IMPACT REPORT
2019-2020

ENABLING LEADERSHIP
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More than 1 billion children in the developing world do not have the opportunity to develop essential leadership skills like grit and resilience, communication, problem-solving skills, a sense of awareness of oneself and one's community.

This important gap poses a grave threat to our society where poverty, conflict, gender inequality, unemployment and many other challenges continue to get more complex.

**WE BELIEVE EVERY CHILD CAN BE A LEADER** - a positive contributor, role model and global citizen

We enable children from the 9-15 year age group attending government & low-income private schools to become leaders.

We deliver this through three programs:
- **Just for Kicks** (football)
- **Music Basti** (music)
- **Build Maya** (Lego)
# TABLE OF CONTENTS

## Impact Created
2019-2020
04

- Opening notes, Outreach & Impact

## Program Dashboards
08

- Just For Kicks
- Music Basti
- Build Maya

## The Gallery
11

- Clicks from the field

## Stakeholders Speak
12

- Views from our Students, Partner Schools & Parents

## Etcetera
15

- Evaluation methodology
- Concluding notes
OPENING NOTES

ABOUT ENABLING LEADERSHIP PROGRAMS

Just for Kicks: A leadership program that harnesses the beautiful game of football, Just For Kicks allows students to develop grit, discipline, teamwork and handling stress, while playing for one’s team.

Music Basti: By enabling children to tell their stories through original songs and hosting public concerts, Music Basti takes the students through a journey of self discovery and transformation.

Build Maya: Using the principle of positive play, Build Maya provides students the opportunity to imagine, ideate, test and collaborate to design solutions using building blocks for real world challenges at school.

THEME OF THE YEAR 2019-20: “STRONGER TOGETHER”

Enabling Leadership chooses a theme for all programs and students to focus on each year. The theme for 2019-20 was “Stronger Together”. Be it in writing and harmoniously singing an original composition in a group, strategising and playing together as a team, or planning and building structures in a group, students across programs were encouraged to think about aspects of Diversity, Inclusion, Equality and Unity.

SPIRIT CIRCLE

The concept of Spirit Circles as a structured part of Just for Kicks league was introduced in 2019-20. Spirit Circles foster positive connections with other teams or groups. After a match at the league, both teams form a circle with alternating team members. Players share their positive or negative emotions, come up with ways to handle pressure and to appreciate and learn from the other team.

In Music Basti and Build Maya programs, students reflected on their preparation, performance and experience of being on stage.
OUTREACH

IMPACT CREATED 2019-2020

# of Students: 6180
# of Locations: 8

INDEX
Just for Kicks
Music Basti
Build Maya

GENDER DISTRIBUTION

Boys 51.2%
Girls 48.8%
Boys 45.6%
Girls 54.4%
Boys 49.4%
Girls 50.6%

TYPE OF SCHOOLS REACHED

23 schools under public-private partnership
39 Low-income private schools
87 Government Schools

RURAL URBAN DISTRIBUTION OF STUDENTS

960 students from rural schools
5056 students from urban schools

INDEX
Just for Kicks
Music Basti
Build Maya

87 Government Schools
Enabling Leadership’s leadership skills framework focuses on 9 key leadership skills that are further broken into leadership traits. In 2019-20, coaches assessed 1800 students who were part of the Just for Kicks program. Coaches assessed students (boys and girls) at the beginning (baseline assessment) and end (endline assessment) of the program year on the leadership skills based on our leadership skill framework.

Coaches mainly assessed whether each of the leadership traits was observed in the student or not at both points of time. The comparative results show significant growth in these indicators across sites. The results indicate the effectiveness of the program in terms of change in students’ observable behaviour on each of the leadership traits.
**SENSE OF AWARENESS OF SELF**

% INCREASE in # of Students Beginning of Year VS End of Year

- Introspective & suggests corrections
- Articulates why a certain challenge is being faced
- Understands when things don’t go as planned
- Describes what they will do if they face a problem again

**PROBLEM SOLVING SKILLS**

% INCREASE in # of Students Beginning of Year VS End of Year

- Describes feelings after an activity
- Aware of their strong & weak points
- Shares when feeling low
- Knows & practices basic healthy habits well
- Reacts calmly in stressful situation
- Willing to accept mistakes
High increase in learning during the year for students included some of these parameters (assessed beginning of the year vs end of the year):

- 102% increase: Student takes small steps to improve self
- 65% increase: Encourages others to think about solutions, instead of complaining
- 77% increase: Suggests alternative ways of understanding tasks/concepts
- 46% increase: Answers the questions asked and tasks completed when given
Students Reached: 1,194

- Grade 3: 37.1%
- Grade 4: 36.7%
- Grade 5: 15.8%
- Grades 7 & 8: 5.5%

High increase in learning during the year for students included some of these parameters (assessed beginning of the year vs end of the year):

- 140% increase: student shares plans and goals with their teacher
- 90% increase: Student understands how everything around him/her has origins and connections across the world
- 94% increase: When asked for suggestions, thinks of innovative ways to solve the problem
- 95% increase: Shows interest in taking responsibility & leading tasks
Students Reached: 162

- Grade 8: 6.8%
- Grade 7: 9.9%
- Grade 6: 5.6%
- Grade 5: 25.9%
- Grade 4: 1.9%
- Grade 3: 50%

High increase in learning during the year for students included some of these parameters (assessed beginning of the year vs end of the year):

- 72.2% increase: Appreciates others' efforts & ideas if different from theirs
- 90.9% increase: identifies similarities and differences between people from different states of India/other parts of the world
- 52.6% increase: eager to try out solutions or ideas even if they may not work
- 54% increase: give credit to their fellow team-mates
CLICKS FROM THE FIELD

Celebrating teamwork

Getting ready for the League

Cheering the singers on stage

Imagination takes form during one of the Build Maya Sessions
I learnt to speak up instead of fighting and abusing when I do not like something. The most difficult thing I learned through the program was how to control my anger. I get angry very easily and used to fight and shout a lot when someone used abusive language with me. It is still hard but I’m much better at it. My coach didn’t scold or punish me. Instead he would talk to us when we did something he did not approve of. Coach asked us to help him set up the activities in class. The activities are a lot of fun and we enjoyed ourselves and laughed a lot in the sessions.

- Bipanah, age 10, female, Just For Kicks program

Compassion was the most important thing I learned through the program. It is not only about me, but about everyone else too. Gender does not come in the way in case a girl wants to do something she likes. My coach treated both boys and girls equally, and told us not to give up when we felt like it. My coach gives me choices.

- Monica, 13 years, (female), Just For Kicks program

I was a very shy boy before. But thanks to football I am much more confident now. My game has also improved a lot over the last five years of participating in the Just For Kicks program. I feel very confident on a football pitch. I learn from my teammates and also trust them. I played as a striker initially, and then became a defender. That change was very difficult, however, I am happy playing as a defender now. The biggest change I find in myself is my ability to manage my anger. Football calmed me down, and also made me very confident.

- Sailesh Sharma, 15 years (male), Just For Kicks program

Through the Build Maya lessons, I learned to be honest and accept my mistakes without blaming anyone else in the group. I also learned to help others in the group if my work was complete. Our teachers enabled us to work independently, think of ideas independently, and encouraged us to ask for help when we needed it. Earlier I would fight a lot, but now I try to explain myself instead of fighting. I help my brothers at home with their school work. I teach my younger brother to read.

- Ikra Ansari, 9 years (female), Build Maya program
Some of my students have displayed remarkable progress in leadership skills, especially in how they think. They are even able to plan and run their own football sessions. I really admire the teaching methodology of the Just For Kicks program. Using fun games while also teaching technical skills is very interesting. The students are united and very supportive of each other. Most of them are transformed from being selfish to selfless.

I observed a few of the sessions and enjoyed every aspect of them. I feel that the students are happy while they are playing and that makes them strong. I feel that the reflection circles after the sessions are very valuable, and talk to the coach after every session, which helps them think about how they are doing. The mixed gender practices and matches helped the students realize that everyone is equally talented.

Our students now come forward and perform at all the cultural functions in the community. They learned how to sing and perform and are very enthusiastic to learn new songs. The Music Basti sessions are very creative and use different engaging activities to teach the students.

The Just For Kicks program methodology was so effective that my students’ have become comfortable to share how they feel, especially thanks to the ‘team talk’ at the end of every session. I have seen many positive behavior changes in my students. Through football training, my students learned to be more punctual and now they come early to school too. They demonstrate more creativity with the ideas and try new things both on the football pitch but also in class.
HEARING FROM PARENTS

Owed to the Covid-19 nation-wide lockdown, we were unable to carry out surveys and focus group discussions with parents in all planned sites. We were only able to speak with and conduct focus groups discussions at one site - Dharwad, where 29 parents from 4 villages participated in the feedback and discussion sessions. So although not representative, below is a snapshot of parents’ views of our programs in the rural site.

What they felt our programs had taught their children: **Responsibility, confidence, motivation to do better and hygiene.**

Parents saw value in the program giving their children a chance to travel to cities and compete with other children. If not for these programs, their children would not have had such an opportunity. Participating in events, speaking and performing on stage, they think, have made their children more confident.

Parents also appreciated their children being exposed to the world beyond their village through exposure in the classroom. Whether through world music or the world of sports or exercises to construct bridges from all over the world, our programs, they say, have opened the world to their children.

All surveyed parents want the program to continue in their villages even when their children go to high school.

**My child was quite silent and shy when he joined the school. He was not opening up and did not have interest in activities. Through the Just For Kicks program, I started seeing changes in him. His enthusiasm and will power grew. He started believing in his capability. After 3-4 years of football coaching he has become a person who is smart, can talk to people, and believes in accomplishing things.**

**Parent, GMPS Kadugodi, Bangalore**

**My child gets up early and gets ready for the program without requiring us to tell him anything. He, along with his friends, go running and walking everyday. He has become more conscious about physical fitness.**

**Parent, GMPS Karadigudda, Dharwad district**
A mixed methods approach was adopted for the design of feedback and process evaluation tools that were administered at the end of the programs. These tools included student assessment by coaches and teachers, student surveys and interviews, surveys and interviews of partner school teachers and/or principals, interviews with the organization’s teachers and coaches, and parents.
**EVALUATION METHODOLOGY**

- **144** EL Teachers and Coaches Surveyed
- **64** Focus Group discussions carried out with EL Students and Parents

**Student and Parent Distribution**
- Students - FGs: 55.4%
- Parents - FGs: 44.6%
- Bengaluru: 14%
- Pune: 20.7%
- Mumbai: 13.3%
- Delhi: 16.7%
- Chennai: 4%
- Hyderabad: 8%
- Dharwad and Kumta: 23.3%

**ETCETERA**
CONCLUDING NOTES

The feedback from all our stakeholders, including students, parents and school teachers present compelling stories and evidence about the impact of the program on its students, especially in building teamwork, confidence, cooperation and overcoming one's fears.

Partner school staff have cited many examples of remarkable positive behaviour changes amongst students as a direct result of their participation in EL programs. Behavioural outcomes such as helping others, cooperating with classmates, collaborating and sharing, and demonstrations of empathy have been most commonly observed as a result of students participating in EL programs.

The role of events and showcases cannot be understated in enabling these behaviours and learnings to come to fruition. These events have been recognized by school partners and parents for their quality, ethos, design and celebratory nature, bringing the students, parents and community members together.

A limitation of this year’s impact evaluation is that we were unable to collect qualitative feedback data as planned.