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EDUCATE TO EMPOWER

Transforming Classrooms, Building
Confident and Aspirational Learners

EXECUTIVE SUMMARY

The Educate to Empower initiative was implemented across five partner schools Raza Excellent English School, Raza Ek Kasam School Ki Oar, Raje Raghuji Nagar Madhyamik Vidyalay, CSS NAM Girls High School, and Nachiketa Tapovan. The programme aimed to strengthen teaching quality, enhance student engagement, reduce fear of core subjects, and build future aspirations through teacher support, interactive pedagogy, learning materials, scholarships, and STEM exposure.

The Endline Assessment used qualitative methods—including student focus group discussions, teacher interviews, and parent consultations—to understand behavioural, pedagogical, and aspirational changes resulting from the intervention. Across all five schools, the programme has contributed to measurable transformation in teaching practices, classroom culture, and student confidence.

Programme Focus

| Teacher Support | Experiential Learning | STEM Exposure | Scholarships | Student Engagement |

IMPACT HIGHLIGHTS

Stronger Teaching Quality	Teacher salary support and capacity building improved teacher motivation, punctuality, and structured lesson planning.
Interactive Classrooms	Teaching practices shifted from lecture-based instruction to experiential learning, including experiments, discussions, and digital tools.
Reduced Fear of Mathematics and Science	Students reported increased comfort asking questions and attempting problem-solving.
Increased Student Engagement	Learning materials and interactive sessions improved attendance, preparedness, and participation.
Stronger Career Aspirations	Students now articulate clear ambitions including medicine, engineering, civil services, and research careers.
Reduced school drop outs	Lower risk of school dropout due to economic constraints

1. Programme Overview: Education as a Catalyst for Opportunity

Education remains one of the most powerful pathways for breaking cycles of poverty and creating long-term social mobility. However, many students in underserved communities face barriers including limited access to quality teaching, lack of learning resources, and financial constraints. Despite progress in expanding education access in India, many students from underserved communities continue to face barriers including limited access to quality teaching, lack of learning resources, financial constraints, and limited exposure to career pathways.

The Educate to Empower initiative was designed to address these challenges through a holistic approach that strengthens teaching quality, learning environments, and student aspirations. GlobalLogic supported education initiatives played a transformative role by strengthening learning ecosystems rather than only infrastructure.

School Transformation Ecosystem created by the program

TEACHERS
- ↑ Motivation
- ↑ Lesson Planning
- ↑ Interactive Teaching

CLASSROOM
- ↑ Participation
- ↑ Experiments
- ↑ Concept Learning

STUDENTS
- ↑ Confidence
- ↑ Discipline
- ↑ Attendance
- ↑ Career Aspirations

HOUSEHOLDS
- ↑ Support for education
- ↓ Dropout risk

INDICATOR	VALUE
Schools Covered	5
Students Reached	2933
Total Girls	1758
Total Boys	1175
Teachers Supported	34
Non-teaching staff supported	11
Dropout students back to school	85
Average attendance of students	86%
Counselling session	321
Students provided with Scholarships	9

2. OBJECTIVES OF THE ENDLINE ASSESSMENT

The endline assessment aimed to evaluate the outcomes of the programme across five key dimensions:

1. To assess improvements in student understanding, participation, confidence, and reduction in fear of core subjects.

2. To examine shifts in teaching methods, lesson planning practices, and classroom interaction patterns.

3. To understand how salary support and training influenced teacher motivation, regularity, and professional engagement.

4. To evaluate how financial and material support influenced attendance, learning continuity, and academic focus.

5. To examine whether exposure to STEM learning and mentorship strengthened career aspirations among students.

3. METHODOLOGY

The endline assessment adopted a qualitative outcome evaluation approach to capture deeper changes in classroom practices, student behaviour, and learning experiences generated by the programme. While the baseline assessment relied on structured quantitative surveys to establish measurable benchmarks on student attitudes and behaviours, the endline focused on understanding how and why these changes occurred within the school environment.

Many programme outcomes—such as student confidence, classroom participation, teacher motivation, and shifts in teaching practices—are behavioural and experiential in nature and are therefore best captured through qualitative inquiry.

Qualitative assessment allows stakeholders to describe their experiences, perceptions, and observed changes in their own words, providing richer insights into programme influence on classroom dynamics and student learning environments.

Qualitative Data Collection Tools

- Student Focus Group Discussions (FGDs) with students from Classes 8–10 to understand changes in classroom engagement, confidence, learning practices, and career aspirations.
- In-depth Interviews with Teachers to assess shifts in teaching practices, lesson planning, classroom management, and perceptions of student engagement.
- Teacher Training Reflection Discussions to gather feedback on pedagogical changes and adoption of interactive teaching methods.
- Scholarship Beneficiary Case Studies to document the role of financial support in improving educational continuity and student motivation.

Data Analysis and Validation

All qualitative data were analysed using thematic analysis, where responses from different stakeholder groups were systematically reviewed to identify recurring patterns, key insights, and emerging themes. By combining baseline quantitative benchmarks with endline qualitative insights, the evaluation provides a comprehensive understanding of both measurable trends and experiential programme impact, enabling a more holistic assessment of how the intervention has influenced teaching practices, student engagement, and the overall learning environment.

Key Thematic Areas Explored

- Student confidence and classroom participation
- Adoption of interactive and experiential teaching practices
- Changes in student learning behaviour and discipline
- Reduction in fear toward Mathematics and Science
- Impact of scholarship support on educational continuity
- Emerging student aspirations and career orientation

4. KEY PROGRAM INTERVENTION

Teacher Support	Teaching Transformation	Student Empowerment
• Salary stability • Professional motivation	• Interactive pedagogy • Experiential learning	• Learning materials • Scholarships • Behaviour change sessions

5. Key Programme Outcomes: Building a Scalable Model for School Transformation

The Educate to Empower programme demonstrates how targeted investments in teachers, learning practices, and student support can generate measurable improvements in classroom environments and student behaviour.

- Programme Investment
- Teacher Salary Support
- Learning Materials
- Scholarships
- BCC Sessions

- Teacher Motivation
- Improved attendance & commitment

- Interactive Teaching
- Group discussions
- Experiments
- Activity-based learning

- Student Engagement
- Confidence
- Participation
- Reduced fear of subjects

- Long-Term Outcomes
- Educational continuity
- Career aspirations

5.1 Strengthening Teacher Motivation: The Foundation of Classroom Change

One of the most significant outcomes of the programme was the improvement in teacher motivation and professional commitment through targeted salary support. Financial stability enabled teachers to focus more fully on their core teaching responsibilities and strengthened their emotional connection with the schools. Teachers across all five schools reported:

• Improved punctuality and regular attendance
• Greater institutional commitment
• Increased time devoted to lesson planning
• Stronger accountability toward student learning outcomes

Investing in teacher stability is one of the most effective ways to improve classroom quality in low-resource schools.

5.2 Transforming Classrooms Through Interactive Learning

With strengthened teacher support and pedagogical guidance, classrooms across the five schools shifted from traditional lecture-based teaching toward interactive and experiential learning environments. Teachers now regularly incorporate:

• Group discussions and peer learning
• Activity-based worksheets
• Hands-on science experiments
• Digital learning tools and animations
• Real-life problem-solving examples

5.3 Strengthening Instruction Through Structured Lesson Planning

Teachers also reported significant improvements in their lesson planning and classroom assessment practices. The programme encouraged teachers to adopt more structured and outcome-oriented teaching strategies. Key improvements include:

• Clearly defined learning objectives
• Integration of activities within lesson plans
• Continuous formative assessments
• Immediate feedback during lessons
• Use of quizzes, worksheets, and oral questioning

These changes indicate a shift from teaching for syllabus completion to teaching for student understanding, improving both instructional quality and learning outcomes.

5.4 Reducing Fear of Mathematics and Science

A major outcome across schools was the reduction in student anxiety toward core subjects, particularly Mathematics and Science. Students reported:

• Greater comfort asking questions in class
• Improved understanding through step-by-step explanations
• Better clarity due to visual tools and experiments
• Increased willingness to attempt difficult problems

Teachers observed that students are now more confident, curious, and engaged, indicating a positive shift in the learning mindset.

5.5 Building Student Confidence and Classroom Participation

Interactive teaching methods created more inclusive learning environments where students felt encouraged to participate. Students reported:

• Increased confidence speaking in class
• Greater participation in discussions and activities
• Higher engagement during lessons
• Improved collaboration with peers

Teachers also noted that previously quiet students are now actively participating, suggesting that the programme is helping create psychologically safe classroom environments.

5.6 Improving Student Preparedness Through Learning Resources

Provision of learning materials such as school bags, books, and academic resources significantly improved students' preparedness for school. Students reported:

• Better organization of study materials
• Improved readiness for classroom activities
• Greater confidence during examinations

Teachers also observed improvements in attendance and participation after students received academic materials.

5.7 Supporting Educational Continuity Through Scholarships

Scholarship support at CSS NAM Girls High School played a crucial role in supporting financially vulnerable students, particularly girls. Parents reported:

• Reduced financial pressure related to schooling
• Increased confidence in supporting daughters' education
• Lower risk of school dropout due to economic constraints

Students also noted that scholarship support allowed them to focus more fully on their studies without financial stress.

5.8 Strengthening Student Aspirations and Career Orientation

Exposure to STEM labs, experiential learning activities, and teacher mentorship helped students develop stronger academic aspirations. Students expressed interest in pursuing careers such as Doctor, Engineer, Scientist, Lawyer, Civil servant, Pilot, Business professional and Fashion designer.

These aspirations reflect growing confidence, ambition, and awareness of future career possibilities.

5.9. Cross-School Impact Insights

Across the five schools, the programme generated transformation at multiple levels. The intervention has influenced teacher behaviour, classroom dynamics, student mindset, and household perceptions toward education.
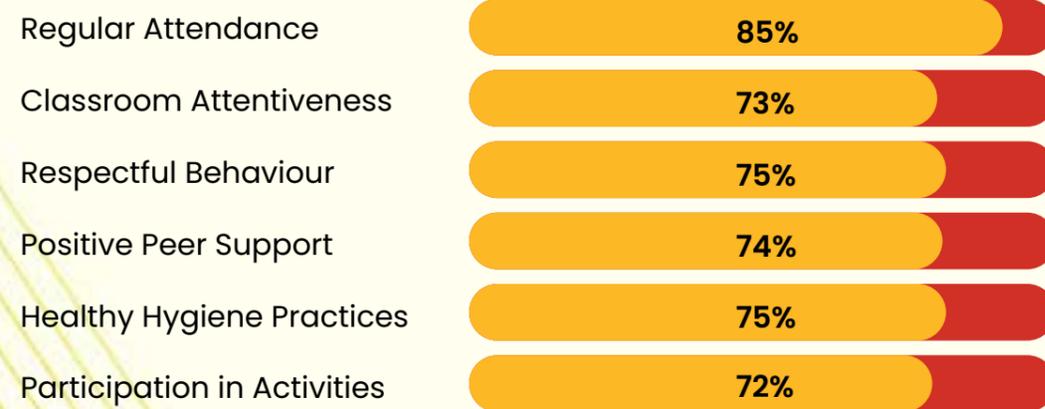
These aspirations reflect growing confidence, ambition, and awareness of future career possibilities.

Impact Area	Observed Outcome
Teacher Motivation	Higher commitment and professional engagement
Teaching Practices	Shift from lecture-based to interactive learning
Student Confidence	Increased participation and question-asking
Academic Fear	Reduced anxiety toward Mathematics and Science
Attendance	Improved engagement and school connectedness
Aspirations	Stronger STEM and professional career goals

6. BEHAVIOUR CHANGE COMMUNICATION (BCC)

Behaviour Change Communication (BCC) is a core component of the Educate to Empower programme. The BCC component is strengthening positive student behaviours, contributing to disciplined learning environments, improved peer relationships, healthier practices, and emerging leadership among students. Through teacher engagement, awareness sessions, and experiential learning activities, the programme promotes responsible behaviours and essential life skills among students. Behavioural outcomes were assessed using a five-point scale ranging from "Never" to "Always." The results indicate encouraging progress across key behavioural domains including attendance, classroom discipline, peer relationships, life skills, hygiene practices, and leadership participation.

Regular Attendance	85%
Classroom Attentiveness	73%
Respectful Behaviour	75%
Positive Peer Support	74%
Healthy Hygiene Practices	75%
Participation in Activities	72%

6.1. Improved Attendance and Punctuality

- Over 85% of students reported attending school regularly (64–68% always, 16–28% often).
- Approximately 66% of students reported always arriving at school on time.

6.2. Positive Classroom Behaviour and Learning Discipline

- 54–73% of students reported always remaining attentive during lessons, with an additional 17–36% often attentive.
- Around 72% reported regularly completing homework and classwork on time.
- More than 70% reported consistently raising their hands before speaking in class.

6.3. Respectful Peer Interaction and Positive School Culture

- Approximately 75% of students reported behaving politely with teachers and peers.
- More than 75% reported regularly following school rules.
- Around 74–75% indicated supporting classmates when needed.

6.4. Strengthening Life Skills and Self-Management

- Over 70% of students reported resolving conflicts peacefully.
- Around 49% often and 22% always reported remaining calm in classroom situations.
- Nearly 69–72% reported sharing learning materials with classmates.
- Around 75% reported taking care of school property.

6.5. Health and hygiene awareness has also improved among students.

- 65–75% reported regularly washing their hands.
- Over 83% reported drinking clean water.
- Nearly 75% reported maintaining personal cleanliness.

6.6. Participation and Emerging Leadership

- 45% of students reported often participating in extracurricular activities, while 37% participated sometimes.
- Around 72% reported encouraging peers to participate in school activities.
- 49–72% reported sharing their learning with classmates.

7. CONCLUSION

The Educate to Empower programme demonstrates that targeted investments in teacher capacity, interactive pedagogy, Behaviour Change Communication (BCC), and student learning resources can generate meaningful and systemic improvements in school education. Across the five schools, the programme has contributed to transformation at multiple levels of the learning ecosystem.

Key Transformational Shifts

7. 1. From Access to Quality Learning

Strengthened teacher training and classroom support have improved instructional practices, enabling teachers to adopt interactive and concept-based teaching approaches that move beyond rote learning and enhance students' conceptual understanding.

7.2. From Fear to Confidence

Students are increasingly demonstrating curiosity, classroom participation, and academic confidence, moving away from hesitation and subject-related fear toward more active engagement in learning.

7. 3. From Behavioural Awareness to Positive Habits

The Behaviour Change Communication component has encouraged students to adopt responsible habits and positive social behaviours. Programme findings show that:
• Over 85% of students maintain regular attendance
• More than 70% demonstrate attentiveness and classroom discipline
• Around 75% practice respectful peer interaction and follow school rules
• Nearly 70% demonstrate empathy through sharing and cooperation
• Over 70% adopt positive hygiene practices
• More than 70% participate in activities and show emerging leadership behaviours

These outcomes reflect growing self-discipline, empathy, and social responsibility among students.

7.4. From Short-Term Support to Long-Term Aspirations

Through STEM exposure, mentorship, and scholarships, students are developing strong academic aspirations and clearer career ambitions, particularly in professional and STEM-related fields.

With sustained support and continued expansion of experiential learning and behavioural development initiatives, the Educate to Empower programme holds strong potential to further enhance educational outcomes and empower students to pursue meaningful and aspirational futures.

A STUDY BY OneStage
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Partner with us to drive equitable change.
Write to us at: **info@theonestage.org**

✉ partnerships@theonestage.org
📞 +91-8879916834 , 01140072566
📍 OneStage, 418, 4th Floor,
Brakhamba Road, New Delhi, 110001