

EDUCATION AND SKILLS DEVELOPMENT



We believe in strengthening systems, enhancing institutional capacities, and creating opportunities to align with the future of education, skills and sports landscape through technical assistance and sustainable solutions.





Education, skills development, and sports are essential for shaping a future-ready society. Quality education fosters a sense of purpose and equips individuals with the right knowledge, values, and attitudes. Integrating sports into education promotes the holistic development of students, enhancing their physical, mental, and social well-being. Furthermore, investing in skill development strengthens people's capabilities, driving sustained and robust economic growth.

We strongly believe in leveraging global perspectives for contextualised local innovative solutions towards systemic transformation. We recognise the significance of ensuring equitable and quality education which empowers individuals to contribute meaningfully to the society and promotes lifelong learning. Building human capacities to bridge the skill gaps is critical to shaping a future-ready tomorrow, prepared to thrive in a dynamic environment. Complementing this, engagement in sports not only promotes physical health, personal well-being, but also fosters cognitive development and acquisition of life skills.

We have been working closely with various state governments, bi-lateral and multi-lateral organisations and philanthropies since 1998 to provide technical assistance to inform policy, strengthen institutions, drive effective program implementation and improve processes methodically in the three areas.

Focus Areas

EDUCATION

Teacher Management and Professional Development | Competency based Assessment | Curriculum Development | Policy Research and Sectoral Development Plans | Monitoring Systems | Training of School Management Committees | Open and Distance Learning | Early Childhood Care and Education | Foundational Literacy & Numeracy | Knowledge Partnerships | School Sector Transformation | Exposure Visits | Capacity Building | School Leadership | Tech-enabled Service Delivery | Early Identification & Inclusion

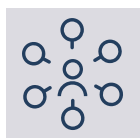
SKILLS DEVELOPMENT

Policy Making Support | Program Implementation | Capacity Building | Skill Gap Analysis | Livelihood Enhancement | Rural Development | Entrepreneurship Development | Knowledge Partnerships | Market Linkages and Industry Engagement | Youth Mobilisation and Skilling | Labour Market Analysis | Placement Drives | Baseline and Endline Studies | Soft Skills Training | Exposure Visits | Career Framework Development

SPORTS

Sports for educational development | Life skills acquisition | Management of Sports Events | Stakeholder and partnership engagement | Research and Best Practices in sports | Capacity building of facilitators | MEL services for S4D programmes

Thematic Areas



Advisory Services



Technical Assistance



Implementation Support



Capacity Building



Governance



Evidence-based Research



MIS and IT for Development



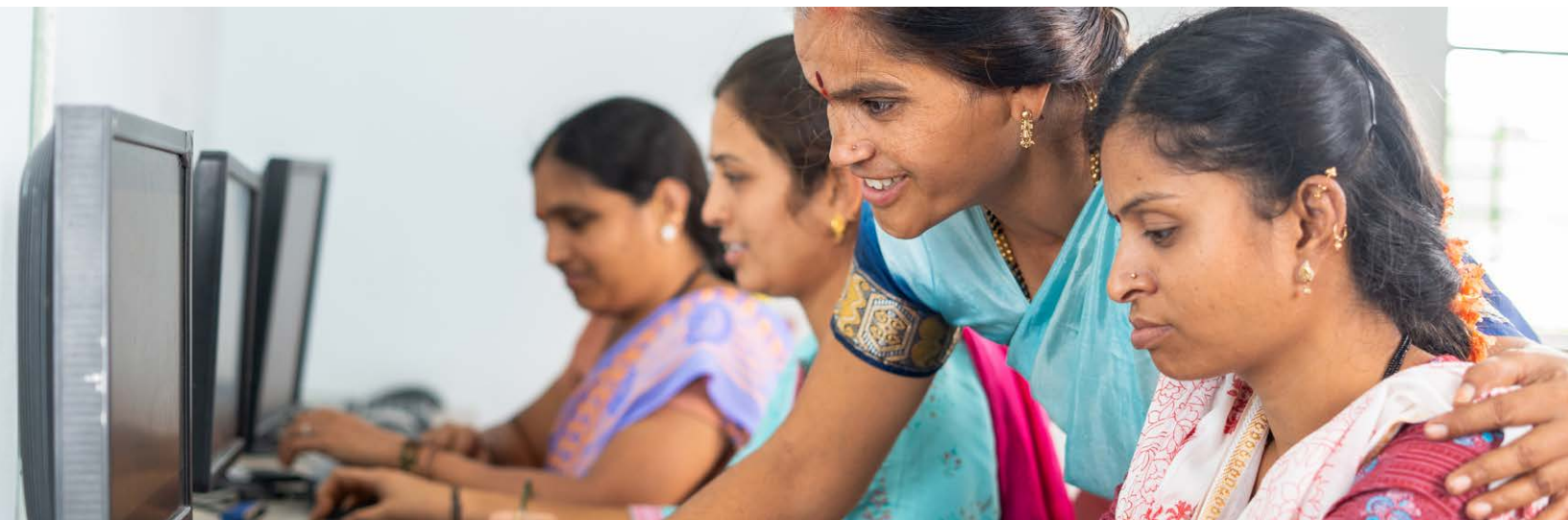
Policy and Planning Support



Procurement and Financial Management



Project Design and Management as PMU/TSA



What We Do

Education

IPE Global leads transformative initiatives in education development, advancing leadership, governance, and policy enhancements to strengthen educational systems and drive socio-economic progress in developing countries. We provide technical inputs for informing education policies, school sector improvement plans, enhancement in curriculum, teacher professional development, level-based assessments and strengthened educational data systems. Through partnerships with several national and international education stakeholders, we promote equitable opportunities and leverage evidence-based strategies for sustainable impact.

Skills Development

Skill development is crucial for enhancing employability, fostering economic growth, and addressing the evolving demands of industries. With a focus on bridging the gap between workforce capabilities and industry needs, IPE Global has spearheaded numerous impactful initiatives in the Skill Development sector through skills gaps analysis, tracer studies, baseline assessments, impact studies, entrepreneurship development, capacity building, skilling in TVET, and quality interventions in the field of Vocational Education and Livelihoods Enhancement.

Sports

We acknowledge the significant impact of sports on educational achievement and overall development. Recognizing the close interlinkage between sports and education and its contribution to holistic development of an individual, we have recently ventured into sports development, striving to facilitate enabling and engaging learning environments with play-based pedagogy, promote inclusive approaches to learning, and foster the acquisition of life skills through sports.

Our client portfolio is diverse and includes the following:

International Funding Organisations

Multilateral Agencies: The World Bank, ADB, EU etc.

Bilateral Agencies: such as USAID, FCDO, JICA etc.

Government Organisations

Central and State Governments

Public Sector Enterprises

Philanthropic Organisations

CIFF, BMGF, etc.

EDUCATION

The World Bank and the Department of Education (Samagra Shiksha), Govt. of Himachal Pradesh

Strengthening Teacher-Learning and Results for States (STARS) project in Himachal Pradesh, India (2022-2025)

As the Project Management Unit, our objective involves providing a spectrum of technical and managerial services geared towards enhancing educational practices in Himachal Pradesh. We work in the thematic areas such as Improving pedagogical methods, Foundational literacy and Numeracy (FLN), Early Childhood Care and Education (ECCE), Continuous Professional Development of teachers and school leaders, mainstreaming of Out-of-School Children, fortifying State Student Assessment Systems and Vocational Education.

Key Deliverables

- Establishment of State Assessment Cell;
- Development of SABAL program for identification and mainstreaming of CWSN;
- Capacity building of teachers and mentors on ECCE, subject and generic modules;
- Development of various programs for teachers including Life Skills program, Career Guidance Counselling Program and PRERNA program for primary teachers.

Impact

- Expected to reach 7 lakhs students & 66,000 government school teachers
- Strengthening education service delivery through capacity building of school leadership
- Facilitating the establishment of a state-level assessment centre for decentralised and real-time evaluation of student learning outcomes
- 1000+ women encouraged on inclusive teacher learning at schools

Department of Education, Govt. of Nagaland and The World Bank

Teacher Attendance Monitoring System (TAMS) under Nagaland: Enhancing Classroom Teaching and Resources (NECTAR) (2022-2026)

The objective is to establish a Teacher Attendance Monitoring System (TAMS) using the Facial recognition technology, as part of the World Bank-supported NECTAR project. We are providing 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. The developed app uses facial recognition technology, along with geo-mapping to ensure authentic attendance marking by appointed teachers and monitoring across various levels.

Key Deliverables

- Development of an exclusive software compatible with Mobile phone (Android and iOS), tablet and Web (all major browsers);
- Maintenance services of developed software;
- Capacity building of master trainers across State towards effective use;
- Reports on project progress and attendance status for monitoring to customize roles and access for different authorities.

Impact

- Improved attendance and leave management system for approximately 20,000 government teachers, government officials and other staff in every government school of Nagaland
- Improved teaching learning practices and teacher attendance in 1,950 government schools

The World Bank; Department of Inclusive Education, Ministry of Education, Maldives

International Consultancy for Training of Trainers (ToT) Capacity Development Training (overseas) to Train 13 Professionals in Early Identification and Inclusion (2023)

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

Key Deliverables

- Organised 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.

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



Asian Development Bank (ADB); Department of Education, Government of Meghalaya

Design and Delivery of Professional Development Training Programs for Teachers of Secondary/Higher Secondary Schools, Meghalaya, India (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 State's secondary and higher secondary education. The project objective was to enhance the physical and learning environment of selected schools, support school management and leadership in improving the delivery of secondary and higher secondary (SHS) education by supporting training of SHS teachers for more effective teaching and learning.

Key Deliverables

- Training modules on Classroom Management, Teaching Strategy, Strategies to enhance motivation of teachers and learners, institutionalizing innovative practices, Self-Development (CPD) to include development of higher order thinking, Assessment strategies, E-Learning, and COVID-19 Inclusion.
- Professional development training program for 3,500+ in-service SHS school teachers including head teachers and built 100 Master Trainers that included government education officials for program sustainability

Impact

- Benefitted over 1,00,000 students (approx.) through an effective school environment responsive to the diversity of young learners
- Fostered a culture of self-reflection through communities of learning and sustainable use of ICT via a mobile application

The World Bank

Implementation Support Agency for State Council of Education Research and Training (SCERT), Government of Bihar, India (2017-2020)

A comprehensive program was initiated in Bihar for improving the effectiveness of elementary school teachers in the State through a three-pronged approach namely, improving teacher training, teacher performance and accountability. It aimed to strengthen the institutional capacity to deliver effective teacher education, while simultaneously improving governance and accountability systems for promoting quality in teachers' performance. As an implementation support agency (ISA), we assisted SCERT with development and implementation of sustainable, effective, scalable and efficient interventions to achieve the program objectives.

Key Deliverables

- Developed high quality teacher education institutions for improved program delivery;
- Certification of unqualified elementary school teachers and their continuous professional development;
- Developed an effective teacher management system with robust monitoring and evaluation practices;
- Launched an on-line course on 'Integrating ICT in teaching learning processes' on e-Shikshan platform of SCERT;
- Customized Training Management Portal for a face-to-face CPD training program;
- Developed frameworks to assess, evaluate and provide recommendations on planned programs and supported SCERT in implementation.

Impact

- Improved accountability mechanisms for teaching effectiveness;
- Improved financial governance mechanisms.
- Enhanced Capacities of SCERT in development of suitable curricula and materials for relevant pre-service and in-service teacher education programs

NITI Aayog, Government of India

Validation and Analysis of Key Performance Indicators (KPIs) Data for Finalising and Release of School Education Quality Index (SEQI), India (2018-2019)

To determine 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, a premier policy Think Tank of the Government of India 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.

Impact

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

Odisha Primary Education Programme Authority (OPEPA) and Government of Odisha

Concurrent Evaluation of Learning Achievement of Students in Elementary Schools (CELASES) of Odisha, India (2017-2021)

To ensure the minimum learning achievement of the children at different grades and effective classroom transaction by the teachers in different classes, a holistic programme called Ujjwal was launched by the State Government. IPE Global undertook 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 prepared using 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 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



EdCIL (India) Limited and Government of Meghalaya (GoM)

Review and Research of Education Sector, Government of Meghalaya, India (2016-2019)

To undertake a holistic assessment of the education sector in the state, IPE Global was assigned for undertaking a comprehensive review of the sector in Meghalaya. The aim was to improve system-level re-structuring process for both school and higher education.

Key Deliverables

- Developed State Education Policy
- Reviewed curriculum based on SDGs and skills for 21st Century;
- Developed Service Rules of Aided Schools and Aided Colleges;
- Amended Service Rules of Government Schools and Colleges;
- Developed policy for opening of private universities in the State
- Designed fee regulation policy for colleges

Impact

- Established Education Policy for subsequent education reforms and initiatives in the State
- New private educational institutions, ensuring quality and accountability established as per set criteria

British Council

Market Insights Study of the Bilateral Opportunities for the UK and India in Higher Education and Research, India and UK (2020-2021)

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

The key objective of this study was to advise and inform the UK and India 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 to identify priority areas for collaboration between India and the UK. The study considered reform agendas in education and research, system development and joint research areas and partnerships for mutual benefit and development.

FCDO and Ministry of Education, India

Capacity Building Support to Government of India's Rashtriya Madhyamik Shiksha Abhiyan (RMSA), India (2013-2016)

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

IPE Global 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. The scope included providing support in need-based education planning and budgeting, learning levels assessment, teacher management and development, financial management and procurement and data management and use. Technical assistance was also provided to national level apex institutions to strengthen UDISE (national data management system) and conduct National Achievement Surveys (NAS).

USAID

India Exposure Visit (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 IPE Global to organise an exposure visit for delegates of Ministry of Education (MoE), Government of Ethiopia to India. The visit aimed to have the participants 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.

IPE Global supported this exposure visit for a delegation from Ministry of Education (MoE), USAID and AIR to observe good practices in the field of primary education in India. The mission focused on interaction 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.

Government of Ethiopia

Development of a Sector- Wide, Multi-Year Action Plan to Accompany the Education Sector Development Plan (ESDP) 2015/16-2019/20, Ethiopia (2016)

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 targets of the ESDP V are achieved in an effective and efficient manner, with assured accountability. The ESDP V Multi-Year Action Plan (MYAP) provided guidance in the preparation of regional action schemes under Ministry of Education, Universities, TVET, development partner and civic society plans ensuring alignment of budgets with sector priorities.



SKILLS DEVELOPMENT

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

Project Management Consultancy Services for National Programme for Civil Services Capacity Building (NPCSCB) (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. IPE Global is providing its project management expertise to DoPT under various strands and coordinating with key stakeholders to ensure seamless delivery of this nationwide project.

Key Deliverables

- Technical support to the Department in areas of Strategy and Policy, technology, content, finance, procurement and contracts management, gender and social safeguard, and competency mapping and planning
- End to end support in operationalization of a Special Purpose Vehicle for implementing the iGOT platform
- Assisting in review and implementation of Capacity Building Plans for DoPT and support to other departments
- Overall monitoring support for the program as per identified benchmarks
- Leading outreach activities to sensitize various departments on iGOT

Intended 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 democratized approach
- Right person at the right job based on acquired domain knowledge, functional skills and behaviour

Puducherry Skill Development Society, Labour Department, Government of Puducherry, and The World Bank

Project Management Unit for effective Implementation and Monitoring of Skills Acquisition and Knowledge Awareness for Livelihood (SANKALP) Scheme and other skill related initiatives, Puducherry, India (2022-24)

Puducherry Skill Development Society (PSDS) commissioned IPE Global to assist the Government of Puducherry in the identification of prevailing challenges and provide support to strengthen the planning and effective implementation of skills development programs in the U.T. of Puducherry.

Key Deliverables

- Designed and developed a comprehensive framework for monitoring of SANKALP
- Capacity building of district skill experts and other staff
- Youth aspiration and job market studies
- Awareness campaigns, job fairs and apprenticeship drives in schools and colleges
- Industry-institute linkages
- Women-centric job drives and skill development programs for PwD and vulnerable groups organized

Intended Impact

- Covered 5,000+ youth across different training centres, ITIs and educational institutions.
- Improved quality and relevance of skill development programs
- Bridged demand and supply gaps in skills
- Strengthened Information, Education & Communication of skill development schemes
- Industry institutional collaboration via CoEs

Himachal Pradesh Kaushal Vikas Nigam (HPKVN) and the Asian Development Bank (ADB)

Monitoring and Evaluation Consulting Firm for Himachal Pradesh Skill Development Project (HPSDP), Himachal Pradesh, India (2018-24)

ADB through the Himachal Pradesh Skill Development Project (HPSDP) is assisting Government of HP in providing market-relevant and quality Technical & Vocational Education and Training (TVET) opportunities to the youth and preparing them for the changing needs of the labour market. IPE is deployed as a Monitoring & Evaluation (M&E) firm for this project to contribute to the State's overall development and prosperity by creating a pool of skilled workforce in the state equipped with market-relevant skills. IPE is covering 50,000+ youth and 500+ employers while conducting labour market analysis, baseline studies, tracer study and skill gap study under the project in Himachal Pradesh.

Key Deliverables

- M&E framework to track project components
- Baseline research, impact assessments & tracer surveys
- Skill-gap analysis design and implementation
- Periodic project monitoring and capacity building
- Conducting center inspections, and monitoring the project progress for RLC, CLC, VTPs, ITIs, and Colleges in the state

Intended Impact

- 1,00,000+ youth enrolled in vocational trainings
- 110+ MoUs with ITIs, SSCs and national institutes for specialized training
- 27 skilling and livelihood centres established
- Equipment upgraded in 29 trades across 64 ITIs

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

Consulting Services for “Skill Gap Study” Under DDU-GKY (2023-24)

Jharkhand State Livelihood Promotion Society (JSLPS) has partnered with IPE Global Limited for conducting a “SKILL GAP ANALYSIS” under Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) in all 24 districts of Jharkhand. The study aims 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 entrant and existing but unskilled/semiskilled workforce.

Key Deliverables

- Survey more than 9,000 stakeholders including employers, youth, industry associations, VTPs, colleges, labour union, and state and district government departments
- Assessing the skill demand, industry requirements, and emerging skills
- Assessing skill supply, job trends, & wages
- Mapping international opportunities for youth
- Addressing the current and future manpower requirements of the industry

Intended Impact

- Enhanced employability of youth in the state
- Strengthened TVET ecosystem in the state
- Sustainability of skilling ecosystem
- Improved Skilled manpower availability as per industry requirements
- Youth ready as per requirement of Industry 4.0

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

Managed Services Operating Partner (MSOP) for Industry Linkage- Captive Placement under Supporting Human Capital Development in Meghalaya (SHCDM), India (2019-2020)

The ADB collaborated with Govt. of Meghalaya to enhance secondary education and vocational training, aiming to equip graduates with better skills for employment opportunities. The project aimed 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 with leading companies and across various cities in India. Additionally, market-oriented guidance was provided 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 and National Skills Development Cooperation Limited (NSDC), Ministry of Skill Development and Entrepreneurship (MSDE), Government of India

Conducting Baseline for State Incentive Grant under Skills Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP), India (2018-2019)

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

IPE Global 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.



Uttarakhand State Rural Livelihood Mission (USRLM), Department of Rural Development, Government of Uttarakhand and The World Bank Funded

Technical Support Agency under Deen Dayal Upadhaya Grameen Kaushalya Yojana (DDU-GKY), Uttarakhand (2017-2019)

Deen Dayal Upadhaya Grameen Kaushalya Yojana (DDU-GKY), a flagship program of the Ministry of Rural Development (MoRD), Government of India (GoI) aimed at improving 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 employability of youth and emphasizes 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 the implementation of DDU-GKY, in the state of Uttarakhand, India.

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

National Skills Development Cooperation Limited (NSDC), Ministry of Skill Development and Entrepreneurship, Government of India

Developing an Impact Evaluation Framework and conducting Impact Evaluation of PMKVY 2.0 (2018)

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) was a short-term training cum skill certification scheme launched under 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 with an aim to provide skill training to youth across the country, enabling them to secure employment and PMKVY 2.0 was launched in 2016 to train 10 million youth over four years (2016-2020) with increased emphasis on market-relevant skills. To understand the impact of these trainings, an impact evaluation program was undertaken.

IPE Global 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 and 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.



Monitoring, Evaluation and Learning services for the Premier League Primary Stars (PLPS) pilot, India (2023-24)

Premier League Primary Stars aims 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. IPE Global has been selected to provide MEL services for the program in Odisha, one of the pilot States for PLPS in India. The program focuses on engaging approaches for sessions on PE (Physical Education) and PSHE (Personal, Social, Health, Economic) education for holistic development. The MEL tools 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
- Baseline, midline, and endline data collection tools including questionnaire, personal interviews and observation schedule.
- Data analysis and findings highlighted in baseline, midline, endline reports.
- Highlighted enablers and barriers towards PLPS outcomes
- Mapped stakeholder matrix.

Intended Impact

- The intervention directly trained about 60 PE and primary teachers and aims to ultimately influence approximately 75,000+ primary and secondary school teachers across all 30 districts in Odisha
- Reaching approximately 10,000 students to promote engagement and leadership through sports for educational development



Sports and Youth Services Department, Government of Odisha**Project Management Unit (PMU) for organization of Hockey World Cup 2018**

The Sports and Youth Services Department, Government of Odisha, entrusted Grant Thornton India LLP and IPE Global as a consortium to establish a PMU for orchestrating the prestigious Hockey World Cup 2018 in Bhubaneswar. This project aimed to deliver a world-class sporting event and elevate the sports infrastructure of Odisha. Through meticulous planning, effective governance, and stakeholder engagement, IPE Global Limited 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 International Hockey Federation and Hockey India.
- Prepared weekly action plan and monitoring indicators.
- Impact Analysis and documentation of the entire event.

Intended Impact

- Successfully organized Hockey World Cup, highlighting an international benchmark event in excellence in sports









Expanding Horizons. Enriching Lives.

Making Development a Ground Reality

IPE Global is the largest international development consulting firm in South Asia that partners with governments, businesses, and leaders to deliver scalable and sustainable solutions. Over the last 25 years, IPE Global has successfully implemented projects in over 100 countries. Focusing on **human development, inclusive growth & resilience**, and **good governance**, we create value for clients and communities to achieve economic growth & social equity by offering a range of integrated, innovative, and high-quality consulting services across various sectors.

We are an ISO certified organisation with a focus on quality and integrity to empower growth and drive positive change in the development space.

Global Expertise. **Applied Locally**

Headquartered in India with five international offices in Bangladesh, Ethiopia, Kenya, Philippines, and United Kingdom, we have been creating a lasting impact through our tailor-made solutions for over two decades.

100+

Countries

1200+

Global Team

1200+

Projects Delivered

600 M+

People Reached

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