IMPACT ASSESSMENT : PARIKRMA HUMANITY FOUNDATION

March, 2015

Presented by : Hansa Research Group

- **KEY FINDINGS**

  - Impact

  - Stakeholder Perceptions

  - Improvement areas suggested

UNDERSTANDING THE IMPACT OF THE FOUNDATION

At Both Tangible and Intangible Level

Average Scores

Subjects	Parikrma			Government			Private		
	Class IV	Class VI	Class VIII	Class IV	ClassVI	Class VIII	Class IV	Class VI	Class VIII
English	74.5	55.7	52.6	74.5	37.3	39.5	72	39.9	38.7
Mathematics	70.6	56.2	54.6	52.9	41.5	54.5	62.5	44.7	56.8
Science	74.5	64.6	34.9	57.8	46.7	33.5	70.5	57.2	35.2
Social Studies	87.9	25.5	53.6	82.3	28.3	42	89	28.4	42.1
All Subjects	76.9	50.5	48.9	66.9	38.4	42.3	73.5	42.5	43.2

- Overall, Parikrma kids out performing kids attending Govt/private school kids

- Highest difference seen among Class IV kids, with gap decreasing in older classes

- All students show a drop in Std VI but Parikrma students able to stabilize or recover better than Government or Private School students

- Parikrma students tend to outperform their competition most significantly in English
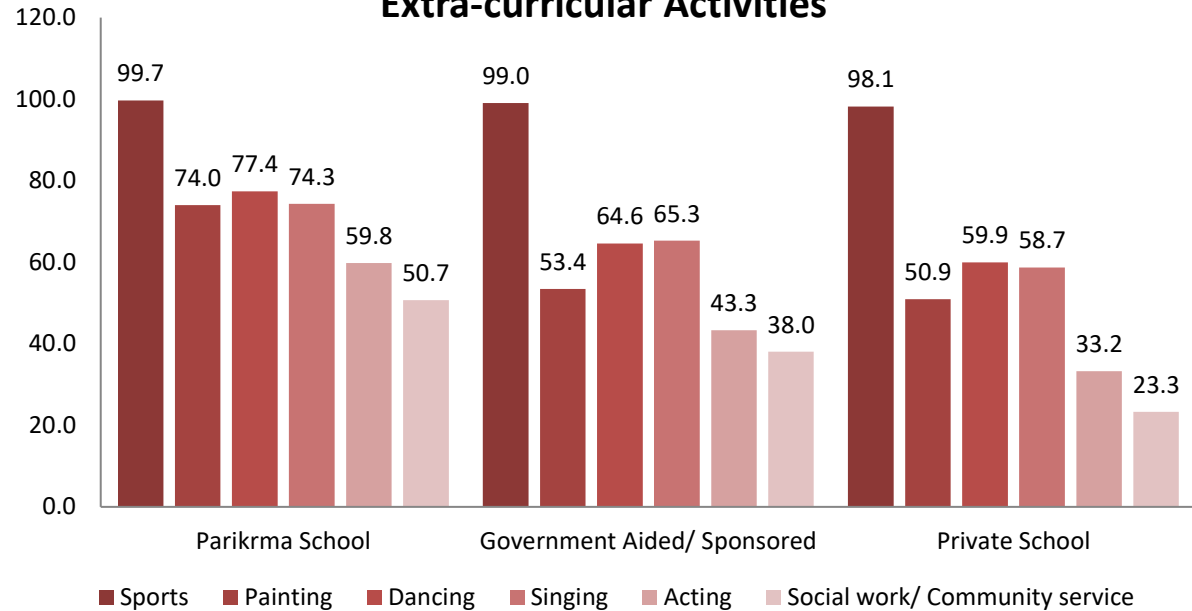
Holistic Development

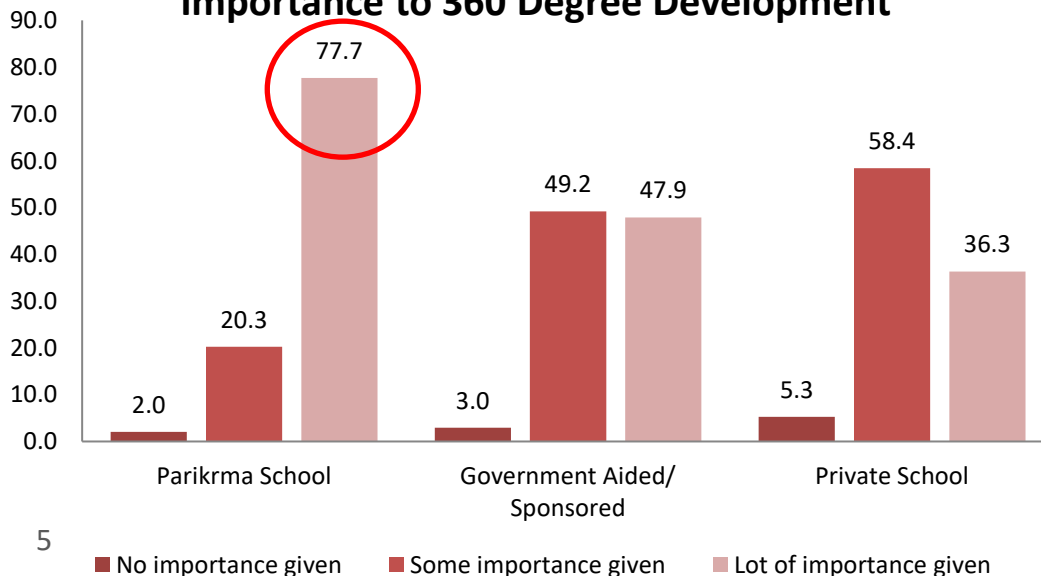Parents feel Parikrma schools give high emphasis on extra-curricular activities

Around 51% parents reported that their child took part in social work/ community development through Parikrma schools.

This figure is way higher than Govt. and Private. schools

Extra-curricular Activities

	Parikrma School	Government Aided/ Sponsored	Private School
Sports	99.7	99.0	98.1
Painting	74.0	53.4	50.9
Dancing	77.4	64.6	59.9
Singing	74.3	65.3	58.7
Acting	59.8	43.3	33.2
Social work/ Community service	50.7	38.0	23.3

Importance to 360 Degree Development

	Parikrma School	Government Aided/ Sponsored	Private School
No importance given	2.0	3.0	5.3
Some importance given	20.3	49.2	58.4
Lot of importance given	77.7	47.9	36.3

Parikrma stands apart in terms of 360 Degree Holistic Development of kids.

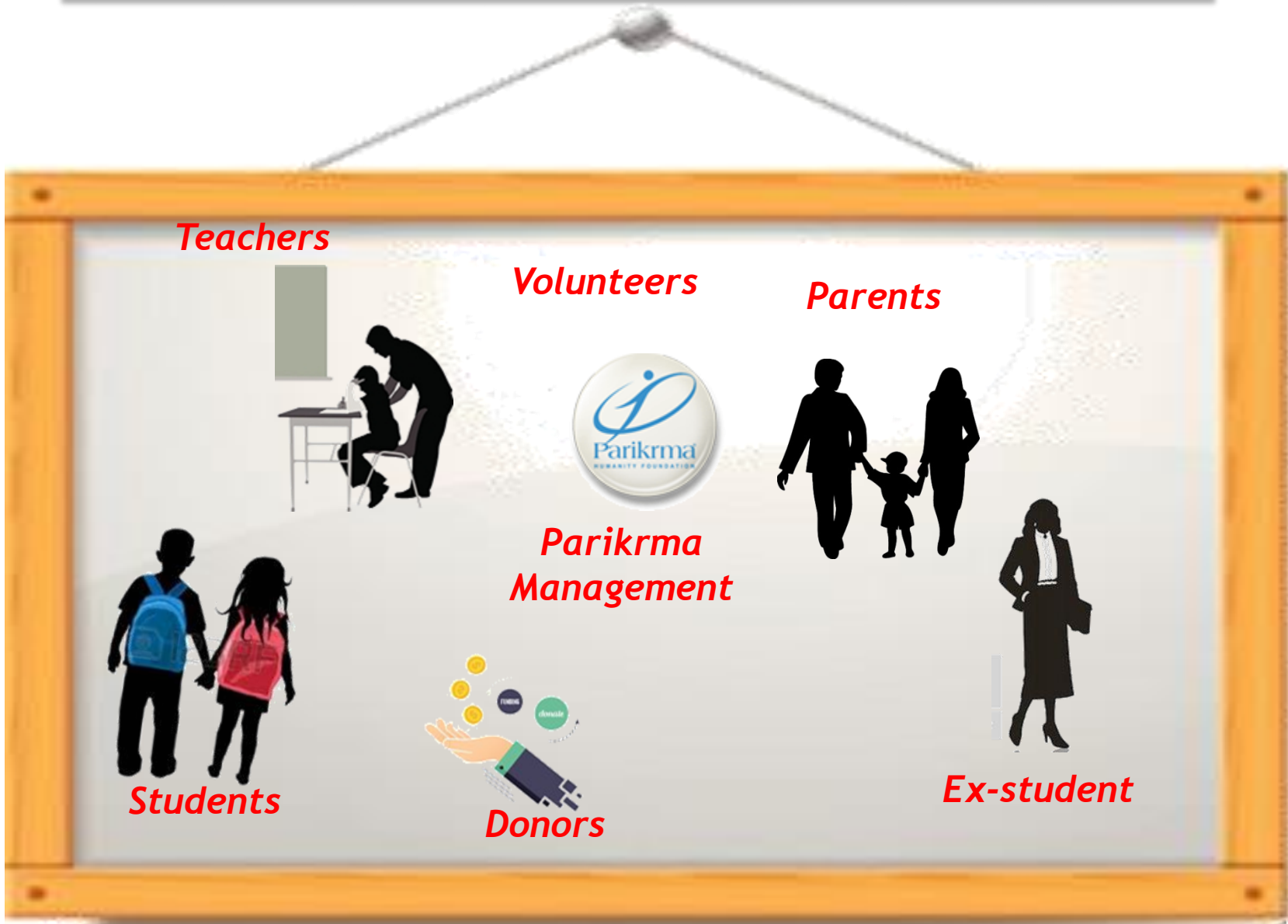|	Overall	Parikrma	Government	Private
Base	923	296	322	305

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Intangible Areas of Impact – Parental expectations
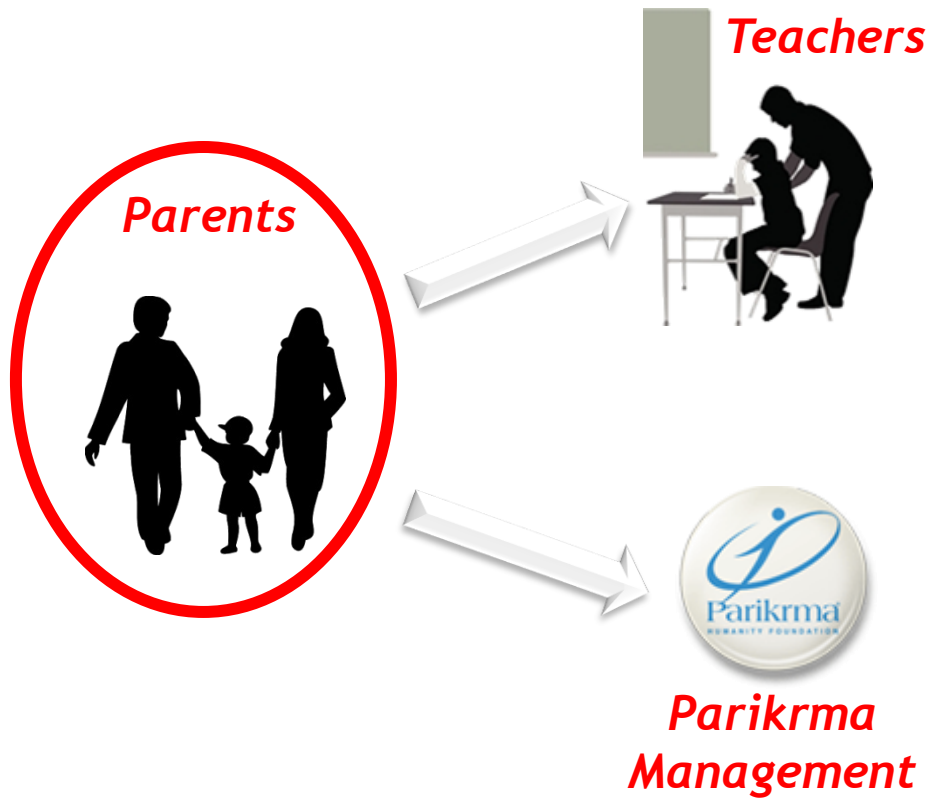
- Parents also change; so do their aspirations for their children – Parikrma parents far more ambitious
    - *Medicine & Engineering, not Govt careers are most preferred choices for our parents*

%	Parikrma	Government	Private
Doctor	31.4	24.9	28.9
Engineer/ Architect	29.1	20.3	20.8
Govt. Officer	13.8	23.6	25.5

UNDERSTANDING THE PERCEPTIONS OF DIFFERENT STAKEHOLDERS

Teachers

Volunteers

Parents

Parikrma Management

Students

Donors

Ex-student

Teachers

Parents

Parikrma Management

Perceptions and Areas of Improvement - Parents

Parikrma acting as an enabler and guiding light to enhance parenting skills and involvement levels

Acting as a beacon of hope for their children

- ~97% parents find Parikrma teachers to be sincere about teaching students ;
- Sincerity amongst Teachers found to be higher than Govt./Private Schools;
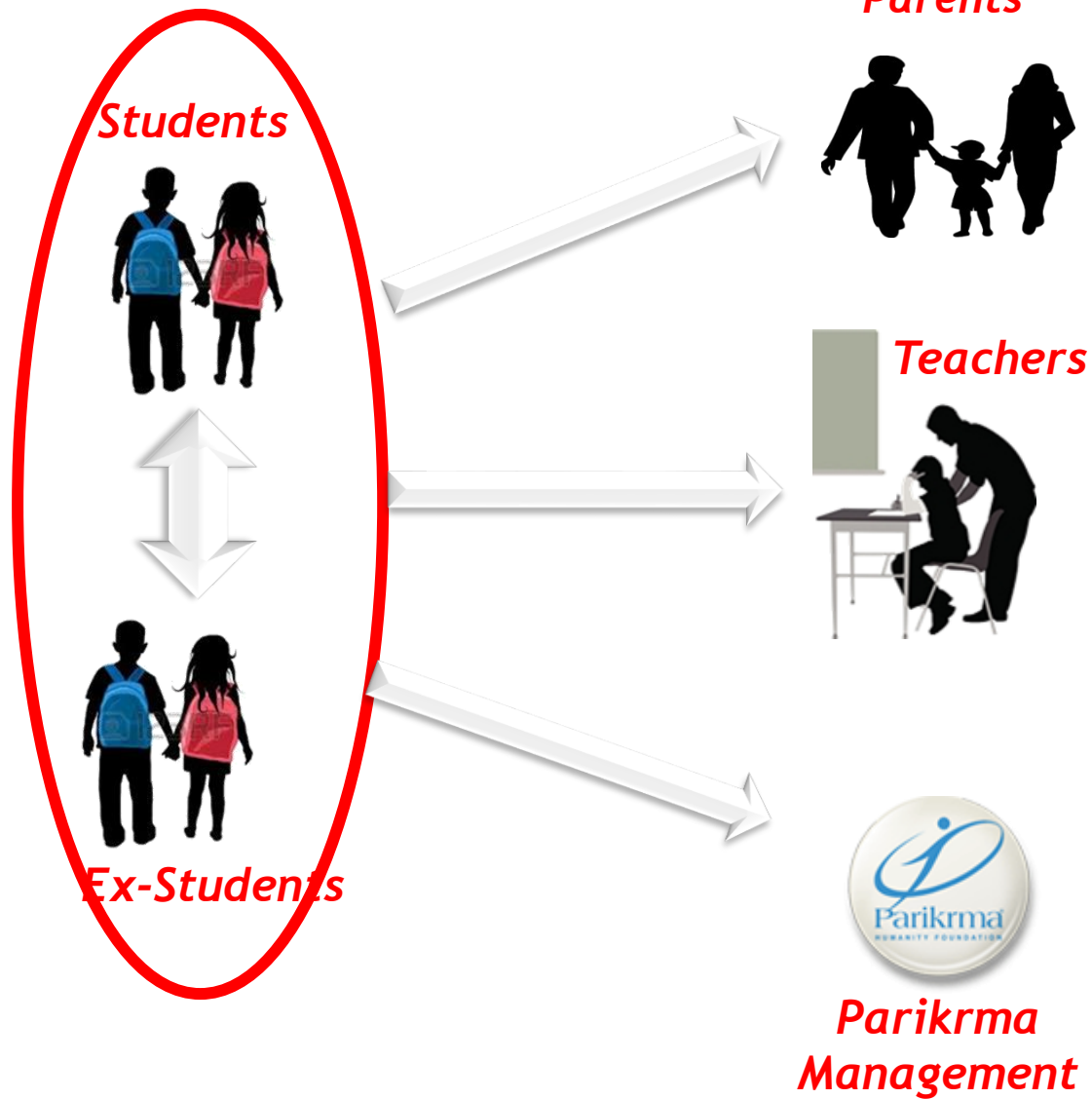- Usage of Audio-Visual Techniques to impart education also found to be higher

Parents are very satisfied with the development of the children and also feel that the support of the school is very strong for them.

The parents also found their children to be performing better than the kids enrolled in Govt./ private schools

Hence **no areas of improvement** emerged at a spontaneous level.
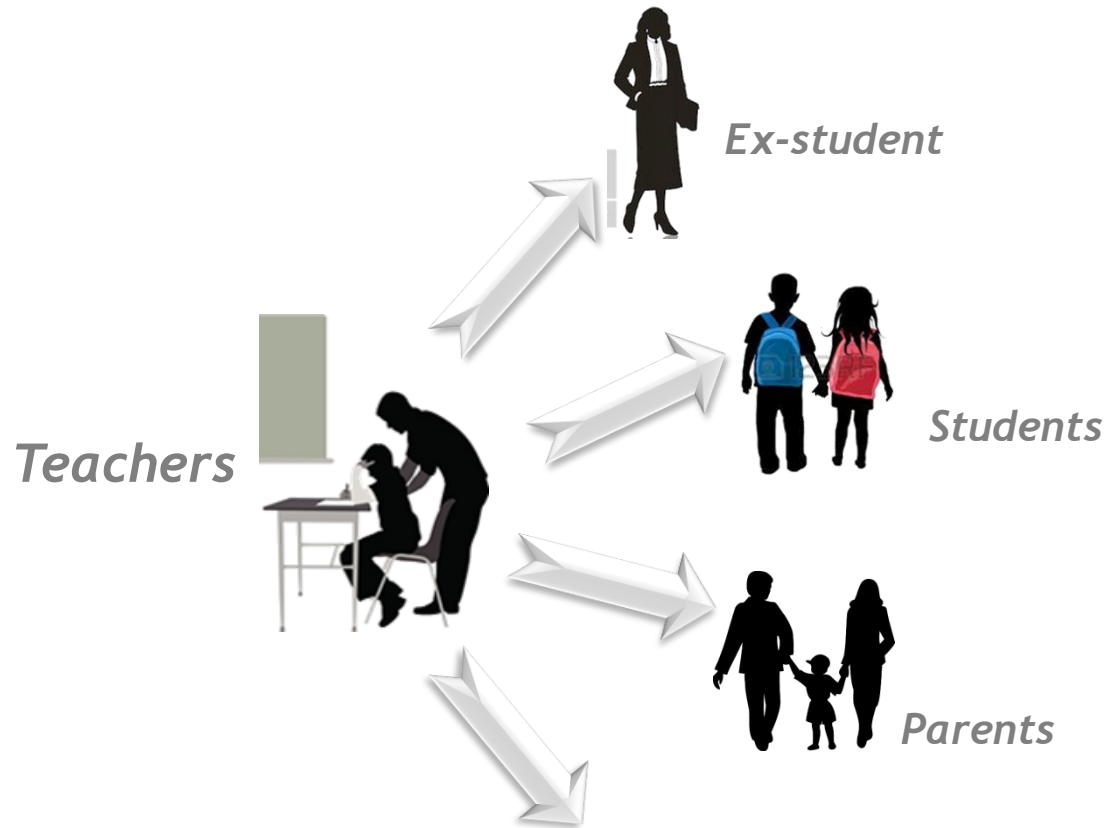- Only at a probed level they don't want any of their wards to be excluded from the system

Parents

Students

Teachers

Ex-Students

Parikrma Management

- Both current and Ex- Students very happy with Teaching and Nurturing approach of Parikrma . Recognize the differences between their own school and others

- Parikrma viewed as a family – high recall of all the initiatives amongst all the students (both Current and Ex-)

- School is seen **as a foundation,** basis which they are able to catapult them and deal with the challenges that life throws at them

- Seen as **a place where they can seek support for the rest of their life too**- financial, emotional, guidance and exploration of opportunities.

- Parikrma seen as an extended family with which the kids willingly choose to keep in touch. Alumni recognize their own responsibilities towards current and future students

- Need Gaps voiced at a probed level - Playground, Not enough Music and Dance classes

The Teacher's Lens

*Let us now understand how **teachers perceive** the stakeholders and the **impact** they have on them*

Teachers

Ex-student

Students

Parents

Parikrma Management

EXPLORED IN THE FOLLOWING SLIDES

- Teachers – happy about their association with Parikrma
  - High job satisfaction amongst the Teachers

- Ability to shape the lives of the under- privileged children seen as a key motivation for them, apart from ability to foster a bond with the children

- Teachers believe that not only are the students academically capable, but are aware and confident as well – ensuring overall development

- Believe that there is a greater involvement of the parents because of the school adding some value to their child's life – something that would help their children better lives than they could

THERE ARE NO SPONTANEOUS RESPONSES ON THE IMPROVEMENT AREAS FOR THE FOUNDATION, HOWEVER AT A PROBED LEVEL THE FOLLOWING RESPONSES ARE ELICITED:

✓ *The school could have more* *remedial teachers* *to help with the* behavior *of the children and ensuring they don't go astray*

   ❑ *Creating* discipline *is one area to be worked upon further. A common feeling amongst teachers is that* values, *respect for* school property*, good behavior needs to be inculcated*

✓ *While there is sufficient focus on academics, there could be* **more focus on helping build** careers **in fields of** art and music *– for kids who do very well in non academic fields but are unable to understand academic subjects*

✓ *Currently* data entry **of marks of all the students and then consolidating the marks is done by teachers. This is considered a bit** tedious and time consuming.

✓ *Induction programme and teachers' training needs to be strengthened*

✓ *Some teachers mentioned in confidentiality they are paid less than other school teachers*

✓ *Children who go to Sahakarnagar for sports training get up at 4 am, come to school and take the bus. They do not complain. However, can there be an alternative like transportation facility?*

The following slides explore Donor perceptions about Parikrma

We begin by understanding who they are, and the end objective of their donation. This objective gives rise to parameters which gain importance for them. How Parikrma performs on these parameters, determines how they perceive the Foundation

The Donor Lens

The key parameters on which NGOs evaluated by the donors are-

FOCUS AND DIRECTION

✓ *Ability to scale up, focus and clear direction make it operationally better than other NGOs*

✓ *The clarity, vision and planning the management exhibits is respected very highly.*

✓ *The decisions of the management reflect on good resource planning – meeting the goal of overall development with the available resources without compromising*

TRANSPARENCY

✓ *Transparency creates trust and hence the satisfaction that the money is being well spent (among both corporate and individual donors)*

✓ *Responsiveness and openness to suggestions*

The Donor Lens

PERCEPTIONS

✓ *Perceived to be amongst the top schools*

✓ *A belief that the Quality of education is high and there is no compromise made*

✓ *The results depict the impact the program has had and that tangible bit builds credibility*

✓ *Overall improvement in family culture, involvement of family (especially fathers), knowledge, confidence levels has been observed and appreciated (especially important to an individual donor)*

There are several elements that cue good results to the donors – these are explored in the following slides…

The Donor Lens – Results that cue benefits

TEACHERS

The teaching staff is considered **excellent** and well qualified

Apart from ensuring academic excellence, the **strong bonding** of teachers with students is noticed and appreciated

CURRICULUM

Quality of education is perceived at par with other schools, and better than state schools

The focus on **English**, with the ability of the kids to speak as well, despite their backgrounds is regarded highly

Co-curricular activities, especially school day, is considered top notch, and even better than other schools - Music, drama, sports, education

CHILD DEVELOPMENT

Students considered **competent** and not behind those who have better means **Confidence** is also high

Excitement of the children to attend school reflects on the environment created - *enjoyable rather than an obligation*

Lack of absenteeism, continuation till higher classes, energetic response depicts **value addition** to life

Who He Is

We can segment our donors into - individual and corporate donors as they have different priorities driving their donation

CORPORATE DONORS - INDIAN

Need to see a tangible impact – numbers that depict progress, a reflection of donation going in the right direction

Desire to make a difference in the future course of the life of one child at a time

Ability to see how even their small contribution went a long way to make someone's life better

A strategic roadmap as to where the organization is moving is essential

Effective and progressive teaching methods to ensure better learning

Focus on child's complete development and creation of a stable environment

INDIVIDUAL DONORS - FOREIGN

✓*While the corporate donor, being stationed in India is aware and hence comfortable with the way Parikrma is scaling up, the foreign donor needs more regular updates to feel a better control over the progress*

✓*Foreign donor may need a better understanding of how this program has progressed over the years and how can it be scaled up further*

✓*The overall system was perceived to be slow on the documentation by one of donors, especially the corporate ones.* **Need felt to improve the speed at which the documentation is done.**

The Volunteer Lens

Having a counselor for the children is liked ..*and a desire to have more of that given the background*

Despite the underprivileged backgrounds, *level of knowledge* among the kids is found commendable

Creates a warm environment – not just functional and academic, but an entire support system. This helps form a deep connect between the school and its students

Teaching method and quality of education, teachers is at par with other schools and ensures assimilation of knowledge

Organized documentation and record keeping makes it convenient for volunteers

OVERALL DEVELOPMENT

Apart from education, the school also instills a high degree of confidence among both boys and girls and the values of equality are imbibed

Ex students come back and show how Ms. Shukla has changed their life, and where they are today

Creates a desire among children to attend school and be excited about it

The relationship of the student with teachers is the highlight and a big differentiator from other schools

✓*The lack of support was creating hesitation in recommending Parikrama to international volunteers – an area that would need to be addressed in future*

✓ *Sync between teachers and volunteers is another area of improvement – somewhere a **gap is being felt between the two**, especially if the volunteer is not working directly in teaching, but other activities like resource mobilization*

✓ *There is also a **perceived lack of human resources for volunteer management**, leading to insufficient communication with the different members of Administration, Teaching – Feel that there should be more handholding and time devoted to them*

✓*Under-utilization of the capabilities of volunteers. Therefore they should be given more responsibilities in sync with their background and capabilities.*

THANK YOU