



ENABLING
LEADERSHIP®

REDEFINING LEADERSHIP

THE SKILLS EVERY CHILD NEEDS.
THE OPPORTUNITIES EVERY CHILD DESERVES.

IMPACT REPORT
2025-26



FOREWORD

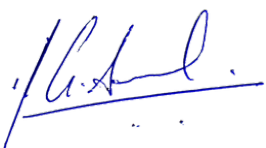
The world is changing faster than ever before. While technology is transforming how we learn and work, the qualities that will define tomorrow's leaders remain deeply human — confidence, communication, collaboration, resilience, empathy and the ability to bring people together across differences.

Yet for millions of children in underserved communities, opportunities to develop these skills remain limited. Too often, education focuses on academic achievement, while the human skills that enable young people to thrive in life, work and society receive far less attention. This is NOT a skills gap – it is an opportunity gap.

At Enabling Leadership, we believe leadership is not inherited or reserved for a privileged few — it can be nurtured in every child. Through experiential learning environments; we create safe, inclusive spaces where girls and boys learn, play, create and lead together. In classrooms, on playing fields and in communities, children develop confidence, resilience, teamwork, creativity and respect for one another. By fostering mixed-gender participation and embracing diversity, we challenge stereotypes, promote inclusion and prepare young people to lead in a world that values collaboration as much as individual achievement.

This report captures the impact of that belief in action. Across India, Kenya, Cambodia and Singapore, thousands of children discovered their strengths, found their voice and demonstrated that leadership is defined not by position or privilege, but by purpose, character and the courage to create positive change.

Thank you to our partners, educators, donors and supporters for helping us redefine leadership — ensuring that every child has the skills they need and the opportunities they deserve to shape a better future.



RAVI SONNAD

Founder & CEO



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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 (11-15 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

KEY NUMBERS

9,034 students

across India, Kenya, Cambodia & Singapore



4,815 (53%) BOYS



4,219 (47%) GIRLS



URBAN

60% Students



RURAL

40% Students

98 Partner schools

61 Partner schools



5,317 Students



80 Coaches



2,347 Students



29 Facilitators



1,370 Students



21 Facilitators



METHODOLOGY & TOOLS

Our Leadership Framework is a set of mindsets, behaviours and habits that we inculcate in our students. It focuses on 3 core 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 and perceptions	Student Survey, Student Interviews, Coach Surveys
Community Leadership	Social responsibility	Community Projects (Senior students only). _____

KEY IMPACT AREAS

GENDER EQUALITY | ACADEMIC GROWTH
TEAMWORK | FUTURE ASPIRATIONS



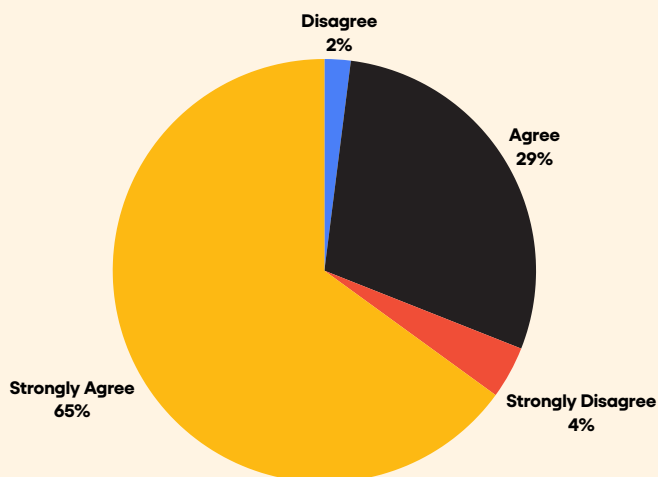
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GENDER EQUALITY

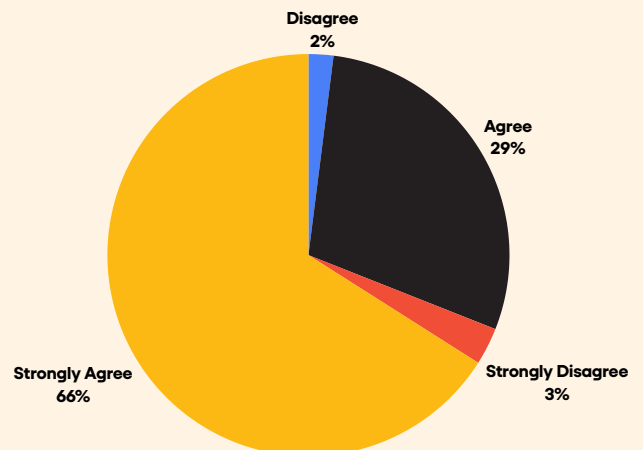
A unique aspect of all EL programs is our mixed-gender format that fosters inclusive, gender-equitable spaces where boys and girls learn, train, create, solve problems and compete together. More importantly, they learn to see each other as equals. This is especially important in our rural sites, where gender stereotyping, gender disparity and patriarchal mindsets are the norm.

We are thrilled to report that the program has contributed to more inclusive participation and improved comfort in mixed-gender settings. Students are increasingly collaborating across genders, with noticeable growth in confidence among girls. The following charts, based on surveying students, point to positive, gender-sensitive perceptions.

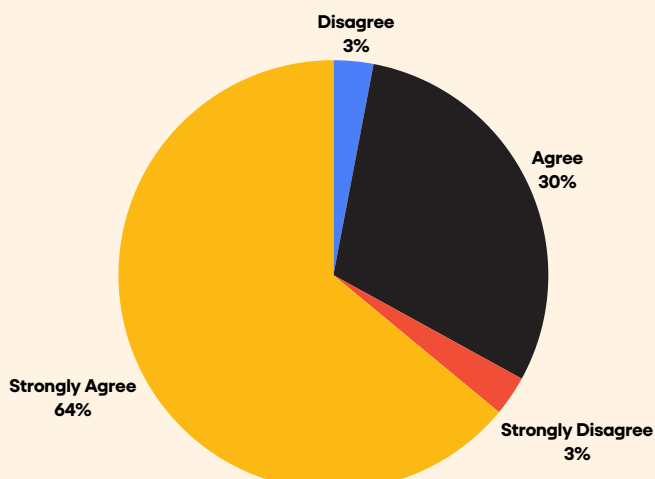
I believe that girls and boys are equal



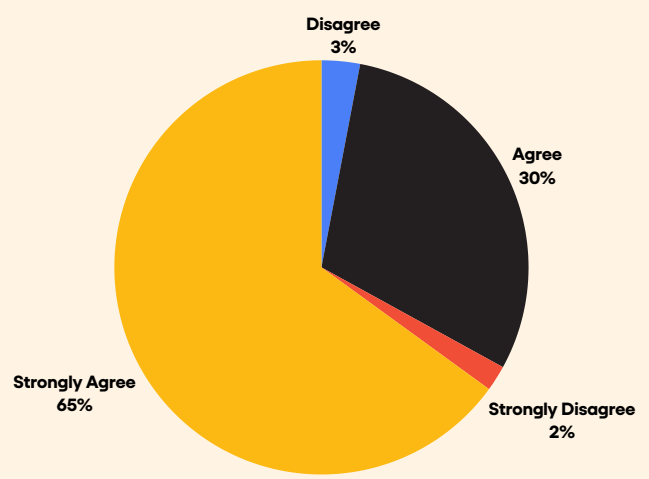
I believe that both girls and boys should be given the same opportunity



In my team, girls and boys have an equal share in the team's performance

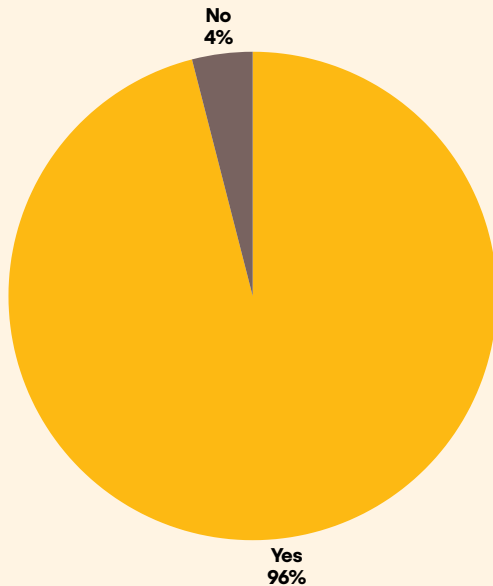


I believe that both boys and girls can lead a team equally well



GENDER EQUALITY

Girls can achieve anything that boys can also achieve



“

When I joined the EL Play program 4 years back, I knew nothing about football and I did not play any sport. And when our coach told us that we have to be on a team together with boys, we girls were afraid. We played separately and did not play as a team with boys. But slowly, we have learnt to play and practise together. Today, we play as a team and learn from each other. I feel more confident to interact with boys and am not afraid any more.

Soundarya Ratolli, EL Play Student, GHPS Kalkeri Village, Dharwad district

“

What I enjoy the most in EL play is equality between boys and girls and the team cooperation. I enjoy being a team member of my team because we have such a good coach who leads us very beautifully and in the events all the coaches we meet all are so friendly and the competition's encouragement from our coaches I love my team and EL Play!

Manju Bhatt, EL Play Student, St Joseph Convent High School, Bengaluru

“

I have noticed many positive changes in my students' leadership skills & confidence this year. Students became more responsible & worked better & started taking part during class activities and school programs. For example, some students, especially girls, who were not talking earlier, started speaking in front of the class and sharing their ideas. During group activities students learned how to guide their teammates, solve problems together, and complete tasks on time.

EL Play Coach, Satana

GENDER EQUALITY

“

Before joining EL Play, I never thought much about whether football skills belonged to boys or girls. Through EL Play, I learned that confidence, determination and hard work matter far more than gender. Every training session encouraged me to challenge myself and believe in my abilities. Taking on the toe taps challenge alongside the boys wasn't about proving anyone wrong - it was about proving to myself that I am capable. Today, I feel confident when I step onto the field, knowing that leadership is about courage, resilience, and giving your best, regardless of who you are.

EL Play has inspired me to dream bigger, compete fearlessly, and become a role model for other girls who want to pursue their passion without limits.

Lindsey Chepkoech Kerego, EL Play Student, Nairobi, Kenya

“

From time to time, I noticed that my daughter understands more, dares to ask the questions, and improves in problem solving. She is more hygienic and keeps her materials in order. I also feel she is more creative and too responsibility for self preparation for the showcase.

Hou Virek, EL Build Student's father, Battambang, Cambodia

“

EL Build program has given girls the opportunity to learn about life skills through a very innovative Lego program. At school, girls are now coming forward and participating well in class and other school activities. One more thing I observed was that earlier, boys hesitate to work with girls. But now, that is changing.

I want to commend the EL Build teacher who is a really good role model. She is a very good communicator and has created good bonding between school staff, students and teachers. She brings many creative ideas which inspires students also to not be afraid to try new ideas.

Atmanand Kempoor, Government Higher Primary School Marewad Village, Dharwad District

ACADEMIC GROWTH

EL Play, EL Create and EL Build do not provide academic student support. The mindsets, behaviours, and habits inculcated through the programs lay the foundation for students to succeed in various aspects of their lives and futures, academic performance & growth being an important one. Students use journals to set academic goals, plan steps to accomplish these goals and review progress.

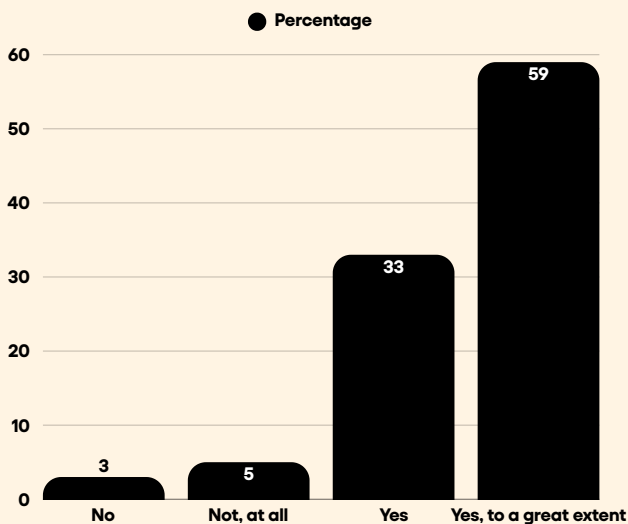
Some examples of what students wrote in their goal setting journals:

- I want to improve in English by getting 89 marks out of 100 by practising questions and solving more questions. - Grade 8 student
- I want to improve in Kannada by getting 45% and I want practice from morning 7 am to 8 am - Grade 5 student
- I want to improve in English by getting 29/30 and I will everyday read, write and complete Homework - Grade 5 student
- I want to improve in English by getting 49/50 and I will everyday read for 25 minutes to reach my goal and support myself in the subject - Grade 5 student

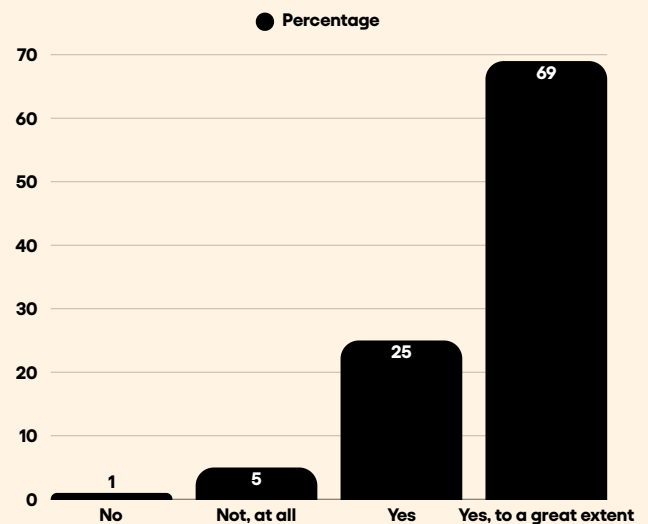


Our conversations with partner schools have revealed that our students are more attentive and participative in class, hardly miss school and are doing well in academics.

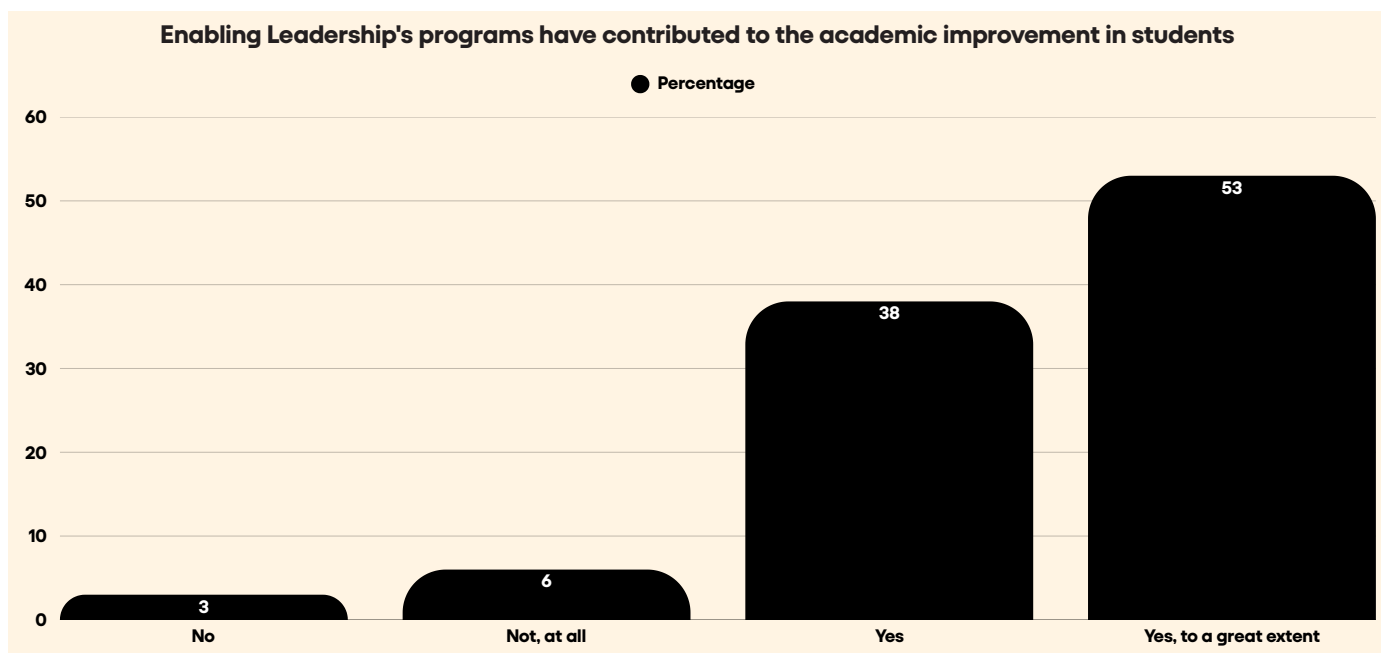
Are EL students more attentive and participative in class?



Have EL programs helped in improving student attendance at school?



ACADEMIC GROWTH



“

I learnt about goal setting and planning from EL Play. We learnt how to think about our strengths and weaknesses and how to start working on our areas of growth. We make monthly goals and milestones to reach these goals. We also learnt that we need to keep working on our goals consistently till we reach them, even if there are challenges on the way. This has helped me a lot in my studies and I have become quite strong in all subjects except Hindi. In the future, I believe that if I set a goal I can reach it.

Khushi Belur, EL Play Student, Government Higher Primary School Kalkeri, Dharwad district

“

My students who are part of EL Play program come to school regularly. I have noticed that they stay focussed on the lesson, use polite words and complete the homework. Regarding morality they always give respect to each other, to senior children and to their teachers.

Mr. Eng Chamroeurn, teacher, Wat Keo Primary school, Battambang, Cambodia

“

At the beginning of the program year, students were writing in one word mostly and for the daily commitment questions. No solid answers were there while they were setting academic goals and commitment plans. But at the end of the year, I could see visible improvements where the students were able to think about what subject they want to improve in and how. They started writing sentences for the questions, with clear commitments.

Harimayura, Program Manager, EL Build, Bangalore

ACADEMIC GROWTH

“

The school teachers have noticed better student performance in class tests and exams. Some students who were scoring average marks earlier have shown improvement in their results. Greater focus and setting academic targets have definitely helped. In one of our partner schools called Adarsh, 7 of our Grade 7 students are in the top 10 in the entire school.

EL Play Coach, Satana

“

We have seen a positive trend in exam performance, which students attribute to their improved ability to stay focused and set academic targets for themselves. Students who were once hesitant to speak are now actively participating in school subjects and taking on leadership roles in classroom group projects.

Bharti Acharya, School Teacher, Karnataka Public School, Aganashini Village, Kumta

“

This year I observed noticeable academic improvement among my students. For example, one student who used to score around 40–45% in class tests improved to nearly 60% in the final examination after regular practice and guidance. Students also showed better participation in classroom discussions and asked more questions during lessons. In addition, homework completion improved, with many students submitting their assignments regularly and on time.

S M Khudawand, School Teacher, Government higher Primary School, Mummigatti, Dharwad District

“

The students who are a part of EL program are really confident in their studies and understanding levels too. We can see those students are actively participating in all the other activities going on at the school with confidence.

T Ramya, School Teacher, St. Albert's School, Hyderabad

“

Student learning outcome was shown in a positive way in my school. Most of the students who are in the EL Play program received good results in the examination - almost 70%-80%. They participate in all activities in the classroom also.

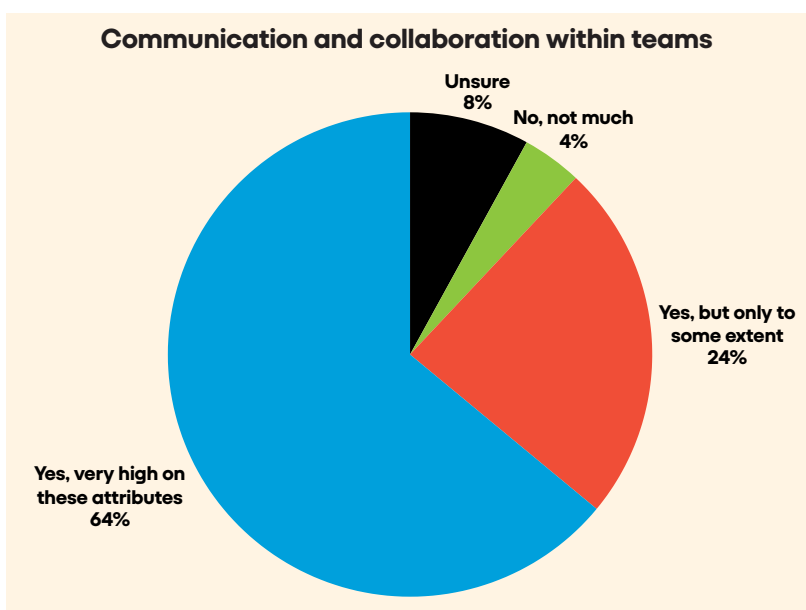
Mrs. Sort Sorphea, Prek Krouch Primary School, Battambang, Cambodia

TEAMWORK

The Enabling Leadership programs provide students with multiple opportunities to showcase their teamwork and leadership skills, as well as technical skills. In 2025-26, over a period of 4 months, each EL Play team participated in mixed-gender league matches, each EL Create team participated in competitive music concert performances and each EL Build team participated in competitive model construction design challenges. After each competition, teams got together and reflected on their performance and came up with strategies to improve at the next competition.

Teamwork has emerged as a strong impact area, with students reporting better collaboration, communication and peer relationships. Many students highlighted forming new friendships and learning how to work collectively toward shared goals.

Most of the teachers and coaches observed that the level of trust, communication & collaboration, care and fun among teams improved with time.



“

Through various football activities and interactive sessions, the program has helped to develop important life skills such as communication, teamwork, problem-solving, creativity, leadership, and decision-making among our students.

Vaishali Ajay Sonawane, School teacher, Adarsh English Medium School, Satana

“

When I first joined the program, I didn't know anyone. Now I have many friends and we work as a team. We have also learnt to not keep the ball to ourselves but to pass and make goals as a team. I also feel that earlier, my team was not so strong. But now, we have improved by working together.

Rahul Murakatti, EL Play Student, Government Higher Primary School, Mugad, Dharwad district

TEAMWORK

“

This year, I have seen really good changes in my students. They have started speaking more confidently than before. During group activities, they take a lot of initiative and lead others when someone is struggling. Also, they are showing more leadership skills. For example, when a task is given to a group, one student always takes the lead to bring everyone together and ensure that the activity is completed. Team members have learnt to communicate well within their teams.

EL Create Facilitator, Dharwad

“

Students in the EL Play program collaborate well and there is a strong feeling of belongingness to one team. During group activities in the class, we find it very easy to conduct the activities, as they are already well aware of how to work in teams. Their teamwork and confidence is really good to see.

Mr. Ramanath Janardhan Naik, School Teacher, Government Higher Primary School No. 1, Bargi Village, Kumta

“

I have a big batch of students. And I always have to give different students different roles and positions. Earlier, students used to quarrel for specific roles and positions. But with time, they have understood that every student needs to learn and get the opportunity for their team to grow. They are learning to listen to each other and divide work during activities. I am very happy to see a visible improvement in collaboration and peer interaction among them.

Abhishek Bhavikatti, EL Play Coach, Dharwad



TEAMWORK



Unbeaten. Unbreakable. <<<

The Story of Ramagondanahalli Warriors 3

In a year filled with competition, growth, and challenges, one team stood apart not just for winning, but for how they won. The Ramagondanahalli Warriors 3 have emerged as the true Invincibles of EL Play Bengaluru 2025–26, going unbeaten from the group stages all the way to the ELevate Nationals 2026. But their story is not just about results on the field, it is about the people, the culture, and the journey that shaped them.

At first glance, the spotlight may fall on the boys Naseem, Shohag, Vivek, and Abdul, for their performance and consistency in matches. But the true strength of this team lies equally, if not more, in the presence and influence of the girls Empana, Rajlikha, Deeksha and Taniya. Together, they have built a team where respect, equality, and trust are non-negotiable.

What makes this team exceptional is their unity. There is no visible divide, no “boys vs girls,” no hierarchy, just one team moving with a shared purpose. They treat each other as equals, support one another through every moment, and push each other to grow. Their bond is not forced; it is deeply built through shared experiences across the year. Their journey has not been without challenges. There were moments within the school environment that tested them situations that could have divided or discouraged them.

Instead, these became turning points. With the support of the program and their own willingness to grow, the team responded with maturity, resilience, and a stronger commitment to their values. This is where their transformation truly stands out. They did not just become better players, they became better teammates, better individuals, and emerging leaders. Their discipline, accountability, and relentless pursuit of improvement are visible both on and off the field. Whether it is in training, in matches, or in school, they carry themselves with a sense of responsibility that reflects the depth of their learning.

Being a small team, they could have struggled. Instead, they turned it into their biggest strength. Every player matters. Every voice counts. Every effort is seen. And that is what makes them a mighty force.

The Ramagondanahalli Warriors 3 are a benchmark of what happens when talent meets values, when competition meets unity, and when young people are given the right environment to grow. Their story is not just about staying unbeaten. It is about becoming unbreakable.

Kiran, Coach, EL Play, Bengaluru

FUTURE ASPIRATIONS

Can the child of a farm labourer, a village tailor, an autorickshaw driver or a domestic worker have bigger dreams and aspirations for themselves? We wanted to see what our students, who come from families that depend on the unorganised sector for a living, thought about their future.

The results from our student interviews and surveys were both inspiring and hopeful. Enabling Leadership's programs are helping students build aspirations, confidence and exposure to possibilities.

While aspirations are still evolving, students are beginning to think more intentionally about their future and what they want to achieve. Through the student survey and interview responses, students expressed interest in becoming:



Doctor/Nurse



Engineer



Police Officer/Army Officer



Teacher



Football Coach



Cameraman



Pilot



Businessman



Musician



Football Player

“

Through football, I now think about what I want to become in the future. I want to study well and become a chartered accountant in the future.

Swati Harobelavadi, EL Play Alumni, Government Higher Primary School, Timmapur, Dharwad district

“

I have found that my students are more expressive about their goals and interests after participating in EL Play.

Coach Kiran, EL Play Bengaluru



SKILL ASSESSMENT RESULTS

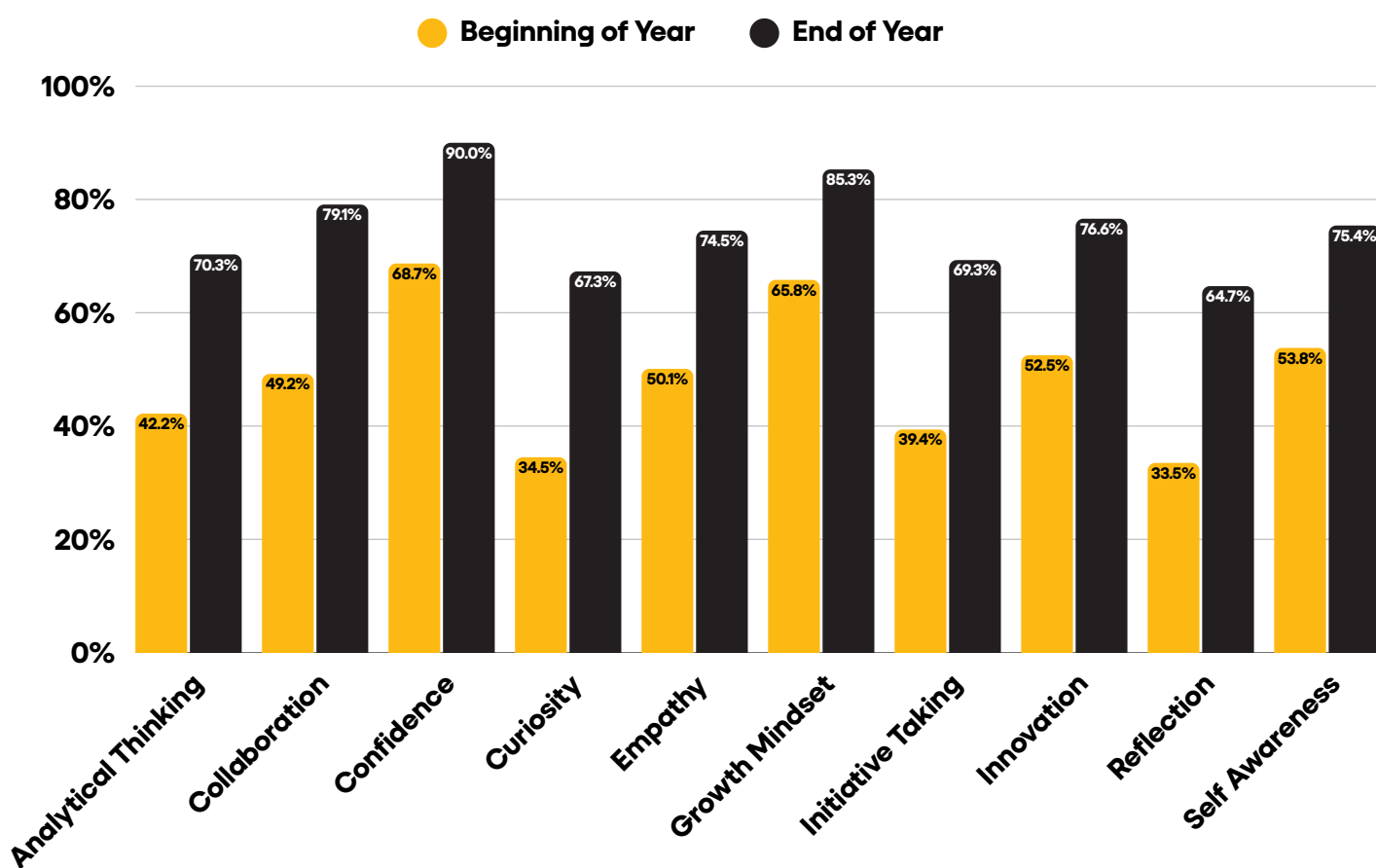
LEADERSHIP SKILLS | TECHNICAL SKILLS



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LEADERSHIP SKILL ASSESSMENT RESULTS

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 leadership skill-wise percentage of students who exhibited leadership skills at the beginning of the year compared to the end of the year. While the assessments show that across the leadership skills, more students are exhibiting these skills, the highest growth is seen in the areas of students showing curiosity to learn new things and in reflection and introspection.



“

EL Play program involves using various football training materials & equipment which is invaluable to our students. I feel that the methods used in the program like Active Reflection, Experiential learning and Journaling have proved effective because they helped students learn in a more engaging and meaningful way. Journaling and active reflection encouraged students to think deeply about their experiences and growth. Experiential learning allowed them to practice skills in real situations, making values like teamwork and respect more tangible and easier to internalize.

Swarali Mane, Teacher, Sant Tukaram E-Learning School, Pune

LEADERSHIP SKILL ASSESSMENT RESULTS

“

We are truly happy to see that through your valuable support from Enabling Leadership coaches and their initiatives, our children are gradually progressing in their education and sports. Your dedication, hard work, and commitment are clearly visible. Our children are happy and healthy through your session. The way you have been conducting the football program and demonstrating strong leadership has made a meaningful impact on our children's development, not only in sports but also in life skills and confidence.

We extend our heartfelt gratitude to each one of you for your continuous support and effort. It is not easy to bring about such positive changes, and we truly appreciate everything that you are doing for our students.

As a school, our humble request is that this support continues, so that all our children can grow well, excel in their studies, and get more opportunities to learn and develop. We hope more and more children will benefit from such programs and move forward towards a brighter future.

Ms. Radha, PET Teacher & In-charge. Government School, MuneKollal, Bangalore

“

Since my students started participating in the soccer Program, they have become more agile and their thinking is also faster. When I ask them to do something or as a group, they have the courage to express their own ideas.

Mr. Houn Phearun, Teacher, Kok Doung Primary School, Battambang, Cambodia

“

Students in the EL Create program speak confidently. In class, they participate well and show interest in the academic subjects that we are teaching. I feel that their listening skills have also improved. They respond positively in my interactions with them.

Ms. Vidyashree Jinnappanavar, Teacher, Government Higher Primary School, Kotabagi Village, Dharwad District

LEADERSHIP SKILL ASSESSMENT RESULTS



Many of our students come from families where parents are uneducated or educated very little. Therefore there is no culture of parents helping their children with studies or homework, or children practising and studying by themselves. Unlike cities, there is also no availability of tuition classes.

What I have seen in EL Play students is that they are not afraid to ask questions. They participate during classes and also come to us after classes if they want to get their questions answered. It is really good to see that they are now not afraid.

These students also know how to behave with external people. Where they used to fear saying anything, they are confident in front of visitors to the school.

The biggest benefit that this program has brought to our students is developing in them a sense of belief in themselves as well as faith that they can achieve things if they work hard. Earlier, only a few students played sports. But now, since the entire class is part of the football program, every child has the opportunity to be exposed to a sport as well as develop these life skills. We also see students developing in their fitness and physical development.

Honappa Patgar, School Teacher, Government Higher Primary School, Kodakani Village, Kumta



Joyleen's Transformative Growth



Joyline Akinyi's is in the EL Play program in Kenya. When Joyline first joined the program, she preferred to stay in the background. Speaking in front of others felt intimidating, and she rarely volunteered for leadership opportunities. As she continued participating in EL Play, she became more engaged, more confident, and increasingly willing to take initiative.

One day, Joyline approached her coach and said, "Coach, you always choose other students to lead the warm-up, but you never choose me." It was a defining moment—not because she was asking for a chance, but because she believed she was ready for one.

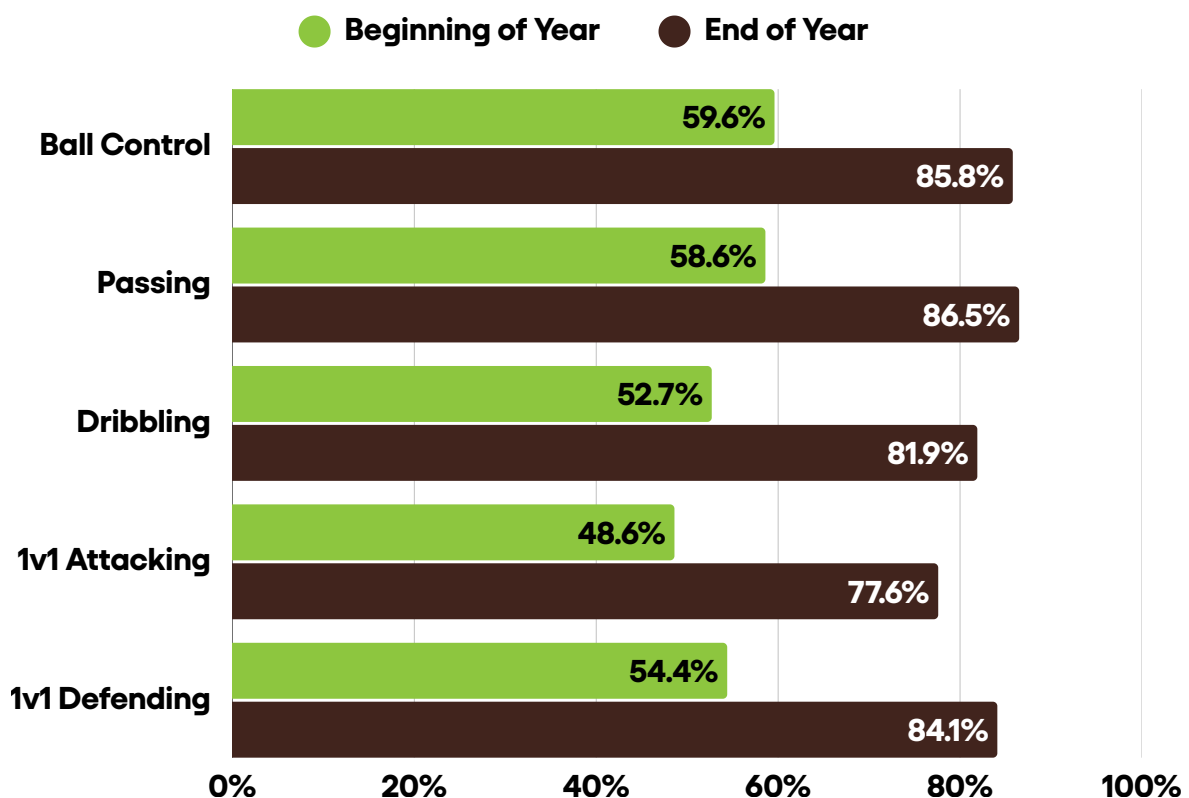
Her coach immediately gave her the opportunity to lead. Standing confidently in front of her peers, Joyline guided the warm-up with enthusiasm and clarity. What had once been hesitation had become self-belief.

Her journey reminds us that leadership begins the moment a child believes they are capable of leading.

TECHNICAL SKILL ASSESSMENT RESULTS

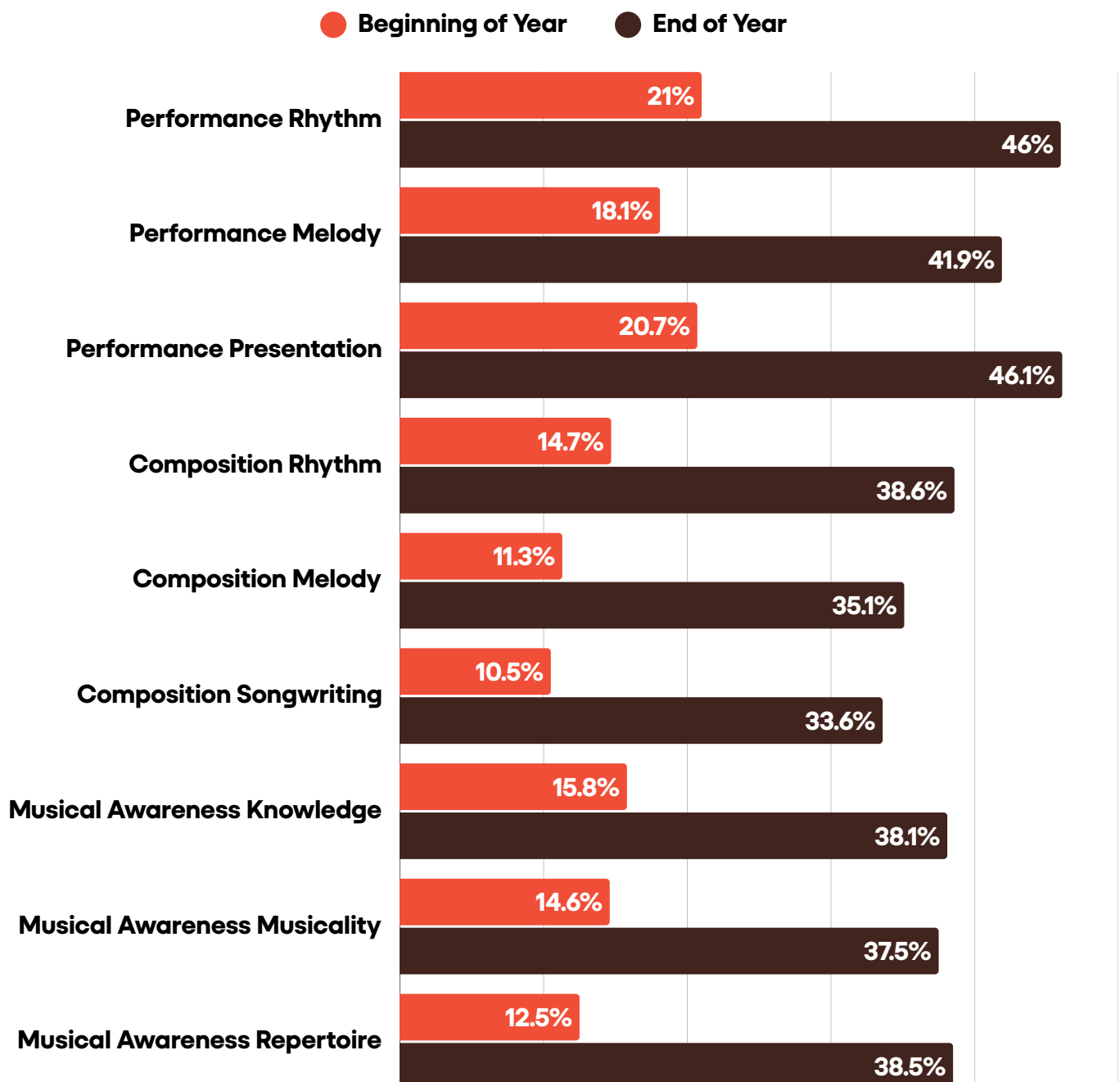
At Enabling Leadership, we use the experiential mediums of football, music and Lego-type building blocks to inculcate leadership skills in students. Building technical skills in students is critical.

In the EL Play program, students focus on football skills, football knowledge, physical fitness and team strategy during sessions. While we do not aim at grooming football stars, the program does focus on encouraging students to get better and better at football and fitness. We also assess students' technical skill levels at the beginning and end of each year. Below is a chart showing the extent of growth in various football skills at the end of the 2025-26 program year compared to the beginning of the year.



TECHNICAL SKILL ASSESSMENT RESULTS

In the EL Create program, students focus on music skills, music awareness and knowledge, song writing and composition as well as team roles and strategy. While we do not aim at grooming musical stars, the program does focus on encouraging students to get better and better at music concepts, knowledge and performance. We also assess students' technical skill levels at the beginning and end of each year. Below is a chart showing the percentage of children good at various musical skills at beginning and end of the 2025-26 program year.



TECHNICAL SKILL ASSESSMENT RESULTS

A key component of the EL Create Program Curriculum is song writing, composition and performance. EL Create facilitators are trained to work with students in their song writing journey. Below is a glimpse of the creativity and variety of student bands that performed at the ELivate Nationals in Bengaluru.

Below is a glimpse into a few songs that students wrote.



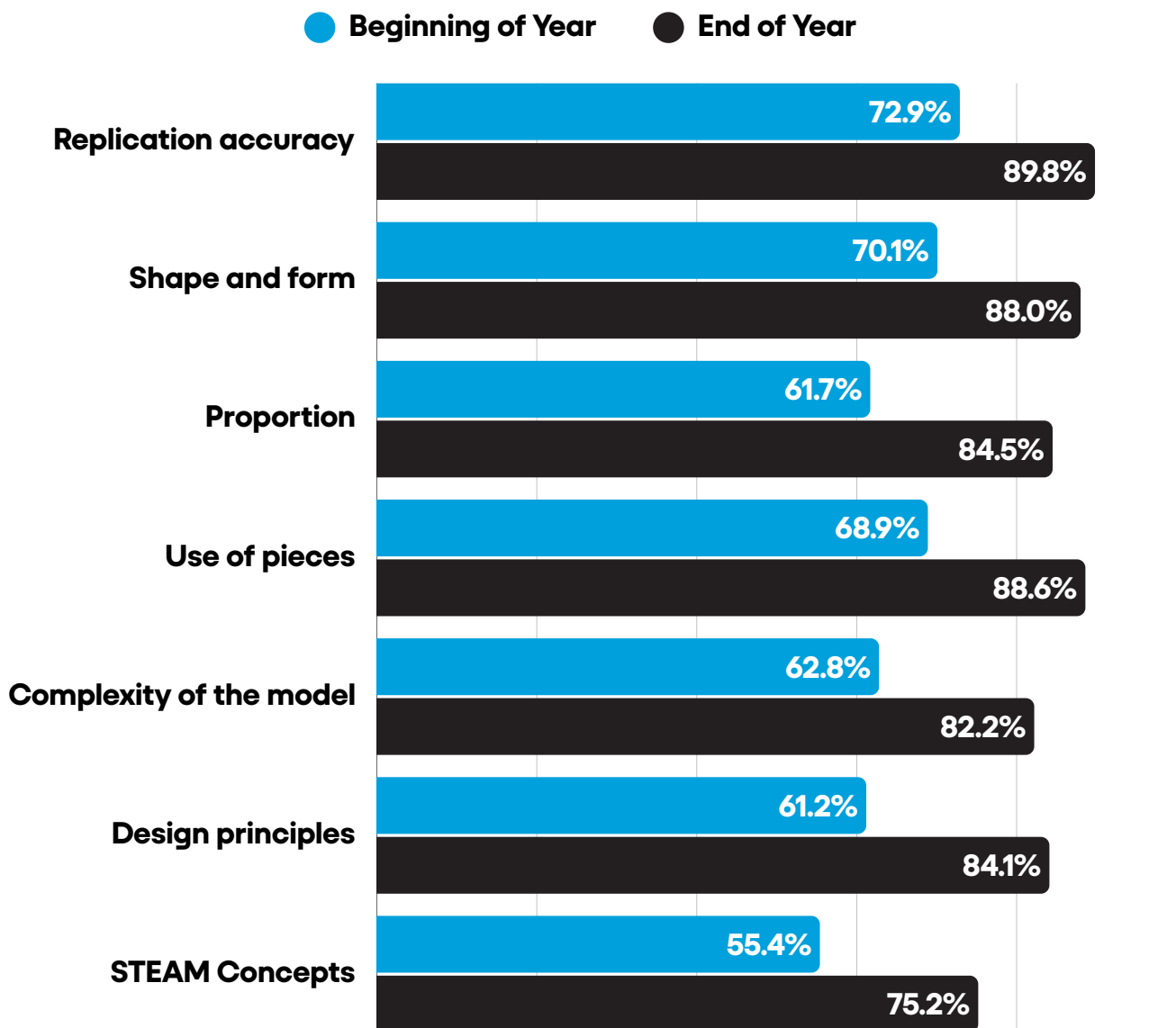
Original Composition in Hindi	English Translation
Sapno ka Gaon Hamara Rang Birangi sabse Pyara Suraj Haske Subah Laye Har Aangan Khushiyan Barsaye	Our Village of Dreams Colorful and dear to all, The smiling sun brings every morning, Spreading happiness in every courtyard.
Sapno ka Gaon Hamara Khushiyon Se Bhara hai sara Haathon mein Aa Chale Hum sabse Pyara Gaon Hamara	Our Village of Dreams Filled with joy all around, Come, let's walk hand in hand, Our village, the dearest of all.
Bachche Seekha Bachche Khele Milkar saare Sapne Bole Sangeet Kala hansi ki Baatein Har Din Lage Tohar ki Raate	Children learn and children play, Together, dreams find their way. Music, art, and laughter fill the air, Every day feels like a festival night.
Taare Jab Akash Sajaye Chand Loriya Gungunaye Sabki Aankhon mein Hai Sapne Milkar saare Gaon ko Sajaye.	When stars decorate the sky above, The moon hums lullabies of love. Dreams shine in every pair of eyes, Together, we make our village bright.
Sapno ka Gaon Hamara Rang Birangi sabse Pyara Suraj Haske Subah Laye Har Aangan Khushiyan Barsaye	Our Village of Dreams Colorful and dear to all, The smiling sun brings every morning, Spreading happiness in every courtyard.

TECHNICAL SKILL ASSESSMENT RESULTS

Original Composition in Hindi & English	English Translation
Yes i can Yes i can Khud par vishwas aur strong plan Yes we can Yes we can kar sakte hai hum har kaam Yes i can Yes i can Har mushkil kare hum hal Dill mein himmat aankhon mein sapne Yes i can Yes i can Himmat se hum aage badhe Pehla kadam khud hi rakhe Dar ko haraye seekhte jaaye Koshish se mushkilo ko haraye Gir jaye fir uth bhi jaye Haar na mane yahi gaaye muskurana hai har pal khud par vishwas toh problems hal Chota ho ya bada sapna, mehnat se hum payenge dar jab lage mai kar sakta hu zor se hum gayenge aage badhna rukna nahi andhar ki Roshni chamakti rahe, hum mein taakat, hum mein jaan khud banaye apni pehchan Call: DAR lage TOH Response: dar ko harana Call: gir jaye toh Response: Haar na maan na Call: koi na ho toh Response : akele chalna	Yes I can Yes I can Trust in myself and a strong plan Yes we can Yes we can We can do just about anything Yes I can Yes I can Every problem we can solve With courage in heart and dreams in eyes Yes I can Yes I can With courage we move ahead, Take the first step on our own instead. We beat our fear and keep on learning, With effort, every challenge we're earning. If we fall, we rise again, We don't give up, we sing this then: Keep on smiling every day, With self-belief, problems fade away. Small or big, whatever the dream, With hard work, we'll achieve. When I feel scared, I shout out loud, "I can do this!" strong and proud. Moving forward, never stop, Let the light inside us glow on top. We have power, we have might, We make our own identity and light. Call: When you feel afraid— Response: Beat the fear away! Call: If you ever fall— Response: Don't give up at all! Call: If no one's there— Response: Walk alone, don't fear!

TECHNICAL SKILL ASSESSMENT RESULTS

In the EL Build program, students focus on design principles, construction replication, model complexity, STEM concepts, etc. While we do not aim at grooming product designers and engineers, the program does focus on encouraging students to get better and better at all elements of product design and construction. We also assess students' technical skill levels at the beginning and end of each year. Below is a chart showing the comparative average percentage of students exhibiting technical skills at the end of the year compared to the beginning of the year.



PILOTING HANDS-ON LEARNING IN EL BUILD



We piloted LEGO® SPIKE Robotics with our Grade 9 students through three progressively challenging levels—Basic, Intermediate and Advanced.

Each robotics challenge became a platform for developing both technical and leadership skills. Students worked on challenges involving sensors, gears, levers, coding loops, and real-world prototypes such as delivery carts, locking systems, drawing robots, and prosthetic concepts. Teams planned together, divided roles, tested ideas, adapted when things failed, and celebrated success together.

Through guided reflection, students connected technical problem-solving with teamwork by asking:

- What made our robot work?
- What made our team work?
- How did we solve this problem together?

Student Impact

Initially, students struggled with the open-ended nature of the challenges and the absence of step-by-step instructions. Over time, they became confident, self-directed learners who embraced mistakes as part of the learning process. Students discovered that solving complex challenges required learning from one another, sharing ideas, and working as a team.

A student feedback survey reflected a highly positive learning experience, with over 90% of students agreeing or strongly agreeing that the programme helped them:

- Build confidence in tackling unfamiliar challenges
- Learn through exploration and hands-on experimentation
- Take ownership of their learning
- Collaborate effectively with peers
- Feel comfortable making mistakes and improving

The pilot fostered greater curiosity, confidence, independence, and collaboration, encouraging us to expand the Robotics programme across all sites in 2026–27.



SPOTLIGHT ON GRADUATING STUDENTS

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I'm proud of my team as everyone listens to one another and understands each other. If I do something wrong, my team always takes me in the correct path. They explain to me my negatives and correct me.

Muthyala Arvan Sreekar, St Alberts School, Hyderabad

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A memory I'll keep is the first time I presented my work in front of the class. I was very nervous, but the support from my coaches and friends made me feel brave. It was in that moment I realized I was capable of more than I thought. I'll always remember the energy during our group activities. The laughter and the creative atmosphere made every session something I looked forward to, and it taught me that learning can be both challenging and joyful. I am going to miss EL Create so much from next year.

Mohammad Sulaiman Pasha. S, Grace Public School, Bengaluru

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The time when I was captain of my team was really special and I am proud of my captaincy. The consistency work with which we worked our project was excellent. My team and coach went to Bengaluru altogether for the National Finals. It was exciting and enjoyable. Me and my friends enjoyed every moment of the Bengaluru trip. It was memorable days of EL play. Thank you EL for giving me this many opportunities in my 6 years. This program was excellent and I loved being part of this. Thank you EL!

Keshapaka Prashanth Kumar, St Alberts School, Hyderabad



SPOTLIGHT ON GRADUATING STUDENTS

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Always be thankful for giving the opportunity and to give idea for leadership quality and the memories which I have pended in this whole 6 years. This memories will be always special for me. I have learnt to focus on my goals. Me and my friends and teammates had an opportunity to go Bangalore and represent our city. Our hard work, the journey which we have had, the memories which we have made in Bangalore and also all the matches we have played will always stay in my memory. And the practice we have done and the way how our coach Pavani didi have motivated and be friendly to us. Thank you EL!

Riddhima Pandey, St Alberts School, Hyderabad

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I am most proud of developing my confidence and teamwork skills during my time in the EL program. Earlier, I used to hesitate while sharing my ideas, but through various activities and group projects, I learned how to express myself clearly and listen to others' opinions.

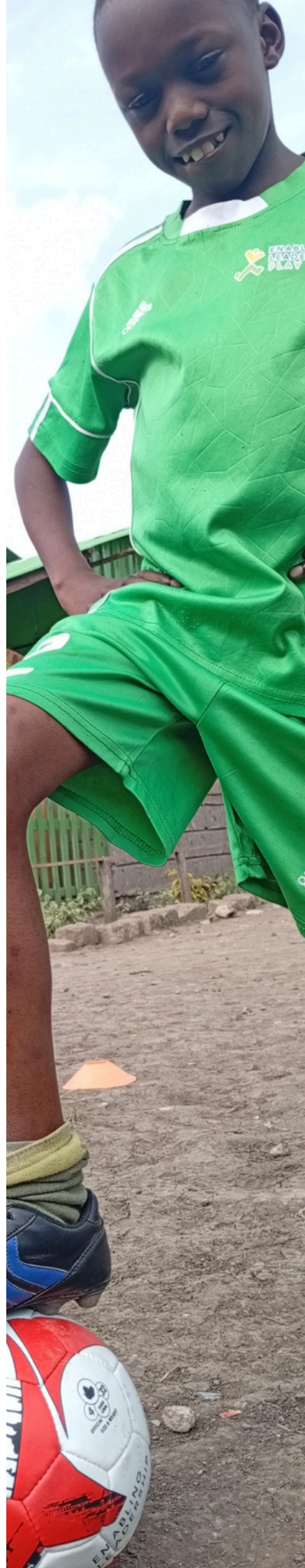
I am also proud of successfully completing projects where I could apply creativity and problem-solving. These experiences helped me think in a more practical way and improved my ability to handle challenges. Overall, the program has helped me grow as a more confident, responsible, and creative individual.

Akash Hajari Sharma, Pandit Dindyal Upadhyay English Medium School, Pune

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One memory I will always keep with me is working with my team on activities and projects. We shared ideas, helped each other, and had fun while learning. It taught me the importance of teamwork and made my experience very enjoyable. Thank you EL!

Gargi Darwatkar, iTeach Pandit Din Dayal School, Pune



SPOTLIGHT ON IMPACT PROJECTS

At Enabling Leadership, each student is in a program for 6 years. Over the years, students in EL Play, EL Create and EL Build programs develop strong technical skills, teamwork and problem-solving abilities. They also learn to reflect, learn and get better and better. Building on this foundation, our senior-most batch of students (in Year 6) move from guided activities to self-driven, real-world community projects.

Impact Projects is an opportunity for Year 6 students to put into practice all the leadership skills they have learnt till now. The experience also creates pride, confidence, and empathy - showing students that their actions can bring about change. In 2025-26, some of the problems our Year 6 students worked on were:

- Waste and Garbage Management and Awareness
- Plastic reduction and Awareness
- Giving a safe environment to birds
- Reduction of junk food consumption and Awareness
- Greening their community
- Teaching illiterate women in the community to read and write

The Below summary of interview responses of Year 6 students tells us a lot about how students grew through participating in community projects.

Which part of the project did you enjoy the most? Why did you like it?

Students enjoyed community visits the most because they could talk directly to people and understand their problems. They also enjoyed rallies and street plays where they shouted slogans and performed skits in public. Presenting at regional competitions after long practice sessions and seeing shy team members start speaking confidently were also mentioned as enjoyable experiences.

Which part of the project was the most difficult for you? What made it challenging?

Students found it difficult to get attention from the public during awareness activities and to motivate team members who were initially not interested or afraid to speak. Choosing one problem among many community issues and managing time along with studies were also challenging. Some students said that even after awareness, people continued wasting water or throwing garbage, which was discouraging.

What are the top two or three things you learned or skills you developed through the project?

Students said they learned communication, leadership, teamwork and time management. Many shared that they had stage fear earlier but could now speak freely in front of people. They also learned patience and discipline by practising repeatedly, managing schoolwork along with the project, and supporting teammates who needed more encouragement. Some students shared that they learnt how to make presentation content and actual presentations about their projects to others.

SPOTLIGHT ON IMPACT PROJECTS



Has this project changed the way you look at problems around you now? If yes, can you give an example?

Students said the project changed how they notice and respond to problems around them. Earlier, they ignored issues like garbage and water wastage, but now they immediately take action. Examples included turning off taps when water is flowing, feeling uncomfortable when garbage is thrown outside, and believing that cleanliness is everyone's responsibility, not only the government's.

If you were given a choice to participate in an impact project again, would you participate in it? If yes, why do you feel so?

All students said they would definitely participate again because they wanted to improve the project and continue working on the issues. They stated that one year is not enough to create real and lasting impact, as behaviour change in the community takes time. Some said they would continue working on the problem even without another chance or competition.

If you were to do this project again, what would you do differently?

Students said they would plan better from the beginning, spend more time in the community, rehearse more, and make activities more engaging and fun. They also said they would focus less on presentations and more on long-term impact, giving examples like locking dustbins to prevent theft and increasing the number of community visits.

What would your message to your juniors who take up Impact Projects next year be?

Students advised juniors to be patient and not get frustrated at the start. They said work should be shared equally and not left only to the leader. They encouraged juniors to respect feedback, avoid fights within the team, speak up with ideas, and work together to complete the project successfully.

SUMMARY

2025-26 has been a high impact year for our students. Across all programs, the evidence points to a common pattern:

- Technical competencies improved significantly (football, music, or design/building skills).
- Life skills improved alongside technical skills, particularly:
 - confidence,
 - teamwork,
 - leadership,
 - communication,
 - problem solving.
- Student satisfaction is consistently high, with average ratings ranging from 3.67 to 3.81 out of 4.
- Schools reported observable changes in classroom behaviour, including increased participation, attentiveness, collaboration, and confidence.

A large majority of students reported that girls and boys worked together effectively in teams, leadership roles were shared fairly and team performance was viewed as collaborative rather than gender-based. School teachers have told us that attendance, participation and team work have clearly improved.

At the same time, the inputs that we received from internal and external stakeholders have pointed on some areas that the Program needs to focus more on. While teamwork and engagement indicators were consistently strong, a small number of responses reflected lower confidence in communication and collaboration during competitive situations. A small number of students also expressed lower confidence in balancing academics alongside extracurricular activities.

Some EL facilitators felt that the session time was not sufficient to complete some of the lesson plans. These are areas where we will need to put more effort going forward.





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