



ENABLING
LEADERSHIP®

IMPACT REPORT
2024-25

**AGAINST ALL ODDS:
THE LEADERSHIP
OUR WORLD NEEDS**

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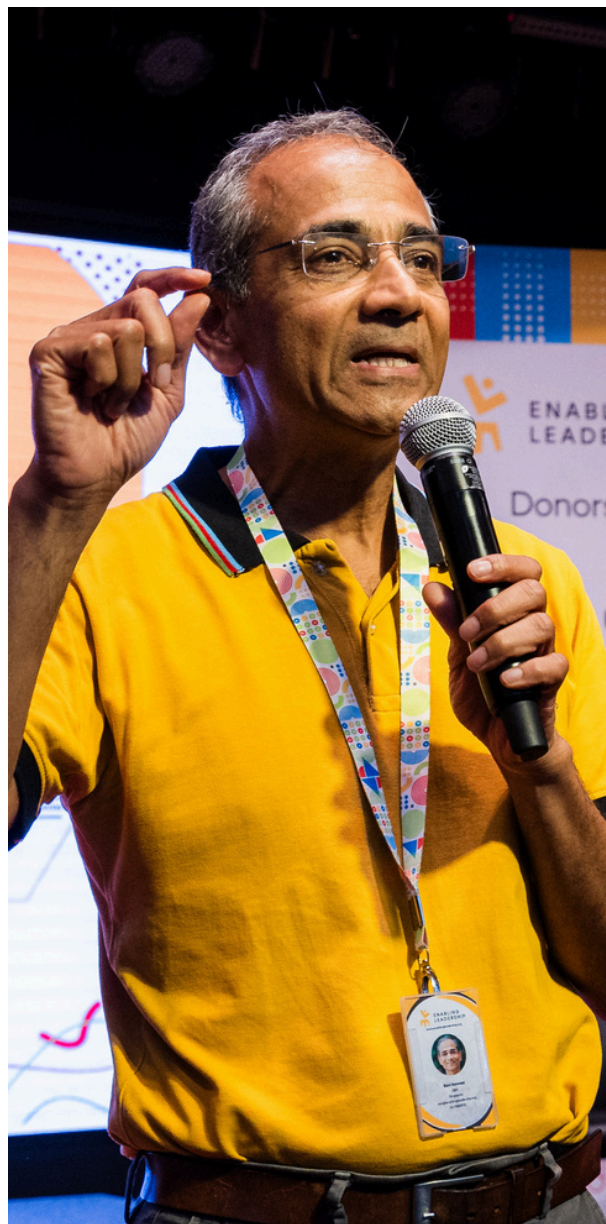
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students in our
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FOREWORD



A handwritten signature in blue ink, reading 'Ravi Sonnad'.

Ravi Sonnad
Founder & CEO
Enabling Leadership Global

Each year at Enabling Leadership, we witness what happens when children are given not just opportunity—but belief. This past year, over 10,000 girls and boys from underserved communities across India, Cambodia, Kenya, and Singapore stepped into their power — demonstrating what they had learnt in their classrooms, at events and in the heart of their communities.

They worked towards and achieved concrete goals through the year. They played in the world's largest mixed-gender football league, took bold ideas to build real-world solutions in the largest Lego-type building blocks-based innovation competition, and performed in the largest original music competition of its kind—creating songs that spoke of hope, identity, and change. They took on the challenge of leading positive changes in their communities.

What connects all their journeys is this: they were never expected to succeed, achieve, or lead—but they did.

This report is a celebration of what's possible when children are given the opportunity to flourish — regardless of gender, background, or circumstance.

THANK YOU FOR STANDING WITH US AS WE CONTINUE TO DEFY THE IMPOSSIBLE!

WHAT PROBLEM ARE WE SOLVING?

According to UNESCO (2023 report), majority of education systems globally fail to equip young people with the skills needed to thrive in the 21st century, such as leadership, collaboration, critical thinking, and resilience.

86% of employers globally say that young people entering the workforce lack critical soft skills.

With over 1.8 billion young people aged 10–24 globally, the largest youth generation in history is growing up without the skills to lead their communities or economies.



OUR THEORY OF CHANGE

When children in the most impressionable age group (9-15 years) are engaged for sustained periods of time with well designed programs that use experiential mediums (like sports, arts, play, etc), they are empowered with critical skills required to become productive and responsible adults.

OUR PROGRAMS



EL Play uses the powerful medium of mixed-gender football to develop critical leadership skills and mindsets in students.



Using the principle of positive play, **EL Build** students design solutions using building blocks for real-world challenges in their home, school, and community.



EL Create is a group-based music leadership program that enables children to tell the stories of their dreams and communities

OUR OUTREACH



10,049 students

4 countries



51.4% BOYS



48.6% GIRLS






148

Partner schools
where we run EL
Programs

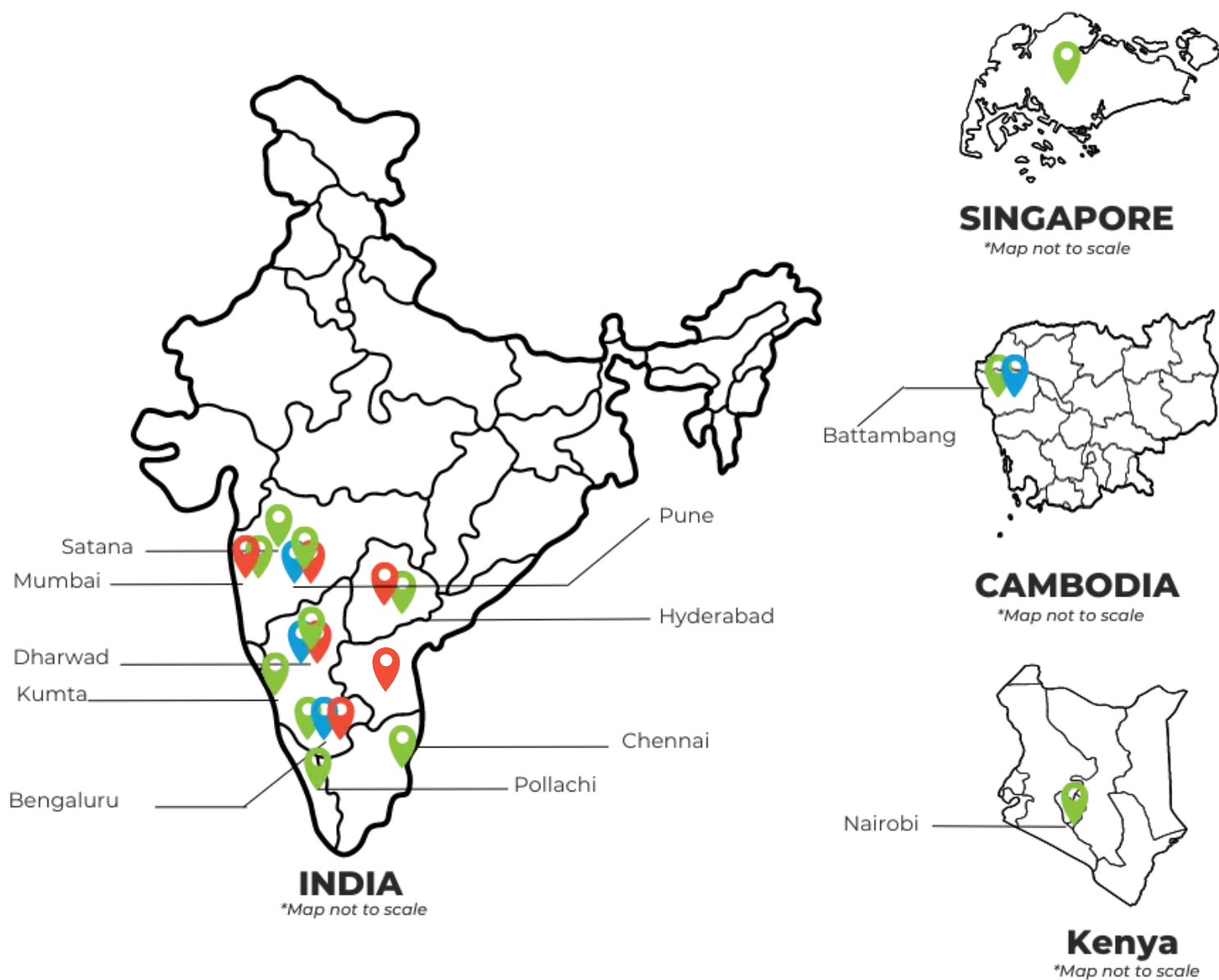


156

Coaches &
Teachers

PROGRAM	NUMBER OF GIRLS	NUMBER OF BOYS	TOTAL NUMBER OF STUDENTS	HOURS OF ENGAGEMENT
 ENABLING LEADERSHIP PLAY®	2981	3121	6102	17,800
 ENABLING LEADERSHIP CREATE®	1202	1241	2443	6,156
 ENABLING LEADERSHIP BUILD®	703	801	1504	3,951
TOTAL	4886	5163	10,049	27,907

OUR OUTREACH



METHODOLOGY & TOOLS

Our Leadership Framework is a set of mindsets, behaviours and habits that we work towards inculcating in our students. It focuses on 3 core leadership skill constructs:

- Strong Belief systems
- Excellent Problem solving skills
- Keen sense of awareness of self, community and world

When students understand, practise and apply these mindsets, behaviours and habits consistently in their daily lives, they result in positive outcomes. These "transfer" outcomes are the final test of whether our programs are impactful. We use a variety of tools to measure the "transfer outcomes" in our students as below:

Area of Student Growth	Measurement Tool
Leadership Skills (Indicator of improvement in mindsets, behaviours and habits)	Leadership Skill Assessment Tool



Area of Student Growth	Transfer Outcome	Measurement Tool
Individual Excellence	Academic Growth	Grade-level academic testing
	Technical skill growth	Technical Skill Assessment Tool
Team Excellence	Team performance and improvement	Student Survey & Coach Survey
Aspirations and ambitions	Professional Goals	Student Survey & Student Interviews
Gender Equity	Mindsets & perceptions	Student Survey, Student Interviews, Coach Surveys
Community Leadership	Social responsibility	Community Projects (Senior students only).



OUR IMPACT

**DEFYING THE IMPOSSIBLE:
A YEAR OF BOLD
LEADERSHIP**

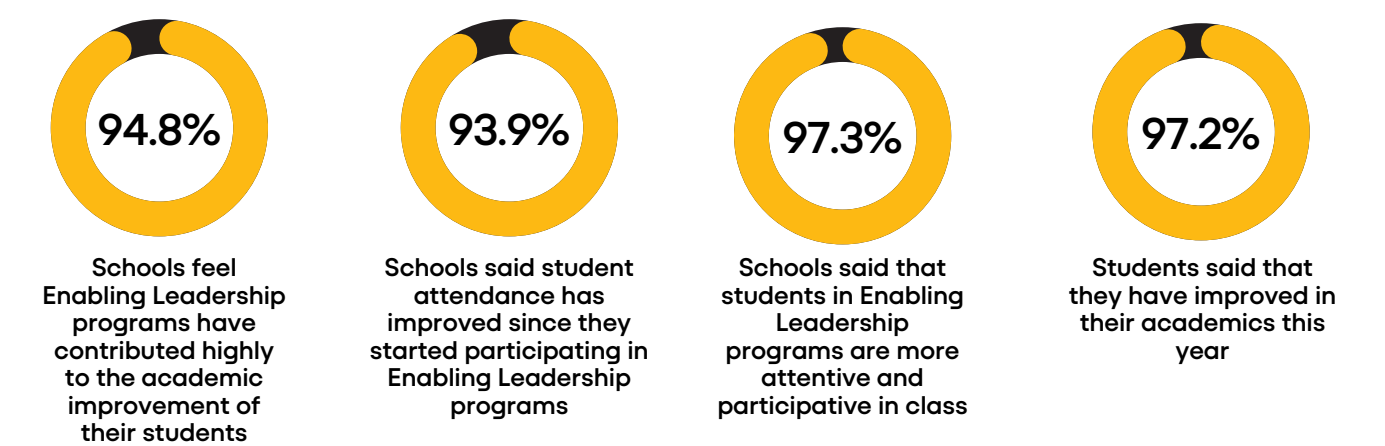
Did our programs help students focus & do well in academics?

The mindsets, behaviours and habits inculcated through our programs are not ends in themselves. They form the foundation for students to succeed in various aspects of their lives and futures. Academic performance & growth is one such area where these are reflected. This year we tested a sample of our students across sites and programs using two types of academic assessments: (a) Grade level tests and (b) ASER testing. We looked for trends and used standard benchmarks to see how our students fared in comparison. We also surveyed teachers in our partner schools for their inputs on the academic aspects of our students.

a) Grade-Level Tests: Overall scores

A random sample of students across all our India sites were assessed in core subjects - Maths, Science, English, Environmental Science, and Social Studies - using standardized formats aligned to CBSE and State Boards. The results revealed a promising trend: students in higher grades consistently outperformed their younger peers. While academic progress is shaped by several factors, this improvement reflects students' efforts, growing confidence, critical thinking, and problem-solving mindsets nurtured through Enabling Leadership programs. As students progress through the years, the habits, behaviours and leadership skills they build with us, would have a role to play in the stronger academic outcomes.

OVERALL PERCENTAGE SCORED	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
Less than 40%	31%	24%	13%	10%		
40-75%	50%	20%	21%	20%	19%	12%
More than 75%	18%	56%	66%	70%	81%	87%



b) ASER Test

The ASER (Annual Status of Education Report) is a nation-wide assessment that measures foundational learning levels in rural India. It uses simple tools—like a Grade 2-level text for reading and a 3-digit by 1-digit division problem (typically taught in Grades 3–4) for arithmetic. Below are the results of the ASER testing in a random sample of students across our sites.

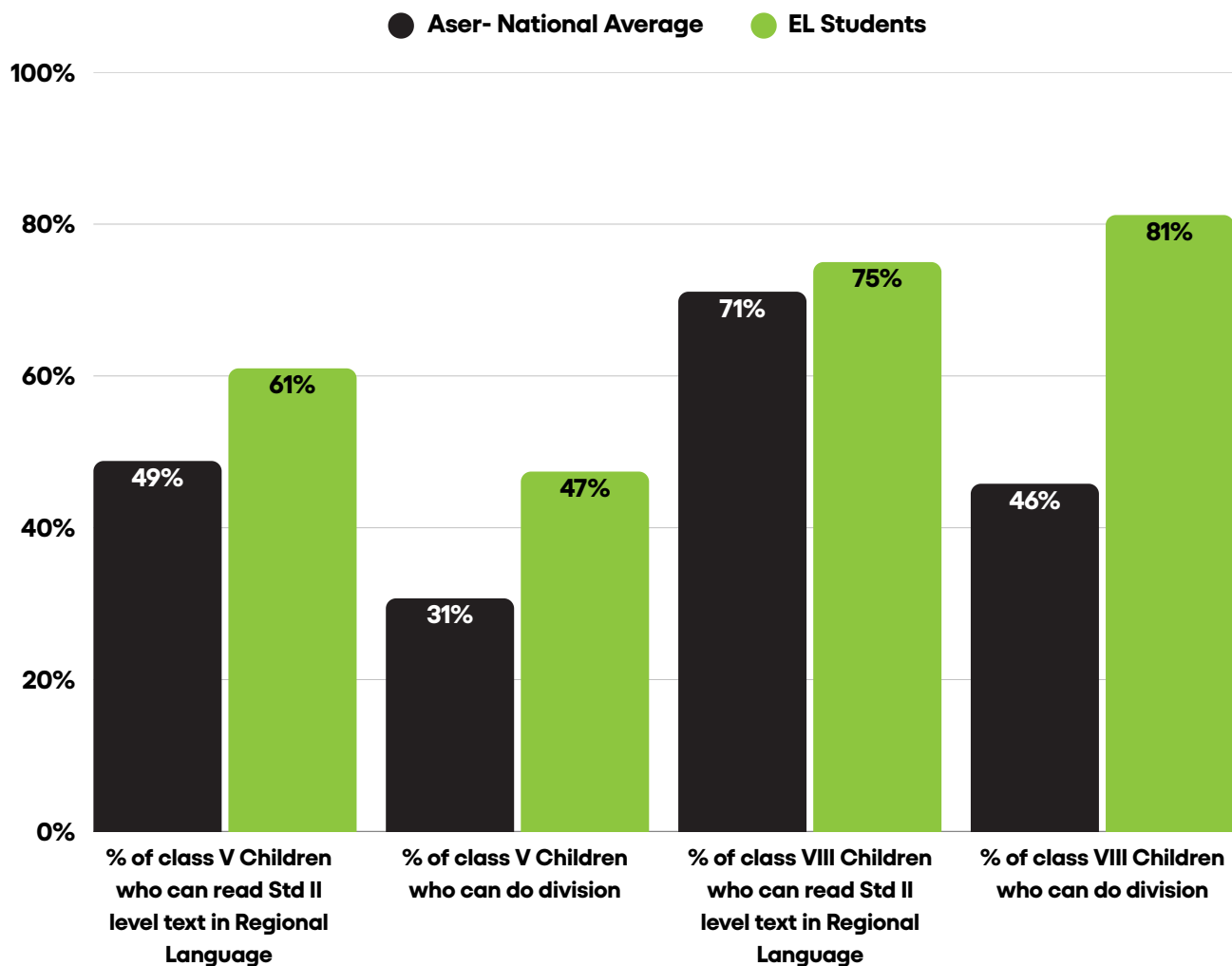
	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
% of Students at Story Level (English) - All Locations	40%	53%	56%	73%	81%	100%

	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
% of Students at Division Level (All Locations)	41%	47%	63%	77%	81%	100%

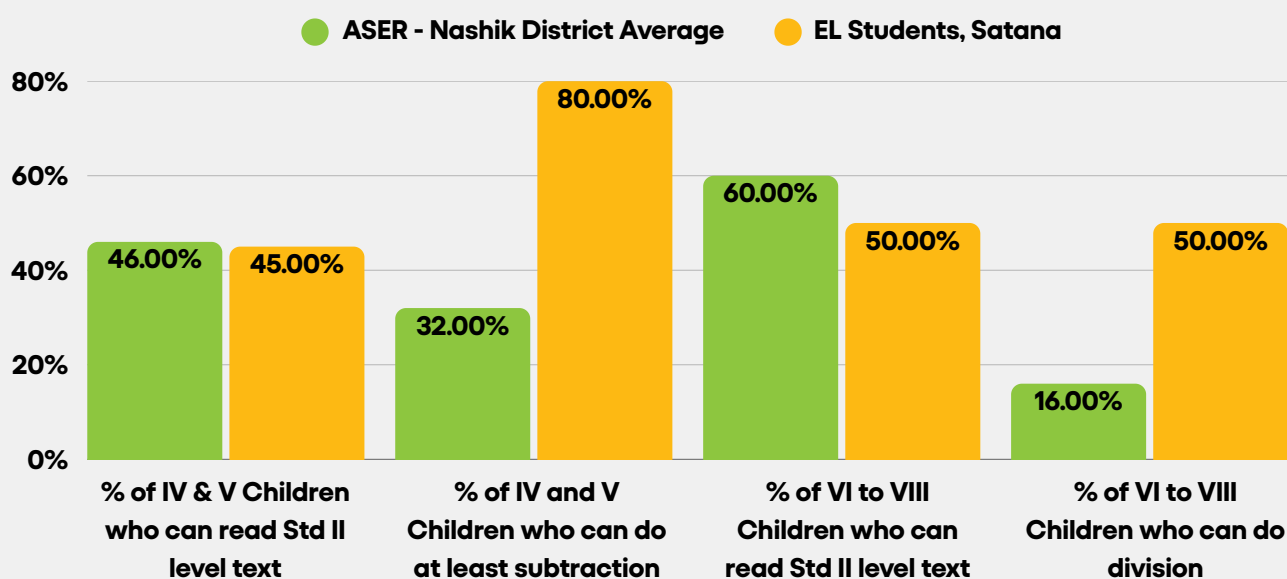
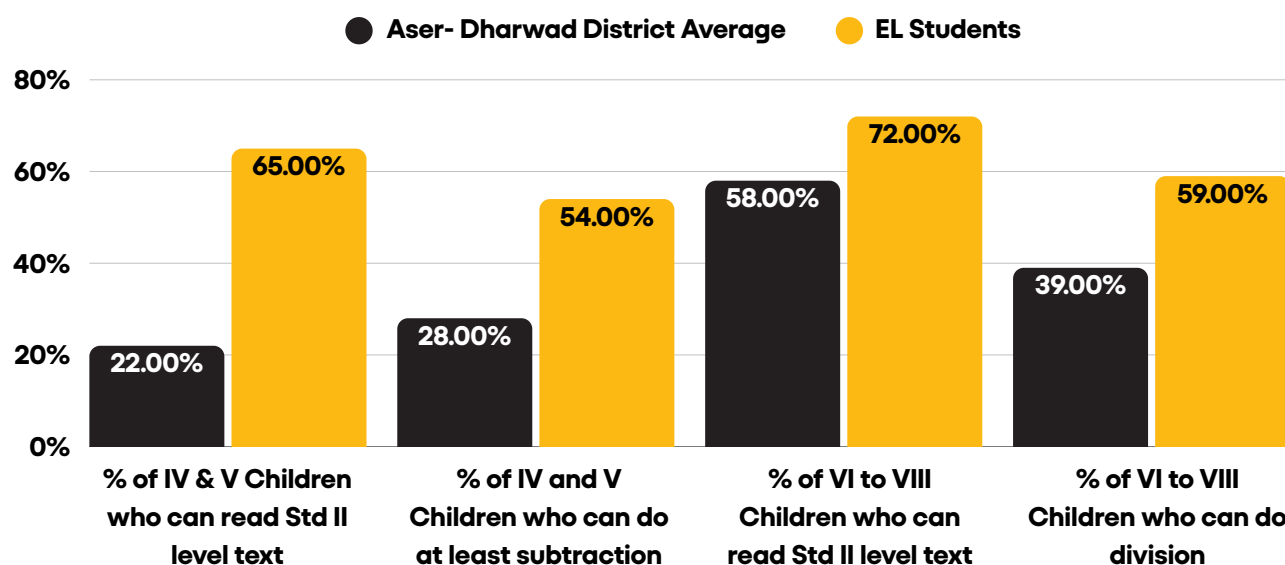
	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9
% of Students at Story Level (Regional Language) - All Locations	54%	61%	68%	70%	75%	100%

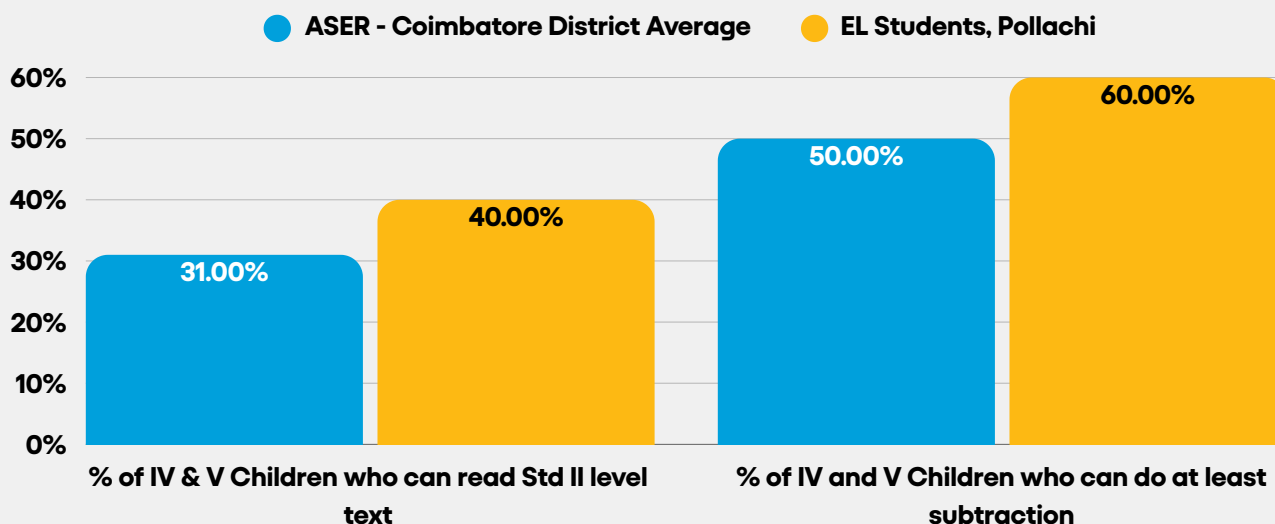


To help benchmark our students, we also compared the performance of a sample of our students across our India sites to the 2024 ASER benchmarks. Below is the comparative data across all our sites.



We see two positive impact areas. First, just like in the grade-level tests (previous section), students showed steady improvement across grades—demonstrating that the longer they stay in the program, the stronger their foundational skills become. Second, when we compare the ASER test scores of a sample of students in our programs to the National and District average percentages of the ASER report, the data tell us that our students are outperforming ASER percentages in foundational literacy and numeracy - demonstrating the power of integrated life skills and learning. Below are the comparative results of our rural sites in India.





“My students who are in the EL Play program come to school regularly now. In the classroom, have noticed that they stay focused on the lesson, use polite words and complete their homework regularly. Regarding morality they always give respect to each other, to senior children and to their teachers.

-Mr. Eng Chamroeurn, Teacher, Wat Keo Primary School, Cambodia”

“Participating in the league gave our students great exposure. They became a team instead of competing with each other every week. The Program provided a platform for our students to develop values and be accountable for their actions.

- Adrian de Silva, Teacher, Ahmad Ibrahim Primary School, Singapore”

“My students who are in the EL Create Program are developing the ability to learn new things and adapt to more experiential learning.

-Maheshwari S., Teacher, Chennai Middle School, Maduma Nagar, Perambur, India”

“I am really happy to report that quite a few students have shown improvement in their academics in the Kenya program. They have picked up the skills of goal setting which is a key skill we impart during our sessions and worked really hard. And they have achieved their goals. Two such students are Arnold and Ruth Nzisa of Grade 4. They are so excited with their result and have seen the fruits of their own efforts.

- Paramita Mukherjee, Country Head-EL, Kenya”

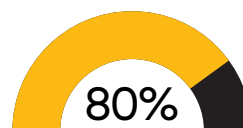
Do our programs help students dream big and beyond their current circumstances?

Most of our students come from families with little financial security. In our urban sites, most parents work as taxi or rickshaw drivers, construction labourers, domestic workers, security guards, or street vendors. Their daily lives are shaped by the challenges of the unorganized sector. In our rural sites, our students come from families that are marginal farmers, employed in farm labour, or doing odd jobs in nearby towns or working for small businesses in the villages.

Through our programs, we set out to understand whether these children dare to dream beyond the realities their parents faced. The results from our student interviews and surveys were both inspiring and hopeful - our students are imagining brighter futures, exploring new possibilities, and setting bold aspirations that reflect growing confidence and belief in themselves.

WHAT DO OUR STUDENTS DREAM OF BECOMING?

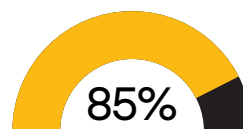
-  Teacher
-  Doctor
-  Engineer
-  Police
-  Cricketer
-  Badminton Player
-  Singer
-  Astronaut
-  Army Officer
-  Entrepreneur
-  IAS/IPS Officer
-  Make-up Artist
-  Artist
-  Banker
-  Football Player
-  Data Scientist
-  Scientist



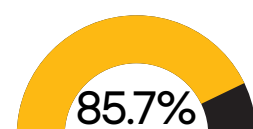
Students are able to express their dreams



Students know how to get there



Graduating students know what they want to be when they complete their education



Graduating students are aware of their strengths

“

Just like we practise to win matches, we need to practise our studies and aim to top in our class. EL Play taught me about setting goals and working towards them.

**-Chaitra Naik, Grade 6 student, Government High School, Santegulli
Kumta taluka, India**

”

“

Most of my students who are in the EL Play program always participate in class and complete homework regularly. Their exam results are better because they prepare in advance and read a lot of lessons. I feel that football is teaching them to plan and focus better.

-Ms. Kae Sila, Teacher, Prek Norin Secondary School, Cambodia

”



“

I noticed that my students are able to recognize the areas where they should improve like being disciplined, academics, giving respect, minding their language, etc. They are more self aware and introspective. I have also noticed that they now believe in rules and principles.

-Vinayak Inamdar, EL Create Teacher, Dharwad, India

”

Do our programs help students become better collaborators & team players?

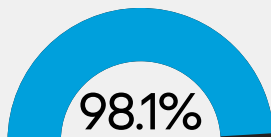
A core component of all our programs consists of giving students multiple opportunities to showcase their leadership skills, individually and as team players. Students reflect after each such opportunity and work on improving their individual and team performance.

In 2024-25, in the **EL Create** program, each batch participated in three concerts at their respective sites, performing cover songs, songs in new languages, and most meaningfully, original compositions. For the final concert, students collaborated to choose a theme, wrote lyrics, shaped melodies with the help of their facilitators, and brought their songs to life. Winning teams from each site advanced to the ELevate 2025 National Finals, competing for the National title.



We asked our students:

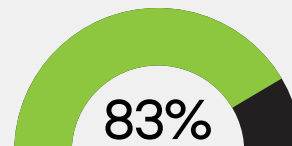
Do you think your team performed better at each successive event this year?



Students felt their team performed better at each successive event this year

We asked our Coaches/Teachers:

Is there seamless communication, teamwork, collaboration in your batch/es?



Coaches/Teachers said there is seamless communication, teamwork and collaboration in their batch/es



In the **EL Build** Program, students are provided with multiple opportunities to showcase their model construction and presentation skills to judges and an audience. In 2024-25, every batch participated in three showcases in their respective sites. Students prepared for these showcases and presented their solutions to various design challenges. The winning teams from each site competed for the National title at the ELevate 2025 Nationals.



In the **EL Play** program, students have multiple opportunities to play mixed-gender matches and showcase their skills - teamwork and leadership skills, as well as technical and tactical football skills. In 2024-25, each team participated in 6 mixed-gender league matches spread over 4 months, the idea being that teams reflect on their performance in each match and improve at the next match.



These students come from underprivileged backgrounds and often lack access to meaningful activities or essential materials. The weekly sessions, along with equipment they otherwise couldn't afford - especially football boots - motivate and excite them. Reflective practice, though not always easy for the kids, is a vital life skill and a habit of successful people. We believe it's essential to instill this early on.

By competing as part of a team, my students are developing patience and the ability to work with others. They are also showing greater confidence and self-worth. I felt the coach was adaptable and able to make quick tweaks to try to engage students when their motivation was low. He was professional and built great rapport with the students.

- Mohammed Rizal Marof, Teacher, Northoaks Primary School, Singapore

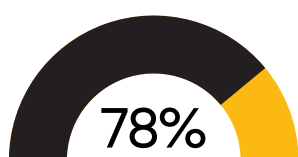


I was thrilled to see the kids pick up new skills, especially the girls mastering technical ones despite never having played football before. Many were shy at first, but over just 48 sessions a year, their growth has been incredible — showing that the program works, and they're continuing to learn even beyond our sessions.

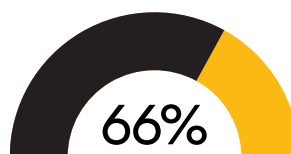
-Nancy Awuor Oiro, EL Play Program Associate, Nairobi, Kenya



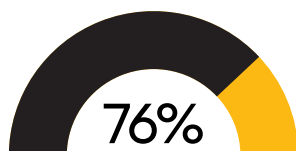
The student self-evaluation data and school teacher survey data corroborate the data on the previous pages:



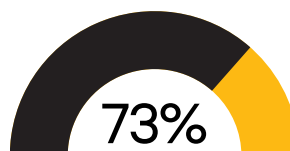
Students said they improved in Listening well to understand others better



Students said they improved in working well with others during group work



Students said they are more aware of what they are not good at and are working to get better at it



School teachers said their students have improved in their ability to work with others

“The children's ability to express their thoughts and ideas has increased a lot this year. I have also observed that they are helping and working with other students better, especially students who are struggling in the session. Most students have learnt how to set goals and make plans towards their goals. They have also improved in their academic subjects this year.

-Irshad Madani, EL Build Teacher, Dharwad, India

”

“

My son improved in reading. He uses nice words and has become more responsible. Also, I feel he is now more brave to try different things.

-Poch Sreymao, Mother of EL Play Student, Cambodia

”

“

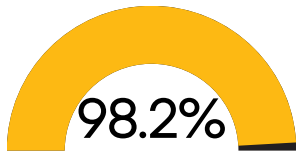
At first, my students often complained about each other. But over time, they built trust and team spirit. It was heartwarming to see them grow closer, help one another, take responsibility, and even teach their peers. I'm incredibly proud of how far they've come—especially in teamwork and collaboration. I'm confident they'll continue to shine.

-Supraja, EL Create Teacher, Hyderabad, India

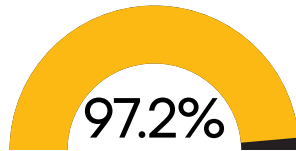
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What was the gender impact of our work in 2024-25?

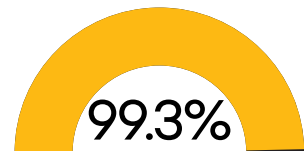
Through mixed-gender football, music and Lego programs, we are fostering inclusive, gender-equitable spaces where boys and girls learn and train together but also see each other as equals. We are thrilled to report shifting mindsets of our students.



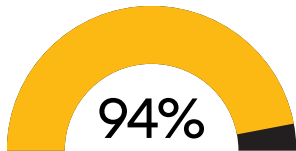
Students believe that girls can play sports or build Lego models or write songs as good as boys



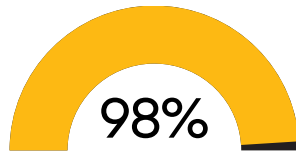
Boys believe that girls can play sports or build Lego models or write songs as good as boys



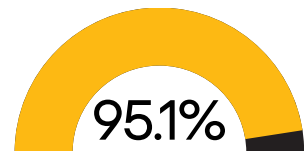
Girls believe that they can play sports or build Lego models or write songs as good as boys



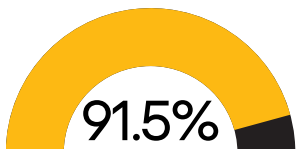
Students who believe that girls and boys are equal



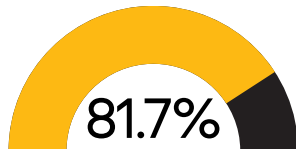
Girls who think they can achieve anything that boys can also achieve



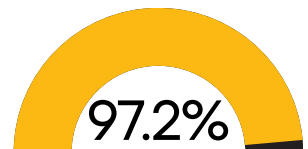
Boys believe that girls and boys are equal



Girls participated in activities in their school other than EL Play/EL Create/ EL Build



Boys participated in activities in their school other than EL Play/EL Create/EL Build



EL Teachers/Coaches say that girls & boys mix up, express themselves in their team/s



“

When EL Build started, boys and girls wouldn't even talk to each other. But with mixed-gender teams and working together on models, things changed. By the end of the year, there was amazing teamwork and collaboration. I remember a parent saying, 'My son now says, our group has to win — it's not just about me.' Students also began sharing knowledge and helping peers who struggled.




-Farida Hasleen, EL Build Teacher, Bengaluru, India

”

Do our programs inspire students to become changemakers in their communities?

Community projects provide opportunities for students to practice and refine their problem solving skills, communication skills, learn to work effectively in teams and to take responsibility to do something about issues in their communities. Our senior (Year 5 and Year 6) students implemented various projects in their communities across sites.

Below are a few examples of the impact our students made in their communities.

PROBLEM ADDRESSED	SOLUTION	IMPACT CREATED
Dirty, unhygienic community with garbage, especially plastic, everywhere	<ul style="list-style-type: none"> Community clean-up drive  Create awareness at home, in school and in the community on garbage disposal & waste segregation and collection 	<ul style="list-style-type: none"> Cleaner neighbourhood Community members have reduced littering & throwing garbage on roads Started using separate dustbins for dry and wet waste Stopped using plastic covers
Too much garbage all over the neighbourhood	<ul style="list-style-type: none"> Recycle trash into useful and decorative items Create awareness in the community on reusing and recycling trash 	Community members are more aware of how trash can be reused and recycled
Teaching young children in the community English and Maths	<ul style="list-style-type: none"> Baseline assessment of young children in the community Teaching them English alphabets and small words Teaching them Numbers from 1 to 100 	<ul style="list-style-type: none"> Most of the children started picking up in both subjects Endline scores of most children was higher than baseline scores
School lacks waste segregation and collection. School is also not clean.	<ul style="list-style-type: none"> Created awareness & posters on cleanliness, waste segregation and collection Introduced a clean-up drive in the school where every student cleans up their classroom and playground together Place separate bins for wet and dry waste 	<ul style="list-style-type: none"> Cleaner school Students and staff are aware of waste segregation and collection 
School and surrounding areas lack trees and shade	<ul style="list-style-type: none"> Planted saplings  Created watering schedules, and built maintenance teams among students 	The school now has saplings planted all around the playground. It will take some time for them to grow into trees

It was a great experience working as a team, especially the planning discussion we had on -how many garbage bags required, who will go where, how much time required, what are we going to pick? We feel that we have improved in our teamwork, problem solving and creativity.

-Holy Crescent Creators Team (Year 5), Bengaluru, India.

When we decided to teach the younger children in our community, we interacted with kids and parents. Although most parents supported us, convincing a few of them was a challenge. We gave them detailed information about our project and how it would benefit their children. Ultimately we convinced them. Our team worked really hard on this project and we are happy with the results.

-iTeachAVB Blooming Garden Team (Year 5), Pune, India

Our aim was to maintain cleanliness in our school. We created posters with slogans like "Cleanliness is next to Godliness" and "Be a hero, don't be a litterbug!". We put these posters on the school notice board and also showed them during morning assembly. It was fun working in a team to make our school cleaner and greener.

-Educo Senior Team (Year 5), Mumbai, India

We feel that we have inspired people from our community. Some elderly people who saw us cleaning the neighbourhood said: 'Such young kids are cleaning the streets. We should not throw garbage on the roads from now onwards'.

-Holy Crescent Creators Team (Year 5), Bengaluru, India

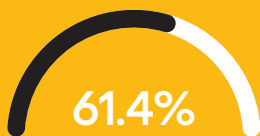
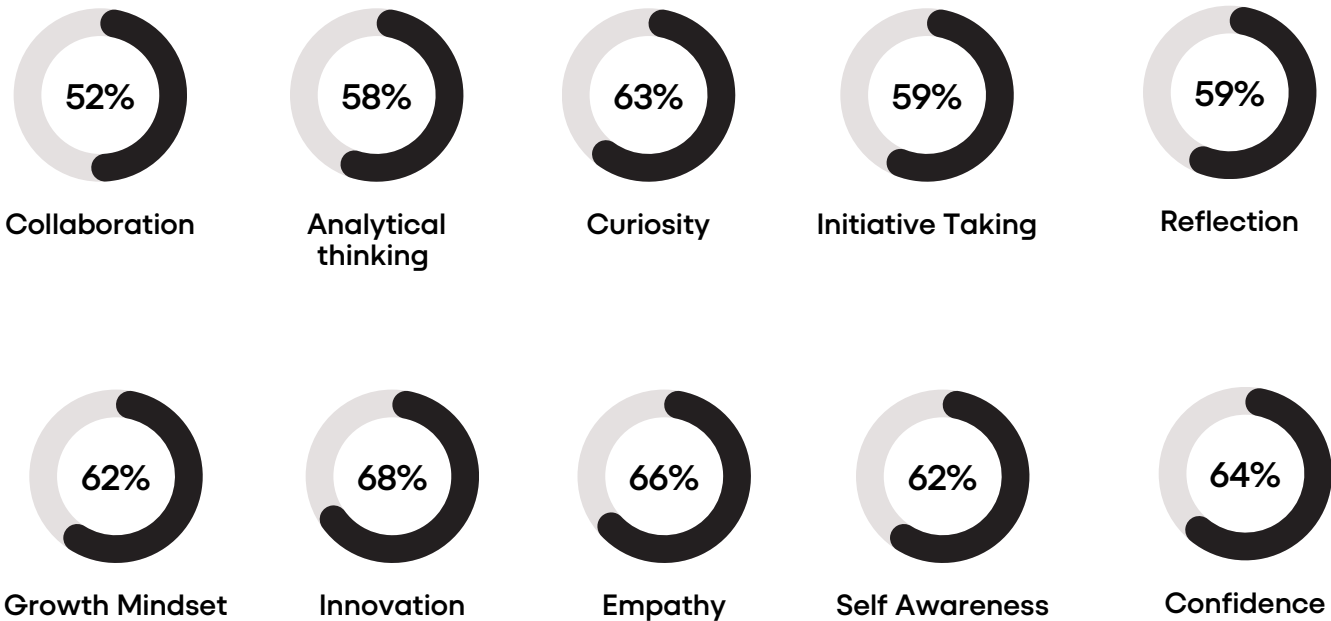
The goal of our project was to make people aware about health and hygiene. We made posters , did door to door campaigns and spread awareness about hygiene in the surroundings. We visited various households in the community and asked people to adopt simple hygienic practices in daily life to prevent illness and promote well-being. One of the pani puri shopkeepers told us that after wearing gloves his sales have improved.

-Pudami Alwal Team (Year 6), Hyderabad, India

What do our assessments reveal about students' growth in Technical and Leadership Skills?

a) Leadership Skill Growth

At the beginning and end of each program year, we assess students on various leadership skills. A 3-point Leadership Skill Assessment Tool (LSAT) is used to assess students in dedicated “assessment sessions”. Shown below is the skill-wise percentage of students who exhibited marked improvement in their key life skills.

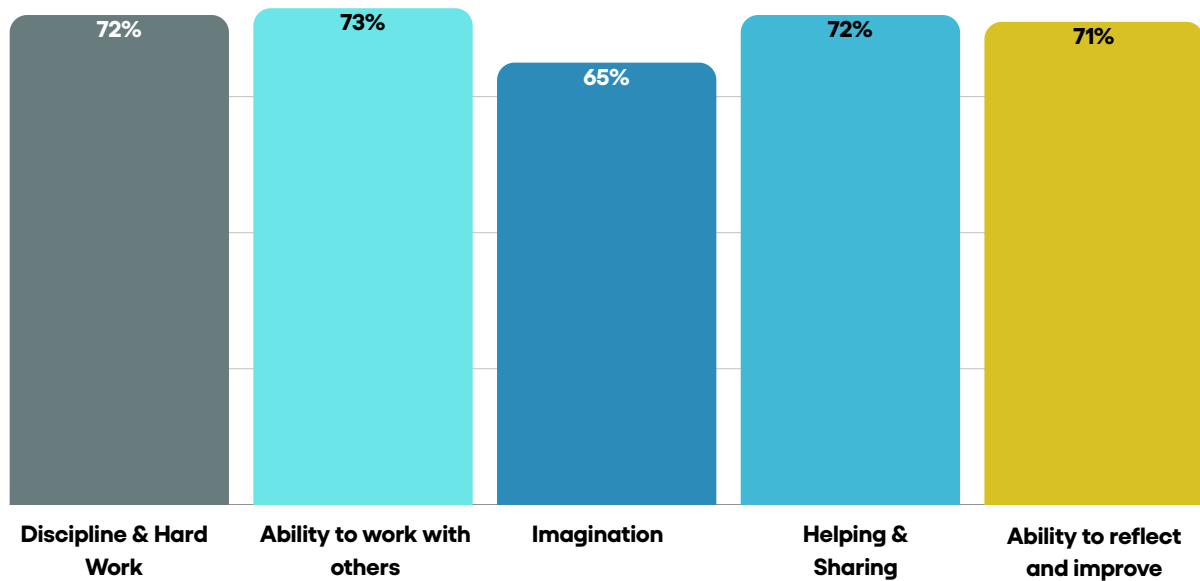


Overall, 61.4% of students significantly improved their key life skills.

Top 5 Leadership Skills Developed

The charts below showcase the top 5 leadership skills most commonly observed by both partner schools and the students themselves among those participating in the EL programs.

BASED ON PARTNER SCHOOLS' FEEDBACK

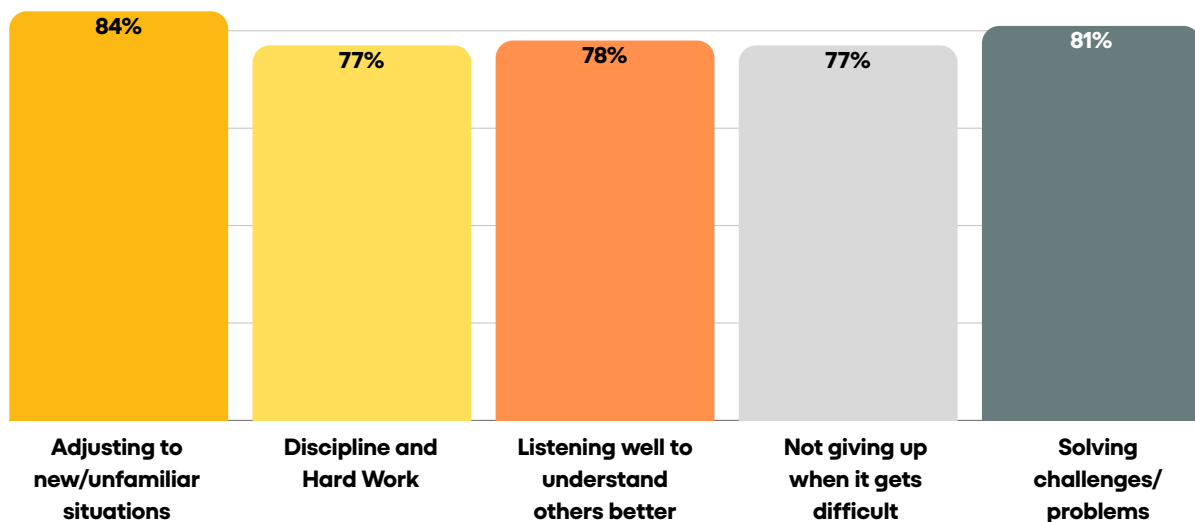


I play as an attacker on my team. Earlier, I struggled to score goals, so I analysed the problem and realised improving my speed and stamina would help. I now run every morning, and my attacking skills have improved a lot. This program taught me how to break down challenges, find solutions, and stay focused on improvement.

-Jeevan Shridhar Naik, Grade 6, Government High School, Santegulli, Kumta District



BASED ON STUDENTS' SELF ASSESSMENT

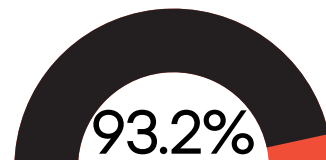


b) Technical Skill Growth

Our programs are experiential in nature, using the mediums of football, music and Lego to help underprivileged students build confidence, creativity, problem-solving skills, teamwork and collaboration skills. In the EL Create Program, students focus on Musical Awareness, Musicality and Song writing, composition and performance. In the EL Play Program, students focus on football skills, football knowledge, physical fitness and team strategy. In the EL Build Program, students focus on various STEAM topics and skills required for model construction.



Students said they got better at football/music/Lego this year



Coaches/Teachers have seen tremendous improvement in their batch/es between last year and this year in their technical skills

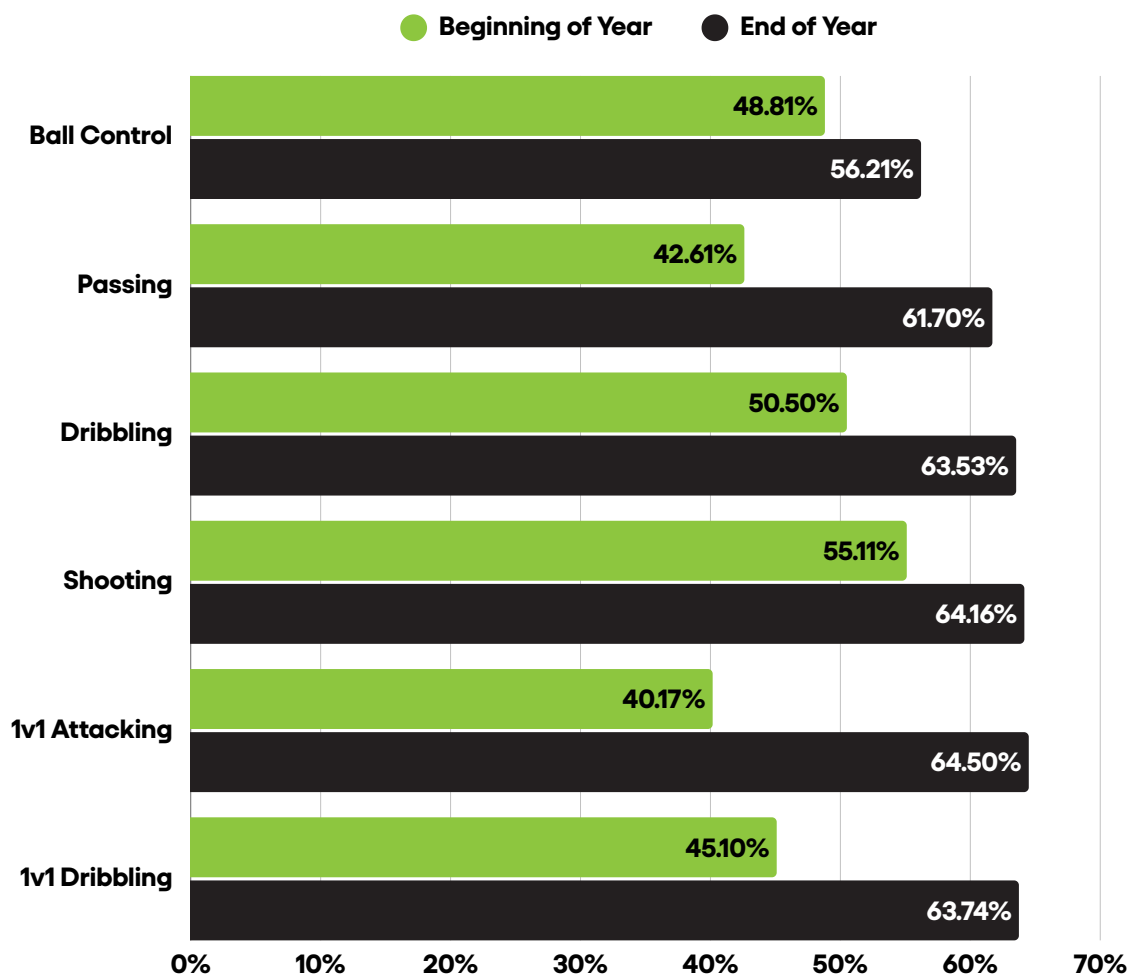


Student Growth in Technical Skills: EL PLAY

The **EL Play program** helps underprivileged students build confidence, grit and discipline, resilience, leadership and gender inclusivity through mixed-gender football. Key technical (football) skill areas include:

- Individual technical skills like passing, dribbling, ball control, shooting, attacking, goalkeeping, etc.
- Physical skills like (a) balance & coordination, (b) speed, agility & quickness (c) stamina & endurance, (d) flexibility & mobility
- Tactical skills like: (a) defending principles, (b) attacking principles, (c) game strategy

The graph below showcases the Technical Skills average. Significant progress was noted at the end of the year.

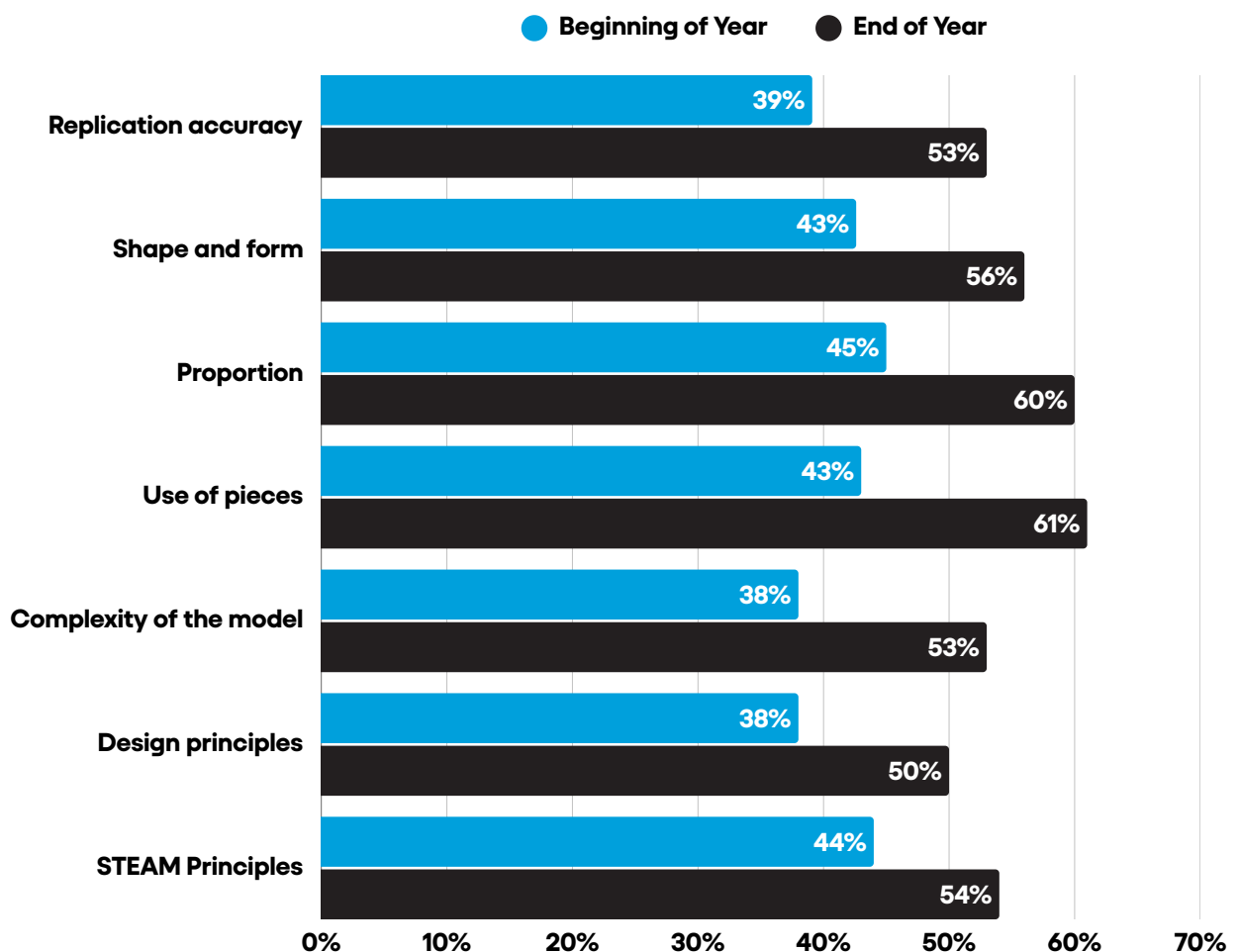


Student Growth in Technical Skills: EL Build

EL Build aims to build various technical model construction skills in students. This includes STEAM topics like:

- Design Principles
- Scaling down of real world structures
- Constructing models of simple and complex vehicles
- Constructing models of simple and complex buildings and bridges
- Product design of items of daily use
- Designing and constructing models that solve real life challenges

The graph below showcases the percentage of students who have shown proficiency with that skill at their year level. Significant progress was noted at the end of the year.

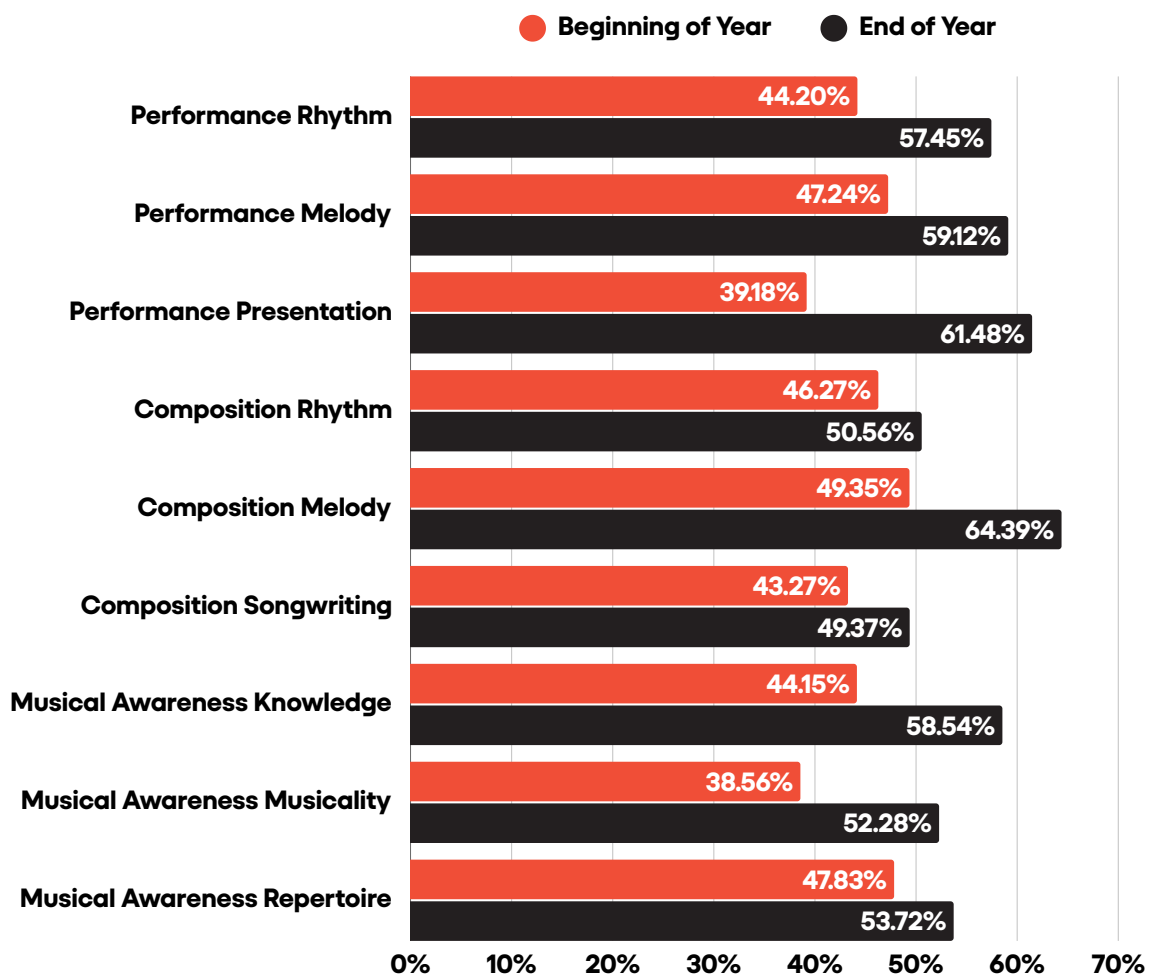


Student Growth in Technical Skills: EL Create

The EL Create program helps underprivileged students build confidence, creativity, and leadership through music. Key skill areas include:

- Musical Awareness: Listening to and analyzing songs to understand mood, instruments, and structure.
- Musicality: Exploring pitch, rhythm, and melody to develop a strong musical foundation.
- Music Composition: Writing lyrics, composing melodies, and building original songs around a theme.
- Performance: Practicing singing techniques, harmony, and performing with confidence and teamwork.

The graph below showcases the percentage of students who have shown proficiency with that skill at their year level. Significant progress was noted at the end of the year.



“ From time to time, I notice that my daughter understands more, dares to ask the questions, and has improved in problem solving. She is more hygienic and keeps her materials in order. I also feel she is more creative and takes responsibility for self preparation for the showcase.”

-Hou Virek, Father of EL Build Student, Cambodia

“ When I joined EL Build, I knew nothing about LEGO or building models. I was shy and afraid to talk. But my teacher, Shilpa Bandi, encouraged me to try. Now, I've changed—I can build models quickly and love working with my team. We even built a garbage truck with moving parts for the showcase, and I'm really proud of that.”

-Shivraj Harobelavadi, EL Build student, Dharwad, India



“ The EL Build program is a great opportunity for our students to explore and learn new things. My students in this program are more attentive during my classes and pick up concepts well. Some students who used to be very irregular to school have become more regular.”

-Vinayak Galatagi, School Teacher, Government Higher Primary School, Hangaraki Village, Dharwad, India

“ My son studies harder than before when he is free at home. He often uses respectful words which was not the case earlier. Before, he used to say things that were not good with siblings, but now, he speaks in a much better way. I am very happy that he is picking up good habits through the EL Play Program.”

-Mr. Lourt Kat, Father, of EL Play Student, Cambodia

From Nervous Beginner to Community Role Model – Murthy's Journey with EL Play

Name: Murthy Ramakanth Naik

Grade: 10

School: Government High School, Hodake Shirur, Honnavar Taluka

Years in EL Play: 6 years (Grade 4 to Grade 9)

Murthy Ramakanth Naik comes from a humble background—his father is a farm labourer with a Grade 10 education and his mother, a homemaker, studied till Grade 7. Despite the challenges of his environment, Murthy has emerged as a shining example of how consistent support and opportunity can shape a confident, values-driven young leader.

Murthy joined the EL Play program in Grade 4, at a time when he was shy, unsure, and nervous even to kick a football. He recalls being too timid to ask questions in class or talk to his coach. Over six years, the program became a transformative experience for him. Not only did he become a confident footballer, but he also went on to captain his team for two years, participate in community activities, and take part in inter-school sports competitions.



“Just like we need focused hard work to kick a perfect goal, we need the same dedication in our studies. I've learned that success comes from consistent effort.”

Leadership, teamwork, and empathy are values he imbibed deeply. Through spirit circles and team experiences, Murthy learned to appreciate opponents, help others—even strangers—and shoulder responsibility as a captain.

Even after graduating from EL Play, Murthy remains actively involved. He volunteers during league matches, coaches juniors, and most recently, refereed at the Kumta Regional Final League in January 2025.

“His gender sensitivity shines through when he says: Seeing the girls' team from Kumta win the 'Golden Goalkeeper' award at the ELevate Nationals was my proudest moment. Boys have a lot to learn from girls.”

Initially afraid of the responsibility, he overcame his fears and ended up refereeing several matches. Murthy dreams of studying science or commerce and hopes to join the Indian Navy one day. With his mindset, values, and dedication, we have no doubt that he will go on to achieve his dreams and make his family—and his community—proud.

Deeksha's Story: Building Confidence and Leadership Through EL Create

Deeksha, a Grade 8 student at Grace Public School, Bengaluru, joined the EL Create program in 2020 when she was in Grade 4.

“I used to have a lot of stage fear. But over the years, I've overcome it—thanks to the EL Create program and my supportive coach.”

A consistent class topper scoring above 90%, Deeksha is also active in extracurriculars like dance and dreams of becoming a doctor. One of her most meaningful experiences in the program has been learning to collaborate with boys in her group.

“Earlier, I felt an inferiority complex and was hesitant to speak with them. But through writing songs and performing together, I realised that girls and boys are equal. I now feel confident working and speaking with anyone”

Deeksha says EL Create has helped her become more focused, friendly, and active. “My biggest strength is leadership. I can lead my team and I also lead school dance performances. I know this confidence will support me in achieving my dream.”

Her next goal? “To improve my general knowledge and awareness—to grow even stronger as a leader.”



What message do our alumni have for the younger students in our program?

“

Winning or losing is not important. Enjoying and learning from it is very important.

-Rajaram, EL Play Alumni, Chennai, India

”

“

Accept if you make a mistake. Learn to manage your time well between football and studies because both are equally important. You have this chance, take advantage of it

-Bhoomika Naik, EL Play Alumni, Kumta, India

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“

If we lose, the entire team is responsible. No single person is responsible for a team's loss. Have fun and work hard.

-Farooq, EL Play Alumni, Bengaluru, India

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