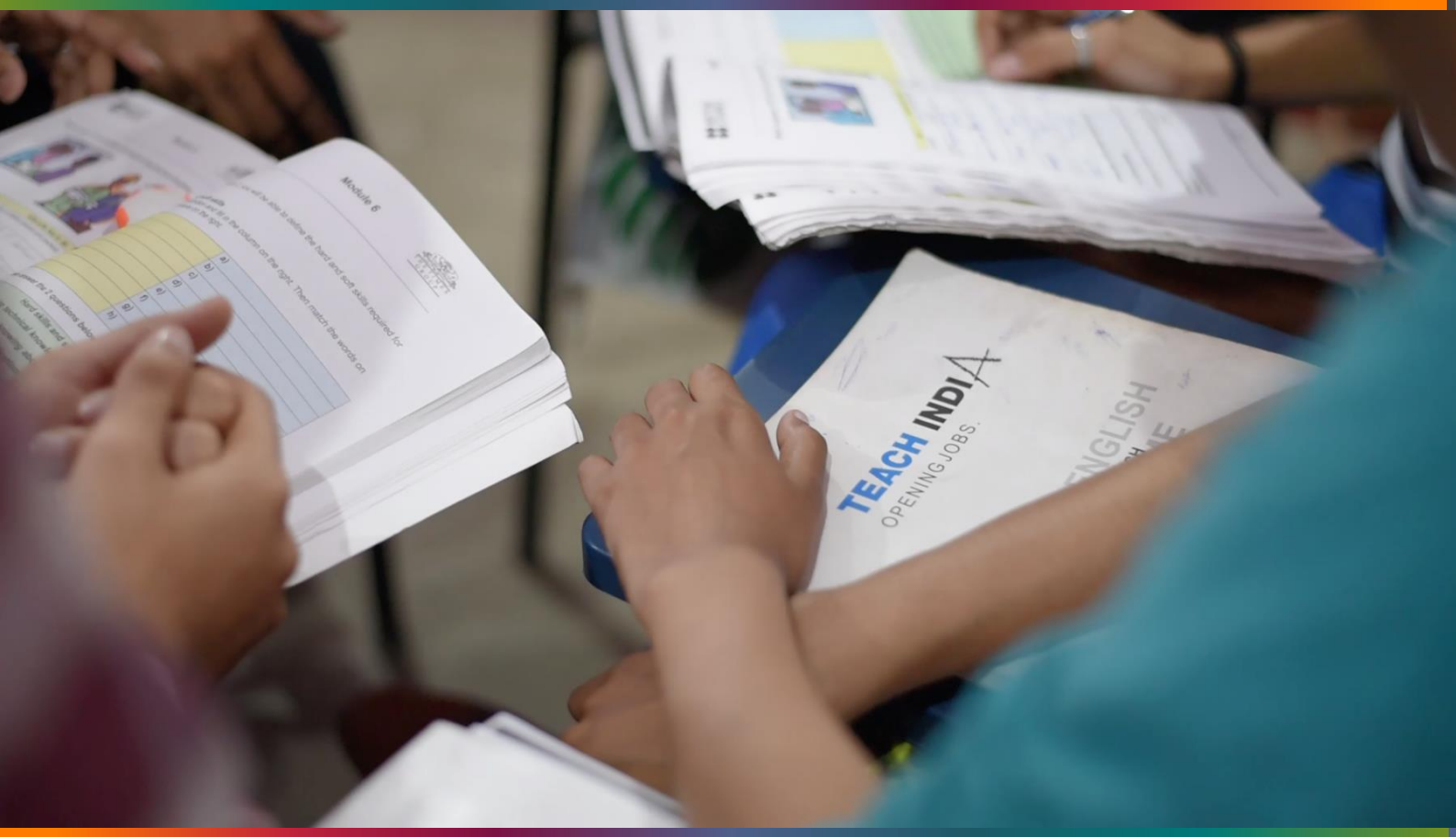


# Teach India Review



## Summary Report For The British Council

August 2019

THE RESEARCH  BASE

Commissioned by the British Council, in partnership with Bennett,  
Coleman & Co. Ltd.



## Table of Contents

1. Introduction	3
1.1 Programme Overview	3
1.2 Research Approach	3
2. Teach India	7
2.1 Relevance	7
2.2 Programme Delivery	11
2.3 Impact	19
3. Recommendations	28

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## 1. Introduction

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### 1.1 Programme Overview

#### Teach India

Teach India is a corporate social responsibility initiative of the Times Group (Bennett, Coleman and Company Ltd). Launched in its current form in 2010, the project was developed and delivered in partnership with the British Council, the 'Knowledge Partner', who has been responsible for the content of the programme and training the Volunteer Teachers.

The overarching objective of Teach India is to improve the employability of youth from disadvantaged backgrounds through the delivery of an English language programme, targeted to develop professional language skills and equip participants with the tools to enter the professional jobs market.

The project operates by working collaboratively with NGO partners who are responsible for the delivery of the programme, alongside the training of Volunteer Teachers who are selected and required to take part in a teacher training course. Mentors and Master Trainers are also included in the project to ensure the Volunteer Teachers are supported throughout their teaching and delivery of the course content. In total, for Delhi, there have been 4,500 Volunteer Teachers from 2010 to date; three active and four past Master Trainers; and a total of 90 NGOs engaged in the programme since 2010 to date.

#### Course Details

The core offering of the project is a 150-hour course called English for Employability, designed by the British Council. The model has been operational since 2010 and is being delivered in Delhi and Mumbai. The primary objective of the course is to equip learners with the skills and confidence to use English in a professional capacity, enabling them to secure employment in sectors such as retail, customer service, hospitality and finance.

The course uses a learner-centred approach, with the Volunteer Teacher acting as a facilitator rather than a dispenser of knowledge. New language is taught in a constructivist way, ensuring that it is relevant and meaningful to the lives and aspirations of each cohort. Classes emphasise pronunciation and speaking ability over grammar and formal rules; student talk time over teacher talk time.

The key outcomes of the programme comprise the following:

- Improve levels of English teaching and learning among disadvantaged communities through a network of NGOs.
- Develop a sustainable and scalable model for delivering relevant English language skills to targeted youth within these communities to enhance their employability.
- Engage and enable volunteers to deliver the English language course to students effectively.

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### 1.2 Research Approach

The British Council commissioned this research to understand the impact and progression of the Teach India programme since its initiation in 2010. The key aims for the review were as follows:

- Revisit the purpose of the project and explore whether or not the design can be improved and/or replicated in other contexts.

- Assess the perceived value of the British Council's input into the project, according to the project partner and key stakeholders.
- Identify a sample of beneficiaries (both volunteer trainers and the learners they have trained) in order to undertake some qualitative analysis of the impact of the intervention in their lives.
- Explore the extent of the project's sustainability and any changes to implementation since 2014-15.

A streamlined and tailored version of the OECD-DAC criteria was adopted to structure the research framework, as this was deemed to be the most suitable approach. The research questions were developed against each evaluative dimension, as shown in the following table:

Dimension	Research Question
Relevance	<ul style="list-style-type: none"> <li>• To what extent is the core objective of improving the employability of youth from disadvantaged backgrounds through an English language programme relevant to the needs of target beneficiaries?</li> <li>• Are the activities and outputs of the programme consistent with the needs of target beneficiaries?</li> <li>• Are the activities and outputs of the programme consistent with the overall goal and intended impacts?</li> </ul>
Effectiveness	<ul style="list-style-type: none"> <li>• To what extent have the following objectives been achieved/are likely to be achieved: <ul style="list-style-type: none"> <li>- Improved levels of English teaching and learning among disadvantaged communities through a network of NGOs;</li> <li>- Development of a sustainable and scalable model for delivering relevant English Language Skills to enhance employability of disadvantaged youth;</li> <li>- Volunteers equipped to deliver the English language course to students effectively.</li> </ul> </li> </ul> <p>How effective was delivery of the English for Employability course for young people? What, if any, improvements can be made?</p>
Efficiency	<ul style="list-style-type: none"> <li>• To what extent do the project methodology, approach and mode of delivery provide value for money when achieving the desired impact of the project?</li> <li>• What alternative approaches, if any, can be considered for this project in relation to the project outcomes (improving employability of disadvantaged youth)?</li> </ul>
Impact	<p>To what extent have learners experienced an increase in English language knowledge and skills as a result of the programme?</p> <p>What real difference has the programme made to beneficiaries and other stakeholders?</p> <p>What further areas of impact (including unexpected impact) have been reported by learners/other stakeholders?</p> <p>What has been the wider impact of the programme, if any, on the local communities of the young people participating in the training programme?</p> <p>In what ways could the programme be improved?</p>
Sustainability	<ul style="list-style-type: none"> <li>• To what extent is the programme model sustainable without donor funding?</li> <li>• What are the major factors influencing the achievement or non-achievement of sustainability?</li> </ul>

Dimension	Research Question
Learning	<ul style="list-style-type: none"> <li>What has been successful/less successful in terms of partnership working? What is the perceived value of the British Council's input in this programme?</li> <li>What has worked well about programme delivery on-the-ground? What elements of the programme were perceived to be the most useful and effective?</li> <li>In what circumstances and with whom does the programme have the greatest value? What are the key factors influencing this success?</li> <li>To what extent can the design and delivery of this programme be improved and/or replicated in other contexts?</li> </ul>
Recommendations	<ul style="list-style-type: none"> <li>Based on the lessons learned and the review of the project against intended objectives and outcomes, what are the key recommendations for future scale-up and replication?</li> </ul>

## Research Methods

- Literature review:** Relevant literature and case studies were identified on the use of a volunteer-based delivery model for international development programmes with a specific focus on skills development, employability and young people.
- Learner surveys:** These were disseminated by Bennett Coleman & Co. Ltd in Delhi and Mumbai and contained retrospective, quantitative questions on learners' experience of the programme. SurveyMonkey was the platform used and we had 95 responses for Delhi and 269 for Mumbai.
- Interviews:** Interviews were delivered in person and over the telephone for each stakeholder group in a mixture of English, Hindi and Marathi (transcripts were translated where necessary). In total, there were 33 interviews in Delhi<sup>1</sup> and 27 in Mumbai,<sup>2</sup> and two additional phone interviews with programme team members.
- Lesson observations:** Local researchers observed two sessions in Delhi at two different locations and three sessions in three different locations in Mumbai. Anonymity has been preserved, therefore references to these observations are lessons 'A' and 'B', with 'C' for the additional observation in Mumbai.
- Videography:** A short film was developed on the value of the programme, with Rachit Arora as the selected videographer. Filming was conducted in both Mumbai and Delhi.

## Research Limitations

- Absence of a comparison group:** Because a comparison group was not included, it is not possible to say with certainty whether any change in outcomes for learners would have occurred regardless of the Teach India programme. The findings in this report focus instead on learners' and other participants' perceptions of the programme impact.
- Retrospective survey design:** The use of retrospective questions, such as those in the learner survey, is a less robust approach to measuring impact compared with baseline and endline measurements, as there is a high risk of response bias and error. The findings in this report should be read with this in mind.
- Survey timings:** Some participants completed the learner survey several years after finishing the course. It is therefore more likely that other factors external to the programme may have influenced their responses and that their responses would have been different if completing the survey immediately after

<sup>1</sup> 15 learners; five Volunteer Teachers; two Master Trainers; four NGO partners; and seven employers.

<sup>2</sup> 14 learners; five Volunteer Teachers; three Master Trainers; two NGO partners; and three college representatives.

the end of the course.

- 🌀 **Lack of survey participants from early cohorts:** It has not been possible to conduct a detailed comparative analysis of findings by course cohort, due to a low response rate to the survey from 2011-16 learner cohorts.

## 2. Teach India

This section presents findings related to the Teach India programme in Delhi and Mumbai, using evidence from learner surveys, lessons observations and interviews with learners, Volunteer Teachers, Master Trainers, employers, NGO partners and college representatives. The sample sizes were as follows:

**Final Sample Size Numbers for Data Collection**

Data Collection	Delhi	Mumbai
Learner Surveys	95	269
Lesson Observations	2	3
Learner Interviews	15	14
Volunteer Teacher Interviews	5	5
Master Trainer Interviews	2	3
Employer Interviews	7	
NGO Partner Interviews	4	2
College Representative Interviews		3
<b>Total</b>	<b>130</b>	<b>299</b>

### 2.1 Relevance

#### Key Findings

##### Delhi

- The Teach India programme was felt to be very relevant to the needs of target beneficiaries in Delhi, with 73% of the learners surveyed saying it had been very or extremely relevant; 97% of learners surveyed also felt they had received the knowledge and skills needed from the course.
- The support provided for learners in accessing employment opportunities was a particularly relevant aspect of the Delhi programme according to interviewees. English language skills were also perceived to be important for young people to access available jobs in the community.

##### Mumbai

- 12 of the 14 learners interviewed in Mumbai stated improving their English as their reason for participation in Teach India, providing diverse reasons for doing so including securing employment, improving the quality of their work and communication skills, and personal development.
- 78% of learners surveyed reported that the programme was either very or extremely relevant to their needs, whilst 18% felt it was a little bit relevant.
- 70% of learners surveyed in Mumbai felt that the course had given them the knowledge and skills they

needed to a great extent. This is supported by feedback from other stakeholders who reported that the programme's development of English skills and confidence, as well as its design, helped meet its beneficiaries' needs.

### 2.1.1 Relevance to Target Group




#### Delhi

The core objective of the Teach India programme, in terms of improving the employability of youth from disadvantaged backgrounds through English language training, appeared to be very relevant to learners in Delhi. Eight of the 15 learners interviewed said they had participated in the programme because they wanted to improve their English language skills. Another four interviewees had hoped that the programme would help them in securing a job, with one specifying that it would help with job interviews: *'I wasn't confident of speaking in front of people, I also did not have any job or experience with regard to jobs. But after the Teach India course I am confident today and have a job too.'*

#### Mumbai

Evidence from the learner interviews in Mumbai suggests that programme participants had reasons for participating in the programme that extended beyond Teach India's core goal of improving the employability of disadvantaged youth through English, though employability was a significant motive for participation. Almost all (12 out of 14) learners interviewed reported improving their English as the main reason they decided to take part in the programme, though diverse reasons were given for wanting to do so.

Of those participants seeking to improve their English, just under half<sup>3</sup> gave reasons related to professional or educational development. Some examples are provided below:

-  **Improving communication skills:** Four participants reported wanting to improve their English through the course in order to communicate better with those around them. Two participants reported having English-speaking children, for example, and wanting to engage with their children's schools and teachers: *'I joined to learn English because my children studied in an English medium school and I wanted to understand and actively participate in the parent meetings.'*
-  **Increasing employment opportunities:** Three participants reported wanting to take the course to assist them in securing jobs or facing job interviews: *'nowadays, wherever we go for interviews...we are asked questions in English. If I know English then it will be beneficial for me.'*
-  **Personal development opportunities:** Three participants reported taking the course to improve their confidence and one reported being interested in personal development.

### 2.1.2 Meeting Learner Needs

#### Delhi

The Teach India course appeared to have been very relevant to the learners' needs. A high proportion (73%) of the learners surveyed said it had been very or extremely relevant to their needs. There was a similar response among learners from just the 2019 cohorts, with 68% saying it had been very or extremely relevant.

#### Delhi Learner Survey: Relevance of Course to Learners' Needs<sup>4</sup>

<sup>3</sup> Six of the 14 participants.

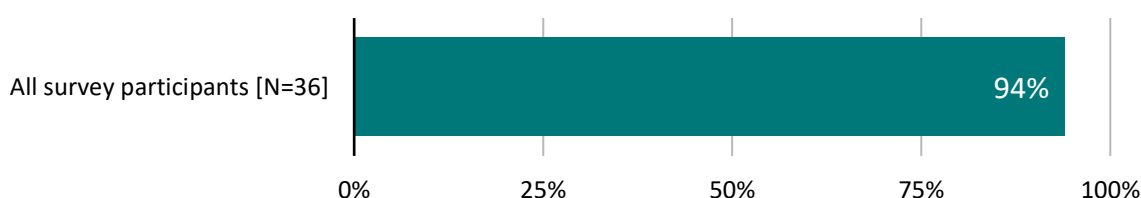
<sup>4</sup> The version of the survey for May-June 2019 participants included a slightly different scale: Not at all relevant | Slightly relevant | Quite relevant | Very relevant | Don't want to answer/ can't say.

Response Options	All participants [N=80]	Jan-Jun 2019 participants [N=63]
Not at all relevant	5%	6%
A little bit relevant	11%	13%
Very relevant	29%	24%
Extremely relevant	44%	44%
Don't want to answer/ can't say	11%	13%

Responses from 36 learners were extremely positive regarding their knowledge and skills, with 94% feeling that they had obtained the knowledge and skills they needed to either some extent or to a great extent.

#### Delhi Learner Survey: Extent to Which Course Gave Learners Knowledge and Skills Needed

[% Yes to some extent/to a great extent]



Almost all of the learners interviewed (13 of 15 individuals) felt that the course had met their needs. NGO and college representatives, Volunteer Teachers and Master Trainers also responded positively in terms of the extent to which the design of the course had met the needs of disadvantaged young people in search of work. Key examples mentioned by interviewees included:

🌀 **Employment support:** Four learners made reference to the relevance of the course design and delivery in terms of gaining employment. Two mentioned how it had enabled them to get jobs and two mentioned specific job-related modules<sup>5</sup>, one of whom also mentioned specific activities like practising writing emails. Both Master Trainers, three Volunteer Teachers and three NGO representatives spoke of the relevance of the programme's design and content in helping learners get better jobs.

🌀 **Relevance of English skills for employment:** Five of the seven employers interviewed felt that English language skills were important for young people seeking jobs, particularly in terms of being able to communicate with customers from around the world effectively.<sup>6</sup>

*'The way the syllabus has been designed for the program I feel is very apt. That is because it deals with what these learners require to, to the kind of job, the companies that come in for the job fair, the minimal English language required for the learners to interact and to communicate is what it aims at.'*

Volunteer Teacher

<sup>5</sup> This included 'retail and sales, tourism and hospitality' and 'retail and customer service'.

<sup>6</sup> Three of seven employers.

**Programme design:** Three of the four NGO representatives interviewed felt that the programme was designed in a way that met learners' needs, especially in terms of supporting many different types of learners.

## Mumbai

A high percentage (78%) of learners surveyed from Mumbai perceived the course to be very or extremely relevant to their needs. A slightly higher percentage of participants from the 2019 training thought the course was extremely relevant to their needs (27%) compared with those who took part in the training in 2017/18 (24%).

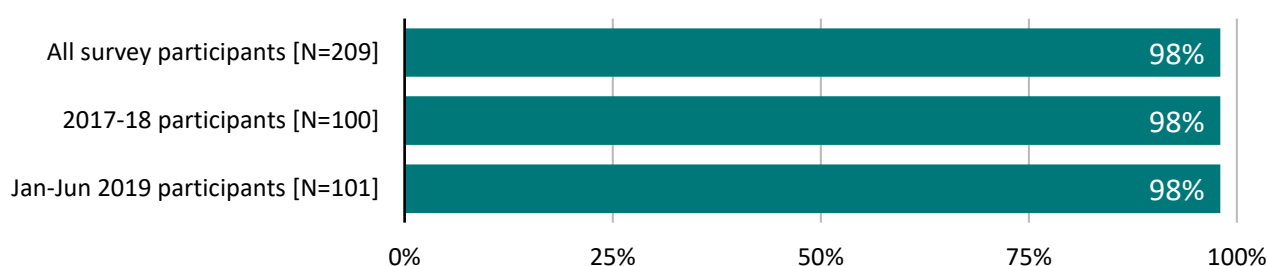
### Mumbai Learner Survey: Relevance of Course to Learners' Needs<sup>7</sup>

Response Options	All participants [N=232]	2017/18 participants [N=100]	Jan-June 2019 participants [N=124]
Not at all relevant	1%	0%	2%
A little bit relevant	18%	17%	17%
Very relevant	53%	57%	51%
Extremely relevant	25%	24%	27%
Don't want to answer/ can't say	3%	2%	3%

Almost all learners surveyed from Mumbai (70%) confirmed that they got the knowledge and skills they needed from the course to some or a great extent.

### Mumbai Learner Survey: Did You Get the Knowledge and Skills That You Needed From The Course?

[% Yes to some extent/to a great extent]



Most of the learners interviewed also felt that the course had met their needs (12 out of 14 participants) and explained that it had done so by improving their English (11 participants), suggesting that the Teach India programme is providing activities and outputs relevant to its target beneficiaries.

<sup>7</sup> This is the same as the former question regarding the differing scales. The former scale for this question included: Not at all relevant | A little bit relevant | Very relevant | Extremely relevant | Don't want to answer/ can't say. Responses from this scale have been transposed onto the Not at all/Very scale for comparison purposes.

Other stakeholders interviewed highlighted ways the programme design had met the needs of beneficiaries, including: offering learners better employment opportunities<sup>8</sup>; improving learners' interview skills in preparation for work<sup>9</sup>; having appropriate, well-tailored content for suitable prospective industries<sup>10</sup>; and being one of the first programmes of this kind to reach out to disadvantaged learners.<sup>11</sup>

Master Trainers, college representatives, Volunteer Teachers and NGOs representatives reported that the programme's development of English and communication skills,<sup>12</sup> confidence skills<sup>13</sup> and suitable design for target participants<sup>14</sup> had helped meet beneficiaries' needs.

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## 2.2 Programme Delivery

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### Key Findings

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#### Delhi

- The overall delivery of the Teach India programme in Delhi has been very effective. Over 90% of all the learners surveyed felt that the Volunteer Teachers had been knowledgeable on their topic and 89% felt that they had helped the class learn effectively.
- Areas of programme delivery that were successful included the interactive learning environment; the relevance of the programme design for gaining employment; and the course structure and content. Programme resources were also seen to have been spent efficiently.
- The teacher training model is working well overall, with both Master Trainers and Volunteer Teachers interviewed viewing the training as having been effective; however, some Volunteer Teachers mentioned needing more ongoing support from Master Trainers throughout the course of the programme.
- Other possible improvements to the programme in Delhi include widening the reach of the programme to support more young people; adapting the course content to make it more engaging and include more input from teachers and trainers; and offering greater employment support.

#### Mumbai

- 95% of learners surveyed thought the course was quite or very interesting.
- The course was perceived to be very effective by learners: 97% agreed or strongly agreed that the course was well organised, a high percentage (98%) of learners agreed or strongly agreed that their volunteer teachers were knowledgeable on their given topics, and a high percentage of learners (97%) agreed or strongly agreed that their volunteer teachers had helped the class to learn effectively.
- The training delivered to the Volunteer Teachers was effective: all four Volunteer Teachers interviewed felt that the training effectively prepared them to deliver the course, and all three Master Trainers thought that the training they delivered was effective.

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<sup>8</sup> One NGO representative and one Master Trainer.

<sup>9</sup> One Volunteer Teacher.

<sup>10</sup> One Volunteer Teacher.

<sup>11</sup> One NGO representative.

<sup>12</sup> Two college representatives; one Volunteer Teacher and one Master Trainer.

<sup>13</sup> Two college representatives; one Volunteer Teacher and one Master Trainer.

<sup>14</sup> Two Volunteer Teachers, two Master Trainers and one NGO representative.

## 2.2.1 Programme Effectiveness

### Learner Experience<sup>15</sup>

#### Delhi

The majority of Delhi learners surveyed commented positively on their course experience, with 64% of participants responding that the course had been very interesting and over a quarter (26%) feeling that it had been slightly or quite interesting.

#### Delhi Learner Survey: Extent to Which Course Was Interesting to Learners

Response Options	All participants [N=80]	Jan-Jun 2019 participants [N=63]
Not at all interesting	6%	6%
Slightly interesting	6%	6%
Quite interesting	20%	22%
Very interesting	64%	62%
Don't want to answer/ can't say	4%	3%

#### Mumbai

A high proportion of learners surveyed from Mumbai found the course to be interesting: out of the 232 participants who answered these questions, 95% thought the course was quite or very interesting.

#### Mumbai Learner Survey: Extent to Which Course Was Interesting to Learners

Response Options	All participants [N=232]	2017/18 participants [N=100]	Jan-June 2019 participants [N=124]
Not at all interesting	0%	0%	1%
Slightly interesting	3%	2%	3%
Quite interesting	50%	55%	45%
Very interesting	45%	41%	49%
Don't want to answer/ can't say	2%	2%	2%

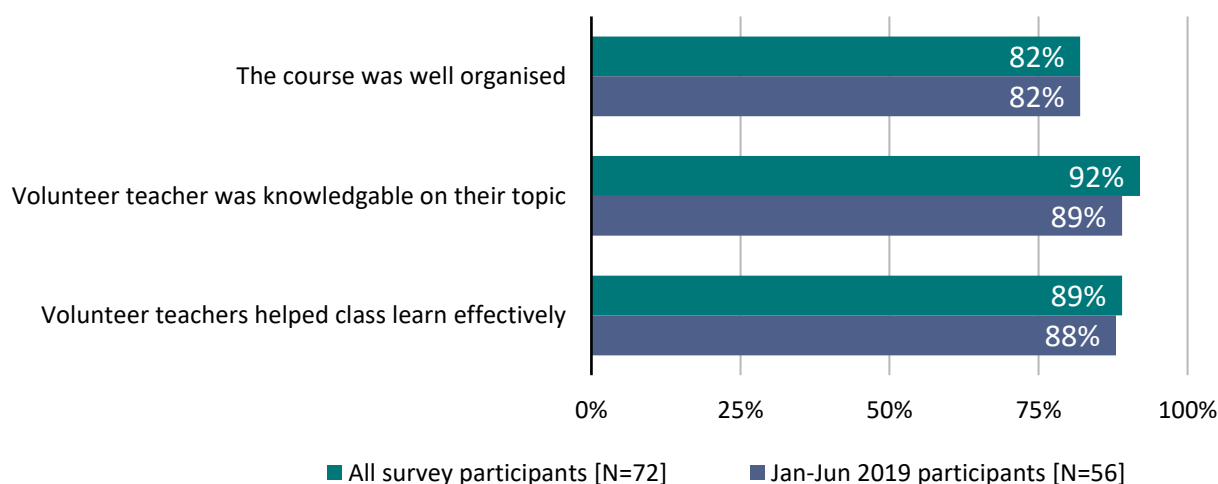
<sup>15</sup> This question was presented twice in the surveys for both Delhi and Mumbai and merged for the analysis. The scales differed slightly between the two questions, where one of them included: Not at all interesting | A little bit interesting | Very interesting | Extremely interesting | Don't want to answer/ can't say. A decision was made to use the scale that is represented in the graph, and all answers from the former version have been transposed onto the Not at all/Very scale for comparison purposes.

## Effectiveness of Programme Design and Delivery

## Delhi

The design and delivery of the Teach India programme was perceived to have been very effective overall. Almost all the learners surveyed (96%)<sup>16</sup> confirmed that they would recommend the course to others. The majority of learners surveyed also felt that the course was well organised and that the volunteer teachers were both knowledgeable and helpful.

Delhi Learner Survey: Percentage of Participants Agreeing/Strongly Agreeing



The following areas were highlighted by interviewees as examples of particularly successful aspects of the design and delivery of the programme:

- Interactive learning environment:** Eight learners mentioned the interactive learning environment as a reason for the programme's success. Five referred to different learning activities that had been effective, including role play<sup>17</sup> and group work/discussions,<sup>18</sup> and three learners mentioned specific games played in class: *'Simon says and other activities were very helpful for me because I even taught my family members the activity. It helped me develop and my vocabulary developed too.'*
- Course structure and content:** Two of the NGO representatives spoke about the way the programme was structured. One interviewee specifically mentioned the effectiveness of the course content: *'Curriculum is great...the way the teachers teach the activities is good'*. The other interviewee commented positively on how the structure had facilitated learner engagement, allowing them to fit the studies around other studies and part-time jobs.

## Mumbai

Almost all participants<sup>19</sup> (97%) confirmed that they would recommend this course to others, which along with the findings below suggests that the programme has been effective in its organisation, recruitment and training of volunteer teachers and delivery to a large extent.

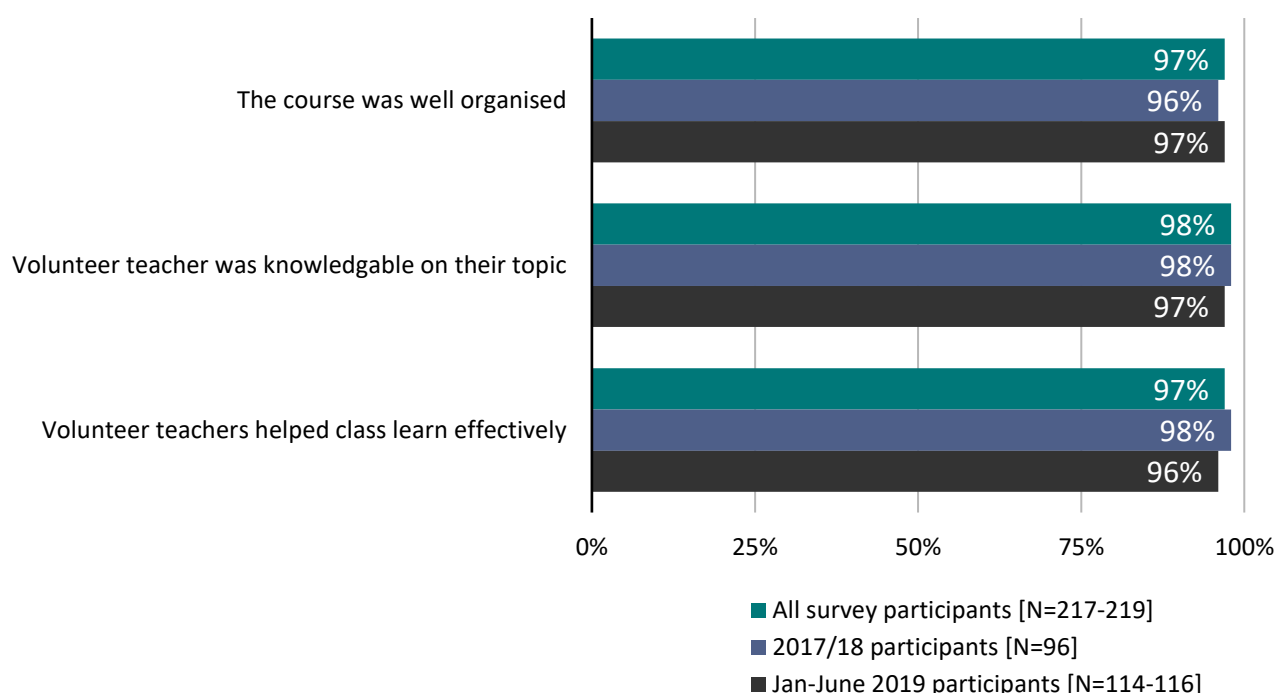
<sup>16</sup> Of 72 survey participants.

<sup>17</sup> One of 15 learners.

<sup>18</sup> Three of 15 learners.

<sup>19</sup> Of a total of 218 responses.

**Mumbai Learner Survey: Percentage of Participants Agreeing/Strongly Agreeing**



These findings were consistent with those reported by interview participants, who specifically mentioned teaching and learning style, teacher training and the curriculum as areas of effective programme design and delivery:

- Teaching and learning style:** Six learners felt that the activity-based model was the most useful part of the course for them. Two of these learners specified how useful the balance was between learning and activities. One college and NGO representative said that the way lectures were delivered was very interesting and helped keep learners engaged, especially the use of the play-way method and activity-based model.
- Curriculum design:** One college representative mentioned the structure of the teaching programme and how the removal of technical aspects of the language such as grammar was a good design to keep learners motivated and engaged throughout the sessions. Two learners also commented on the curriculum design and the benefits of having conversation exercises set for different contexts such as for interviews, an office setting, markets and shopping which helped to improve their English language skills: *'we used to have this section on telephonic conversation. In that section, we used to learn about how to note down emails and talk to people over the phone. I found that to be very useful.'*
- Communication:** Two college representatives thought that there was good communication between the learners and the teachers, with one saying that this helps with their confidence and motivation levels. The other said that this helped with their language skills: *'there was two-way communication which is very essential to improve English language skills.'*

## Effectiveness of Teacher Training Model


## Delhi

The teacher training model appeared to have worked well, with the two Master Trainers interviewed both feeling that the training they had delivered to Volunteer Teachers had been effective. One of the Master Trainers mentioned that by the end of the initial six days of training, teachers were comfortable in their roles, and that the two additional days of training for learners interview skills had also gone well: *'Overall these eight days of training have been very fruitful and we have got wonderful responses from the volunteers.'*

Volunteer Teachers also felt that the training they had received had been sufficient in preparing them to deliver the course to students.<sup>20</sup> The training had been very well designed and had covered a variety of scenarios,<sup>21</sup> different activities to use,<sup>22</sup> and guidance on classroom management:<sup>23</sup> *'the training programme is very, very effective... the Master Trainer that we had, I mean, I wish that I had that teacher earlier in life, because the way they encouraged us motivated us... So it was basically a very well designed training programme where we understood how to deliver this course.'*


## Mumbai


Evidence from interview participants strongly suggests the training provided to teachers was effective, with all Volunteer Teachers and Master Trainers interviewed highlighting different elements of the training that helped them effectively deliver the teaching. The quality of the training and the effect this has on teachers has also been identified in a positive way by NGO representatives and learners, with the latter commenting on the teachers' manner and how they were well-trained, friendly and gave good examples in class.

 **Methods and activities:** Two of the four Volunteer Teachers commented on the teaching methods and class activities that they learned during the training which were useful to help them deliver the course effectively. One, for example, made particular mention of the introduction to ICQ (Instruction Checking Questions) and CCQ (Concept Checking Questions) as part of the teaching methods they had learned in their training.

*'I was a little scared. I was thinking to myself that I have to be standing on the stage and maybe taking the class. But then the trainers, they made everything so comfortable. And by the time the first micro teaching came on me, I was still nervous, but I got a lot of boost from my trainer. They kept telling me that "you can do it" and motivated me.'*

Volunteer Teacher

 **Effective preparation:** Four out of four Volunteer Teachers thought the training they received to prepare them to deliver the English course was effective. Two teachers thought that at first the training was difficult; however, after time, they felt motivated by their trainers and increased their confidence levels to deliver the course.

 **Micro-teaching:** Three out of three Master Trainers thought that the training they delivered to Volunteer Teachers was effective. The introduction of the micro-teaching element into the training and programme was cited as particularly effective for teachers in training: *'we received feedback from the volunteers as a part of the training and they had told us about more practical components of the program. So we included the component of micro-teaching and I think that has been quite effective.'*

<sup>20</sup> All five Volunteer Teachers.

<sup>21</sup> Two of five Volunteer Teachers.

<sup>22</sup> Two of five Volunteer Teachers.

<sup>23</sup> One of five Volunteer Teachers.


## Effectiveness of Teacher Delivery


## Delhi

All of the 15 learners interviewed felt that the teaching they received had been delivered effectively. Two learners commented on the support of their teachers, with one mentioning the way that the teacher had communicated effectively with the class: *'our teacher really explained all the topics very well.'* Similarly, one of the NGO representatives interviewed said the teaching had been delivered effectively with regards to learners' needs: *'The volunteers who come are also well trained and can handle our students well... they create a non-threatening environment so students don't get scared and they also are encouraged further'.*

The five Volunteer Teachers interviewed also felt that their delivery of the skills course had been effective in developing young peoples' knowledge and skills. Learners had demonstrated increased confidence in terms of their English skills,<sup>24</sup> as well as demonstrating improved skills for employment and job interviews.<sup>25</sup>

There were mixed findings in terms of the effectiveness of the two lessons observed in Delhi, with some examples of this shown below:

 **Lesson delivery:** The general delivery of Lesson A appeared to have been effective, with the Volunteer Teacher's attentiveness to students and use of positive reinforcement highlighted as particular strengths. The Volunteer Teacher also kept an alarm on their phone to ensure that activities did not overrun. Conversely, the Volunteer Teacher in Lesson B struggled to control the learners, with the NGO co-ordinator stepping in to support class management.

 **Tailoring teaching to learners' needs:** In Lesson A, the Volunteer Teacher made a clear effort to engage all students, including encouraging quieter students to contribute and supporting those with lower English language ability. This kind of differentiation was less obvious in Lesson B, though not through any fault of the teacher; the students were all college students of a similar ability, while the dimensions of the room and the size of the class limited the Volunteer Teacher's ability to move around with ease.

*'They [the Volunteer Teachers] came to us with lots of inhibitions and lots doubts in their mind but after the eight days of training they were very confident and ready to enter the classes. And once they were in the classes they took it up with positive approach and applied all the techniques and ensured that they get maximum and positive outcome.'*

Master Trainer

## Mumbai

Almost all the learners interviewed<sup>26</sup> reported that their teacher was effective at delivering the course. Specific reasons given for this by learners most prominently included teachers' pedagogical abilities and the use of diverse methods, such as explanatory skills,<sup>27</sup> the use of songs and games in the classes<sup>28</sup> and teachers' approachability, support and encouragement to help learners feel comfortable speaking English:<sup>29</sup> *'our sir was very good. He would teach very positively. He would encourage us to speak in English, even if it was broken English.'*

One Volunteer Teacher spoke about noticing visible changes in the learners' skills after a number of classes, and the contrast in this from the start of the classes, with another highlighting the enthusiasm of learners

<sup>24</sup> Two of five Volunteer Teachers.

<sup>25</sup> Two of five Volunteer Teachers.

<sup>26</sup> 13 of 14 learners.

<sup>27</sup> Five learners.

<sup>28</sup> Four learners.

<sup>29</sup> Three learners.

which helped them learn. Learners securing employment after the course was seen by another teacher as a way that the programme was effective: *'most of them have taken jobs in hotel industries, and there are some who are on the front desk. Some have become the waiters out over there. And I think few of them are in Taj.'*

Three sessions were observed in Mumbai, with examples of the findings given below:

- 🌀 **Use of tools:** In Lesson A, observed in class were British Council books, classroom displays (including displays for 'Star of the Week', a glossary and the class agreement) and the board, which was used to write up new words and spellings. In Lesson B, British Council books and a blackboard were in use, whilst in Lesson C, along with the books, there was a whiteboard; however, this was rarely used.
- 🌀 **Interactive learning:** Open questions were used at each of the locations: in Lesson B, the Lesson Closely followed the plan, though the Volunteer Teacher was observed asking some open questions. In Lesson C, the Volunteer Teacher asked questions of students to check their understanding, and were repeatedly asked to pay attention so as not to miss anything. The best use of open questions was observed in Lesson A, where the Volunteer Teacher asked many open-ended questions relating to the class topic. An example observed included: *'What jobs interest you? Why?'*

## 2.2.2 Efficiency

### Delhi

The efficiency of the Teach India programme in Delhi was primarily assessed through NGO representatives' views regarding the use of resources. Two of the four NGO representatives interviewed felt that the use of programme resources had been effective. One mentioned that even though the programme had some associated costs for them, such as electricity and learning materials, they were essential as they helped them meet their goals. The other interviewee was less forthcoming about the value for money that the programme offered, though did highlight that their participation had been a positive learning experience that had helped students a lot.<sup>30</sup>

### Mumbai

Two NGO representatives felt that the training programme offers an effective use of resources. One said this was because the programme is a low investment, high impact programme; and another said that resources are used effectively as shown in the programme reach: *'we are able to reach out to 700-900 learners per year because [of] such a program. I think if you look at our reach, then definitely the costs and efforts are effectively used.'*

## 2.2.3 Sustainability

### Delhi

NGO representatives interviewed identified the following factors as being important for the sustainability of the programme:

- Coordination between the partners, trainers and teachers.<sup>31</sup>
- Quality of training for teachers.<sup>32</sup>

<sup>30</sup> One of four NGO representatives.

<sup>31</sup> Two of four NGO representatives.

<sup>32</sup> One of four NGO representatives.

- Focus on preparing learners for jobs.<sup>33</sup>

## Mumbai

Interviewees identified four important factors that will ensure the long-term sustainability of the project:

- The quality of the syllabus and training delivery.<sup>34</sup>
- Securing a high number of registered learners.<sup>35</sup>
- Ensuring the success of the course so it is attractive for prospective learners.<sup>36</sup>
- Having a good partnership model, so inter-organisation collaboration can provide employment opportunities for learners.<sup>37</sup>

## 2.2.4 Possible Improvements

### Delhi

Interviewees across groups mentioned ways in which the programme design could better meet the needs of disadvantaged young people who are seeking work. Key suggestions have been summarised in the below sections.

- 🌀 **Programme reach:** Two interviewees<sup>38</sup> noted that the learners had to travel a fair distance to make it to the programme sessions, and may not have been able to reach some of the jobs that had been on offer at the job fair because of this. Learners also mentioned that the location of classes could be in a more residential area,<sup>39</sup> or on its own Teach India campus.<sup>40</sup>
- 🌀 **Course content and resources:** Two learners felt that there could be a greater emphasis on speaking in classes,<sup>41</sup> including debating,<sup>42</sup> as well as introducing more activities with a focus on vocabulary development.<sup>43</sup>
- 🌀 **Employment support:** Some interviewees suggested providing more advice for job interviews, such as covering the importance of body language and personal hygiene,<sup>44</sup> as well as setting up internships for learners.<sup>45</sup> Two employers were surprised that there were not as many skilled candidates in the trades they had been hoping for, and that some of the candidates were still quite nervous, suggesting that the programme did not fully meet the needs of all of the employers.

### Mumbai

The programme could be improved by a variety of factors to improve effectiveness and increase impact,

<sup>33</sup> One of four NGO representatives.

<sup>34</sup> One college representative.

<sup>35</sup> One college representative.

<sup>36</sup> One college representative.

<sup>37</sup> One NGO representative.

<sup>38</sup> One NGO representative and one learner.

<sup>39</sup> One of 15 learners.

<sup>40</sup> One of 15 learners.

<sup>41</sup> One of 15 learners.

<sup>42</sup> One of 15 learners.

<sup>43</sup> One of 15 learners.

<sup>44</sup> One Volunteer Teacher.

<sup>45</sup> One learner.

according to nine participants.<sup>46</sup> The following suggestions were provided:

- 🌀 **Updated curriculum:** Interview participants suggested modifications to the course curriculum in order to better meet learners' diverse needs. A college representative thought that the course was not advanced enough and could be offered at different levels of English language proficiency: *'I think some of the students had an expectation that they would be given an advanced course in English or so. Once the orientation took place, they understood that this is what it is about, and they opted out... if you come up with an advanced course where a level two can be introduced, [...] that would be good.'*<sup>47</sup>
- 🌀 **Introduction of a referral system:** One learner believed that a referral system for interviews through the programme would be beneficial to spread awareness of employment opportunities for learners, with an NGO representative reporting that collaboration with local NGOs to provide more employment opportunities for learners would be useful.
- 🌀 **Wider career options:** One Volunteer Teacher suggested amending the curriculum to cover different career options for learners: *'...some of the things we were teaching them are not related. Like they don't want to work in a call centre but a bank and so on.'* Having more back office companies present at the job fair along with information about administrative/accounting jobs and retail/store management-related jobs was referenced by an NGO representative as being beneficial for learners.

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## 2.3 Impact

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### Key Findings

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#### Delhi

- Evidence suggests that the Teach India programme in Delhi has had a positive effect on learners' English knowledge and skills, especially in terms of their confidence in English; 92% of learners surveyed said their confidence had increased as a result of the course.
- There is some evidence that the programme in Delhi has made a positive impact on learners' employability, with a slightly higher proportion of learners surveyed currently in some form of employment (74%), compared with the proportion employed before the course (62%). Interview findings also indicate that the programme may have had a positive effect on the participants' level of earnings.
- According to interviewees, the effect of the programme in Delhi on teachers includes increased confidence, and new teaching techniques and skills, as well as increased motivation and a more positive attitude from seeing the impact of their work on learners.
- The wider community impact of the programme includes benefits to families, such as greater financial stability, as well as benefits from learners sharing knowledge gained from the course with others. Areas of unexpected impact includes increased social awareness, opportunities for career progression for teachers and trainers, as well as access to more respected jobs.

#### Mumbai

- The course had a significant positive impact on learners' use of English: 94% of learners from Mumbai agreed or strongly agreed that their overall knowledge of English had increased as a result of the course;

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<sup>46</sup> Two college representatives; three Volunteer Teachers, two NGO representatives and two learners.

<sup>47</sup> This might suggest that participants thought that the pace of learning on the course would be quicker, therefore more advanced content would be necessary to match the learners' progression in English language skills.

95% of learners surveyed agreed or strongly agreed that the course had helped them to develop skills in using English in professional contexts; and 93% of learners agreed or strongly agreed that their confidence in using English had increased as a result of the course.

- 84% of the learners surveyed agreed or strongly agreed that the course had helped to improve their chances of getting a good job. In interviews, learners specifically mentioned their improved English skills and confidence, communication skills and recruitment support as reasons for this.
- All Volunteer Teachers and Master Trainers interviewed felt that Teach India had had a positive impact on their own development, specifically mentioning teaching skills, confidence, learning and personal growth.
- Areas of unexpected impact mentioned by interview participants include: career changes for volunteers; development of personal and professional skills for learners; enhanced engagement of volunteers; and lifelong mentorship.

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### 2.3.1 Impact on Learners

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#### Impact on English Language Knowledge and Skills

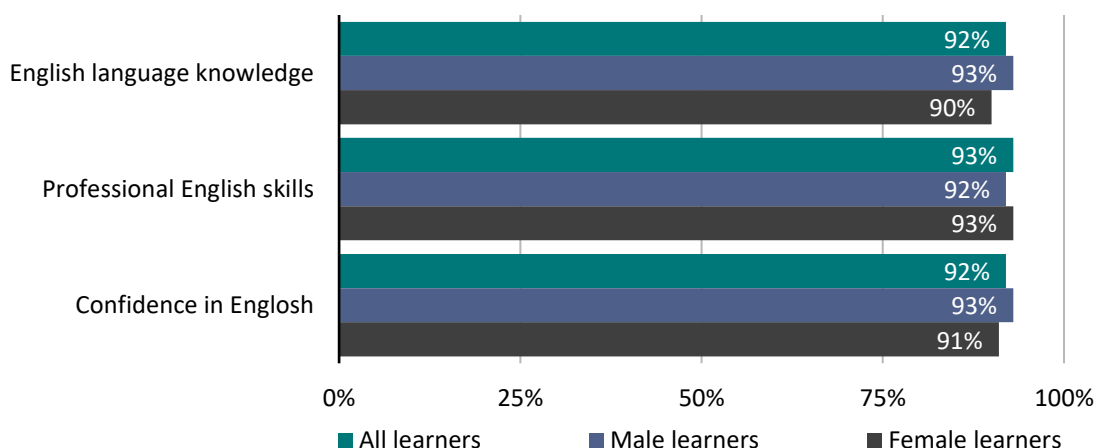
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##### Combined Findings

These combined findings aim to summarise the impact of Teach India on learners' English language knowledge and skills across the programme, including any differences in results by gender and year, using survey responses from 364 learners in Delhi and Mumbai.

- 🌀 **Impact on English language knowledge:** Almost all of the learners (92%) felt that their overall knowledge of the English language had improved as a result of taking part in the course. The proportion of males and females that felt their knowledge of English had improved was roughly equal, with 93% of males and 91% of females. There was a slight decrease of four percentage points for the impact on learners' knowledge about the English language, from 2018 (95%) to 2019 (91%).
- 🌀 **Impact on professional English language skills:** The majority of learners (93%) felt that the course had helped them to develop their ability to use English in professional contexts. Similarly, 92% of males and 94% of females agreed or strongly agreed that their professional English use had improved. There was very little difference in the learners' responses to this between 2018 and 2019, with 93% agreeing or strongly agreeing that their professional skills had increased across both years.
- 🌀 **Impact on English confidence:** The course appeared to have helped increase the English confidence of the majority of learners, with 92% of participants agreeing or strongly agreeing that their confidence had increased as a result of the course. There was a fairly even proportion of males (93%) and females (91%) the agreed or strongly agreed with the statement. Similarly, there was just one percentage point difference between 2018 and 2019, from 92% in 2018 to 93% in 2019.

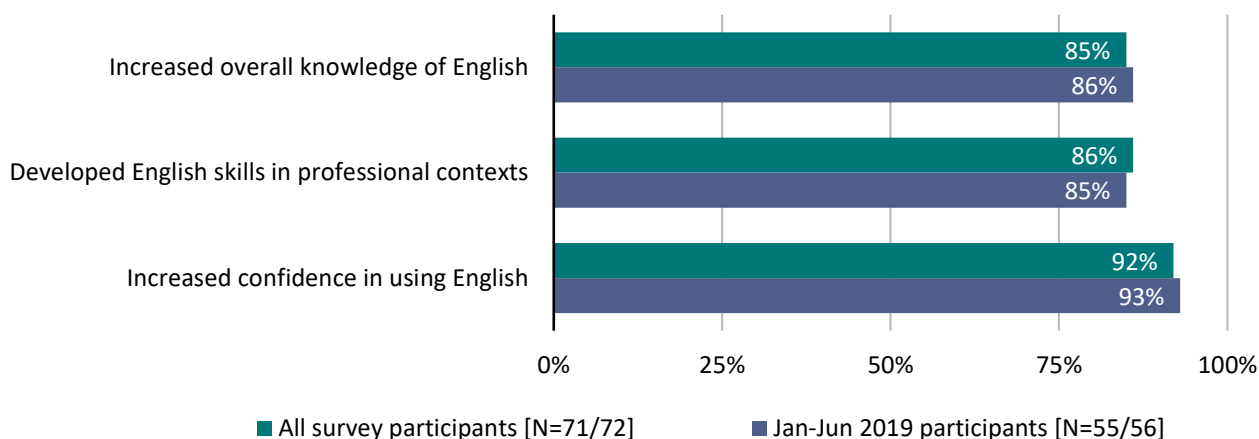
**Learner Surveys: Impact on English Skills and Confidence [Percentage Agree/Strongly Agree]**



## Delhi

The impact of the programme on learners' English language knowledge and skills was perceived to have been very positive.

**Delhi Learner Survey: Percentage of Participants Agreeing/Strongly Agreeing**



Almost all of the learners interviewed also felt that their English language skills had improved as a result of the course: *'I used to be confused and did not have fluency in language, but today I am confident and can respond to people comfortably.'*<sup>48</sup> Five of the learners mentioned having greater confidence in speaking English, whilst others said the course had helped them to improve their vocabulary and pronunciation.<sup>49</sup>

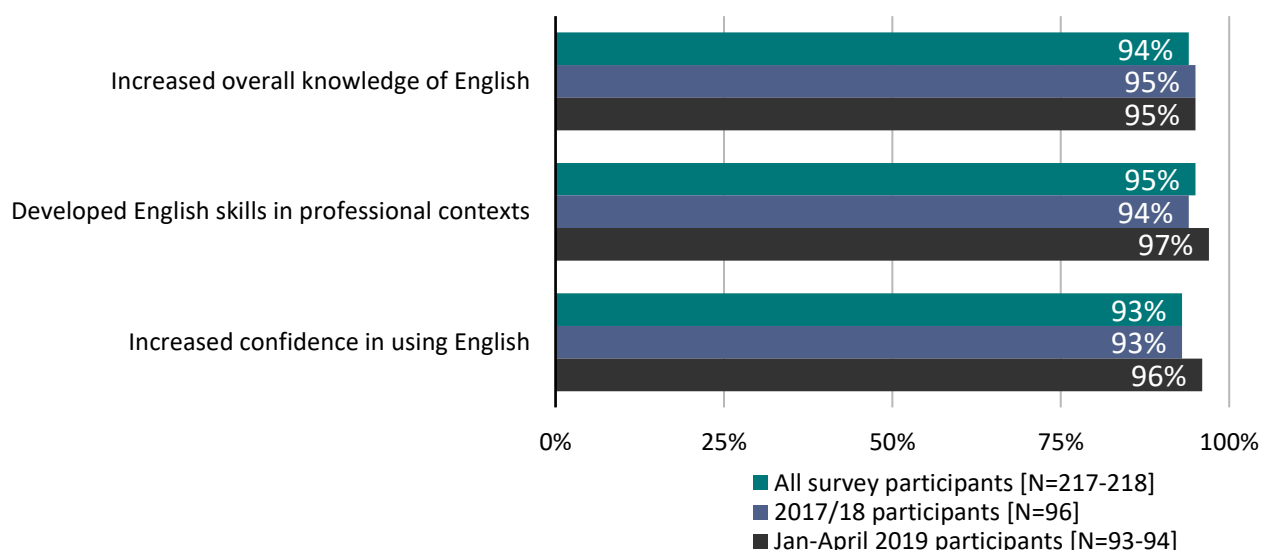
## Mumbai

The impact of the programme on learners' English language knowledge and skills in Mumbai was perceived to have been positive.

<sup>48</sup> 13 of 15 learners.

<sup>49</sup> Two of 15 learners.

## Mumbai Learner Survey: Percentage of Participants Agreeing/Strongly Agreeing



In the interviews, 12 out of 14 learners confirmed that their English language skills had improved as a result of the course. One learner reported how people around them had started noticing an improvement in their spoken English, whilst another recognised the improvement in their English language skills as a result of making fewer grammatical mistakes since participation in the course: *‘there has been improvement definitely. Whatever grammatical errors I used to make, that is not happening anymore.’*

Almost all non-learner interview participants (11 out of 12) also felt that the programme had made a difference to participants’ English language knowledge and skills,<sup>50</sup> as well as their confidence<sup>51</sup> and motivation.<sup>52</sup>

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## Impact on Access to Employment

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### Combined Findings

These combined findings aim to summarise the impact of the Teach India programme on access to employment for learners across the programme, including differences in results by gender and year, using survey responses from 364 learners in Delhi and Mumbai.

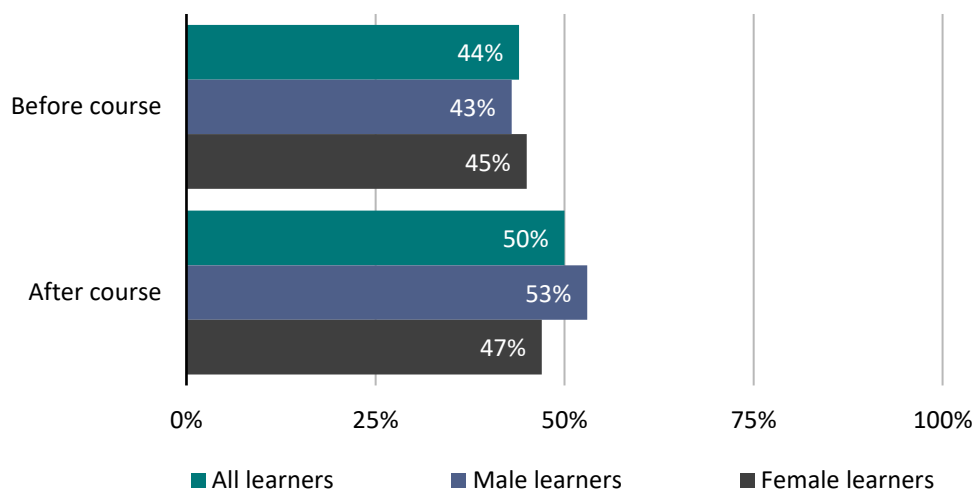
**Change in employment status:** The proportion of learners surveyed who were in some form of employment (full-time, part-time or self-employed) before and after the course increased by six percentage points, from 44% to 50%. The increase was much greater for male learners (10 percentage points) compared with female learners (two percentage points), however, which suggests that the impact of the course on women entering the workforce was very small. The change in employment status also varied by programme year, with an increase of 11 percentage points for 2018 learners and a fall of four percentage points for 2019 learners, although this is likely to have been influenced by a much lower employment rate for 2018 learners at the start of the course.

<sup>50</sup> One college and one NGO representative.

<sup>51</sup> Eight participants: three college representatives; two Volunteer Teachers; two Master Trainers and one NGO representative.

<sup>52</sup> According to one college representative; one Volunteer Teacher and one Master Trainer.

Learner Surveys: Percentage of Learners in Full-Time, Part-Time or Self-Employment



- Impact on access to employment:** The majority of learners (87%) agreed that the course had helped them to find employment, with similar responses from males (87%) and females (86%). There was a slight increase from 2018 to 2019 in the proportion of participants that thought the course had helped them in finding work, from 85% to 87%.
- Impact on quality of employment:** In terms of the quality of work that was available to learners, the majority (82%) felt that the course had improved their chances of gaining a good job. A higher proportion of females felt that their chances of getting a good job had improved (84%), compared with males (79%). There was also an increase between 2018 and 2019 in the proportion of learners that felt the course had helped them in this area, from 80% to 85%.
- Impact on participant motivation:** The majority of learners (84%) reported that their motivation to find a job had increased since they took part in the course. There was a slight difference in percentage points across gender, which was also similar to the difference across the years.

## Delhi

Learners surveyed from Delhi were asked to confirm their state of employment at two time points, including giving retrospective details regarding their employment before the course had started, as well as confirming their employment when they were completing the survey. This question was only asked for those who completed the training before May-June 2019.

Over half of participants (62%) were in either full-time or part-time employment or were self-employed before the course started. A higher percentage of participants (74%) reported being in full-time or part-time employment or self-employed after the course. This represents a small increase of 12 percentage points, which suggests that participation in the programme might have had some effect on employment opportunities among young people. These findings should be interpreted cautiously, however, as participants were commenting retrospectively on their employment status before the course started, which increases the risk of response bias or error.

*'Prior to taking this course I couldn't speak English at all, but after attending this course I am able to speak English; may be not fluent, but a little bit. This course has also taught me how to greet people, mannerism, body language. So this course has taught me a lot..'*

Learner

**Delhi Learner Survey: Employment Status for Participants Prior to May 2019**

Type	All survey participants [N=42]	
	Before course	After course
Full-time employment	31%	48%
Part-time employment	26%	19%
Self-employment	5%	7%
Unemployed	38%	26%

Among the Delhi learners surveyed who completed the course prior to May 2019, almost all (28 of 29 individuals) agreed or strongly agreed that the English for Employability course had helped them to find employment. Three out of eight survey participants from cohorts prior to May 2019 also agreed that the course had helped improve their chances of getting a good job. Similarly, three out of eight participants agreed that the course had made them more motivated to find a job than before the course.

The majority of the learners interviewed were employed,<sup>53</sup> all of whom attributed gaining these jobs to the course in some way, such as through the new skills gained or through the job fairs organised at the end of the course.

Employers and NGO representatives also felt that the course had given the learners job opportunities that they otherwise would not have had.<sup>54</sup> One Master Trainer interviewee mentioned specific examples of one learner who was earning more than their family members and another who secured a job abroad.

**Mumbai**

Learners surveyed from Mumbai were asked to confirm their state of employment at two time points in the survey, including giving retrospective details regarding their employment before the course had started as well as confirming their employment status when completing the survey. This question was only asked for those who completed the training before May-June 2019. A high percentage of learners surveyed for this question (60%) confirmed that they were not employed before taking the English for Employability course, with the remaining 40% reporting they were in some form of employment (either full-time, part-time or self-employment). After the course, an increase of six percentage points was found in the percentage of those with employment, with 46% confirming they had full-time, part-time or self-employment. This suggests that the course had some positive effect on the number of learners employed. The findings ought to be interpreted very cautiously, however, as there are some key limitations with the data, especially as some learners were taking the survey several years after they first completed the course.

*'I had two students who used to cook, they were chefs. After the course, I trained them so they could even speak to the customers and explain how they have made a dish... because of which, they also got a promotion. [...] The course not only helped them with the language, but also built the confidence for them to come out of the kitchen and speak to the customers in English.'*

Volunteer Teacher

<sup>53</sup> 11 of 15 learners.

<sup>54</sup> Five of seven employers and three of four NGO representatives.

**Mumbai Learner Survey: Employment Status for Participants Prior to May 2019**

Type	All survey participants [N=225]	
	Before course	After course
Full-time employment	22%	27%
Part-time employment	11%	8%
Self-employment	8%	11%
Unemployed	60%	54%

Of the learners interviewed, seven of the 14 reported that they had a job at the time of the interviews, with five of these working in the same job they had before they started the course.

100 learners from Mumbai who had taken part in the training before May-June 2019 were asked to what extent they agreed or disagreed that the English for Employability course helped them find employment; a high percentage (84%) agreed or strongly agreed.

Learners were then asked to state whether they agreed or disagreed that the course had helped to improve their chances of getting a good job. A total of 116 learners responded to this question, with a high percentage (84%) agreeing or strongly agreeing. Similarly, participants were asked to rate how much they agreed or disagreed that the course had made them more motivated to find a job than they were before, to which 114 learners responded, with 85% agreeing or strongly agreeing.

Learners reported that the course had impacted their employment prospects by enhancing their English skills and confidence,<sup>55</sup> their communication skills for interview settings<sup>56</sup> and their ability to secure interviews for existing or future jobs.<sup>57</sup>

### 2.3.2 Impact on Teachers and Trainers

#### Delhi

Interviewees noted that the Teach India programme had made a positive effect on teachers and trainers in terms of increasing their confidence in their teaching abilities,<sup>58</sup> teaching them new skills and teaching techniques such as time management and types of lesson delivery,<sup>59</sup> and encouraging a more positive attitude about the impact they are having and the relationship they are building: *'It really gave me an ego boost and it made me really happy to see that I was giving something to these learners who were keen to come for the classes. The kind of appreciation*

*'There was this volunteer who was a very quiet kind of a girl, but she wanted to do the training for herself. After the training, she told us that she got a job in an international school. She gave credit to Teach India because she built that sort of confidence because of the program.'*

Master Trainer

<sup>55</sup> Five learners.

<sup>56</sup> Three learners.

<sup>57</sup> Four learners, two NGO representatives and one college representative.

<sup>58</sup> Three of five Volunteer Teachers.

<sup>59</sup> Four of five Volunteer Teachers and one of two Master Trainers.

*I got back from them really helped me a lot.*<sup>60</sup>

## Mumbai

All Volunteer Teachers and Master Trainers thought participating in the programme had had a positive impact on their own personal development,<sup>61</sup> their confidence levels in teaching and training<sup>62</sup> and their concepts of mutual respect and equality:<sup>63</sup> *'the most important thing is like, learn to respect each and every individual. I mean, it's not what that person has got as education or something, but as a human being, I find they are very hard working. And that's what I learned from them. It's more of, like, treat everyone at the equal level.'*

### 2.3.3 Wider Community Impact

#### Delhi

Interviewees noted a number of ways in which the programme had impacted on, or filtered into, the local communities of the learners:

- 🌀 **Sharing knowledge from course:** Learners spoke about how they had used their learning from the Teach India course to share new knowledge with others,<sup>64</sup> and help others with their English language skills.<sup>65</sup>
- 🌀 **Encouraging community participation:** Learners<sup>66</sup> mentioned spreading the word about the course to other members of their community, friends and family to recommend that they join the Teach India programme: *'So we were really not sourcing learners alone as they're [learners] spreading the word for us, and local communities are adding in to it.'*
- 🌀 **Benefits to families:** Two of the employers interviewed said the families of learners who gained jobs also benefitted from greater financial stability, as well as learning new skills from those who shared their knowledge from the course.

#### Mumbai

In terms of impact on the wider community, a small number of participants (predominantly learners) were able to identify potential impact on their wider communities, with the following examples given:

- 🌀 **Sharing knowledge:** Three learners said that the course enabled them to speak English with their family members, helping to expose them to English and encourage English language learning: *'I have noticed a difference. I had started speaking a little English at home and even with my sister, I had started speaking in English.'*
- 🌀 **Supporting others:** One learner said that they now help their children with their English homework and encourage them to continue their studying: *'now my kids have started participating in different co-curriculars in the school and even outside. Now because I know English, I can help them with their work. [...]*

*'Many of our girls have particularly done well. One of them has started working as an associate in an insurance company and she is pretty much at par with the mainstream population in terms of work and skills and pay too.'*

NGO representative

<sup>60</sup> All five Volunteer Teachers and one of two Master Trainers.

<sup>61</sup> Two Volunteer Teachers and two Master Trainers.

<sup>62</sup> Two Volunteer Teachers and one Master Trainer.

<sup>63</sup> Three Volunteer Teachers.

<sup>64</sup> Six of 15 learners.

<sup>65</sup> Three of 15 learners.



<sup>66</sup> Five of 15 learners and two of five Volunteer Teachers.

*When my kids don't understand anything or have some difficulty, I can always help them and try to explain [it to] them by reading in English myself.'*



- **Importance of English:** An NGO representative said that learners can inspire their local community, as well as helping parents understand the importance of using English to increase their employment opportunities: *'...the student has gotten into a program into an organisation and into employment, the students become a role model for others in the community... the impact in the community is at this level... "this person has gotten a job and is earning this much then so can I". So the parents realise the impact too on a wider community level basis. So they do see this course as something that has to offer to their children to make sure that [...] they complete their education and employment journey.'*

### 3. Recommendations



#### Curriculum

-  **Updating the curriculum:** It is recommended that project partners review the existing Teach India curriculum to assess if any changes are required in response to changes in the social context over the nine years since the syllabus was created. Beneficial amendments are likely to include revising exercises and examples to ensure the content is relevant to the current context, including references to figures in Indian media and society, and checking the occupation areas of focus reflect the complexity of contemporary Indian economy.
-  **Expanding the curriculum:** Project partners may also wish to consider expanding the current syllabus and how this could be done in a way that will add the most value for programme beneficiaries. Potential expansions might include the introduction of content relating to a wider range of jobs and professions (and the vocabulary associated with this) and which covers a wider range of situations in which learners may wish to use English skills, including, for example, interactions with financial institutions, social activities and politics.


#### Support

-  **Ongoing support for Volunteer Teachers:** It is recommended that Teach India considers modifying its processes for checking-in with Volunteer Teachers after they have completed their training, based on feedback that they sometimes find it difficult to reach Master Trainers.
-  **Improvements to the employment support:** The programme's current employment support offer could potentially be strengthened by adapting course content (see above) to include a more extensive advice for job interviews, including such things as body language and hygiene, as well as looking to expand the range of employment outcomes on offer from the programme by, for example, seeking to include internships in the job fairs.

#### Structure and Process

-  **Reviewing the governance and advisory structure:** There may be advantages to programme delivery from having a more formal and cross-partner governance and advisory structure, particularly in improving the flow of information between partners; offering big picture perspectives on the programme's progress and direction; and ensuring accountability.
-  **Improving MEL and data processes:** It is recommended that processes are implemented to ensure consistent storage of programme documentation and data across programme locations. This would ensure that as Teach India continues to grow, future MEL assessments can draw on robust sources. The programme team may also wish to consider a comprehensive and strategic approach to future MEL, which would inform the implementation of data storage. Furthermore, the introduction of limited learner assessments to monitor progress would also improve the availability of data on which to measure impact.

#### Other

-  **Highlighting the requirement for A1 level English:** Although findings suggest that there is an opportunity for project partners to introduce more advanced pedagogical content to the programme, based on feedback from some participants that the current content is sometimes at a too basic level of English proficiency, it may be beneficial to specify the target language level of learners during the recruitment process instead. This would ensure that participants who are selected to the programme have an A1 level of English to match the design of the course. This recommendation appears to be particularly relevant in Mumbai.

- **Refresher training:** It is likely that programme staff would benefit from the delivery of refresher or update training by the British Council or other organisations with strong ELT expertise. This would facilitate knowledge-sharing between the programme staff and those with up to date understanding of best practice in the field.
- **Programme locations in Delhi:** There is an opportunity to review the geographical scope of the programme in Delhi to ensure that required distances of travel are suitable for participants, based on feedback from some interviewees that learners are travelling far to reach classes. There is also an opportunity to ensure that all jobs offered at the job fair are within similarly accessible distances for learners, based on feedback that some companies at the fair are based too far from where learners live, limiting their ability to take up the jobs.