

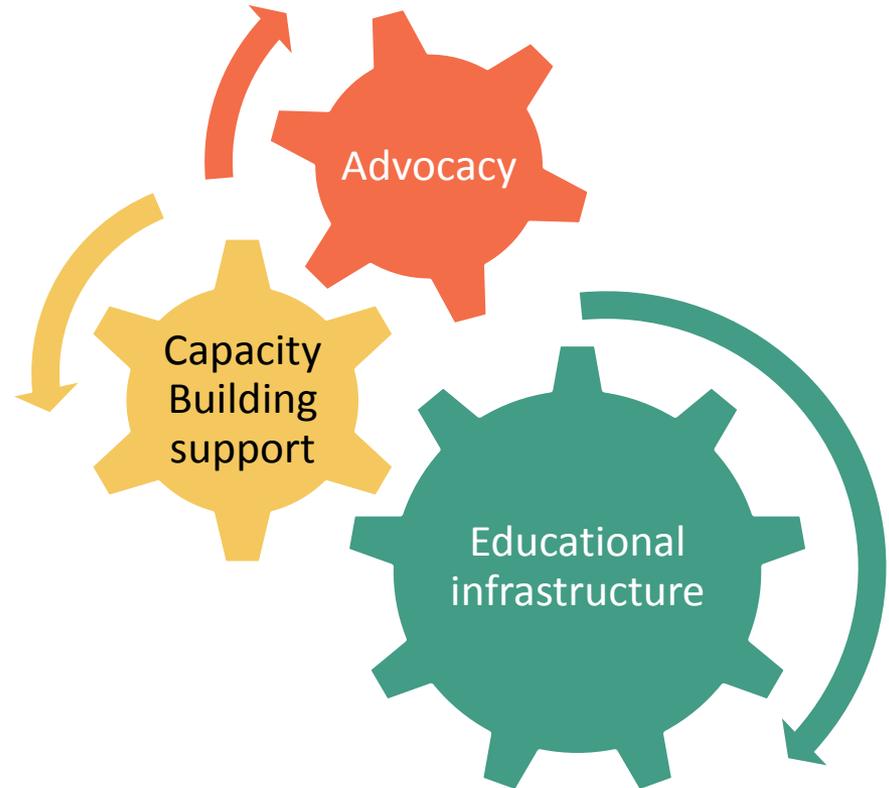




With the intent to **'light up'** night schools and to help youth **'learn while they earn'**, Masoom established the Night School Transformation Program (NSTP) in 2008

The program followed a **three-pronged model** to achieve its aim to empower youth by supporting their education through night schools:

- Provide educational infrastructure
- Support capacity building support
- Advocacy to get the government to take more responsibility of the night schools



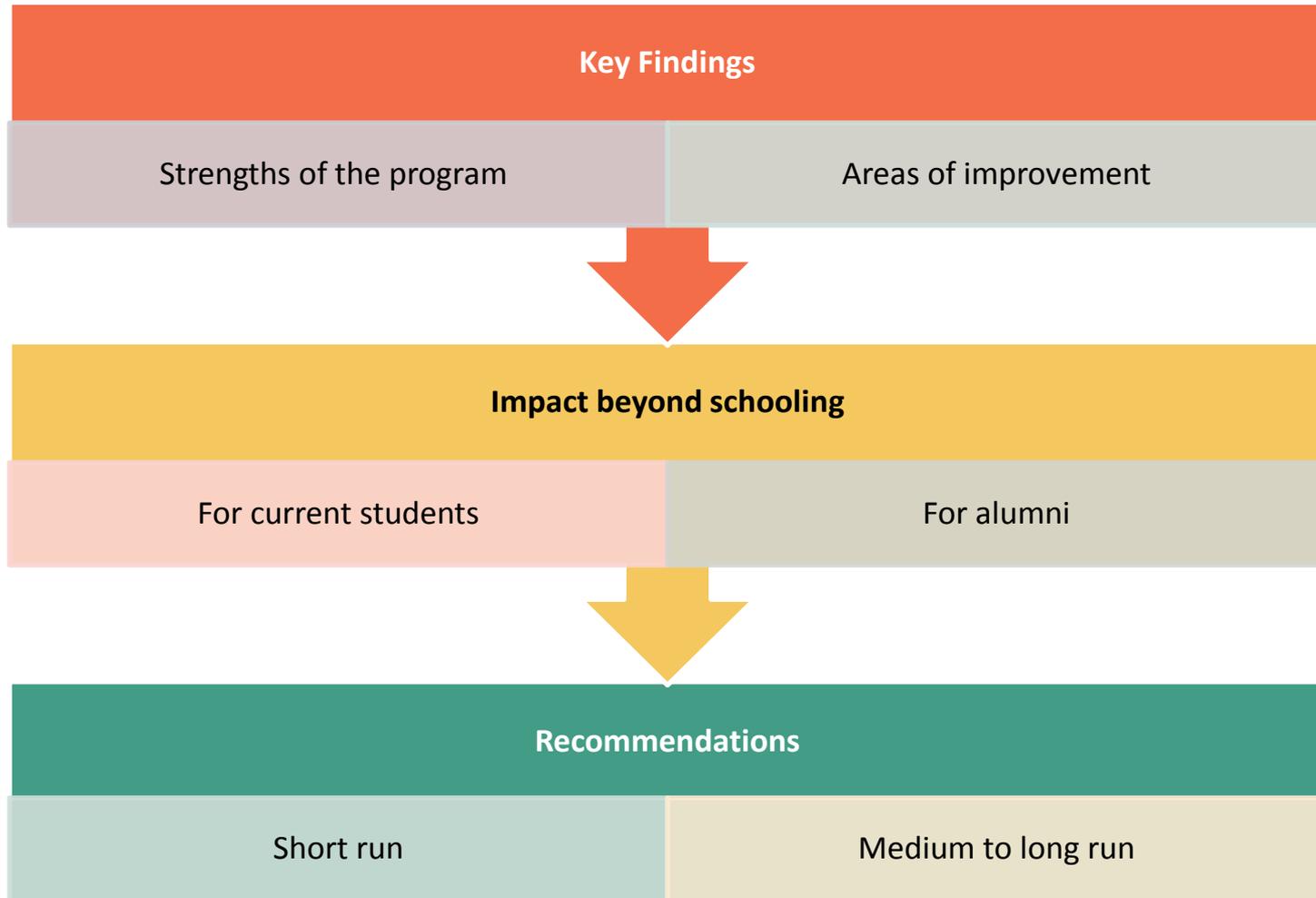
Masoom commissioned Samhita to conduct a third party evaluation of its program to assess impact of the NSTP



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# Impact evaluation of The Night School Transformation Program

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# Key findings

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# Strengths and areas of improvement for NSTP



## Strengths of NSTP

**Encouraging enrolment through enrolment drives**

**Provision of inputs – meals and materials**

**HM's buy-in and mentorship to school**

**SSC pass rate improvement plan**

**Trustee involvement**

**Regular monitoring and supervision through dedicated project managers**

## Areas of improvement for NSTP

**Ensuring regular attendance**

**Boosting take-up of bridge course**

**SMDC strengthening**

**The burden on project managers**



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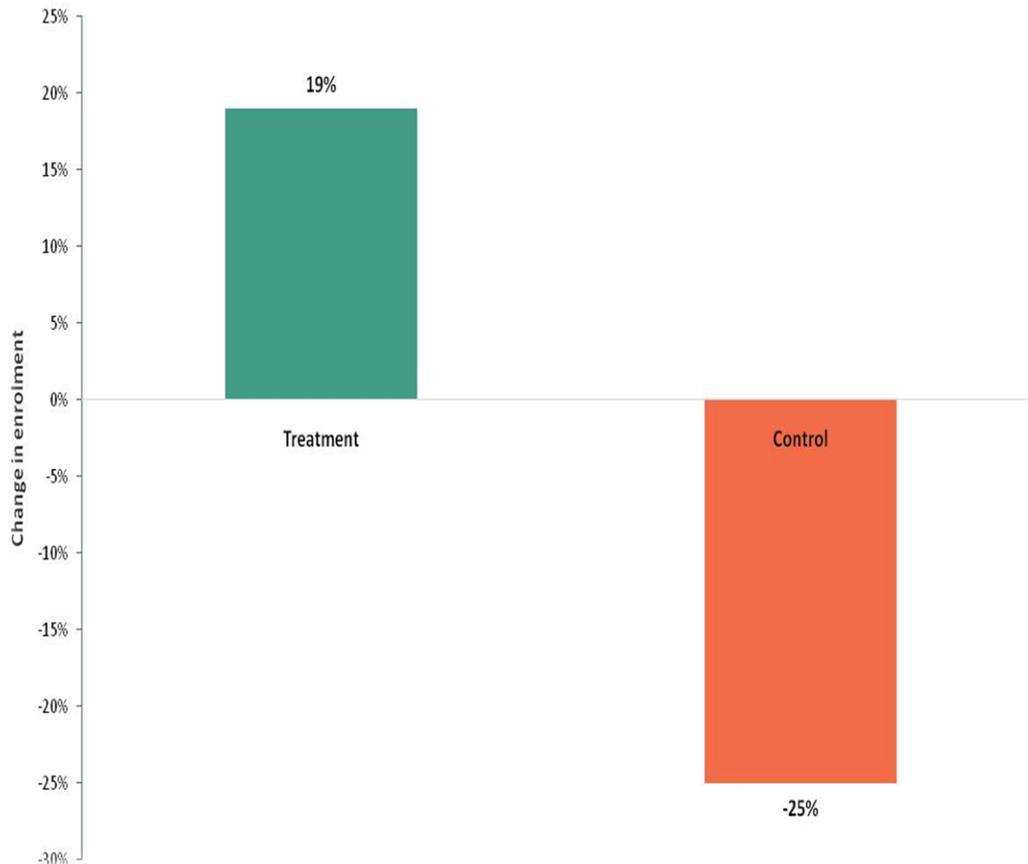
## **Strengths of the program**

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# Encouraging enrolment through enrolment drives

Falling enrolment plagues most nigh schools in Mumbai. Enrolment figures for 9 treatment schools improved by 19% overall between 2013-14 and 2014-15, significantly better than control schools (-25%).

Treatment schools have been more successful in increasing enrolment in 2014-2015



## Reasons for improvements

At least five principals pointed out that the enrolment drive efforts undertaken by Masoom helped to boost the numbers.

As reported by a principal –

“If Masoom had not implemented its enrolment drive, the enrolment rates of the students would have dropped drastically”



# Provision of inputs- meals and materials



Provision of infrastructure and meals were found to be the pillars of the program. All principals reported that the provision of these inputs greatly improved the attendance rates in treatment schools

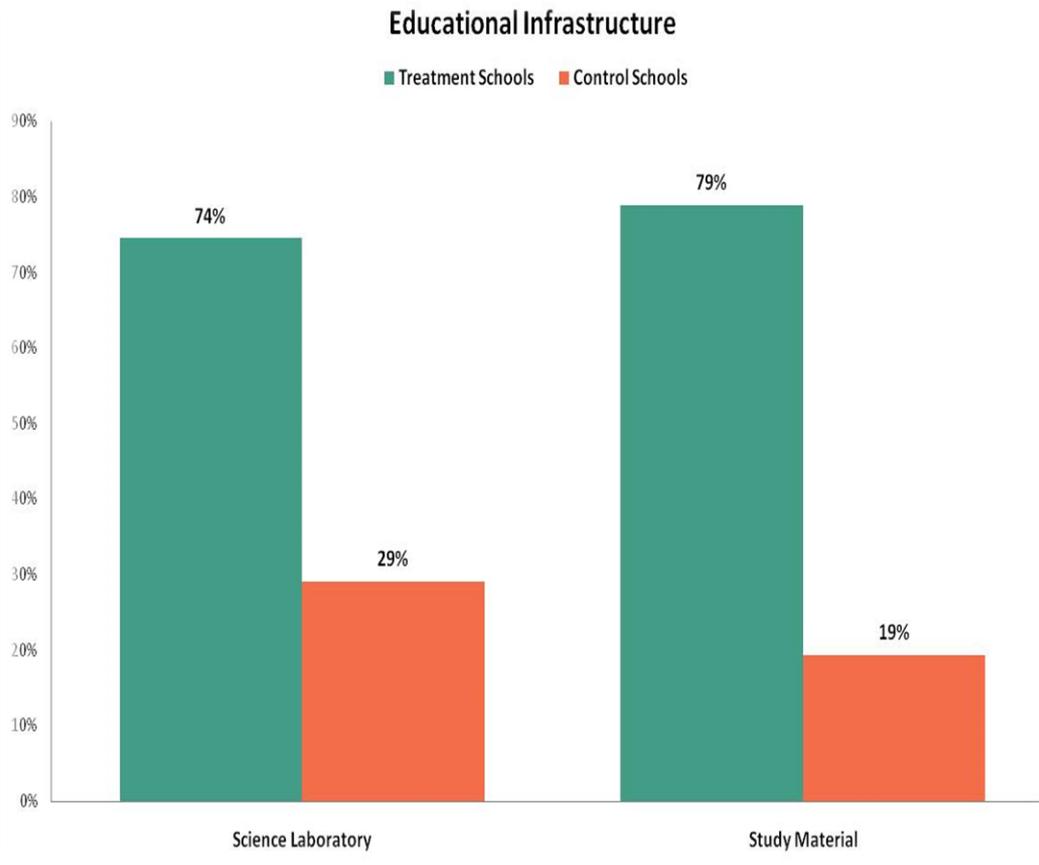
Treatment schools had significantly higher science labs and study material compared to control schools

## Provision of meals

Distributing snacks and meals served as a great motivating factor to attend schools for working students

According to the principal from Ahilya night school:

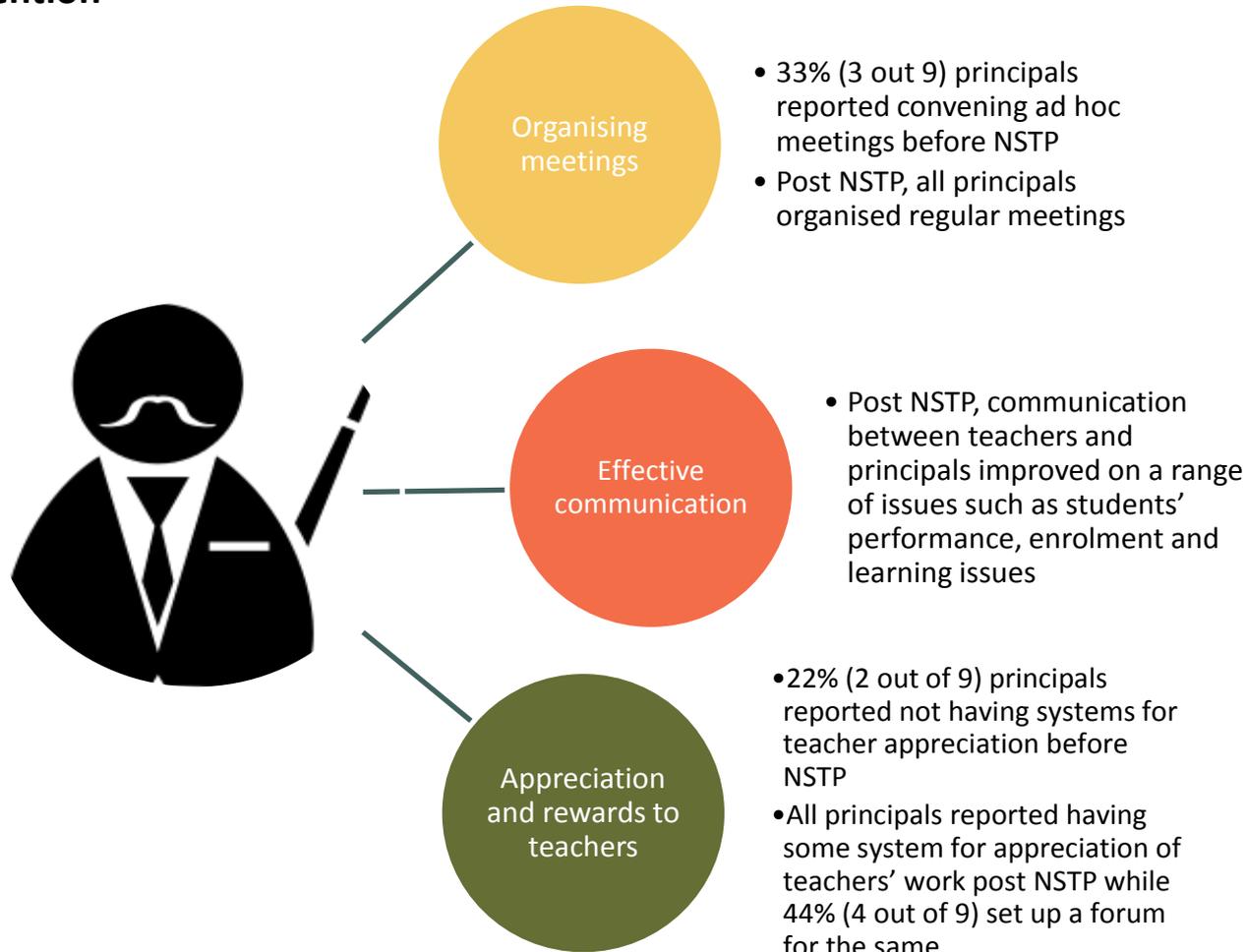
*"...Nutrition especially has enabled children concentrate in classes since they come directly from work and are hungry. They have become less restless in classes..."*



# HM's buy-in and mentorship to the schools



From qualitative information gathered from program managers, head masters were poised as a major strength for the program, acting as a liaison between the program staff and the teachers to ensure effective intervention



# SSC Improvement Plan



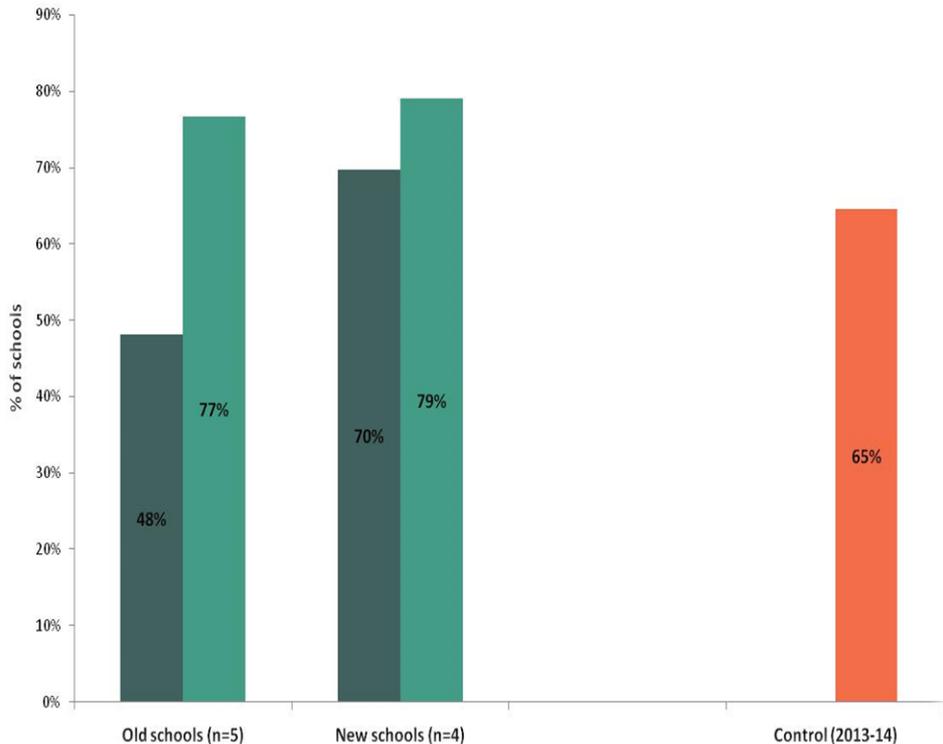
**SSC Improvement plan was instrumental in improving the SSC results for the treatment schools significantly and also enabled better results for all Masoom adopted schools (including non-TMF)**

## For sampled schools

Treatment schools have seen big improvements in pass percentages post the NSTP and performed than the control schools

Change in SSC pass rates since adoption by Masoom

■ Before adoption ■ After adoption (2013-14)

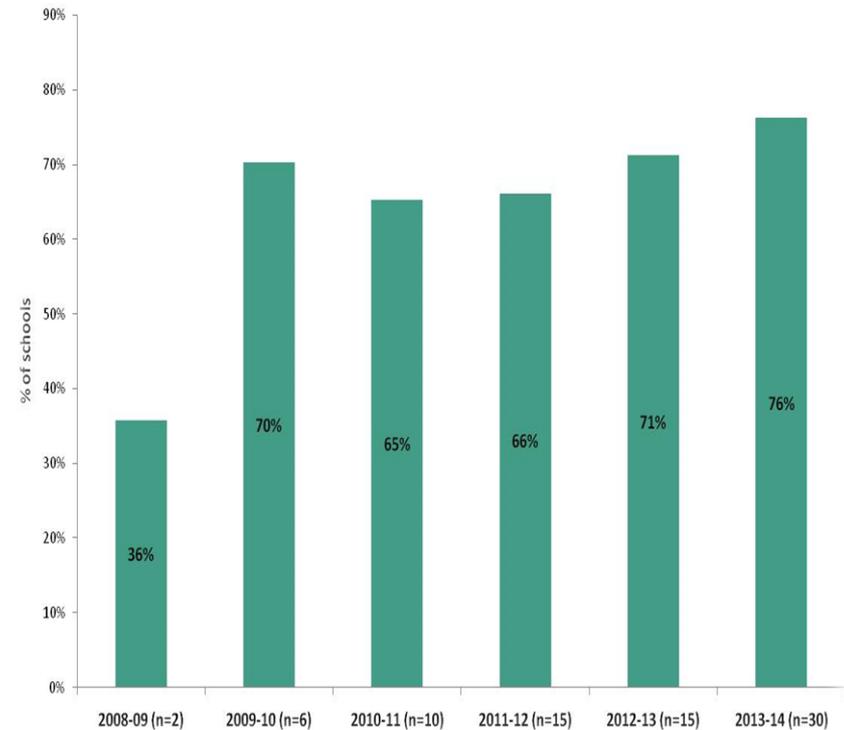


## For all 30 schools

There has been a significant improvement in SSC pass rates from 2008-09 to 2013-14

SSC pass rates as an average across all schools

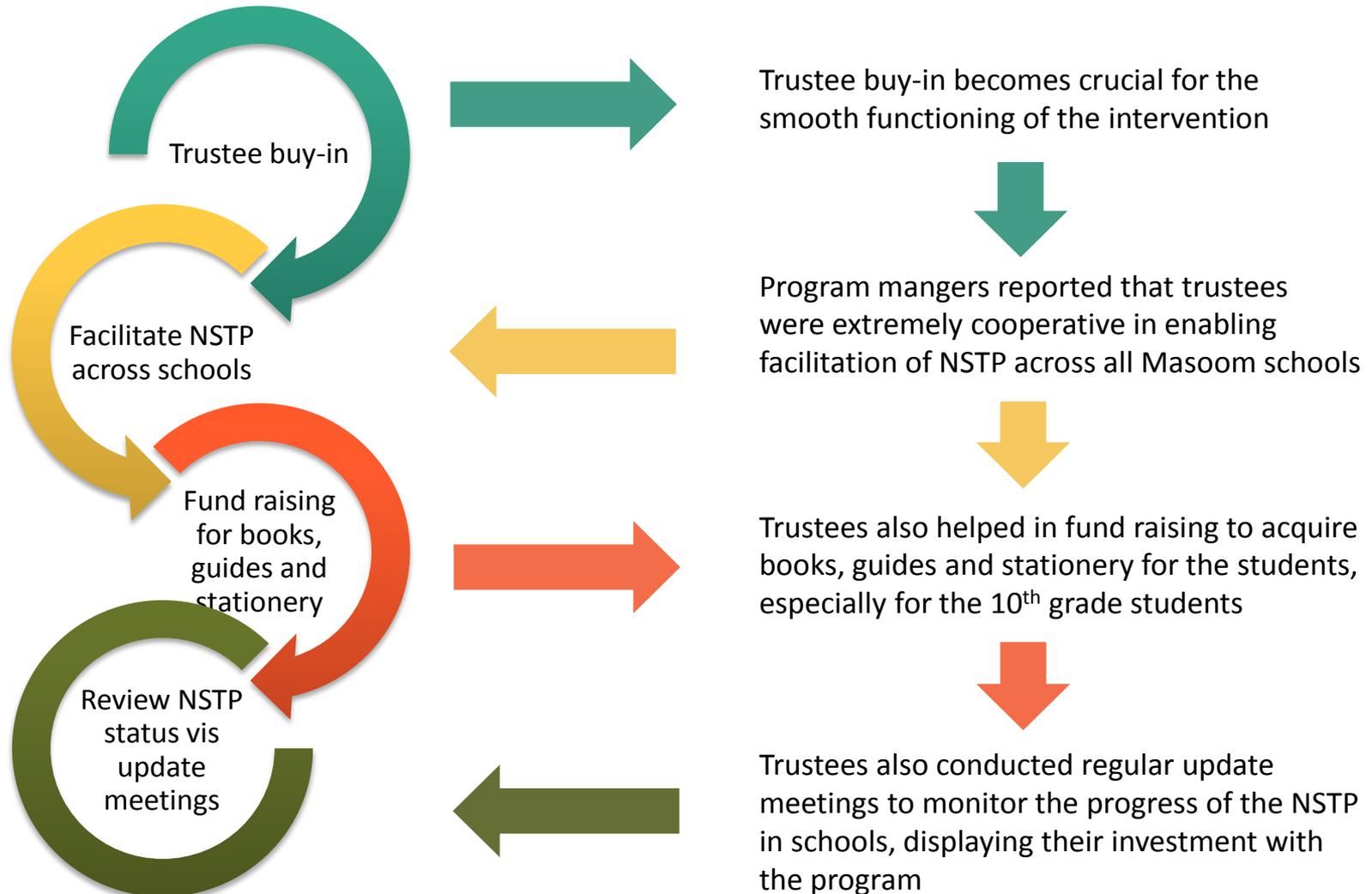
■ Average across all schools



# Trustee Involvement



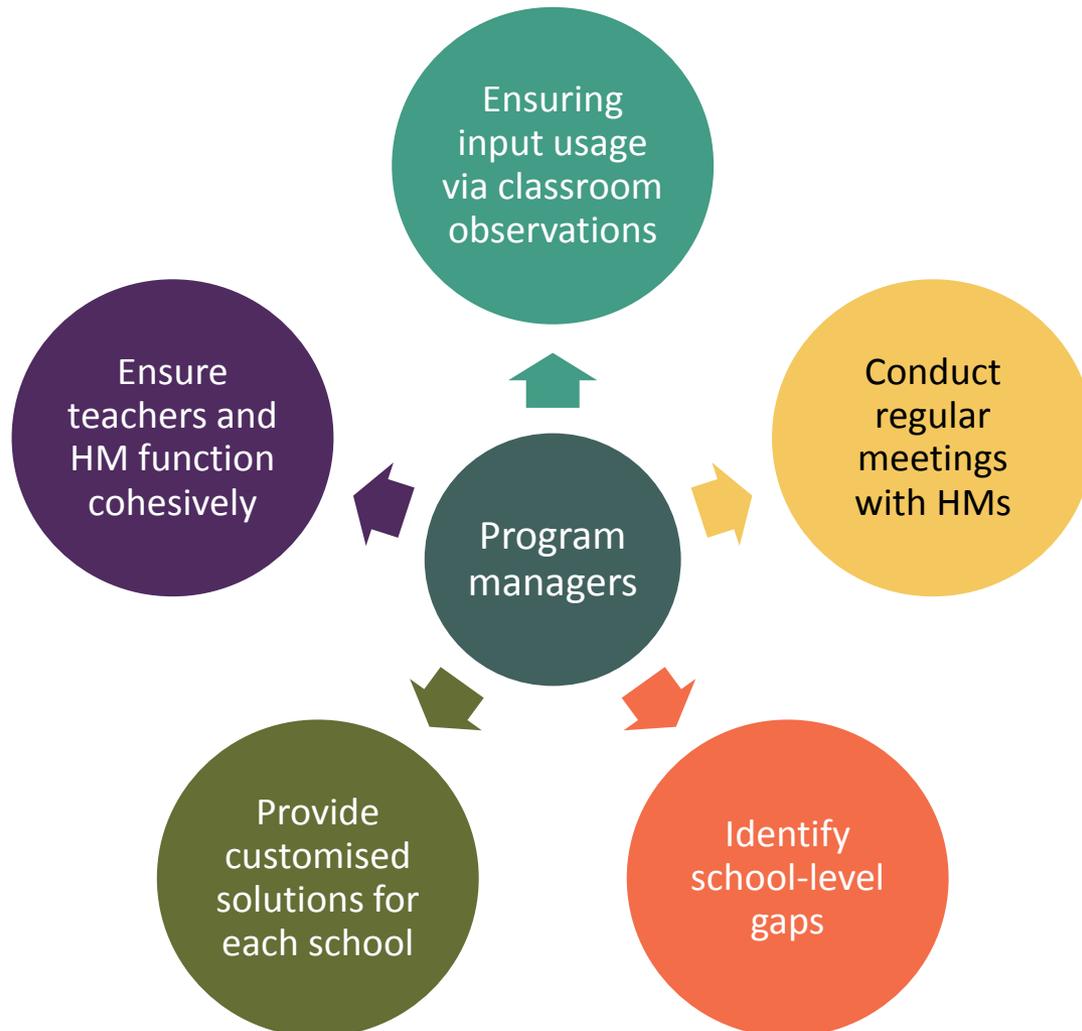
**Securing buy-in from trustees is a critical part of the program since it creates ownership of the initiative at the top of the system and this was achieved successfully by Masoom**



# Regular monitoring and supervision



**Program managers act as liaison between the school and Masoom and ensure the smooth functioning of NSTP at their respective schools**



## **Program manager:**

...we basically help schools improve in the grading ladder in different ways. We initiate and take a lot of efforts that are varied for each school under our purview as each school is different...



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## **Areas of improvement**

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# Ensuring regular attendance



**A focused approach on retaining students throughout the year (especially during festival seasons) through diligent follow-ups may help in improving attendance**

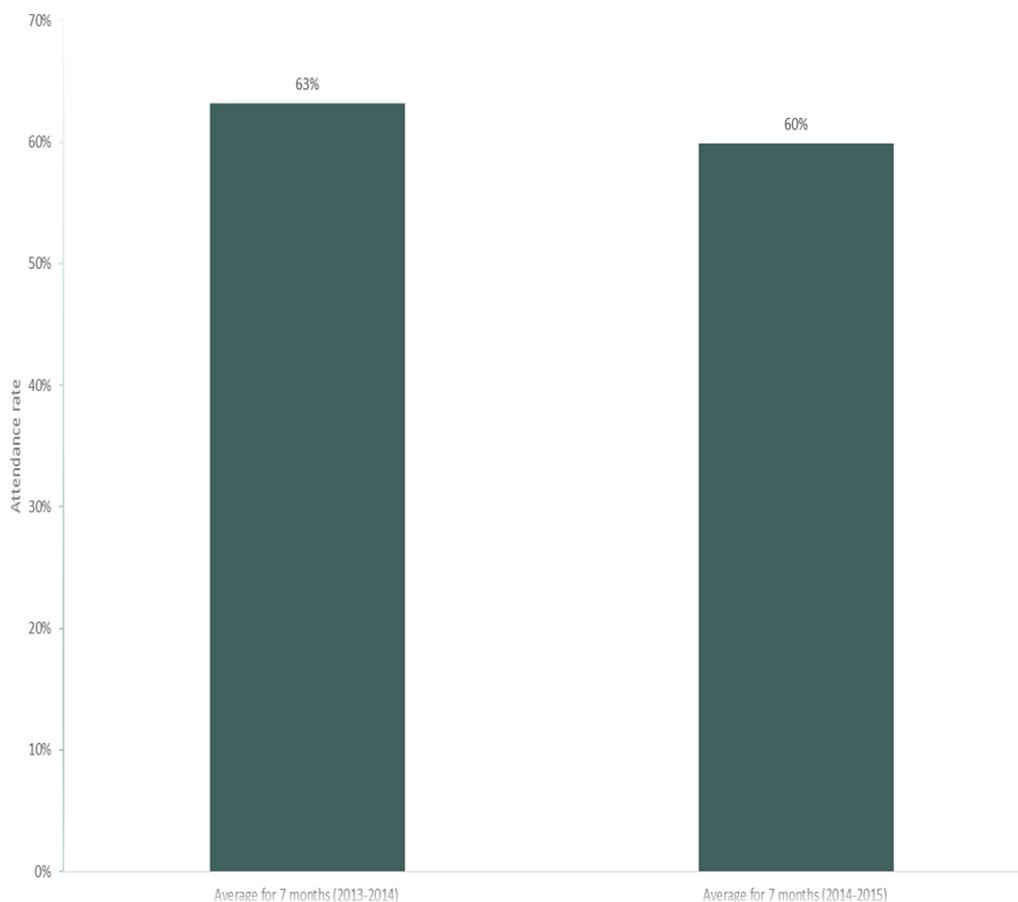
## Findings for 9 schools

Overall, attendance for sampled schools declined by 3 percentage points, taken as an average of 7 months between 2013-14 and 2014-15

## Findings for 30 schools

- Average attendance was 65%
- Masoom's internal data shows a marginal **improvement of 2 percentage points** in attendance rates from 2013-14 to 2014-15
- **Disparity between 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> rates** - 10<sup>th</sup> standard attendance better than the 8<sup>th</sup> and 9<sup>th</sup> standard in both years by at least 14 percentage points

Average attendance rate has declined by 3 percentage points



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# Boosting take-up of bridge course



**Suggestion to implement bridge course for all grades and ensure all students are undertaking the course**



Bridge course take-up low for sample schools at 34%.  
None of the control schools had a similar course



For all 30 schools (including non-TMF) take-up was  
found to be lower at 24% of the total enrolled in 8<sup>th</sup>  
and 9<sup>th</sup> grades



Biggest utility of the course was helping students  
cope with the school term



**Recommendation to involve more alumni as part of the SMDC rather than the guardians as the former may be able to connect better to schools**

## **SMDCs in treatment schools**

- All treatment schools had constituted SMDCs while control schools admitted to having SMDCs only on paper

## **Contribution to funds and school development plan**

- Less than 50% of the members were contributing to the books and stationery fund while only 43% contributed to the school development plan

## **Not yet a committee in functioning**

- The SMDC members were contributing in their individual capacity and not as a cohesive unit, probably owing to SMDCs' infancy

# Burden on program managers



**Suggestion to reduce the number of schools under per program manager and contract external partners to conduct life skill sessions**

## Number of schools per manager

- 5 schools per manager makes it difficult to manager all schools effectively owing to festivals, holidays, changing schedules, etc

## Extra responsibilities

- Additional responsibilities such as life skill sessions and donor visits takes away from monitoring and hampers program manager's schedules for their school



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## **Impact beyond schooling**

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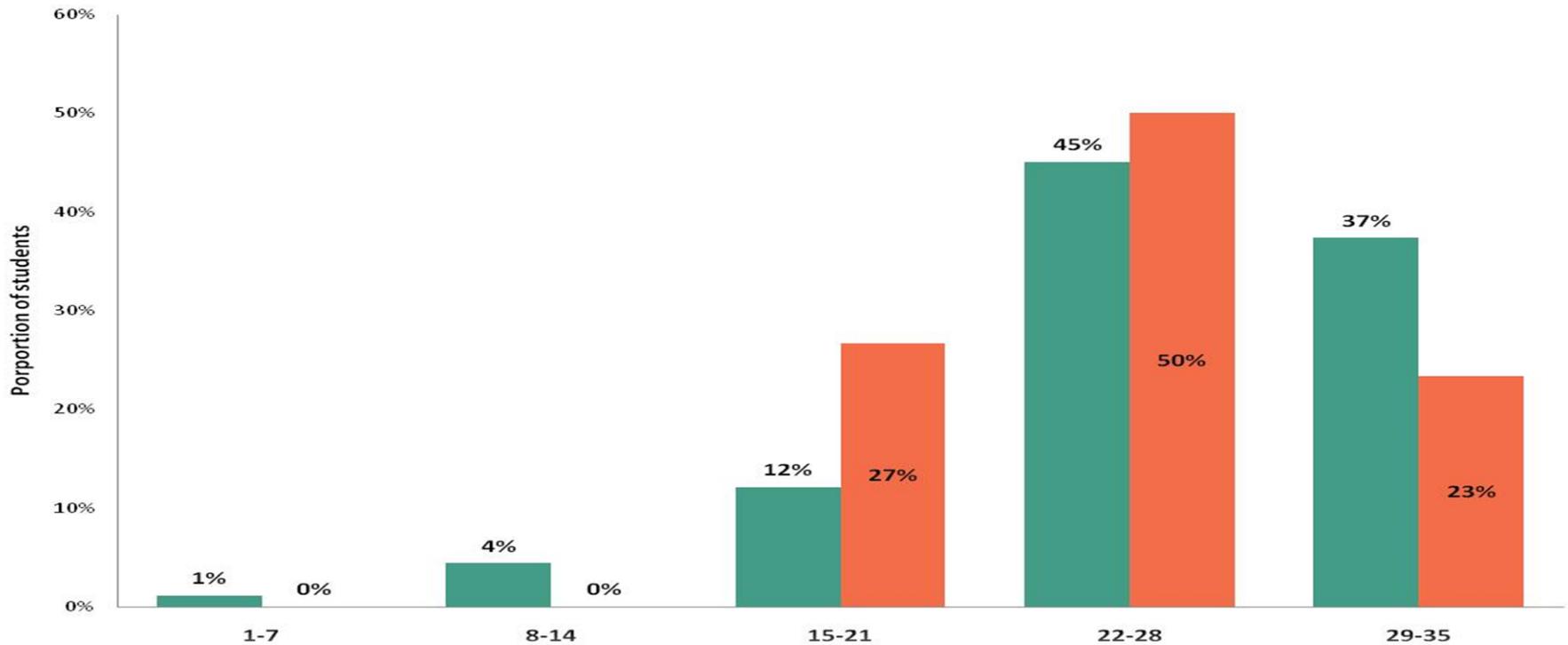
# For current students



**Pilot life skill sessions conducted in 2 of the sample schools and career counselling sessions could have positively contributed to students' self-esteem being higher in treatment schools as compared to students from control schools**

**Self-esteem among students**

■ Treatment Schools ■ Control Schools



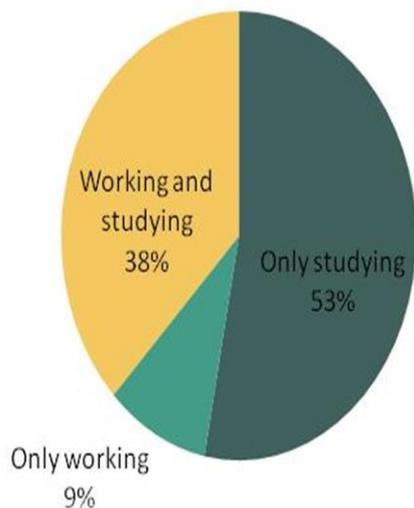
**37% of students in treatment schools scored 29 or more points thus reporting extremely high self esteem, compared to 23% in control school.**



## Goal and target setting

- 72% (23 of the 32 alumni) interviewed reported to having goals for their future, while 28% did not have any goals
- 61% (14 out of 23) were on track to achieving their goals while 39% (9 out of 23) were not owing to delayed processes (for government jobs), or because realization of goals would take years.

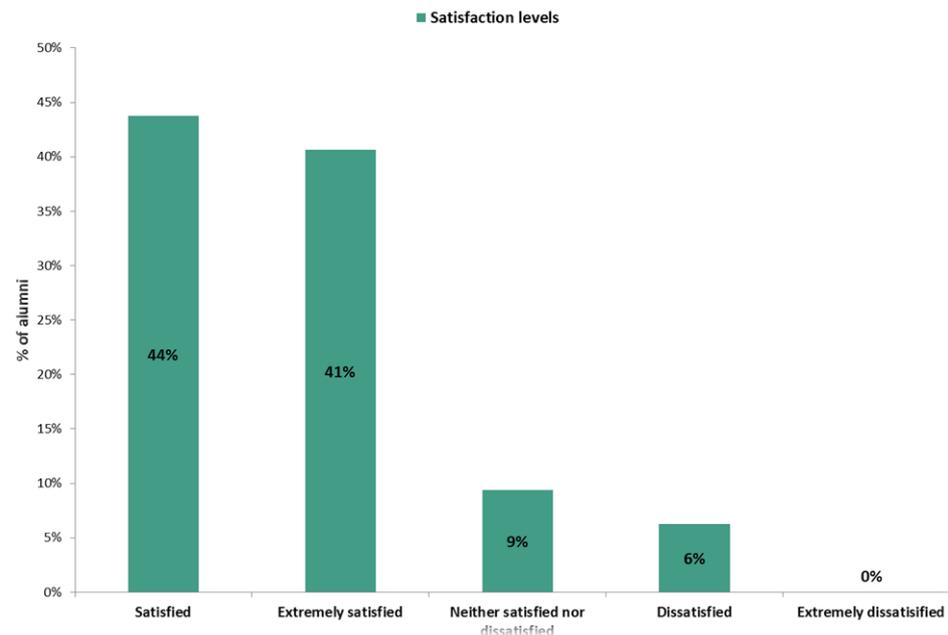
## A majority of the alumni were pursuing further studies



## Satisfaction with life post NSTP

*... Had failed in Math in 1994...later did a water maintenance job at BMC but did not get any good money because of tenth fail...then started studying...passed and now getting better salary...*  
**- Alumni from Adarsh school**

Distribution of alumni based on self reported satisfaction levels





## Short run

- **Streamline the objectives** of the program and define 4-5 key outcome indicators (a theory of change can be helpful)
- Consistent and constant communication to the schools to reinforce the objectives of **building capacity of the school and bringing self reliance**
- **Strengthen the SMDC components**, consider focusing on empowering alumni more than parents
- **Reduce the burden on project managers** by partnering with external partners for relevant aspects such as career counseling and life skill sessions and by reducing the no. of schools per manager
- **Bridge course for all** students who join and not just for 8<sup>th</sup> and 9th standards
- **Attendance** need to be a focus areas and not just for the 10th standard students

## Medium to long run

- **Pedagogical initiatives** should be well thought out. Study how aspects from adult literacy programs can be built to deliver the existing curriculum. Commission trainings on behavioural adjustments for teachers, have in-classroom training sessions to help the teachers and reduce the time spent out of the classroom for these teachers
- **Advocacy campaign** with the HVA to reduce the gaps between day and night schools particularly with aspects such as not allowing night schools to put up displays in classroom

# THANK YOU



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