

1250+ CHILDREN, ONE DREAM: TO DEFY THE IMPOSSIBLE







ENABLING LEADERSHIP BUILD (EL BUILD)

EL Build is an innovative play based program designed to build curiosity in STEAM concepts and develop essential life skills, positive mindsets and behaviours leading to lasting success in students in under-resourced schools across India.

Over the last few years, we have developed and implemented a structured experiential program that includes hands-on design challenges and competitions using Lego blocks. Foundational STEAM concepts are woven into the lesson plans and students are encouraged to use their critical and creative thinking skills in fun workshop-style in-school sessions and inter-school competitions. Students learn to work and present their solutions individually and in groups. The 6-year curriculum gets progressively rigorous where students start with basic design principles, physics and mathematics concepts in Year 1 and move on to basic coding skills by the time they are in Year 6. Senior students take up community impact projects where they use the skills learnt in the program to solve community challenges.

A key focus area of our program is breaking gender stereotypes, encouraging girls to take interest in STEAM understanding as well as providing a safe environment for girls and boys to problem solve together in mixed-gender teams.

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WHAT PROBLEM ARE WE SOLVING

130+ million students in under-resourced government schools in India lack the opportunities to develop critical life skills and leadership skills 86% of Indian college graduates lack life skills like confidence, communication skills, professionalism, interpersonal skills to work in diverse teams, innovation and conceptual understanding of problems.

India is expected to have the largest workforce in the world by 2027. A large young unemployable workforce is a glaring crisis

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.

ENABLING LEADERSHIP

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

OUR PROGRAMS



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 groupbased music leadership program that enables children to to tell the stories of their dreams and communities

Our Outreach

LOCATIONS	NO. OF STUDENTS	##### GIRLS	ÅÅÅÅÅ BOYS	NO. OF SCHOOLS	NO. OF TEACHERS
Dharwad	535	271	264	7	9
Bengaluru	325	167	158	8	3
Pune	391	195	196	4	5
Total	1,251	633	618	19	17







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:

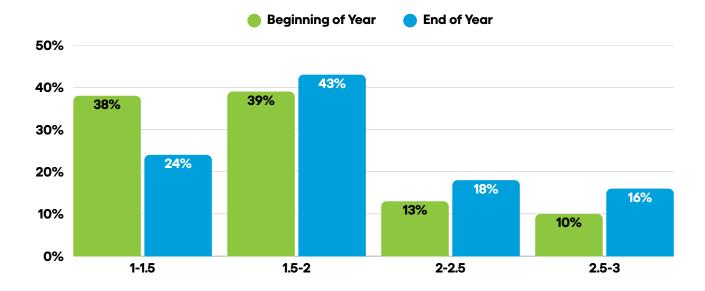
Area of Student Growth		Measurement Tool
Leadership Skills (Indicator of in mindsets, behaviours and	·	Leadership Skill Assessment Tool



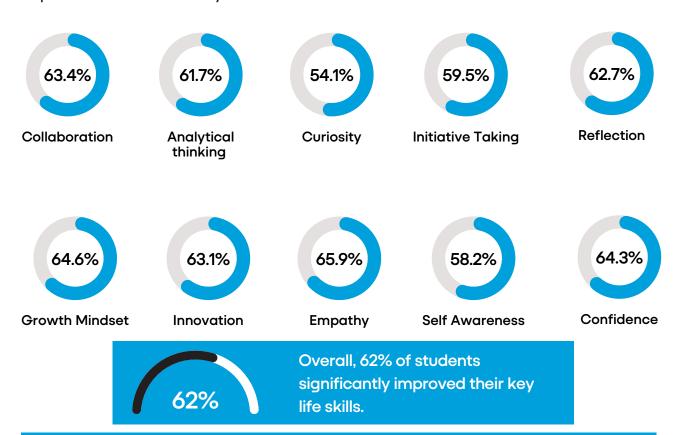
Area of Student Growth	Transfer Outcome	Measurement Tool		
Individual Excellence	Academic Growth	Grade-level academic testing		
individual Excellence	Technical skill growth	Technical Skill Assessment Tool		
Team Excellence	Team performance and improvement	Student Survey & Coach Survey		
Aspirations and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

Student Growth IN LEADERSHIP SKILLS

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". The graph below showcases the comparative results of the leadership skill rating measured as a percentage of the total number of students from beginning to end of the year. Significant progress was observed in students' leadership skills growth at the end of the year.



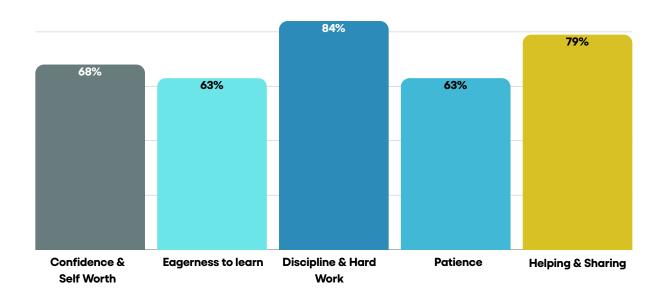
Shown below is the skill-wise percentage of students who exhibited marked improvement in their key life skills.



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 Build program supported by Intralox.

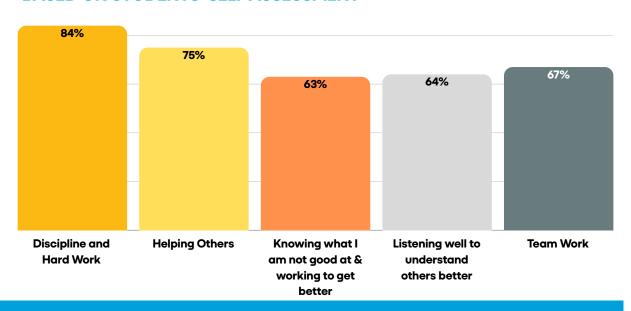
BASED ON PARTNER SCHOOLS' FEEDBACK



When I first joined the EL Build program, I had no idea about lego or any concepts about building models. I used to be shy and afraid to talk. My teacher, Shilpa Bandi, always encouraged me to try everything. Now, I have changed a lot. I can build models really fast. I also love working with my team. We built a garbage truck with moving parts for the showcase and I am really proud of my team.

-Shivraj Harobelavadi, EL Build student, Timmapur village, Dharwad

BASED ON STUDENTS' SELF ASSESSMENT





When EL Build began, boys and girls rarely spoke to or worked with each other. But from day one, we encouraged mixed-gender teams and joint model-building. By the end of the year, the change was remarkable—students collaborated with enthusiasm and team spirit. One parent shared that her son said, "Our group has to win. It's not just about me—we all worked hard for the showcase." I also saw students begin to share knowledge freely and volunteer to help peers who were struggling.

-Farida Hasleen, EL Build Teacher, Bengaluru



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



I saw tremendous growth in my students' leadership—especially in confidence, teamwork, and problem-solving. At first, many were hesitant to speak up or take initiative. But through regular hands-on projects, they became more vocal and proactive. In one design challenge, a shy student stepped up to lead the team, assigning roles and ensuring everyone contributed.

-Tilak T.G, EL Build Teacher, Bengaluru

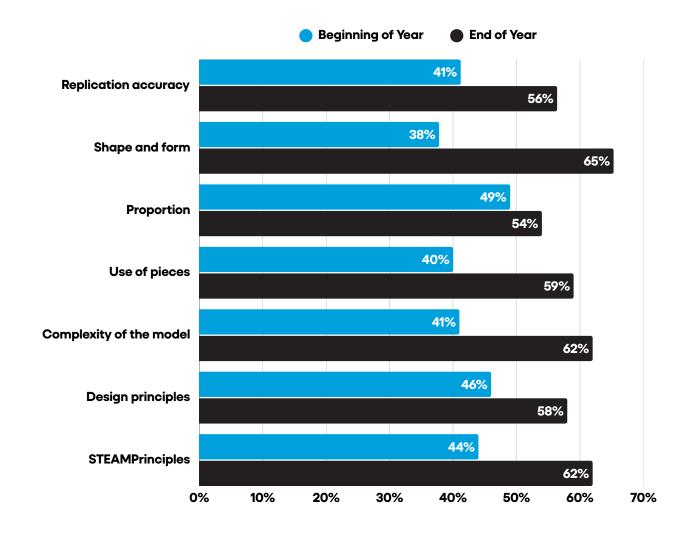


Student Growth in Technical Skills

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.



Daring to Dream Beyond Circumstance!

Most of our students come from families with little financial security. In urban areas, parents of our students work as taxi or rickshaw drivers, construction labourers, domestic workers, security guards, or street vendors. In the rural areas, 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. In both geographies, their daily lives are shaped by the challenges of the unorganized sector.

Through the EL Build program, we set out to understand whether these children dared 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?



Actor



Doctor



Engineer







1 Lawyer



Teacher





Fashion Designer



Scientist



Cricketer



Officer



Entrepreneur



IAS/IPS Officer



Chief Minister



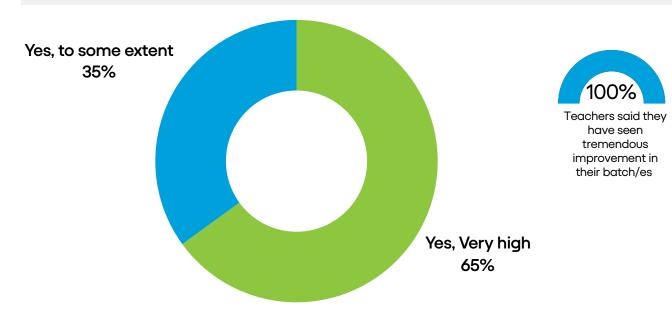
Students are able to express their dreams



Students know how to get there



We asked our EL Build Teachers: Have you seen any improvement in your batch/es between last year and this year in their technical skills?



I see tremendous improvement in the mindsets and behaviours in my students. Two key areas in which they have improved are: (a) working well in their teams, acknowledging others' efforts and helping each other, and (b) ability to articulate and communicate confidently and clearly.

-Shrikant Makadam, EL Build Teacher, Dharwad

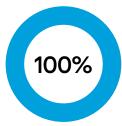
Academic Impact

To gauge the extent to which the mindsets, behaviours and habits inculcated through EL Build program were being transferred into their academics at school, we conducted two types of academic assessments: (a) Grade level tests, and (b) ASER testing.

1) Grade-level (multi-subject MCQ tool)

Using CBSE and State Board formats, students were tested in Maths, English and Environmental Science. These were administered to a sample of students across EL Build sites in India. Findings showed that students in higher grades fared better than their younger counterparts, reflecting the positive impact of the program's sustained engagement. The percentage improvement over the years is notable. The table below shows the percentage of students vs the percentage of marks scored (Overall Percentage).

OVERALL PERCENTAGE SCORED	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
Less than 40%	61.54%	11.11%			
40-75%	30.77%	55.56%	37.5%	33.33%	
More than 75%	7.69%	33.33%	62.5%	66.67%	100%



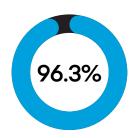
Schools feel
Enabling
Leadership
programs have
contributed highly
to the academic
improvement of
their students



Schools said student attendance has improved since they started participating in Enabling Leadership programs



Schools said that students in Enabling Leadership programs are more attentive and participative in class



Students rated their academic performance as good and very good.



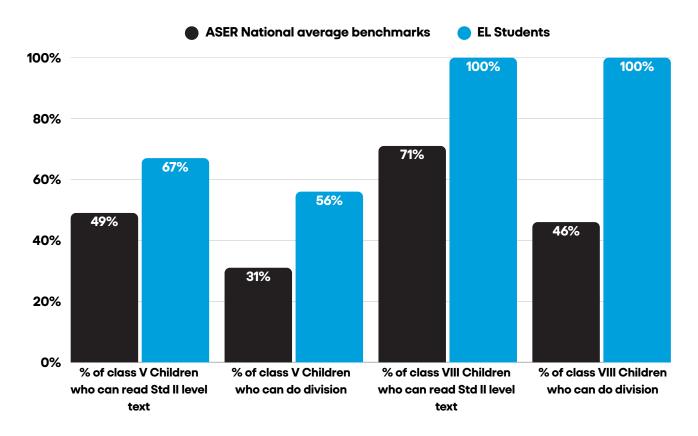
2) ASER Testing:

The ASER (Annual Status of Education Report) is a national assessment that foundational measures 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 our EL Build sample students. Much like the grade-level testing, older students fared much better than younger students.

ASER TESTING CRITERIA	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
% of Students at Story level (English)	15%	33%	50%	83%	100%
% of Students at Division level	23%	56%	63%	67%	100%
% of Students at Story level (Regional language)	38%	67%	75%	100%	100%

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 Again, we compared the performance of EL Build across sites against the 2024 ASER National average benchmarks. The scores tell us that our students are outperforming national averages in foundational literacy and numeracy—demonstrating the power of integrated life skills and learning.





Performance during ELevate

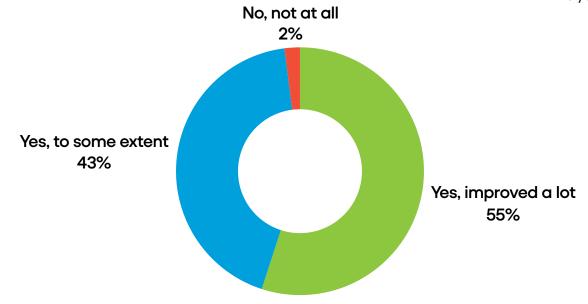
An important programmatic component of the EL Build program is providing students multiple opportunities to showcase their model construction and presentation skills to judges and an audience. In 2024-25, every batch participated in three showcases in their respective sites and competed for the winning titles. Students prepared for these showcases and presented their design challenge models. The winners from each site competed for the National title at the ELevate 2025 Nationals.



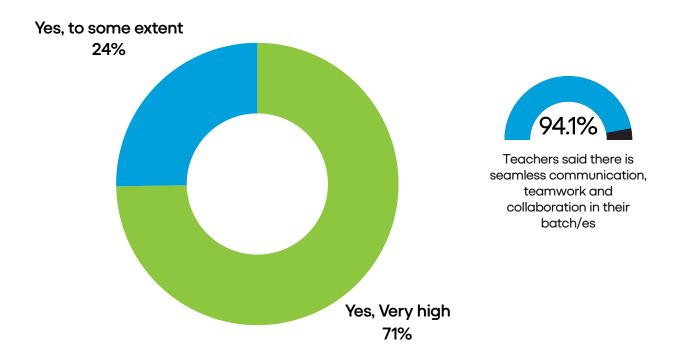
We asked our students: Do you think your team performed better at each successive Lego showcase this year?



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



We asked our EL Build Teachers: Is there seamless communication, teamwork, collaboration in your batch/es?

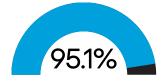




Gender Impact: Breaking Stereotypes!



The EL Build program aims to address key issues related to gender equality, community mindset, and the development of life skills through mixed-gender programs. The activities were designed to promote mixed-gender collaboration, break down gender stereotypes, especially providing girls with the much required space to explore and apply STEAM-based concepts.



Students believe that girls can build Lego models as good as boys



Boys believe that girls can build Lego models as good as boys



Girls believe that girls can build Lego models as good as boys



Students often speak with members of the opposite gender



Students believe that girls and boys are equal



Students participated in activities in their school other than EL Build



Students think girls can achieve anything that boys can also achieve



Boys think girls can achieve anything that boys can also achieve



Girls participated in activities in their school other than EL Build

MY JOURNEY WITH EL BUILD

-Preetham, EL Build Grade 7 student, Mount Everest English School, Bengaluru

When I joined the EL Build program, I was quite excited about playing with Lego blocks. Over the last 4 years I became more creative and innovative by building many different Lego block models. Earlier I was not that good at project work. As I learned Lego blocks, I became better at project work. I made a good science project this year. I also developed teamwork skills and made many friends.

I was already good at studies but was not creative. I feel I have become creative now as we try to come up with different ideas while we build models. Also, earlier I only used to study but now I also participate in extracurricular activities and competitions like speech and dance competitions, science exhibitions, etc. My confidence level has increased. I also participated in Drawing competition and won 2nd prize.

Because of EL Build, I feel I am developing overall. This program has changed me as a person. I did not have many friends before but now I can make friends easily. From a shy boy I became a confident boy. My message: don't think that it is a Lego block program, it is much more than that. It is a life changing experience for you.



Community Leadership through Projects

To help students apply the mindsets, attitudes, and behaviours developed over their years in the EL Build program, senior students (Years 5 and 6) take on community projects. These projects offer a clear glimpse into their growing sense of social responsibility and leadership.

Below is a glimpse of one such impact project which was undertaken by Grade 8 students of Holy Crescent High School, Bengaluru.

Our Cleanliness Drive

The goal of our project was to clean our neighbourhood. To do this, we organised a "Cleanliness Drive" in our community. Carrying 20 large garbage bags, we split into two groups and began collecting waste from nearby streets. It took us three hours to complete the drive.

We planned the project carefully—discussing how many bags we'd need, who would cover which area, and how much time it might take. Some waste was very dirty, and it was our first time doing something like this, so the experience was challenging but eye-opening. What made us even happier was that some local residents joined in and helped us.

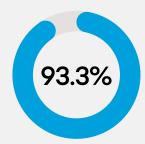
By the end of the day, both groups had managed to clean most of the neighbourhood. Some elderly people even told us, "If young children are doing this, we should also stop throwing garbage on the road." The next day, we noticed dustbins placed outside some shops—signs that our efforts had made a difference.

After the drive, we reflected on what went well and what could be better. We realised that spreading the activity across 2–3 days would have allowed us to cover even more areas.

Overall, it was a great experience working as a team and doing something meaningful for our community. We especially enjoyed the planning process and learned valuable skills like teamwork, problem-solving, and creativity.







Students rated their overall experience at EL Build good or very good!









