

IMPACT REPORT

2021-22

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WHY LEADERSHIP SKILLS MATTER EVEN MORE DURING PANDEMIC AND POST-PANDEMIC TIMES

Children and adolescents today live in a world of challenges and opportunities - new technologies, changing labour markets, migration, conflict, environmental and political changes, etc. To succeed within this current and future environment, they need access to education that develops skills, knowledge, attitudes and values and enables them to become successful lifelong learners who can find and retain productive work, make wise decisions, and positively engage in their communities.

By 2030, an estimated 825 million children are expected to leave school without basic level skills. Today, some 40 percent of employers globally find it difficult to recruit people with the skills they need. The ability to acquire new skills throughout life, adapt and work flexibly will be at a premium. If education in much of the world fails to keep up with these changing demands, there will be major shortages of skilled workers as well as large surpluses of workers with poor skills (The Learning Generation: Investing in Education for a Changing World, ICFGEO, New York, 2016).

Covid-19 and its aftermath have only exacerbated the problem at hand. According to UNESCO, nearly 300 million school-going children in India were affected by school closures due to the pandemic. In early January 2022, schools in some states and cities opened schools partially. Students across the country faced tremendous learning disruption due to schools opening and closing several times. UNESCO states that students lost nearly 82 weeks of regular schooling due to the pandemic. Students from the most vulnerable sections of society were hit the hardest. Children who were already living in a world of challenges have been further pushed back economically, socially and emotionally. Our schools tried their best to continue schooling through remote learning on mobile phones, but the 2021 Annual Status of Education Report (ASER)

shows that only 68 percent of households with primary-school-age children in rural India owned smartphones. And of those, only a quarter of students had access to these phones; they, therefore, had no schooling for nearly two years. A majority of children have thus fallen way behind in their educational attainment.

At Enabling Leadership, we believe that leadership skills are essential for students to build resilience, grit and motivation during these uncertain times. Our programs remain particularly critical to help support crisis-affected children to cope with trauma and build resilience in the face of adversity through developing their leadership skills (also known as life skills, 21st-century skills, soft skills, transferable skills and socio-emotional skills).

According to UNICEF, these skills allow children to become agile, adaptive learners and citizens equipped to navigate personal, academic, social and economic challenges.



Our Vision

EVERY CHILD WILL BE A LEADER - A ROLE MODEL, A POSITIVE CONTRIBUTOR, A GLOBAL CITIZEN

OUR THEORY OF CHANGE

When children in the most impressionable age group (9-14 years) are engaged for sustained periods of time with programs that use experiential mediums (like sports, arts, play, etc) that allow for 'learning by doing' and by being responsible team members, they are empowered with critical skills to become role models, positive contributors and global citizens.

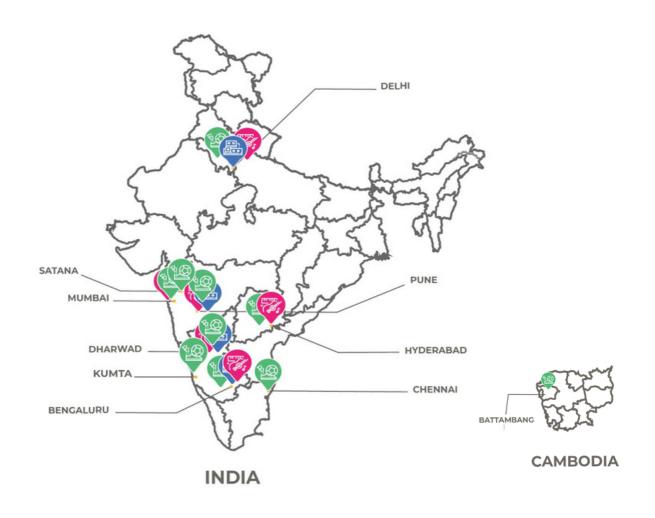
OUR PROGRAMS

Just for Kicks: A leadership program that harnesses the powerful game of football, this program empowers students to develop grit, discipline, teamwork and handling stress, while playing for your team.

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

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





Particluars	India	Cambodia
Total number of children	5132	131
Number of girls	2514	59
Number of boys	2618	72
Number of partner schools	120	04
Number of urban sites	06	-
Number of rural sites	21	04

METHODOLOGY TO ASSESS STUDENT GROWTH

Student growth is assessed in two core areas: Leadership skills growth using student assessment tools, and medium-specific technical skills growth in football, music and construction skills with building blocks using technical assessment tools.

LEADERSHIP SKILLS ASSESSMENT

The Student Assessment Tool is administered at the beginning of the program year (baseline) and end of the program year (endline) by our facilitators. This helps to assess student growth in critical leadership skills.

Facilitators observe student behaviours during sessions and events and use this as the basis for assessment. Our curriculum takes students through three levels (over six years) and the indicators in the tool are, accordingly, based on these levels.

The core leadership skill areas assessed are:

- Strong Belief Systems
- Excellent Problem-solving Skills
- Keen Sense of Awareness and Responsibility

Student growth is assessed in two core areas: Leadership skills growth using student assessment tools, and medium-specific technical skills growth in football, music and construction skills with building blocks using technical assessment tools.

The assessment tool uses a four-point scale to rate student levels on each of these indicators:



The student does not yet display the behaviour despite help/encouragement (lowest score).



The student displays the behaviour sometimes and/or with a lot of help.



The student displays the behaviour frequently and with a little help.



Student always displays the behaviour independently (highest score).

TECHNICAL SKILLS ASSESSMENT (MEDIUM-SPECIFIC)

With the rationale that together with leadership skills growth, it is equally important for students to grow in their respective mediums, we decided to assess technical skill growth patterns in students.

Tools were designed to assess student growth in various areas of football, music and blocks construction. These tools were administered by facilitators at the baseline and endline of the program year.

EL PROGRAMS ON THE GROUND - 2021-22

Site	Student Attendance (Target: Min 80%)	Session Completion Rate (Target: 100%)
Delhi	83.4%	83%
Mumbai	89%	88%
Hyderabad	84%	100%
Chennai	85.7%	100%
Bengaluru	73%	96%
Pune	73.9%	88%
Dharwad	85%	100%
Kumta	99%	100%
Battambang (Cambodia)	75%	88%

KEY PROGRAM OUTCOMES - 2021-22

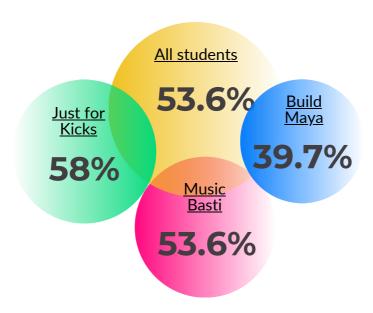
2.09

Average Baseline Score.

2.52

Average Endline Score.

% of students with improved average scores at endline compared to baseline



INDIA

Bangalore, Chennai, Delhi, Dharwad, Kumta, Hyderabad, Pune and Mumbai



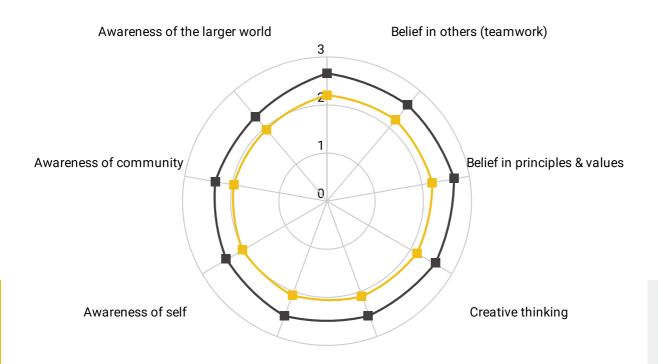
LEADERSHIP SKILLS IMPROVEMENT

The chart below details average student scores and their improvement from baseline to end line.

Average Baseline score

Average endline score

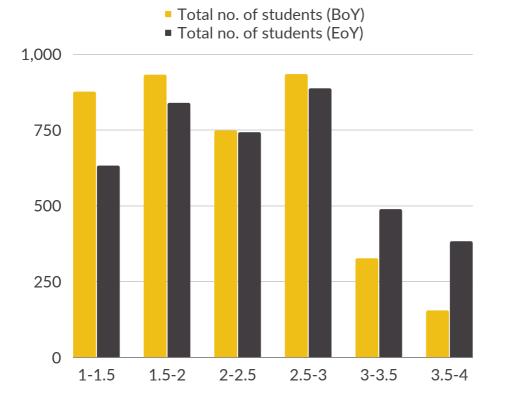
Belief in self (confidence)



Bias to action

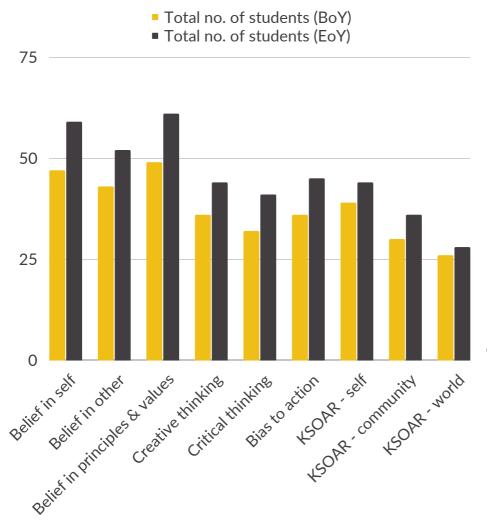
Critical thinking

COMPARATIVE DISTRIBUTION OF LEADERSHIP SCORES - BASELINE VS ENDLINE (ALL STUDENTS)"



The average score of the participants increased from 2.09 to 2.52 points. 54% of the students showed improvement in average scores at endline compared to baseline.

PERCENTAGE OF STUDENTS SHOWING IMPROVEMENT IN LEADERSHIP SKILLS - BASELINE TO ENDLINE



The data shows a shift in awareness levels, behaviours and attitudes of adolescents across all leadership skill areas. The data also showed that female students had a higher average endline score (2.57) across leadership skills compared to male students (2.54), although the difference is marginal.

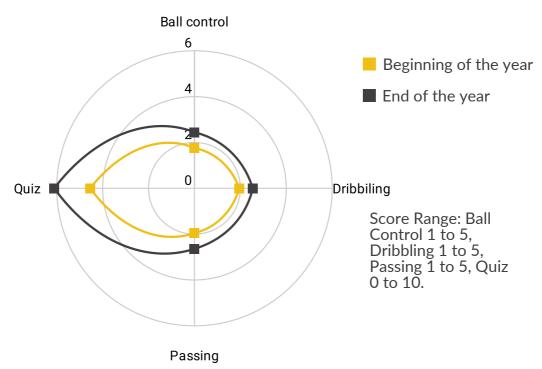
*KSOAR - Keen sense of awarness & responsibility

TECHNICAL SKILLS IMPROVEMENT (MEDIUM-SPECIFIC)

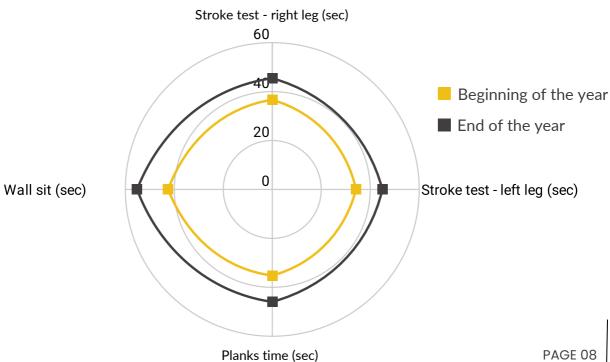
JUST FOR KICKS STUDENTS

All Just for Kicks students were assessed on various fitness and football skills-related areas like ball passing, dribbling, ball control, football knowledge, etc, and body resistance tests. The below charts detail the results at endline compared to baseline. Students have shown improvement in every area assessed.

Student improvement in football skills



Student improvement in physical fitness

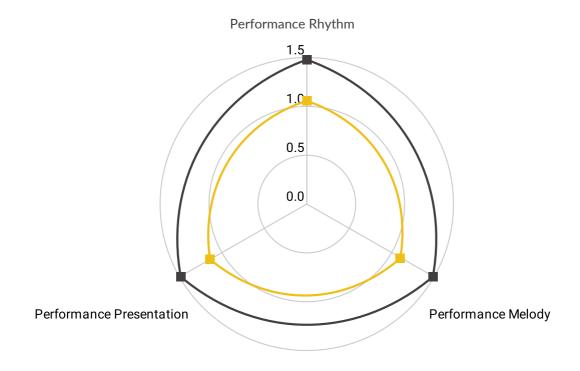


MUSIC BASTI STUDENTS

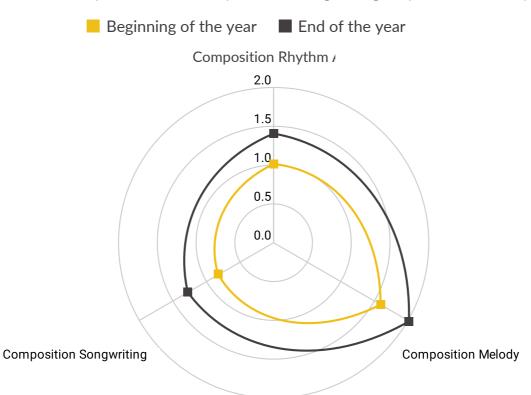
Music knowledge and appreciation, rhythm, melody, song composition and presentation, etc. are the main key technical skills assessed in Music Basti students. The below charts detail the results at endline compared to baseline. Students have shown improvement in all areas of music development.

<u>Student Improvement in Performance - Presentation, Rhythm and Melody</u> Score Range: 0 to 3 for all assessment categories



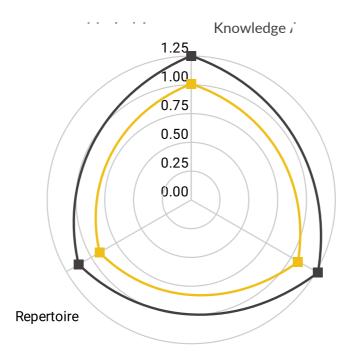


Student Improvement in Composition - Songwriting, Rhythm and Melody



Improvement in Musical knowledge - awareness, musicality and repertoire

■ Beginning of the year ■ End of the year



Musicality

Total number of original song compositions by students.

Sample song lyrics

Theme: "Reimagine our school"

Original Song in Kannada

Kattona shaale kattona , Hindendoo kaanada ,yendendoo uliyuva Maadari shaale kattona . (2 times)

Haradiruva kasavannu tegeyona Badi badiyali kasada butti balasona, Shaaleyanu hachha hasitagisalu Gida maragalannu belesona! (Every line 2 times)

Kattona shaale kattona, Hindendoo kaanada ,yendendoo uliyuva Maadari shaale kattona . (1 time)

Interlude....!

(continues)

School: GHPS Ramagondanahalli, Bengaluru

Theme: "Love aur Respect"

Original Song in Hindi

Mehnat karne se kya nahi milta Mehnat karte rahenge ham Ji jaan laga kar karenge Apne sapne poore

Bhai behen se milke rahenge Bhed bhaav ham nahi karenge Dusron se nafrat nahi karenge Love aur respect ham denge

Maa baap ka naam roshan karenge Sabki madat karenge Sabse milkar aur sabko milakar Duniya ki raksha karenge

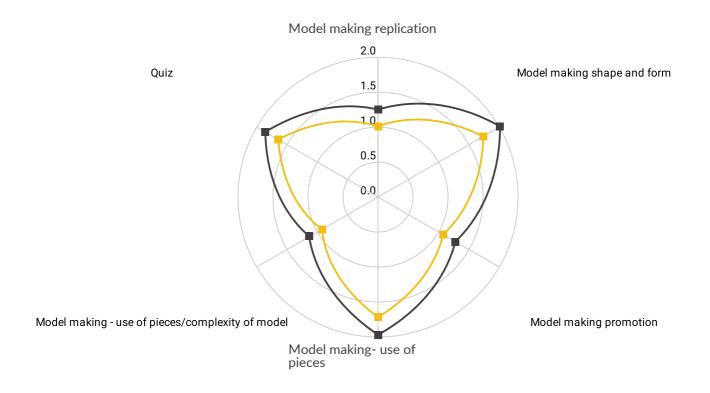
(continues)

Laxmi Nagar MPS (Batch 2), Mumbai

BUILD MAYA STUDENTS

All Build Maya students were assessed on various aspects of model building. The tool also assessed students' awareness and knowledge in the areas of human-centered design thinking, UN SDGs, etc. The below charts detail the results at endline compared to baseline. The data shows that students have improved in all skill areas assessed and their improvement has been more or less uniform across skills areas.

<u>Comparative average Model making Scores - Baseline Vs Endline</u>



Impact of Build Maya Showcases

During the annual showcase events, children work in groups with their peers and with their parents to solve various challenges. The outcomes from these activities are as follows:

- Working as a group under pressure and competition.
- Using creativity and analytical skills to solve challenges.
- Children and parents learnt to appreciate each other's strengths and fill in each other's weaknesses.
- It was a great bonding experience for parents and their children.

VOICES FROM THE FIELD

This program enabled the students to know their ability in the game and it helped them to improve their performance and confidence in all aspects.

School Head, St Albert's School, Hyderabad

My son has started showing a lot of interest in looking for resources for school activities. He takes the initiative and comes up with solutions for issues at home and confidently expresses his views.

Build Maya Parent, Bengaluru

My daughter is an introvert. She is mature and understands what is right and what is wrong. In fact, she keeps teaching me as well. For example: whenever her father and I have an argument, she will tell us not to fight. She'll tell her father to listen to what I am saying. Another example is, she tells me to keep to myself instead of indulging in useless drama with others.

I see students taking themselves seriously, and pushing themselves and their peers every time a new task was given. The idea of what a group is or how to achieve something as a team came more alive. The students' enthusiasm motivated them personally and this was also something they brought into the classroom.

School Head, Holy Star English High School, Mumbai

Students are more observant of their classmates, show compassion & empathy in the classroom.

School Teacher, Sardar Kanoji Angre Higher Primary School, Pune

I think Build Maya teachers always talk about the importance of good habits and values. And I think this has had an impact on my daughter. I pray that the Music Basti program continues in my daughter's school so that she can continue to learn new things from great teachers.

Music Basti Parent, Delhi

CAMBODIA

Battambang

Our initial launch of Just for Kicks in Cambodia (our first Southeast Asian site) in March 2020 had to be temporarily closed due to Covid19 and complete closure of schools in the country. After almost an entire year of uncertainties, schools in Cambodia re-opened in January in 2021, albeit online. We decided to re-launch Just for Kicks virtually based on permissions being granted by the Department of Education, our partner schools and parents showing keen interest. Despite all the challenges, we are happy to have completed our first year in Cambodia and share the impact highlights.



KEY PROGRAM OUTCOMES - 2021-22

1.8

Average Baseline Score.

2.2

Average Endline Score.

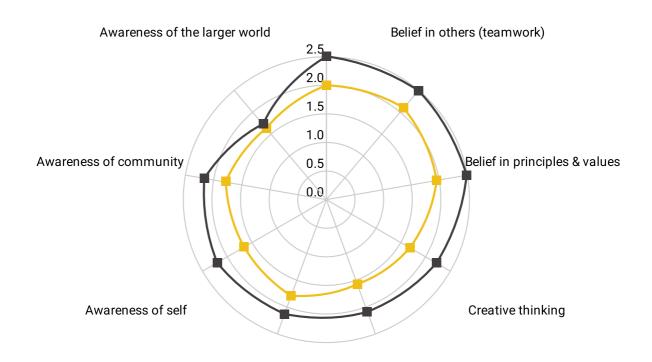


of students with improved average scores at endline compared to baseline.

Average Baseline score

Average endline score

Belief in self (confidence)

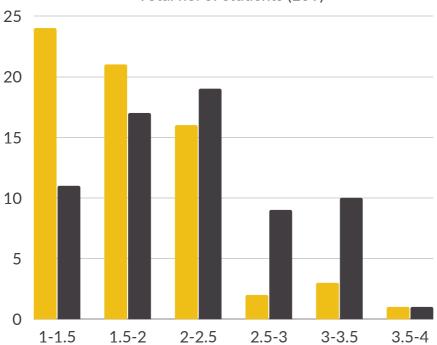


Bias to action

Critical thinking

COMPARATIVE DISTRIBUTION OF LEADERSHIP SCORES - BASELINE VS ENDLINE (ALL STUDENTS)"

- Total no. of students (BoY)
- Total no. of students (EoY)



The average score of the participants increased from 1.08 to 2.2 points. 58.2% students showed improvement in average scores at endline compared to baseline.



VOICES FROM THE FIELD

I always see my students play football every time they have break time. They always come to my office to borrow a ball to play and It is my school's honor to have a partnership with Enabling Leadership & Children's Future International. I am really happy that I can bring this football program to my students. I hope my students will be good at football skills and also be good students, study hard and score well. I also want my students to help each other and be improve their discipline". Mrs. Khorn Yarin is a vice director at Preak Norin Primary school, Battambang (Cambodia)



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