LEND-A-HAND-INDIA
Working at the intersection of education and livelihood

Summary of Various Impact Assessments Conducted in last 10 years covering Lend A Hand India’s Programs

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Program Overview

(1) Multi Skill Vocational Education as part of Secondary / Higher Secondary School Curriculum
Lend-A-Hand India (LAHI) complements existing secondary and higher secondary school curricula with skills education, resulting in education that is practical and relevant for the real life. It integrates vocational education into mainstream education as a subject with equal weightage as any language, science or math. A workshop is set up in the school for students from 9th to 12th grades along with with relevant tools and equipment where they practically learn a variety of vocational skills. The assessments are conducted by the state board and NSDC with certification awarded by NSDC affiliated sector skill councils. The curriculum is National Skills Qualification Framework (NSQF) Compliant.

(2) Internship with Small/Micro Enterprises during 11th/12th Grades
LAHI’s internship program integrates vocational education in existing school curricula to make high school education more practical and relevant. As part of the curriculum, the 11th/12th grade students are placed with small and micro enterprises for a 80-100 hrs internship.

Detailed Reports available on request

Intern at a small engineering workshop
Intern at a Primary Healthcare Center
Impact Assessment
Internship with Small/Micro Enterprises during 11th/12th Grades
(Conducted by Sattva Consulting 2017-18 & 2018-19 funded by JPMorgan Chase)
LAHI’s internship program integrates vocational education in existing school curricula to make high school education more practical and relevant. As part of the curriculum, the 11th/12th grade students are placed with small and micro enterprises for 80-100 hrs internship.

Impact:
1. 76% employers were willing to hire the students who had completed internships with them
2. 90%+ students felt that internship helped them develop employability skills
3. 88% students felt that they made informed career choices based on the real time experiences
4. 82% of the parents reported that they would have no problems in allowing their female child to pursue a non-traditional career
5. The number of students employed full-time after internship are four times as compared to those students who were not part of the internship program.

Employer’s see value in the internship program

Employers interviewed have reported that they would be interested in hiring LAHI students as full time employees in their organization and would also recommend other employers to hire from here. They reported that the performance of LAHI students has been satisfactory during the internship program. The key skills noticed in the students were leadership skills, communication skills and team work.

“Children recruited through LAHI have been able to gain practical skills through their internship. During the internship, we teach them customer management, marketing techniques and technical skills- how to bake a cake or make bread etc. These skills are very relevant to gaining employment in bakery shop in future and will be an added advantage while applying for such a job” – Ravindra Kasar, New Poona Bakery

“The internship has helped children gain sound technical knowledge about various cropping methods and marketing techniques to be self-employed in future. The skills gained will be helpful for them in future to set up their own business and make it profitable” – Dhotre Mali, Garden Department PMC
Impact Assessment – Multi Skill Foundation Course: Study Conducted by Harvard Graduate School of Education Students of Class - (EDU A801: Education Policy Analysis and Research in Comparative Perspective (2020-21))

Summary

Multi Skill Foundation Course (MSFC) is unique due to its dual focus on development of 21st century skills and vocational skills. The MSFC balances the head, heart, and hands of 21st century education as it aims to equip students with a breadth of vocational skills and 21st century skills through a hands-on, student-centered approach and empowers them to apply their skills to real world projects in collaborative settings. In doing so, this course impacts student employability, cultivates vocational and 21st century skills, improves attitudes towards school, encourages community service and labor, and changes gender role perceptions. While good evidence exists to suggest the MSFC has positive outcomes for students, further research on this course should be explored to provide insight to the mechanisms leveraged for niche reforms to move to scale across various states with integrity and to understand how to forge thriving and sustainable public-private partnerships.

Assessment

The lessons learned from the MSFC are reflective of the best practices in the field of education. It serves as a reminder that providing in-school courses that sit at the intersection of 21st century skills and vocational skills is attainable and a necessity of empowering students to engage in the 21st century as global citizens. Key takeaways from the MSFC include:

- **Know the student.** Students are at the center of their learning because instructors have been encouraged to connect with them, build relationships and connect them with their community, increasing their sense of belonging and ownership as global citizens (Aspen Institute, 2019).
- **Breadth of Skills.** Programs that build on the breadth of vocational and 21st century skills, beyond merely job training, increase student employability and empower students to navigate the ever evolving and interconnected world.
- **Hands on Learning.** Authentic learning of vocational skills and 21st century skills happen through hands-on opportunities, real-world applications, and community engagement (Deans for Impact, 2015).
- **Career Exposure.** Exposing students to various careers and cultivating a wide variety of skills through multi-skills courses broadens students sense of self and future career interests.
- **Instructor Capacity.** Building instructor capacity is imperative to ensuring the success of a program that integrates vocational and 21st century education. Having mastery of a skill is different than being able to teach it. Pre-service training, ongoing assessment, professional development, and integrated support mechanisms are integral in achieving this. (Villegas-Reimers, 2003; World Bank, 2013).
- **Clear Expectations.** The use of a rubric intended to frame expectations for vocational instructors during the pre-service training encourages a high level of professionalism, reinforces the values of the program, and offer a holistic roadmap on how to best serve students (Liang, Kidwai, & Zhang, 2016; The World Bank, 2013).
- **Cultural Shifts.** Intentional pedagogical choices, such as group formation, as well as normalizing a breadth of skills can facilitate cultural shifts, such as gender divides and roles (Reimers, 2020).

In conclusion, the MSFC is unique due to its dual focus on development of 21st century skills and vocational skills.
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Impact Assessment – Multi Skill Foundation Course (Multi Skill Vocational Education as part of 9th/10th Grades)
Conducted by Sattva Consulting 2016-17 funded by eClerx

Increased interest in attending school and better learning outcomes among students

Increased interest in studies and able to map course syllabus better – “I am now able to understand the concepts of geometry better while they design and work on furniture in the carpentry class. I also now understand the concept of flow of electricity while working on real-life projects such as making Diwali lights.”

Early exposure of school students to the world of work through practical training and exposure visits

99% of the students feel that the program trains them in the skills needed for the work place.

Students are always present in this class and enthusiastically participate in all the activities. Girls and Boys both take equal interest in engineering and home science subjects. Practical training gives them an advantage over theoretical subjects and helps them get a better score overall.

Students are able to perceive the benefits of the course: “Previously I used to by-heart all my lessons, but now I after taking up these classes I don’t feel the need to do anymore. My learning has become a lot easier and I focus on the applications of the concepts I learn. This helps me understand my syllabus better and I have begun enjoying everything I have learnt in class!”

Students are able to identify their area of interest and make an informed career choice

77% of the students have clarity on the type of jobs they can apply to within the career path they wish to pursue.

Earlier, we only knew scientist, engineer or doctor as career options for you but now we know about various other options that we can take up after completing our studies.

First, I believed only boys could do engineering but now my perception has changed. I used to be afraid to work on electric instruments but now I am thinking to pursue a career in engineering.
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Impact Assessment – Multi Skill Foundation Course (Multi Skill Vocational Education as part of 9th/10th Grades)
Conducted by Sattva Consulting 2016-17 funded by eClerx

Enhancing employability of school students with early training on technical courses and basic business skills

97% of the students have reported that the MSQF program has helped in increasing their confidence.

"Exposure visits are really helpful for students in gaining practical knowledge of the courses under NSQF. Knowledge gained through Multi-skill foundation course will be very helpful to me in my workplace. I don’t see Hindi/Sanskrit as useful subjects for enhancing my employability in future. Here I get exposure to diverse topics which gives me a chance to understand my strengths and area of interest. I am more confident about making a career choice now."

Change in perception among students about pursuing vocational education after school

97% students have reported to plan take up vocational education at some point while 70% intend to take it up after finishing standard 10th.

"Before attending the course I wanted to become a doctor, but now I realize that it requires a lot of theory. The course I have attended has helped me understand that I want to do something that is more application oriented and has a lot of practicals, which is why I want to pursue vocational education after completing school"
Summary of Impact Assessments Conducted in last 10 years

Impact Assessment – Multi Skill Foundation Course (Multi Skill Vocational Education as part of 9th/10th Grades) Conducted by Kaustubh Devale funded by Tata Trusts (2012-13)

Multi-Skill students are 3 times more likely to be employed, self-employed and to pursue technical education.

Each School earns on average INR 10,000/year through student-led business projects

“Multi Skill Foundation Course is a very useful course! It helped me in learning so many things which I would never get an opportunity to learn... things like electrical fitting, doing projects on soil and water conservation and basics of construction. And, seeing this, my parents have changed the school of my younger sister and have got her admission in my school and in the MSFC course so that she can also take up technical education after SSC...” Ankita Somnath Aakuskar (MSFC student from Kanya Vidyalaya, Ambejogai in Beed district).

“MSFC has a lot of utility... I have noticed that after starting of MSFC in my school, there is an increase in the proportion of students starting some business of their own after completion of their education... Earlier, students would be dependent upon agriculture or service in some company near-by but now they are keen to start their own business... I think this is because of the entrepreneurial spirit that the students learn during the three years of MSFC.” Mr.Zhope (Head-master of Madhyamik Ashram Shala, Lohara)

“I realized the utility of MSFC when I obtained admission in the Bio-Technology course after my HSC (12th Standard) exam. When we were studying MSFC in school, we felt that it is an additional subject that we enjoy because it provides a change from the monotony of class... However, when I joined this Bio-Technology course, I remembered the various practical and projects we had done in the three years of MSFC especially the projects on doing various types of grafts on different plants, various compost and vermin-compost plots and blood-group testing... In fact, I also help my younger brother with engineering drawing that he is learning in his Diploma course” Sanket Gopinath Aher, MSFC student of Loni Khurd in RahtaTaluka (Ahmednagar)
Impact Assessment – Multi Skill Foundation Course (Multi Skill Vocational Education as part of 9th/10th Grades)
Conducted by Change Alliance funded by Axis Bank Foundation (2016-17)

Executive Summary
Has the intervention resulted in or is likely to result in initiation of self-employment / entrepreneurship ventures from among the students who underwent the course?
From the responses received during survey it is evident that entrepreneurial skills have started to build within students. 45% of students of case groups want to start an enterprise in the field of engineering as compared to control students. With this, students have also opted to pursue careers in hospitality sector for business opportunities which was not opted by students in the control group. Many responses in questionnaires as well as during FGD’s and case studies suggest that students are starting small initiatives related to entrepreneurship/self-employment ventures. This was also analysed by the percentage of students who have already applied skills for income generation which was 5%. Thus, the intervention is providing inlets towards self-employment and entrepreneurship among students.

Has the intervention resulted in enhanced attendance and improvement in other educational attainment for the children who underwent this course?
Yes it was observed that student’s enrolment and attendance level increased in comparison to other subjects. During classroom observation all schools were found to be having an attendance level of 90% and more for IBT classes. Students also shared their desire in attending the classes as compared to other subjects. Also, students have clearly indicated improvement in academic subjects due to the intervention. Schools have also been able to receive positive effects as saw 100% pass rate, a high level of interest and an increase in confidence of students under IBT. There is a positive impact on academic subjects as per the responses received in the questionnaire; 30% stated improvement in Science, 28% in Environmental Science while 13% & 14% of the students stated improvement in language and Maths respectively.

Has the program resulted in reducing the gender bias?
During class room observation it was seen that both groups would sit separately, but given a task they did not show any hesitation to interact or assist one another. Boys and girls both enjoyed the art of cooking, stitching and knitting under this section. Boys have shown interest in setting up stalls and in cooking whereas girls are interested in electrical and welding work. Students showcase respect and sincerety in doing their work.

Has the program resulted in developing technical skills in students?
Confidence in performing Technical skills like fabrication, construction and carpentry is high in students of case while for students in control group cookery, Stitching and knitting seems to be doable in high proportion. Students of the control group have shown interest in learning of skills such as fabrication and handling of engineering equipment as the number of students that have chosen the second option (response selected: “can do with some help”) is high for this.
The assessment of Learning Outcomes and Impact shows that

- From Intervention group 97.10% of students were overall satisfied from the course and almost 97% of students would suggest the programme to others. whereas only 10.60% students from Non intervention group were aware about course while 95.90% were interested to join the course if provided an opportunity. This show success rate as well as demand for the course among students.
- More than 90 percent of intervention schools students reported that they were confident in performing the skills on their own or with some help.
- 90% of students of case have reported of being comfortable in talking and working with opposite sex and with elders and in groups as compared to students from control school.
- In comparison with Non-intervention group there is an increase in percentage of students from Intervention group who perceive all the skills can be performed by both gender.
- Out of all intervention group students it was found that 88% have affirmed of having applied the skills in areas such as schools, home and community. There are also 5% of students who have applied skills for income earning. Thus, the intervention is providing inlets towards self-employment and entrepreneurship among students.
- Confidence in performing Technical skills like fabrication, construction and carpentry is high in students of case while for students in control group cookery, Stitching and knitting seems to be doable in high proportion. Students of the control group have shown interest in learning of skills such as fabrication and handling of engineering equipment as the number of students that have chosen the second option (can do with some help) is high for this.
- Out of all case students it was found that 88% have affirmed of having applied the skills in areas such as schools, home and community and for income earning. As given in the graph above, the finding provides an indicator of profit for school maintenance and in home and community maintenance. This affirms that the program can be sustainable and helps in reducing cost involved in maintenance for the above stakeholders.
- Out of total students interested in starting an enterprise 84% of the intervention group students feel very confident of starting an enterprise or business on completion of education as compared to 68% of students in non-intervention group.
- Students have tested many skills at home. Students during their classes under Home & Health have learnt cookery skills such as making pickles, sweets like chikki, laddoos and jelly out of fruits. But with recipes they have also learnt the art of costing, preparing a flowchart and marketing and packaging of the items that they prepare. Students at first learn the skills during class and then show it to parents by preparing the dish at home.
- From the responses received with regards to the perceived impact of Project Swadheen on academic subjects 94% students replied as Yes. It was observed that Swadheen has had an impact on almost all subjects of the curricula. The major impact can be observed in Science and Environmental science followed by Mathematics and Language.