program is relevant to the need of the beneficiaries and the activities implemented under the project are in-line to achieve the overall outcomes of the program

2. Effectiveness

- **Well defined project activities** that are decided at the beginning of the year and the implementation of the activities for a month are decided one month prior.
- **Standardized project monitoring process:** by the means of constituting a task force that has representatives from the Masoom and Educo team. Additionally, the internal team has scheduled daily, weekly and monthly meetings to discuss the progress of the project.
- **Technology enabled MIS system:** to record and maintain data around the project. Additionally, there is a well-defined and standardized process that is detailed out across hierarchy for the collection of project related data.

3. Efficiency

- **Standardized budgeting process:** at an organizational level to decide the fund requirements for the initiatives to be carried out in a year.
- **Well-defined accounting process:** to record maintain and update books of accounts.
- **Continuous tracking of planned vs actual project expenses:** The reports of this are submitted to Educo on a quarterly and the fund utilization is calculated on a monthly basis.

4. Impact

The training and capacity building exercises initiated by Masoom have achieved the following outcomes:

- **Adoption of interactive teaching methods by teachers:** Over 70% of the students have reported that their teachers use video tools, group discussions, class projects and lectures as teaching aids. Masoom has held over 32 training sessions for teachers over the last two years to aid in and facilitate the up-take of these interactive tools.
- **Active participation of the SMDCs in running the school:** All schools 4 Educo schools have established SMDCs. The SMDC members are actively involved in running the night schools by participating in enrolment activities through enrolment drives, mobilization of students, plays and home visits, and continuously counsel the students to retain them in night schools.
- **Demonstration of life and leadership skills by student council members:** Over 70% of the student monitors surveyed have reported to have learnt to manage time and stress better after taking part in the training sessions conducted for the student council members.

The activities implemented by Masoom to build educational infrastructure for Night schools have achieved the following outcomes:

- **Increase in the retention rates of students:** There has been a 48% increase in the retention rates of students between 2015-16 to 2017-18. SMDC members attribute the increase in retention rate to the improved infrastructure facilities available to the students, the textbooks and nutritional snacks that have been distributed have contributed to this increase in retention rates.
- **Decrease in the pass percentage of SSC results:** There has been a 32% decrease in the Pass % of students in the SSC results between 2015-16 and 2016-17. One of the factors that can be attributed to this dip the change of the government policies around night schools which has resulted in the withdrawal of teachers from the program.

The activities implemented by Masoom with a rights based advocacy approach have achieved the following outcomes:

- **Students engage in solving night school issues:** 31% of the students surveyed have reported to be a part of student councils which actively discuss and take part in solving the different issues faced by night schools.

RECOMMENDATIONS

Sattva put forward the following recommendations for Masoom based on the insights collected from the surveys and the discussions carried out across Maharashtra: Key Areas Recommendations

1. Relevance

- **Updated need assessment study:** To ensure that the design of the To ensure that the design of the NSTP is channeled towards addressing the current gaps in the night schools, it is recommended that Masoom conducts another need assessment study. This will help Masoom in understanding the current round of challenges and gaps that are faced in night schools. This will help in ensuring that the strategy

adopted by Masoom is in-line with the requirement of night schools, and allows for course corrections in the program design if required.

- **Increase focus on enrollment of students with special needs:** In the period of the evaluation, none of the teachers reported the presence of students with special needs in their class, indicating limited outreach of night school in the community. To amend this, it is recommended that Masoom creates strategies for the identification and enrollment of students with special needs, to increase the inclusion of varied kind of students into the program.

2. Effectiveness

- **Documenting key program risks and strategies used to mitigate the same:** To increase the overall operational effectiveness of the program, it is recommended that Masoom documents the key risks that it has encountered

3. Impact

- **Encouraging students to use school infrastructure:** To ensure that more number of students have the chance to use the equipment in the science lab, it is recommended that there is a fixed schedule put in place and students take turns in conducting experiments giving everybody a chance.

- **Advocacy measures for corporal punishment:** 23% of the students surveyed have reported to have been beaten/ shouted at by teachers. To ensure that more number of students have the chance to use the equipment in the science lab, it is recommended that there is a fixed schedule put in place and students take turns in conducting experiments giving everybody a chance. Additionally, Masoom can also partner with organizations who can use positive reinforcement methods with teachers to stop them from using corporal punishment as disciplinary methods with their students.

- **Increasing the involvement of SMDC members to create child friendly school policy:** It is recommended that Masoom increases the involvement of the SMDC members in the development and execution of the child friendly school development plan through ensuring that the final version of the plan is presented by the teachers/ students to the SMDC. Additionally, the SMDC can be made responsible to review the progress of the plan in the weekly meetings conducted.

- **Facilitating engagement of the SMDCs with the government:** To ensure the sustainability of the relationship between the night schools and the government, it is recommended that Masoom facilitates interactions and an active engagement between the SMDCs and the government. This engagement can be channelized towards bringing advocacy related changes around the functioning of night schools.

- **Enabling a rights-based approach for the key program stakeholders:** The following practices can be considered to enable a rights-based thinking and approach among the students, teachers/ SMDCs and the government.

SMDC and students: a) Masoom and the school SMDCs should consider students as key actors in their own education and development as opposed to being treated as passive beneficiaries. It is important that the students own the process of finding solutions to the problems that they face, where in Masoom can provide them with additional support, by building their existing capabilities. b) It is recommended that Masoom develops training sessions and programs for SMDCs and students to build their capacities to claim their right from the government and ensures that the government fulfills its obligations. The training can emphasize on promoting opportunities to address the grievances faced by the students through

formal and informal justice mechanisms. c) Masoom can take on the role of monitoring the process adopted by the students/ SMDCs, the type of information used for decision making and the outcomes achieved by the groups to ensure that their right to education are fulfilled, respected and protected by the government.

Government: a) Masoom can work with the government to enable them to fill their obligations towards the right to education of students by providing them with technical assistance and capacity building support. b) Masoom can work the government to understand the factors that hinders to fulfil their obligation with regard to education rights (this could include factors like lack of responsibility of the government, lack of resources, lack of authority and lack of knowledge) and this can be used as the basis of forming strategies necessary to achieve the desired changes.