Co-creating Tools for Measuring the Impact of Life Skills on Adolescents

Insights from a Scoping Study in India

Life Skills

About Evaldesign

Evaldesign is a research consulting firm based in New Delhi, India, with a focus on designing and evaluating education programs. Evaldesign provides research and design inputs that allow programs to capture high quality data for quick feedback and effective implementation. Our goal is to help donors, investors, governments and non-profits working in the education sector improve accountability, efficiency and efficacy of education programs through data-driven insights. In recent years, our work has focused on the research and evaluation of Life Skills interventions. In 2017, we published the Handbook on Measuring 21st Century Skills that outlines core Life Skills, their constructs, and the available tools to measure the skills.

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1. Abbreviations

Table 1.   *List of abbreviations.*

Abbreviation	Description
AEP	Adolescence Education Program
ASER	Annual Status of Education Report
CAESL	Centre for Assessment and Evaluation of Student Learning
CASEL	Collaborative for Academic, Social, and Emotional Learning
CBSE	Central Board of Secondary Education
CCE	Continuous and Comprehensive Evaluation
EHSAS	Empowerment, Health and Sexuality of Adolescents
ELSP	Employability and Life Skills Program
ICRW	International Centre for Research on Women
iSELF	Indian Social Emotional Learning Framework
ILO	International Labor Organization
J-PAL	The Abdul Latif Jameel Poverty Action Lab
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NEP	New Education Policy
OECD	Organization for Economic Cooperation and Development
PBL	Problem-Based Learning
RCT	Randomized Controlled Trial
SASS	Safe and Sensitive Schools Program
SHEF	Study Hall Education Foundation
SLDP	School Leadership Development Program
SNEHA	Society for Nutrition, Education & Health Action
SRH	Sexual and Reproductive Health and Rights
TIPPS	Teacher Instructional Practices and Processes System
UNICEF	United Nations International Children's Emergency Fund
UK-SEAL	United Kingdom Social and Emotional Aspects of Learning
WHO	World Health Organization

2. Executive Summary

The purpose of this study is to understand the landscape of Life Skill education for adolescents and adolescent girls, with a view to providing insights that could be used by Echidna Giving to establish a collective impact initiative around Life Skills tool development in India. Echidna Giving has commissioned Evaldesign, an impact evaluation research firm with an expertise in measuring Life Skills, to understand the feasibility of establishing a collective action initiative in order to develop open source tools for measuring Life Skills.

The policy landscape in India with regards to Life Skills is at a nascent stage, with an absence of a clear understanding around Life Skills learning goals or evidence, and only emergent policies. While there is an increasing interest in Life Skills education, and a growing body of implementing organizations recognize the importance of a breadth of skills, the focus on academic skills is still high.

This study reviewed 48 organizations including implementing organizations, funders, research agencies and international organizations. Of these, a total of fourteen implementing organizations with a focus on adolescent Life Skills were short-listed. These organizations have a wide geographic coverage, reaching almost all states within India with the exception of the far north-eastern states. There is a significant variation in implementation scale across organizations ranging from 3,500 to over 100,000 beneficiaries.

Organizations use a variety of implementation modalities like whole school approaches, in-school, after-school and out-of-school programs. The focus of the programs is on the child, teachers, school or school administration as the direct beneficiary; and of the fourteen organizations, five have a clear gender focus. There is variation across organizations with regards to contact time with beneficiaries, which ranges from weeks to years. The interventions have created enabling environments for long-term change, and a majority have a systems approach to scale with strong government collaborations.

The most commonly used framework to identify Life Skills is the World Health Organization (WHO) framework. The International Labor Organization (ILO) and the Collaborative for Academic, Social, and Emotional Learning (CASEL) frameworks have also been used. Some organizations have created their own frameworks and it is common to use a combination of frameworks based on the context of the intervention. Employability and health are strong driving factors for the selection of frameworks as evidenced by the popularity of the WHO and ILO frameworks.

Organizations conceptualize Life Skills in many ways. There is focus on gender equity, employability/entrepreneurial skills, academic outcomes, adversity, role of the adult, resilience, and leadership. Within these conceptualizations, **Creativity, Communication, Empathy, Critical Thinking, Interpersonal Skills, Self-awareness and Problem-solving, are the key Life Skills**, with Agency as a strong outcome goal for Life Skills.

Across organizations, the focus on research and evaluations is high, with a number of the organizations having conducted rigorous research, mostly in partnership with other organizations. Funding constraints for research and evaluation have been cited as a challenge for measuring impact. The availability of tools to measure Life Skills is a challenge, with some organizations using internationally available tools or being limited to measuring academic or labor market outcomes. The readiness to participate in a

collective effort to develop open source tools for Life Skills is high, with all the organizations expressing an interest in being a part of the collective.

Expertise in psychometrics is limited globally, and particularly within the context of India. Overall, while all organizations have expressed keenness to be a part of the collective for developing open source tools, they would like to understand the structure and investment of time and resources in greater depth.

A prominent challenge towards collective action is the complexity of defining Life Skills and the breadth of skills that the organizations work across. Given that a majority of organizations have mentioned adolescent Agency as a core outcome focus, it could be a strong anchor for bringing the collective action group together.

3. Echidna Giving Strategy and Need for Study

Society today is undergoing drastic social, informational, and technological changes that are transforming the nature, reach, speed, and loci of human influence. Given this rate of global change, the goal of education should be to provide young people with the ability to navigate this new world, equip them with the ability to shape their own lives, and actively influence the world around them. In other words, young people should become agents of change - both, for their own lives as well as for the lives of others.

Echidna Giving is a private funder committed to supporting new horizons in girls' education in lower-income countries where girls are most disadvantaged. Their vision is a world in which the promise of girls' education has been delivered: girls grasp greater opportunities to learn and earn, passing on the value of education to their own children, thereby enabling better prospects for each successive generation. They envision their role in changing girls' education as two-fold. First, they catalyze work that promises to fast-track improved outcomes for girls. Their chosen accelerators address pivotal moments in a girl's life: early childhood and adolescence. Second, they support a robust ecosystem in girls' education, among implementers, advocates, researchers and champions, so that effective ideas can take root and thrive.

In October 2018, Echidna Giving commissioned two parallel scoping studies, one in India and the other in the East African region, to provide them with insights on the viability of supporting the co-creation of tools to assess the impact of Life Skills and mindset interventions in the targeted geographies. Specifically, they contracted two education consultants to engage with the major organizations in East Africa and India already implementing Life Skills and mindset programs to understand:

- What skills and mindsets each of them focuses on teaching
- Why they selected these particular skills and mindsets
- Whether and how they currently measure these skills and mindsets
- Whether organizations are willing to participate in a collaborative project to develop and use open source assessment tools.

This report is focused on understanding the landscape of Life Skills education in India with a view to providing insights that could be used by Echidna Giving to establish a collective impact initiative around Life Skills assessment tools. While the original mandate of the study was to identify the landscape of organizations working towards adolescent girls' Life Skills, over the course of the study, the scope was broadened to include all adolescents. The results of the study are presented in this report.

4. Overview of Life Skills in India

4.1. Life Skills

Life Skills encompass a wide range of often unstructured skills, attitudes and competencies required by individuals to make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner (1). A variety of terms are often used interchangeably with Life Skills. These include 21st century skills, non-cognitive skills, non-academic skills, character skills, soft skills and socioemotional skills.

Research highlights that the adolescent growth spurt makes it a crucial age for acquisition of Life Skills, which in turn impacts persistence in school, academic performance, mental and physical health and financial stability. Life Skills foster more positive relationships, and enable girls, and adolescents in general, to have greater control over their life choices (2; 3). Building socioemotional competencies not only improves academic achievement and educational attainment, but has demonstrated strong correlations with personal satisfaction and growth, citizenship, and reduced risky behaviors like violence and drug use (4; 5; 6; 7; 8). Thus, the uptake of Life Skills is a strong determinant of an individual's future, and their capacity to lead a responsible and productive life in society.

4.2. The Need for Life Skills in India

India's total population is 1.2 billion (2011 National Census), of which 253 million (133.4 million boys and 119.8 million girls) are adolescents between 10-19 years. There is growing recognition that adolescents are not sufficiently prepared to deal with the demands of modern society. The inability to cope with a fast-changing world and the lack of Life Skills impacts their future in the labor market. The 2017 Annual Status of Education Report (ASER) shows that a substantial number of young people who have completed eight years of schooling have difficulty applying their literacy and numeracy skills to a real-world situation, with girls performing worse than boys at majority of the tasks[1] (9). Almost six in ten (58%) employers have compromised when hiring talent without the right qualifications[2] and only 40% of Indian industry executives state that new employees have requisite job skills[3]. Over the last few decades, job skill demands have undergone a change with non-cognitive skills being given greater importance (10) and thus, building Life Skills from an early age is crucial to empower children in dealing with the future and a potentially unknown labor market.

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[1] http://www.asercentre.org/Keywords/p/305.html#vsrd3

[2] https://home.pearsonvue.com/Documents/Report/Pearson-VUE-India-Employer-Survey-2015.aspx

[3] https://www-01.ibm.com/common/ssi/cgi-bin/ssialias?htmlfid=GBE03808USEN&

4.3.   National Policy on Life Skills

The Kothari Commission report of 1964 laid emphasis on education as an instrument of change, a tool for the realization of national aspirations while upholding the individuality of the citizen. The report viewed education for the purpose of upholding democracy by developing in the learners a scientific temper of mind, tolerance and respect for the culture of other national groups (11). Subsequently, the National Curriculum Framework (NCF) of India emphasized constructive learning experiences and the development of an inquiry-based approach, work-related knowledge and broader Life Skills (12). In 2005, the Central Board of Secondary Education (CBSE) introduced Life Skills education as an integral part of the Continuous and Comprehensive Evaluation (CCE) policy (13). The National Council of Education Research and Training (NCERT) coordinates the implementation of the Adolescence Education Program (AEP), an initiative aimed at empowering youth, as well as promoting healthy attitudes and developing skills to enable them to respond to real life situations[1].

The Indian government is beginning to prioritize the development of an ecosystem for improving the quality of training for Life Skills but there is lack of clarity around what these skills are[2]. Moreover, the efforts are disconnected due to lack of clear articulation and focus on curriculum integration, teacher development (14), or reliable measurement of Life Skills. In addition, India faces the challenge of viewing Life Skills as additional to, instead of integral to, education. Life Skills are often viewed as a part of vocational training and efforts. While the New Education Policy (NEP, draft 2016) has pointed out that "Education should enable students to become responsible citizens of India in a globalized world," the focus on streamlining vocational education is much greater (15).

4.4.   State-Level Efforts towards Teaching and Learning Life Skills

At the state level, three states have taken the initiative to introduce Life Skills into the curriculum and state schools. Madhya Pradesh has pioneered the efforts on Life Skills education, with the State Government of Delhi having implemented the *Happiness Curriculum*. Andhra Pradesh is now also on the path towards implementing a similar *Happiness Curriculum*.

The State Government of Delhi in a circular inviting civil society organizations to participate in the collation of a curriculum, recognized the need of education to go beyond academic skills. The Delhi Government Happiness Curriculum Circular (12 March 2018) states: "The primary purpose of education has to be to create happy, confident and fulfilled human beings, who will play a meaningful role in society. This is the main moral purpose of education. This is the most important way to keep the democratic ideals alive in citizens. Whatever we do is for the sake of happiness. Happiness is the greatest human expression. It can be said that the ultimate aim of all human beings is to achieve happiness in their lives."

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1 http://mhrd.gov.in/adolescence_programme
2 http://mhrd.gov.in/sites/upload_files/mhrd/files/MHRD%20year%20ender%20%20for%202015.docx-1.pdf

Table 2. **Overview of the Life Skills space in India[1].**

Enabling Context/System Alignment	Absent	Emerging	Established	Advanced
Policies (System-level documents that provide guidelines for Life Skills education)		▓		
Curriculum (Curricular modules designed and developed for teacher/teacher educator/student use)		▓		
Learning/Quality Goals (Mechanisms in place to ensure the quality of Life Skills delivery)	▓			
Contextual Evidence Body (Evidence base on impact of Life Skills education interventions in the Indian context)	▓			
Funding (Funding allocated for Life Skills purposes as part of education policy)		▓		
Pre-service + In-service Teacher Training (Provision of preparatory and on-going professional development to teachers to ensure that teachers develop skills and expertise in inculcating Life Skills)		▓		

Overall, as seen in Table 2, the Life Skills space in India is still at a nascent stage, with no well-established programs in advanced stages at the government level. Policies, curricula, teacher training and funding are only in the emergent stages while the clear definition of goals and evidence are lacking.

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[1] Adapted from *Life Skills Education in India: An Overview of Evidence and Current Practices Background Note,* Central Square Foundation, 16 December 2015. Updated based on developments at state level.

5. Study Design and Methodology

5.1.   Objectives

The aim of this study was to identify organizations that are willing to participate in a collaborative project to develop and use open source tools to measure Life Skills. The specific objectives that guided the enquiry are listed in Table 3. In order to improve practice and influence the government in ways that drive system level change, Echidna Giving believes a larger body of evidence relevant to the local context and comparable across organizations could be useful. Supporting the creation and validation of simple, field-level standardized evaluation and measurement assessment tools may help drive progress on generating this wider body of evidence of the impact of Life Skills.

Table 3.   Summary of objectives of research study.

Objectives	Indicators & Data Sources

To identify and engage with strategic organizations working with or implementing Life Skills interventions in India.	• Desk review of organizations and website analysis
	• Discussion with Echidna and organizational experience
	• Classification of organizations
	   o Evaluation Agency/Consultancy
	   o Funder
	   o Implementing Organization
	   o International Agency

To identify the skills focus for each of these organizations and understand how they define Life Skills.
To explore the rationale underlying the selection of these skills and mindsets.
	• Approaches to identifying Life Skills and frameworks
	• Approaches to teaching Life Skills and understanding interventions and delivery methods
	   o Geographical focus
	   o Scale and Scalability
	   o Partnerships and collaborations

To examine how these skills and mindsets are currently being measured and the challenges in measurement.	• Use of Life Skills tools • Evaluations and research projects undertaken • Internal capacity for research and evaluation
To Identify where there is overlap of organizations working in similar skills and mindsets. To determine the willingness of the organizations to participate in a collaborative project to develop and use an open source assessment tool.	• Willingness to participate in co-creation process • Commonly addressed skills • Challenges of co-creation of a network • Challenges for Life Skills assessments and evaluations

5.2. Methodology

A desk review was used to create a master list of 48 organizations using a purposive sampling methodology. Organizations working on Life Skills with a focus on adolescents and an emphasis on adolescent girls were selected, short-listed and interviewed using the tools described in Table 16 in the Annex. The interview data was then coded and analyzed. This data is analyzed and presented in this report.

STEP 1: DESK REVIEW

STEP 2: SHORTLIST ORGANIZATIONS

STEP 3: INTERVIEW ORGANIZATIONS & REVIEW WEBSITES AND MATERIAL

STEP 4: CODE AND THEME DATA

STEP 5: ANALYZE DATA

STEP 6: WRITE REPORT

Figure 1.   Schematic of the process followed for the study to assess the feasibility of development of common Life Skills tools.

The list of organizations included 35 implementing organizations as well as evaluation agencies like J-PAL (Abdul Latif Jameel Poverty Action Lab), international agencies like the United Nations International Children's Emergency Fund (UNICEF), as well as funders like Central Square Foundation, as seen in Table 4. Maturity of the interventions, a focus on girls and adolescents, an explicitly stated goal for teaching Life Skills, and willingness to participate in the study narrowed the list to fourteen implementing organizations that were subsequently interviewed. UNICEF was also consulted to understand their comprehensive Life Skills framework developed for India. Eleven of the organizations were interviewed over the telephone and four were interviewed in-person.

Table 4. **Number of organizations in the study by organization type.**

Organization Type	Frequency
Evaluation Agency/Consultancy	3
Funder	7
Implementing Org	35
International Agency	3
Total	48

A semi-structured interview (Annex 2, Table 16) was developed in collaboration with the East Africa counterpart for the study. This was used to direct the conversations with the organizations. Respondents were mostly founders or senior members within the organizations with a long-term involvement with the interventions. The designations and details of the respondents are available in 0. As a part of the study, a detailed online survey was also used to understand the intended outcomes of the programs based on a 6-point scale, and whether there is evidence of the intended outcomes in the program design (Annex 2, Table 17).

6. Program and Intervention Details

6.1. Intervention Summary

The fourteen implementing organizations that were part of the study are representative of a wide variety of interventions as outlined in Table 5.

Table 5.   *Summary of organization-wise Life Skills interventions.*

S. No	Organization Name	Intervention Name	Description
1	Aflatoun	Aflateen - Life Skills and Financial Education Program, Implemented in India in collaboration with MelJol	The **"Aflateen"** program focuses on stimulating teenagers to question their identity and the world around them. Teens, aged fourteen to nineteen, work through modules that blend elements of life skills and financial education. It sensitizes them for social and political issues such as gender inequality, environmental matters or religious concepts and teaches them critical thinking. They learn about money and markets that affect their lives, helping them to navigate an increasingly complex and demanding job market. *Aflatoun* has also newly developed the **"Aflateen+"** program which targets the most vulnerable girls and boys of society. It is a comprehensive educational program to transform the lives of adolescent girls and boys aged 12-19 through social and financial education, and entrepreneurship with a gender lens, provided through participant centered learning methods.
2	Akanksha Foundation	Akanksha School Model	*Akanksha* Schools operate under a Private Public Partnership Model. The infrastructure and maintenance for a school is provided by a municipal corporation and operations are undertaken by the Akanksha Foundation. They aim to create a scalable school model within the government system that drives wider systemic reform in education. The schools remain focused on three aspects - Academic Achievement, Youth Development and Community Engagement- and work within and beyond classrooms to maximize the potential of children.
3	Breakthrough	Taaro Ki Toli - A Gender Equity Program for adolescents	**"Taaro Ki Toli"** is a gender equity program for adolescent boys and girls with a focus on learning through a peer support network in order to generate dialogue and talk about gender equity in schools. The students learn through games, songs, drawings, and other activities in a scaffolded manner moving from simpler to more complex content. It starts with identity, discrimination, biases and at a later phase, the topics of violence and harassment are introduced.

4	CorStone	Youth First / Girls First (similar content, different populations)	*CorStone*'s **"Youth First and Girls First"** programs aim to impact the health and education of adolescent youth. The programs provide integrated, school-based, resilience and adolescent health training programs focused on improving mental and physical health, school performance and engagement, self-advocacy, social skills and relationships among youth through sessions combining skill building with group discussions and problem solving.
5	Design for Change (DFC)	Employability and Life Skills Program (ELSP)	**"The Employability and Life Skills Program" (ELSP)** developed by Design for Change aims to help children build the core skills of Critical Thinking, Creative Problem Solving, Empathy and Leadership, needed to survive and thrive in the 21st century. The **ELSP** curriculum, implemented by a DFC-trained school teacher, consists of a total of twelve weekly sessions with design thinking at its core. The first eight sessions are designed to understand the skills and strategies required to develop a design thinking mindset, and in the last four sessions, these learnings are applied to find solutions to a real-life problem.
6	Dream A Dream	After School Life Skills Program and Career Connect Program	Dream A Dream is currently implementing both, the **"After School Life Skills"** and the **"Career Connect Program"**.. Both programs focus on empowering young people to overcome adversity and flourish in a fast-changing world. **"Career Connect"** achieves the above by focusing on making a healthy transition to adulthood.
7	Kaivalya Education Foundation	Principal/School Leadership Development Program (SLDP)	**"The School Leadership Development Program" (SLDP)** is focused on providing holistic training and support to the school leaders of government primary schools. It aims to help school leaders experientially understand and develop skills which build their leadership and coaching competencies. Through the training of school leaders, the program promotes systemic change in teacher professional development approaches and impacts student learning outcomes. **"The District Transformation Program"** works with system-level officials.
8	Magic Bus India Foundation	Childhood to Livelihood Program	The **"Childhood to Livelihood"** program works with adolescents from the age of 12 through to 18, enabling the completion of secondary school, and later, the transition to livelihood and a delay in age at marriage. All sessions and programs have gender as a cross-cutting theme moving from a focus on access to participation and space, to larger issues of agency, particularly with regard to marriage. All programs are supported by a strong **Community Connect** i.e. building support among parents, community leaders and collectives, for adolescent aspirations
9	Pratham Education Foundation	Life Skills Program at Pratham	A customized Life Skills module is offered as part of various *Pratham* programs that are designed for adolescents and youth. Currently Life Skills is offered in two programs, the **"Second Chance Program"** and **"KGBV Program". "Second Chance Program"** helps school drop outs, mainly girls and women, to complete their grade 10 certification. The **"KGBV Program"** focuses on adolescent girls and Life Skills is a key part of the program.

10	Quest Alliance	Digital Life Skills toolkit & Master Coach Toolkit	The *"Digital Life Skills Toolkit"*, designed *by Quest Alliance*, aims to develop Life Skills amongst facilitators and build their capacity to effectively facilitate Life Skills experiences for their students. Facilitators are trained to use the toolkit through workshops and post training, they are provided the Digital Life Skills toolkit for ongoing structured support to plan their life skills sessions. The *"MasterCoach Toolkit"* builds the skills of a coach for the trainers and helps them be good facilitators along with learning about understanding their students and building strong relationships with their students. Trainers also become part of the Quest's trainer community, called trainer tribe, for ongoing refection and learning with peers.
11	Room to Read	Girls' Education Program	The *"Girls' Education Program"* aims to support girls to stay in school longer, progress towards completion of secondary school, and acquire the skills and agency they need to make informed choices about their lives and realize their potential. One social mobilizer (local mentor) leads groups of 20-25 girls through Life Skills sessions and works with groups of 10-15 girls in a group mentoring session. The program consists of four components: (i) Providing Life Skills training focused on building critical thinking, empathy and self-reliance; (ii) Providing mentorship through local mentors who act as role models; (iii) Providing targeted need-based exam and material support for school costs such as tuition fee, uniform etc; and (iv) Engaging with families, schools and communities through workshops and meetings to create a supportive outlook towards girls in-school education as well as advocacy.
12	SNEHA (Society for Nutrition Education and Health Education)	EHSAS (Empowerment Health and Sexuality of Adolescents)	The *"EHSAS"* program works with adolescents to address their holistic developmental needs, improve health seeking behavior (physical and mental), and inculcate attitudes that challenge patriarchal norms and reinforce positive gender equitable behavior. The program focusses on educating adolescents, mobilizing communities, providing basic health services and working with public institutions to improve policy. It engages with adolescents to ease their physical and emotional transition to adulthood, while enabling them to become contributing citizens. Simultaneously, it works with parents, communities and health systems to make them more responsive to the needs of adolescents.

13	Study Hall Education Foundation (SHEF)	Aarohini Initiative, Prerna Girls School, Prerna Boys School	***"Prerna Boys and Girls Schools"*** aim to help children develop a social and political consciousness, particularly surrounding gender inequality. Teachers engage girls and boys in weekly discussion-based classes called critical dialogues, in order to help them understand how gender limits their lives by examining their own experiences. In this way, children learn about the systemic nature of patriarchal oppression and collectively envision solutions for a more egalitarian society. The ***"Aarohini Initiative"*** is an outreach program that takes the ***"Prerna"*** curriculum to children in government upper primary schools through teacher training. Teachers of these school receive a series of workshops focused on (i) helping teachers develop a gender lens and increasing teachers' social and political awareness; (ii) helping teachers engage with children in critical dialogues in order to examine gender in their own lives and advocate for girls' rights and gender equality; and (iii) helping teachers expand their view of education, and their role as teachers, to become advocates for their students and for gender justice in the wider community.
14	The Teacher Foundation	Safe and Sensitive Schools Program (SASS)	The ***"Safe and Sensitive Schools Program" (SASS)*** of *The Teacher Foundation* is aimed at enabling schools to establish an overall culture that is safe and sensitive, through embedding policies, spaces and interactions that are positive, constructive, nurturing and collaborative for all - students and staff members. The program helps schools enforce systems which contribute to building a whole school eco-system and culminates in schools being certified as safe schools.

Organizations in this study represent a wide geographic distribution across India. With the exception of Goa and majority of the far North-eastern states of Manipur, Nagaland, Arunachal Pradesh, Sikkim and Meghalaya, the interventions span the entire nation.
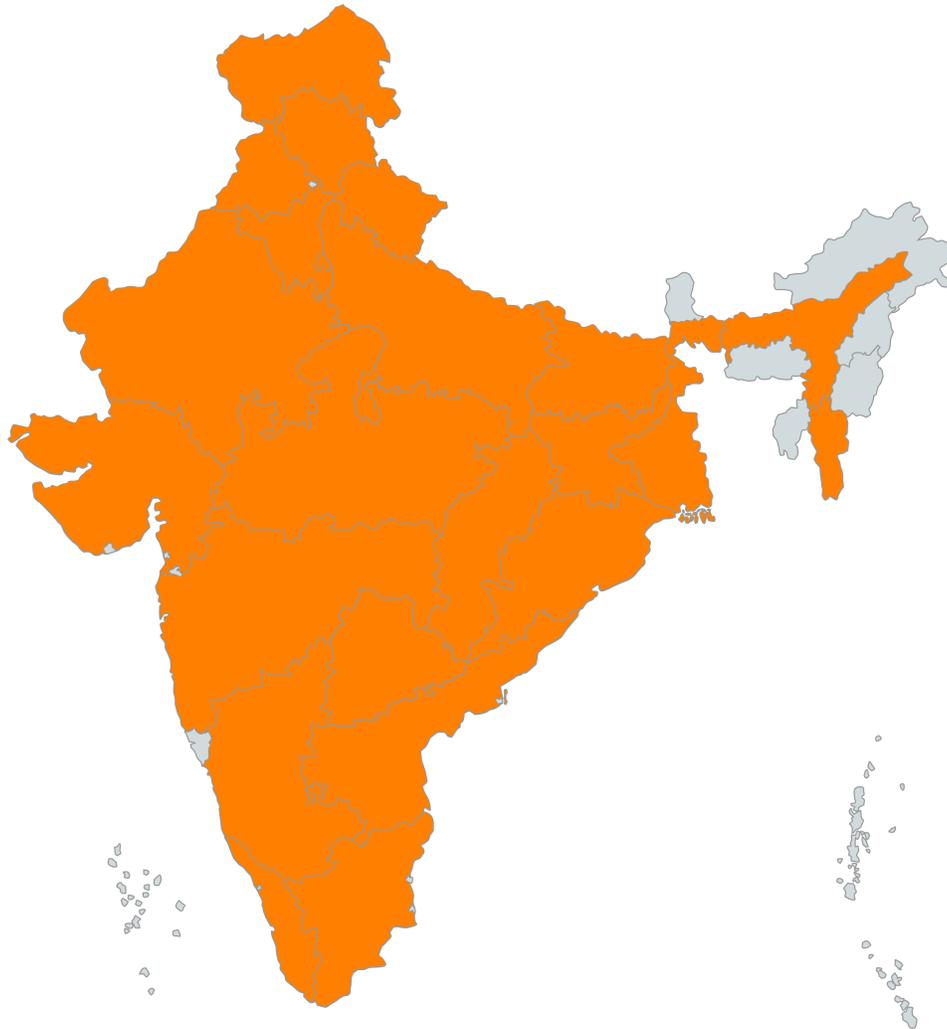

Figure 2.   *Geographic distribution of organizations implementing Life Skills.*

With regards to beneficiary focus, programs from eleven organizations focus on the adolescent as their direct beneficiary, one focuses on teachers, and one each, on school and school administration. Figure 3 provides a breakdown of organizations and their direct beneficiary focus.

Distribution of Beneficiary Type across Organizations

■ Adolescent   ■ Administration   ■ Teacher   ■ School
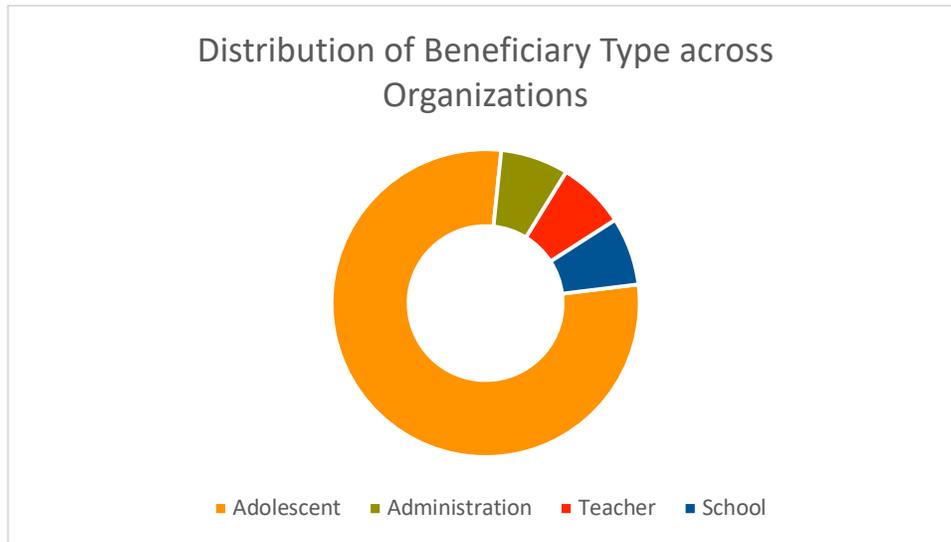
Figure 3.   Summary of direct beneficiary for organizations implementing Life Skills Interventions.

Within the adolescent age group, beneficiaries vary by program, with some organizations such as *Dream a Dream* having a wide age range of 13-21 years. *Pratham's "Second Chance Program"* works with girls and women in the age group of 16-45 years.

With regards to intervention time, there is variation across organizations, ranging from *Akanksha's* intense school-based model to a twelve-week program for *Design for Change*.

The scale of operation across organizations varies significantly, with organizations like *Quest Alliance* reaching 3,500 teachers to others like *Aflatoun* and *Magic Bus* reaching over 100,000 beneficiaries.

As seen in Table 6, program implementation methods range from **whole school programs** as is the case for *Akanksha*, **in-school programs** as is the case of *Breakthrough, CorStone, Design for Change, Magic Bus*, *Pratham* and *Room to Read*, to **after-school programs** as in the case of *Aflatoun* and *Dream a Dream*, to **out-of-school programs** for organizations like *Dream a Dream, Magic Bus, Pratham* and *SNEHA*, to **teacher or educator training programs** (where the direct beneficiary is not the adolescent) as is the case with *Kaivalya, Quest Alliance, SHEF* and *The Teacher Foundation*.

A whole school program is one where the entire school has an approach to Life Skills, in-school is where it is integrated into the school curriculum/school day, after-school programs are conducted in school but are not part of the curriculum or are optional, and out-of-school programs are conducted outside of the school system.

Table 6. ***Implementation models and intervention lengths of various Life Skills interventions.***

S.No	Organization Name	Implementation Model	Intervention Length
1	Aflatoun	After school program	40 lessons for 1-2 hours per week
2	Akanksha Foundation	K-10 Schools	7-12 years
3	Breakthrough	In-school program	32 curriculum and 12 assembly sessions
4	CorStone	In-school program	25 sessions
5	Design for Change	In-school program	One session per week for twelve weeks
6	Dream a Dream	Out of school program, after school program	The **"After School Life Skills Program"** is multi-year, with 25-30 two-hour sessions per year. The **"Career Connect Program"** starts with life skills, 25 days, followed by choice of Skill Development and last mile support
7	Kaivalya	Head Master training	Three years
8	Magic Bus	In-school program and community intervention.	Multi-year, 30 sessions per year
9	Pratham	In-school program, out-of-school program	30-40 classroom sessions of one hour each and a community-based group project
10	Quest Alliance	Teacher training	Face to face workshop for trainers, access to digital toolkit, 5 months virtual mentoring support post training and peer support through trainer tribe
11	Room to Read	In-school program	Seven year, in school program with 77 life skills sessions, 49 mentoring sessions, 14 parent-workshops, annual community campaign for the staff-led model.
12	SNEHA	Out of school program	Multi-year
13	SHEF	Whole Schools and Teacher workshops	**"Prerna Schools"** is a whole school and alumni tracking mechanism. **"Aarohini"** is a two-year program that includes an orientation training, a refresher, a community campaign and casework.
14	The Teacher Foundation	Teacher and Head Master training	One and a half years, 10-12 sessions for teachers, up to 20 sessions for head masters

6.2. Focus on Gender

Eight of the fourteen organizations interviewed have programs with an explicit focus on gender. These include *Aflatoun*'s "**Aflateen**" program, *Breakthrough, CorStone, Magic Bus, Pratham, Room to Read, SNEHA* and *SHEF. SHEF* believes in disrupting structural barriers and traditional notions of gender. *Room to Read* approach their work from a life outcomes perspective. "Staying in school longer means girls are likely to be able to build a smaller and healthier family, lower probability of contracting HIV and earn a higher wage. [They are] also likely to marry later." *SNEHA* and *Breakthrough* approach it from a rights-based angle, and *CorStone* from a mental health/resilience point of view.

7. Frameworks and Life Skills Focus

7.1. Life Skills Frameworks

The most commonly used Life Skills framework across organizations in the study is the **World Health Organization** (WHO) framework. *Dream a Dream*, *Pratham*, *Quest Alliance*, *Room to Read* and *The Teacher Foundation* have used the WHO framework for identifying Life Skills. However, the common practice is to use a subset of skills from the frameworks or combine frameworks and local needs to meet the needs of the beneficiaries. Organizations such as *Magic Bus* and *The Teacher Foundation* have combined the WHO frameworks with the **International Labor Organization** (ILO) and the **Collaborative for Academic, Social and Emotional Learning** (CASEL) frameworks respectively. *Kaivalya* uses the CASEL framework and *The Teacher Foundation* used a **research-driven approach to identify Life Skills** by conducting a large-scale survey in ten languages across teachers and students to outline their skills priority. They have also used the **United Kingdom Social and Emotional Aspects of Learning** (UK-SEAL) framework. *CorStone* use the **Ecological Framework of Resilience.**

Table 7.   Overview of commonly accessed Life Skills frameworks by organizations in the study.

World Health Organization (WHO) (16)	Collaborative for Academic, Social and Emotional Learning (CASEL) (17)	ILO Employability Framework (18)
Decision making, Problem solving, Creative thinking, Critical thinking, Communication, Interpersonal skills, Self-awareness, Empathy, Coping with emotions, Coping with stress	**Self-awareness:** Accurately assessing one's feelings, interests, values and strengths **Self-management:** Regulating one's emotions to handle stress, Controlling impulses **Social Awareness:** Being able to take the perspective of and empathize with others **Relationship Skills:** Establishing and maintaining healthy and rewarding relationships, resisting inappropriate social pressure, Resolving conflict **Responsible Decision Making:** Making decisions, Respect for others, applying decision making skills to academic and social situations	Learning to Learn, Communication, Teamwork, Problem Solving

Employability and health are strong driving factors for the selection of frameworks as evidenced by the popularity of the WHO and ILO frameworks. *Dream a Dream,* for example, started engaging youth through job-readiness or communication/English training programs (although these are not the ultimate outcomes), and *SNEHA* used Physical and Sexual and Reproductive Health (SRH) as the starting point, both with a long-term view to bring Life Skills to adolescents.

Design for Change uses a design-thinking approach and the **"Feel-Imagine-Do-Share"** framework developed in collaboration with IDEO and the Stanford Design School. While the model is low-touch, it has high transferability and cost-effectiveness. *Akanksha* uses a three-pronged **"Youth Development, Academic Achievement and Community Engagement"** framework centered on the child. *Kaivalya* has developed their own framework around **"Meaning-Learning-Joy-Pride"**, while *SHEF* does not use a Life Skills framework. Instead, their work is anchored in **critical feminist pedagogy**.

7.2. Life Skills Focus/Conceptualization

Life Skills have been conceptualized by organizations in various ways. **There is focus on gender equity, employability/entrepreneurial skills, academic outcomes, adversity, resilience (from the mental health perspective), and leadership/role of the adult (from a systems change perspective)**. Some organizations also have a multi-level focus.
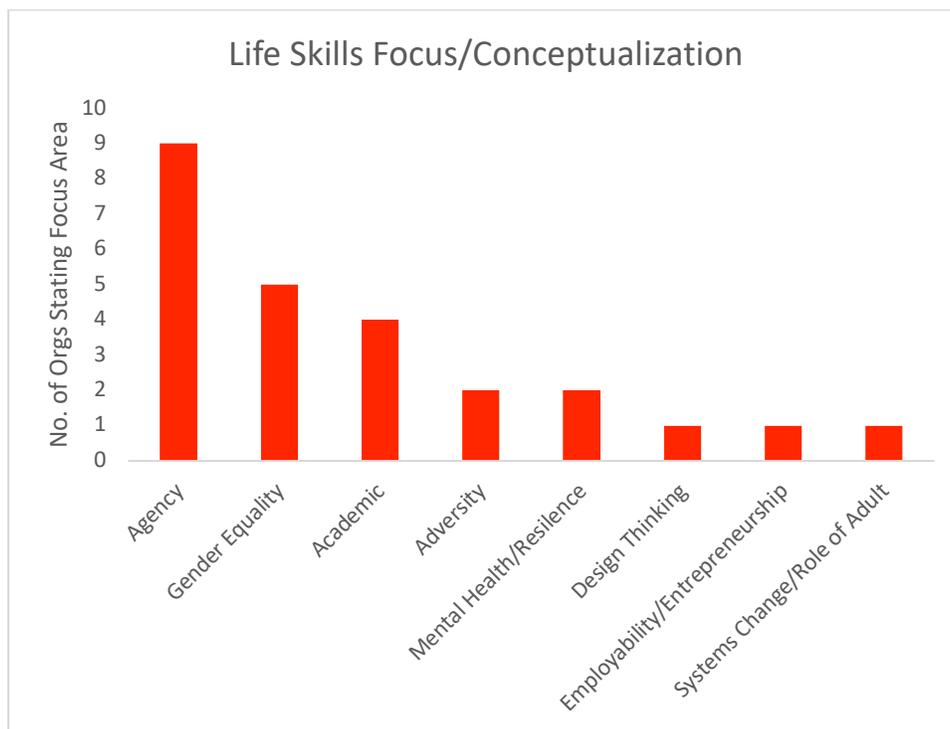

Figure 4. **Life Skills focus or conceptualization by various organizations[1].**

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[1] Some organizations have more than one stated focus area.

Academic Outcomes

Educational outcomes and attainment amongst adolescents are positively impacted by the development of Life Skills (19). A longitudinal study conducted by the Organization for Economic Cooperation and Development (OECD) on eleven countries indicated that Life Skills have a significant impact on the well-being and health-outcomes, thus, enabling adolescents to gain more from their education (19). The same study also established that a combination of cognitive and Life Skills development leads to a greater impact on educational outcomes as well as basic literacy and numeracy. Combining Life Skills education with cognitive skills development has also shown increased formal school participation and numeracy scores in developing nations such as Ethiopia (20; 21).

Adversity

Learning how to deal with adversity is an important aspect of a child's healthy development as constant exposure to stressful situations can result in negative lifelong repercussions (22). Researchers have found that toxic stress response can occur when a child experiences continued adversity such as physical or emotional abuse and chronic neglect. This can lead to the disruption of the development of brain architecture, and an increased risk of stress-related disease and cognitive impairment well into the adult years. Focus on the development of self-efficacy, self-regulation, a sense of perceived control and strong adaptive skills could mitigate the negative effects of exposure to adversity (22).

Employability/Entrepreneurship

School-to-work transitions are usually viewed as an accumulation of academic and vocational skills, or a combination of both (23). However, employers have increasingly continued to value teamwork, collaboration, and communication as essential traits in job-seekers. Social skills such as perspective-taking and flexibility are in higher demand as employers recognize that young people with these traits tend to not only work better in teams but are also able to adapt better to changing situations (24). Hence, employer expectations have changed over time with more value being given to Life Skills in the labor market. Research shows that a combination of Life Skills and vocational training led to an increased sense of empowerment amongst disadvantaged youth and improved their financial literacy, especially amongst girls (25; 26; 27). Channeling efforts towards building a combination of vocation skills and Life Skills will allow adolescents to acquire gainful employment and improve their work performance. Entrepreneurship, defined as a dynamic combination of creativity, adaptation to change, innovation, visioning, risk-taking and problem solving is strongly linked to Life Skills (28; 29).

Gender

Several programs and evaluations have established that Life Skills are important for adolescent girls to be able to overcome structural inequalities that lead to gender inequality (26). The cognitive and socioemotional skills and mindsets that girls develop during this period are critical to academic learning and engagement both in and beyond the classroom (30). One such program, where in-school adolescent girls were paired with out of school adolescent girls and taken through a Life Skills, health and vocational training program, showed a significant increase in girls' enrolment in school (31). Building Life Skills amongst adolescent girls is shown to promote agency, measured as a combination of decision-making ability, mobility, sense of efficacy and access to resources (32). Thus, to persist in their education and succeed in developing academic skills, girls must develop a wider array of skills and mindsets including self-regulation, agency, resilience, self and social awareness, problem solving, critical thinking, and joy in learning.

Resilience

Resilience is defined as the process of adapting well in the face of adversity, trauma, tragedy, threats and significant sources of stress (33). Psychosocial behaviours linked to resilience include effective planning skills, persistence, empathy, self-regard, optimism and kindness (34). Mental distress is a leading cause of health-related burden for the youth both globally (35) and in India (36). Research shows poor mental health is linked to childhood adversities such as poverty, gender inequality, low educational attainment, physical and sexual abuse (36; 37). Limited research has been conducted on mental health, resilience and protective factors among young people in low- and middle-income countries (38), but studies conducted to measure the impact of programs linked to resilience in India have shown a positive impact on participant attitude, mental health and physical health (35; 39).

Role of the Adult

Building strong relationships between adults and children, both within and outside the classroom, fosters success in life by enhancing self-confidence, a sense of responsibility and the capacity to work (19). Although it is fairly intuitive that a teacher's well-being and social-emotional condition is highly impactful on student learning, the influence of the same on a child's social-emotional development is usually not factored into policy decisions, mostly owing to the ambiguity around measuring social-emotional learning amongst children (40). Teachers with better emotion regulation are likely to reinforce positive student behavior, and support students in managing emotions, translating into a sense of achievement and self-efficacy (41; 42; 43).

Even outside the classroom, a positive adult influence is a determinant of healthy brain development (44; 45; 46; 47). Relationships enable children to define who they are, what they can become, and how and why they are important to other people, thus, shaping their sense of self or Agency (48; 49; 50). Caring and responsive parent-child relationships are also associated with stronger cognitive skills in young children and enhanced social competence and work skills later in school, which highlights the connection between social-emotional development and intellectual growth (51).

Leadership

Leadership is key to bringing sustainable education reform with the school leader being the pivot for changing the culture of a school (52). Headmaster leadership with a focus on the development of teachers' knowledge and skills, professional community, program coherence, and technical resources is at the core of building school capacity which positively impacts both instructional quality and student achievement (53). Globally, researchers have recognized characteristics and competencies of strong leaders in a variety of different ways (54; 55). Emotionally intelligent leaders are self-aware, sensitive and inspiring to others, and able to address the everyday challenges of an institution while simultaneously working towards bringing fundamental change to it (52). Thus, building leadership competencies for principals/school leaders allows them to bring sustainable change in their institutions.

7.3.   Agency

The most common focus of Life Skills is to build adolescent Agency, with nine out of fourteen organizations having an explicit focus on it. Organizations like *SNEHA*, *SHEF*, *Aflatoun* and *Magic Bus* have articulated building a sense of identity or agency. *SNEHA* aims to enable girls to "construct their own identity" and "stand up for who they are". They assert that "people need to be free to make certain choices".

Kaivalya, *Akanksha* and *Breakthrough* also have agency embedded in their interventions. Adolescent agency is also reflected in the fact that some of the organizations such as *Aflatoun* or *Magic Bus* use self-efficacy scales to estimate impact, which is a key measure of agency.

For *Room to Read*, the "ability to make informed decisions" is the core outcome. *Design for Change* "empowers and inspires children to drive change in community" and states that "for the first time, children are being recognized for making a change".

7.4.   Prioritization of Life Skills

Despite the number of frameworks and conceptualization of Life Skills across organizations, the key skills that appear to be the focus across four or more organizations include Creativity, Communication, Empathy, Critical Thinking, Interpersonal Skills, Self-awareness and Problem-solving**.**

A detailed breakdown of organization-wise skills is provided in Table 13 in the Annex.

Many of the skills listed are composites of other sub-skills. For example, Critical Thinking and Creativity are constituted of other constructs, with some overlapping constructs like Analogical Thinking appearing across both skills.

As a part of the study, an online self-administered survey was used to ask organizations to identify key intended outcomes of the program. Intended outcomes are those skills that have evidence in the design of the interventions. Twelve organizations completed this survey, however, it is difficult to draw a conclusion from this data as most organizations have selected almost all skills and their sub-skills as intended outcomes (Table 17). This data is strongly indicative of the complexity of navigating the Life Skills space and highlights a fundamental challenge in working with a collective action group.

Reported Frequency of Life Skills

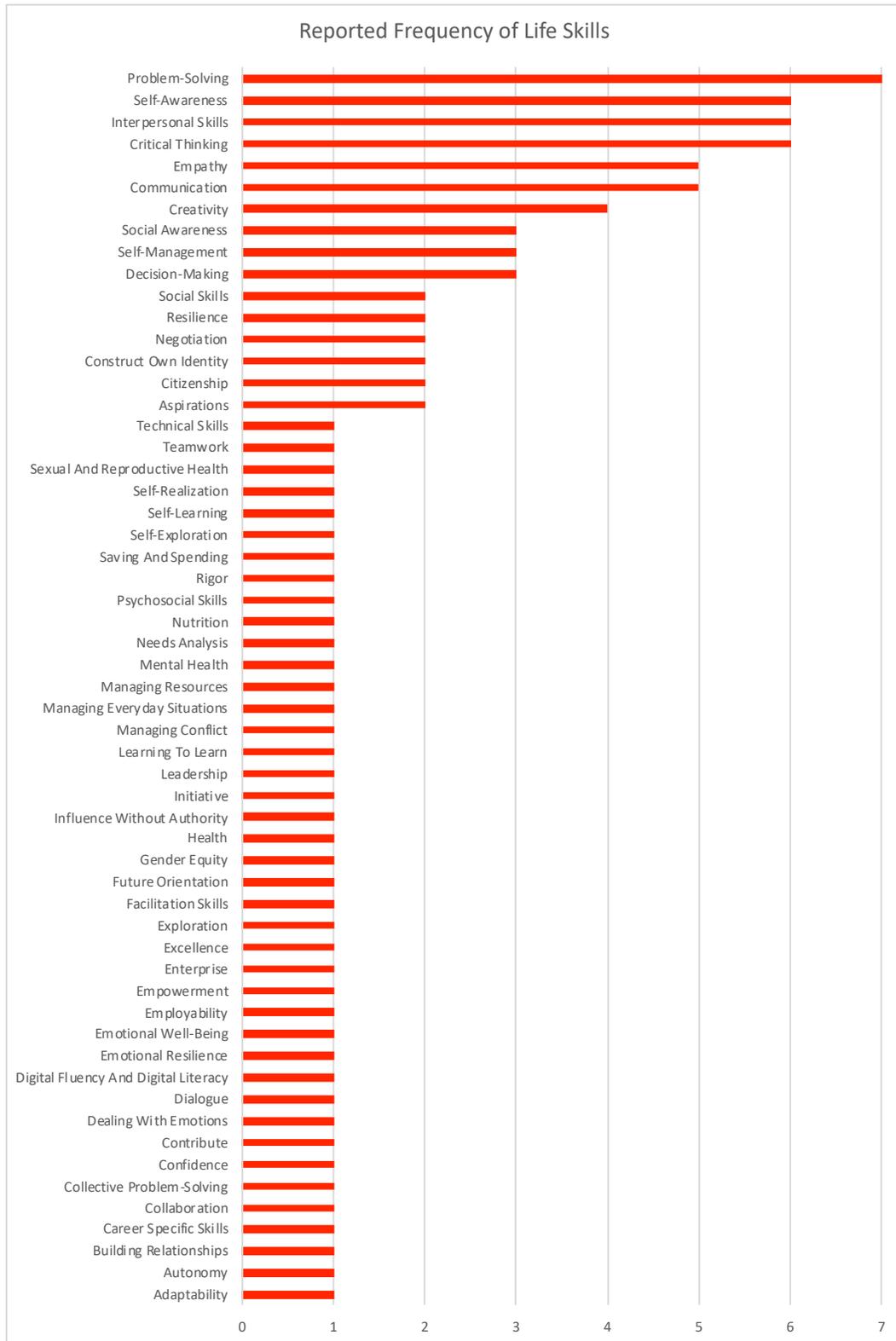| Life Skill	Frequency
Problem-Solving	7
Self-Awareness	6
Interpersonal Skills	6
Critical Thinking	6
Empathy	5
Communication	5
Creativity	4
Social Awareness	3
Self-Management	3
Decision-Making	3
Social Skills	2
Resilience	2
Negotiation	2
Construct Own Identity	2
Citizenship	2
Aspirations	2
Technical Skills	1
Teamwork	1
Sexual And Reproductive Health	1
Self-Realization	1
Self-Learning	1
Self-Exploration	1
Saving And Spending	1
Rigor	1
Psychosocial Skills	1
Nutrition	1
Needs Analysis	1
Mental Health	1
Managing Resources	1
Managing Everyday Situations	1
Managing Conflict	1
Learning To Learn	1
Leadership	1
Initiative	1
Influence Without Authority	1
Health	1
Gender Equity	1
Future Orientation	1
Facilitation Skills	1
Exploration	1
Excellence	1
Enterprise	1
Empowerment	1
Employability	1
Emotional Well-Being	1
Emotional Resilience	1
Digital Fluency And Digital Literacy	1
Dialogue	1
Dealing With Emotions	1
Contribute	1
Confidence	1
Collective Problem-Solving	1
Collaboration	1
Career Specific Skills	1
Building Relationships	1
Autonomy	1
Adaptability	1

Figure 5. ***Frequency of various Life Skills reported across organizations.***

8. Data Analysis and Interpretation

8.1. The UNICEF Analytical Framework

The theory of change outlined by the UNICEF Comprehensive Life Skills Framework asserts that the systematic development of a breadth of skills, at scale, across the life course of the learner requires:

- [Using] effective pedagogical strategies
- [Creating] enabling environments
- [Adopting] a multiple pathways approach
- [Using] a systems approach

This framework has been used to analyze the interview data in-depth and to understand the characteristics of the Life Skills interventions. The findings have been interpreted and placed within this framework.

8.2. Effective Pedagogical Strategies

While the approaches to teaching Life Skills vary across organizations, the pedagogies used are interactive, engaging and self-reinforced.

For example, *CorStone* uses the **facilitated peer-support model** to **transform teachers into facilitators** (less instructive) and introduce Life Skills using **stories, games and narratives**. *Dream a Dream* uses an **art- and play-based experiential learning approach**, while *Room to Read* uses **peer-learning**. *Aflatoun's* **active learning methods are interactive** and **encourage questioning**. *Dream a Dream* has adopted the **personal transformation approach** which makes the participant the agent of change.

In an effort to give the ownership of learning back to the learner, *Aflatoun* for example, **has created student clubs** where participants have the choice to attend sessions. *Akanksha* has structures in place that foster the emergence of strong **student councils** and *Room to Read* does not provide solutions to the adolescents, but instead, uses **activity-based learning** that allows for solutions to emerge through **peer interaction**, **group support and mentorship**. *SNEHA* also encourages **community projects** fostering the interaction of students with their community. *Design for Change* encourages children to drive change in the community through **design-driven projects** and *Pratham* uses participatory methods like group activities, games, role plays, case studies, etc. in the classroom and helps students apply Life Skills in real life through a community-based problem-solving group project. *Quest Alliance* uses local stories and games to make the student experience more relatable and engaging. Group discussions are critical to their learning methodology.

8.3. Enabling Environments

Focus on Ecosystem

Of the organizations interviewed, six have explicitly mentioned having an ecosystem approach to meet the needs of the beneficiary. This is exhibited **through community engagement, working with multiple stakeholders, developing new mechanisms or models, or through material support.**

Breakthrough as well as *SHEF* mentioned the need for **systemic change** and the **disruption of structural barriers** in order to have an impact, without which there would be a "backlash from the beneficiaries". *Dream a Dream* started a new program – the **"Career Connect"** – in 2006, because they recognized that the first set of adolescents graduating from their **"After School Life Skills Program"** were unable to progress due to **structural factors within their community**. *Dream a Dream* has recognized that children in adversity need **support beyond traditional schooling** and that adolescents need to feel safe and have a sense of belonging. *Room to Read* holds **workshops and meetings with parents, schools and village leadership,** and provides **targeted material support** to beneficiaries. *Magic Bus* has a strong **community connect** program and operationalizes its work through School Management Committees and the formation/ activation of adolescent collectives. *Akanksha* also grants a **high degree of autonomy** to the individual schools to enable them to meet the needs of the children. *Akanksha's* framework has a strong focus on community engagement. *SNEHA* and *SHEF*, organizations that focus on Life Skills for girls, extend their work to boys in order to **change the mindsets of the other important stakeholders** within an adolescent girl's social structure. *SHEF* has **modified the intervention** to meet the needs of the girls. "If the girls have to work in the day, you need to change the intervention". *Pratham's* trainers are locally hired and in case of their KGBV program, efforts are made to engage with the teachers, wardens, district officials and also to reach out to communities from where the students come.

Focus on Role of Adult

"Every child needs an advocate" – *Akanksha Foundation*

Eleven of the fourteen organizations interviewed have recognized the **role of the adult is crucial for the development of Life Skills.**

The Teacher Foundation believes that "Even if a teacher is competent and capable in the classroom but takes on a very authoritarian persona, that impedes student learning and engagement. So, teachers need to engage students in a much warmer and nicer manner," resonating with the work of *Kaivalya*, who work with administrative staff at the district level as well as with school leaders and teachers to **create an environment where children are not fearful**. *Kaivalya* has chosen to work with adults as a means of changing the structural aspects within which the children can exert agency.

Magic Bus has stated that the **lack of role models for adolescents is an issue**, and *Pratham* was unable to introduce empathy and emotional regulation as skills as part of their program because the "trainers were not ready". *Quest Alliance* directly targets the trainer as the learner, asserting that "teachers need to role model these behaviors so they could take it to the end learner", and *Room to Read* hires local women who can be strong role models and mentors for their program. *Dream a Dream* changed their model from a method-centered (art or sport) approach to one where they believe that **it is a caring adult who really creates a change in the life of an adolescent**.

SNEHA also states that "**adolescent friendly faces need to be in place**" and that the first point of contact for working with an adolescent is the parent. *SHEF* depends on the **teacher as a facilitator who can ask difficult questions and disrupt naturalized notions** of gender. At *Akanksha*, the emphasis on the role of the adult led to the introduction of the "*Advisory*" system in schools, where **each child has a mentor or champion**. *Pratham* makes a conscious effort to train the trainers in skills like listening and empathy so that they can effectively teach and support students in the classrooms and beyond.

8.4. Multiple Pathways Approach

The implementation of various Life Skills programs takes place via different modalities. These range from **direct work with or training of adolescents**, as is the case with *SNEHA*, *Akanksha*, *Dream a Dream* and *Magic Bus*, to a **cascade training model**, as is the case with *CorStone*. The intermediate models are **training of local facilitators**, as is implemented by *Breakthrough*, *Pratham* and *Room to Read*, or **training of teachers** by *Design for Change*, *SHEF, Quest Alliance, Room to Read* and *The Teacher Foundation*. *Aflatoun* is experimenting with both a facilitator-led as well as a government teacher training model.

Table 8.   Table mapping various program implementation modalities.

S.No	Organization Name	Direct Beneficiary	Implementation Modality
1	Aflatoun	Adolescent	Direct trained by staff, Training of Teacher
2	Akanksha Foundation	Adolescent	Direct trained by staff
3	Breakthrough	Adolescent	Local Facilitator
4	CorStone	Adolescent	Training of Trainer
5	Design for Change	Adolescent	Training of Teacher
6	Dream a Dream	Adolescent	Direct trained by staff
7	Kaivalya	HM/Teacher/Admin	Direct training of Teachers, School Leaders and System-level officials by staff
8	Magic Bus	Adolescent	Direct trained by staff
9	Pratham	Adolescent	Cascade training of Local Facilitator and direct training of Teachers
10	Quest Alliance	Teacher	Training of Trainer at Vocational Training Institutions and Industrial Training Institutions
11	Room to Read	Adolescent	Direct implementation by staff as well as Teacher Training for government collaborations.
12	SNEHA	Adolescent	Direct trained by staff
13	SHEF	School children	Whole school model and Training of Teacher
14	The Teacher Foundation	School	Training of Teacher

8.5.   Systems Approach

Majority of the organizations have some form of government partnership or engagement. These have been outlined in detail in Table 9.

Table 9.   ***Descriptions of government engagement across organizations.***

S. No	Organization	Description of Engagement
1	Aflatoun	*Aflatoun* implements their program in partnership with the Himachal Pradesh state government as an after-school program and have had it integrated into the school time table. MelJol is the implementing partner.
2	Akanksha	*Akanksha* operates in a public-private partnership model where school infrastructure and maintenance are provided by the government and the teachers and staff are recruited by *Akanksha*.
3	Breakthough	*Breakthrough* is working in government schools in Haryana and Bihar as well as in seven districts of Uttar Pradesh.
4	CorStone	*CorStone* is working with the state government of Bihar for implementing the program state-wide. They have a cascade training model and hope to exit the state in three years, after having built state capacity. They propose to continue consulting once they exit the state.
5	Design for Change	*Design for Change* has worked with the Tamil Nadu government in the past and are now in conversation with the Delhi State Government to incorporate their model into the government's *"Happiness Curriculum"*.
6	Dream A Dream	*Dream a Dream* is the principal anchor executing the development and roll-out of the Delhi Government's *"Happiness Curriculum"*.
7	Kaivalya	*Kaivalya* works with education officials, administrative staff and school leaders.
8	Magic Bus	*Magic Bus* has MoUs to implement the program through schools in three districts of Maharashtra and in the state of Mizoram. Additionally, MoUs through partners in Rajasthan, Chhattisgarh, Maharashtra and Madhya Pradesh enables this program to run in schools in remote locations across these four states.
9	Pratham	*Pratham* is working at the state level in Bihar, Jharkhand and Uttar Pradesh for the KGBV Program.
10	Quest Alliance	QA has agreements with Directorate of Employability and Training across 5 states. Trainers from 500+ private and government centers have been trained.
11	Room to Read	Funding has been obtained for scaling up work via a government-led model. Work in Chattisgarh state has commenced and agreement with Rajasthan state has been signed. The "***Girls Education Program***" is being implemented in direct mode as well as with collaboration with the government in a scale up across all the 179 residential KGVs, Porta Cabins, Ashramshalas and some hostels.
12	SNEHA	*SNEHA* advocates with public institutions to bring recognition of the adolescent population as an important demographic. They are also looking at building a cadre of youth volunteers through an intensive eighteen-month training.
13	SHEF	*SHEF*'s curriculum has been recognized by UNICEF and the state government of Rajasthan will be using it in their schools.
14	The Teacher Foundation	*The Teacher Foundation* is in conversation with the Delhi Government to set up a collaboration.

9. Life Skills Measures and Evaluations

9.1.   Assessments and Evaluations

Organizations in the study use a variety of assessment tools to measure impact. These have been listed in Table 10. While some like *CorStone* and *SNEHA* have used standardized Life Skills tools, others like *Dream a Dream, Breakthrough, Design for Change,* and *Room to Read* have developed tools in partnership with other organizations. *Pratham* has developed tools in-house that are aligned to its Life Skills Framework and intervention. *Akanksha* stated that due to the complexity of Life Skills and the fact that the Life Skill development is embedded more in their process, they have not been able to measure them. *The Teacher Foundation* has laid a strong foundation for tool development through the meticulous and research-driven development of the iSELF framework. **Often, however, organizations have resorted to measuring outcomes like delayed marriage (*Magic Bus*), academic outcomes (*Kaivalya*) and opting to participate in the labor market (*Magic Bus*) as measures of impact in the absence of readily available tools.**

Overall, the emphasis on evaluation across organizations is high, despite the lack of tools to measure Life Skills. Organizations have used a range of methods from RCTs to qualitative case studies to understand the impact of programs.

- *Aflatoun* is conducting a systematic RCT where they are comparing the impact of implementation via a partner-led model versus a government-led model.
- *CorStone* has conducted systematic evaluations at every level of scale and tested a variety of implementation methods to understand the impact of their program. They have also conducted an RCT.
- *Breakthrough* conducted an RCT with J-PAL where they found a higher behavioral impact of the intervention on children with more regressive parents.
- *Room to Read* has developed their own tools to measure Life Skills outcomes, piloted in 2016 in India and thereafter tested in three different countries. Further using the tool, they have completed a baseline evaluation in year 2017. They have also conducted an RCT with JPAL
- *SHEF* has written case studies but no formal evaluation has been conducted yet.
- *Dream a Dream* has developed the Life Skills Assessment Scale, and have used the scale for pre-post evaluations of their program.
- *Quest Alliance* has conducted an evaluation with the Rajiv Gandhi Institute of Youth Development. They have also done an evaluation recently with Sattva to evaluate a shift in trainer capacity, how that capacity translates into a better learning experience for students and improved student-trainer relationships.
- *SNEHA* has undertaken a qualitative process evaluation supported by the Ford Foundation.
- *Magic Bus* has an RCT currently headed towards the endline, being funded by 3ie and conducted by CDDEP, New York, the University of Fordham and University of Chicago.

Table 10.   ***Table outlining assessments and methods used by organizations to measure Life Skills.***

S. No	Organization	Assessments
1	Aflatoun	Self-efficacy scale, empathy, social skills, critical thinking, future orientation, rights and responsibilities and gender equity tools have been tested in multiple countries.
2	Akanksha	Not available
3	Breakthrough	J-PAL developed tools
4	CorStone	Emotional resilience was measured with the Connor Davidson Resilience Scale-10 (56); self-efficacy with Schwarzer's General Self-Efficacy Scale (57); social-emotional assets with items from the Child and Youth Resilience Measure (58); depression with the Patient Health Questionnaire (59); anxiety with the General Anxiety Disorder (60); positive psychological wellbeing with the KIDSCREEN-52 Psychological Wellbeing Subscale (61); and social wellbeing with the KIDSCREEN-52 Social Support and Peers Subscale (61). Have also piloted other tools such as using linguistic inquiry and word-count (LIWC) and video-based coding strategies (piloted with adult populations).
5	Design for Change	Evaldesign developed tools
6	Dream a Dream	Life Skills Assessment Scale[1]
7	Kaivalya	TIPPS (62) for teacher practice, workplace quality measurement tools.
8	Magic Bus	General Self Efficacy Scale and Resilience ten-point scale, measures of delayed marriage, opting to work, continuing education
9	Pratham	Internally design tools
10	Quest Alliance	Use a combination of formative and summative assessments for measuring Life Skills. Application-based methods or project-based learning are used to track attitudinal changes
11	Room to Read	Developed own tools to measure Life Skills outcomes, piloted in 2016 in India and thereafter tested in three different countries. Further using the tool, they have completed a baseline evaluation in year 2017.
12	SNEHA	GEMS scale, ICRW positive youth development toolkit[2], qualitative measures, the Connor Davidson Resilience Scale and monthly sample surveys to ascertain improvements against indicators and targets, invest in research and publications in peer reviewed journals.
13	SHEF	Case studies, alumni tracking and program monitoring of Aarohini by alumni. Aarohini program also had a third party evaluation.
14	TTF	iSELF framework

The internal capacity for evaluation varies across organizations, with *Magic Bus*, *Room to Read* and *SNEHA* having internal evaluation teams, and *Design for Change* working entirely with external organizations for evaluations and tool development. Organizations such as *Magic Bus* have also brought to light the issue of disproportionately low funding for evaluations. Overall, **there is a strong and consistent requirement for measuring Life Skills across all organizations**.

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[1] Kennedy, F., Pearson, D., Brett-Taylor, L., Talreja. V. (2014) The Life Skills Assessment Scale: Measuring Life Skills of Children in the Developing World. Social Behaviour and Personality 42(2) 197-210.

[2] https://www.icrw.org/publications/pyd-measurement-toolkit/

Organizations are trying to innovate Life Skill Measurement. For example, *Magic Bus* has tried to create vignettes to move away from scales and Pratham evaluates student projects as well, highlighting innovativeness in measuring Life Skills.

The willingness to participate in a collective tool development exercise is high, with all organizations expressing enthusiasm to participate. However, most organizations expressed a desire to understand more fully how a collective action project around creating open source Life Skills assessment tools would be structured, what staff and time commitment would be required, and what financial resources would be available.

9.2. Developing Life Skills Assessments

A number of considerations for developing Life Skills assessments have emerged based on observations outlined in Table 11.

Table 11.   *Table listing recommendations for developing Life Skills assessments.*

S. No	Observation	Recommendation or Consideration
1	For *Design for Change*, tools to measure the impact of the ***"Employability and Life Skills Program (ELSP)"*** were not usable in a tribal block in Jharkhand due to a low level of comprehension of the written word, highlighting the importance of social and stakeholder context for tool development. The same assessments were well received in schools in the adjacent block.	Thorough understanding of the context of operationalization of Life Skills interventions.
2	*Magic Bus* has stated that the communities they work in tend to show high levels of resilience at baseline. They identified over time that in communities facing adversity, resistance is perceived as resilience. How the skills are defined or conceptualized in different contexts is highlighted through this observation.	Clear and precise articulation of Life Skills and their sub-constructs.
3	*Magic Bus* has faced the challenge of teasing out the effects of individual growth/maturation from skill acquisition.	Support high quality research studies and rigorous design to be able to draw causal inferences of the impact of various interventions.
4	A number of organizations follow a **three-tiered approach** to designing Life Skills interventions. *Aflatoun* breaks this into "identity, self, community and world". This means that the focus is on **understanding themselves, their immediate relationships, the community and the world around them**. *Akanksha*, *Breakthrough* and *CorStone* have also used this approach to Life Skills.	Knowing what a specific improvement in Life Skill score translates to in terms of the knowledge, attitudes and behavior of an adolescent is required.
5	*Breakthrough* has observed that the impact on the lowest quartile is the highest.	Consider stratified sampling methods to disaggregate the heterogenous effects of observable characteristics such as socioeconomic levels etc.
6	*Breakthrough* has conducted a Randomized Controlled Trial (RCT) with J-PAL, where tools will be released after a longitudinal study is completed.	Share tools more openly.

These design considerations would be valuable to a collective initiative for tool development going forward.

10. Viability of a Collective Impact Initiative

10.1. Complexity of Defining Life Skills

The measurement of Life Skills is challenging, with variability in intended outcomes, lack of consensus of defining skills and the dearth of measurement methods available, particularly for the context of India. This complexity is valid, given that several constructs appear across multiple skills. For example, the analogical thinking construct is present in both Creativity as well as Critical Thinking. Furthermore, there is a debate around the relationship between skills and their impact on each other. In the case of Critical Thinking and Creativity, there exist two contradictory streams of thought. Several scholars are of the view that the two skills are independent of each other (63; 64; 65; 66). Others argue that Creativity and Critical Thinking are inseparable, and that a certain amount of Creativity is essential for Critical Thinking (67; 68). A recent review of the literature on Life Skills in the field of international development education found that "there are as many definitions of Life Skills as there are global education actors and thought leaders" (69).

For a collective impact initiative, therefore, the articulation of Life Skills clearly and precisely, with an understanding across organizations and within the contexts of their operation, would be a crucial first step towards an effort to develop open-source tools.

10.2. Agency: A Unifying Theme for a Collective Impact Initiative

The OECD has outlined agency at the centre of their student learning framework for 2030 (70). The recent Aspen Institute report by the Recommendations from the National Commission on Social, Emotional, & Academic Development also focuses on school cultures that encourage student voice and agency (71).

Agency is the capacity of individuals to act independently and to make their own free choices (72). It is the belief that one has the power to affect change by one's actions (72). This belief in one's self, or self-efficacy, is a key source of personal development (73). Individuals with higher self-efficacy beliefs are able to expand their freedom of action and realize desired future outcomes (73; 74; 75).

Adolescence has been noted as a formative period for an individual's values, life-styles and behaviours. Researchers have identified early adolescence as a particularly precarious stage regarding changes in achievement beliefs and behaviours amongst learners. Young adolescents, more so than other age groups, doubt their ability to succeed at schoolwork, question its value, and decrease their effort toward academics (76; 77; 78). Hence, early adolescence marks the start of a downward trend in self-efficacy beliefs and hence agency for many children (79) who start engaging only in activities they feel competent about and avoiding those they do not. This is particularly critical at the high school and college levels, where young people progressively have more choices available to them (80). Self-efficacy

beliefs or agency is a critical determinant of the life choices individuals make and of the courses of action they pursue and can predict approximately a quarter of the variance in academic performance (80). Meeting the needs of adolescents, particularly in the context of today's world, involves building their self-efficacy beliefs, addressing their increased desire for autonomy, and fulfilling their need for positive and supportive interactions with both, their peers as well as adults (81).

As majority of the organizations have indicated a focus on Agency, it could serve as an anchor for the collective with unique skills being specific to individual organizations or sub-groups within the collective.

10.3. A Framework for Collective Action

According to the Stanford Social Innovation Review (82), the five conditions of collective success entail having a **common agenda, shared measurement systems, mutually reinforcing activities, continuous communication and backbone support**. We recommend action items for the building of a collective based on these conditions.

Table 12.   Framework and recommendations for successful collective action.

Framework	Recommended Action
Common Agenda: Collective impact requires all participants to have a shared vision for change, one that includes a common understanding of the problem and a joint approach to solving it through agreed upon actions.	• Understand need for open source tool development (done) • Clear statement of goals and mode of operation (requested by organizations) • Agreement on priority Life Skills • Agreement of defining priority Life Skills
Shared Measurement Systems: Developing a shared measurement system is essential to collective impact.	• Define metrics for success of network • Set long-term plan and timelines • Set up project management systems
Mutually Reinforcing Activities: Collective impact initiatives depend on a diverse group of stakeholders working together, not by requiring that all participants do the same thing, but by encouraging each participant to undertake the specific set of activities at which it excels in a way that supports and is coordinated with the actions of others.	• Identify key stakeholders outside the network of implementing organizations e.g. Governments, experts, researchers, co-funders, international agencies • Identify strength areas e.g. implementation, research, advocacy, fundraising, government partnerships • Sharing of resources (knowledge, networks, collaborators) • Build knowledge repository
Continuous Communication: Developing trust among nonprofits and government agencies is a monumental challenge. Recognize and appreciate the common motivation behind their different efforts.	• Regular meetings or convenings of working group • Open access to documentation and progress within working group
Backbone Support: Organizations creating and managing collective impact require a separate organization and staff with a very specific set of skills to serve as the backbone for the entire initiative.	• Set up team to manage implementation and administrative tasks of collective action group • Build capacity within organizations • Recruit and train researchers or evaluation experts • Support with fundraising and research dissemination

10.4. Conclusion

This study reveals the clear need to go beyond academic learning and labor market outcomes and focus on Life Skills to enable an adolescent to thrive. While only three states in India (Madhya Pradesh, Andhra Pradesh and Delhi) have formally commenced work on Life Skills, based on availability of government data, the number of government partnerships with Life Skills implementing organizations is high, indicative of a policy-level willingness to take these programs to scale.

There is a continued tension between the focus on Life Skills and the focus on academic outcomes. Organizations struggle to bring Life Skills to the fore because of the systemic focus on academic skills. This academic focus also leads to a disconnect in prioritizing skills. *The Teacher Foundation* conducted a survey to understand priority skills. Students ranked relationship management higher, while teachers prioritized self-management because of its perceived linkage to discipline and time management for studying. Concerted efforts for policy-level advocacy in combination with a data-driven approach need to be undertaken to shift the focus of education from only academics to developing Life Skills for the development of the whole-child.

For the development of nationally valid tools, working with individual organizations has the advantage of expediency but limits the variety of contexts in which the tools can be tested and subsequently used.

A **collaborative approach** provides a pathway towards developing **tools that are likely to be more robust.** The primary challenge is likely to be arriving at an **agreement on the prioritization and articulation** of skills. However, a collective provides a much **wider range of context** and time scales to test the tools in and the strength to impact policy at the highest level.

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12. Annex 1: Organization Details

Table 13.   Organization-wise Life Skill focus.

S. No	Organization	Skills
1	Aflatoun	Self-learning, exploration, dealing with emotions, saving and spending, managing resources, social and financial enterprise, empathy, social skills, critical thinking, future orientation, rights and responsibilities and gender equity.
2	Akanksha	Communication, critical thinking, creativity, adaptability, Self-management
3	Breakthrough	Self-exploration, self-realization, aspirations, confidence, psychosocial and interpersonal skills. Negotiate space within families, communication, dialogue, assert agency
4	CorStone	Solving problems, decision making, and social skills and how to build and have a good support system, collective problem solving. Resilience is the core focus.
5	Design for Change	Empathy, critical thinking, problem solving, creativity
6	Dream a Dream	Managing conflict, understanding and following instructions, taking initiative, problem-solving, interaction with each other
7	Kaivalya	Emotional well-being, self-awareness, collaboration, social skills, rigor, influence without authority, strive for excellence
8	Magic Bus	Problem solving, communication, learning to learn, teamwork, perceived self-efficacy and resilience.
9	Pratham	Self-awareness, self-management, interpersonal skills, problem-solving, leadership, technical skills
10	Quest Alliance	Self-awareness, communication, building relationships, problem-solving, career specific skills, digital fluency and digital literacy, programming for critical thinking, interpersonal skills, managing everyday situations, facilitation skills
11	Room to Read	Self-awareness, self-efficacy and social-awareness, critical thinking, empathy and creativity
12	SNEHA	Construct their own identity, stand up for who they are. Emotional resilience, citizenship, health, nutrition, sexual and reproductive health, mental health
13	SHEF	Construct their own identity, sense of agency, build girls' aspirations and self-perceptions of themselves as equal, autonomous persons.
14	The Teacher Foundation	Self-awareness, self-management, relationship skills, social awareness (empathy) and decision-making

Table 14.   *Organization-wise intervention locations.*

S. No	Organization Name	Intervention Name	Geographical Focus
1	Aflatoun	Aflateen - Life Skills and Financial Education Program	Himachal Pradesh, Maharashtra, Jharkhand, Bihar, Telengana, Delhi, Rajasthan
2	Akanksha Foundation	Akanksha School Model	Pune, Mumbai
3	Breakthrough	Taaron Ki Toli - A Gender Equity Program for adolescents	Haryana, UP, Jharkhand, Bihar
4	CorStone	Youth First / Girls First (similar content, different populations)	Bihar, Kajiado and Tharaka Nithi, Kenya
5	Design for Change	Employability and Life Skills Program (ELSP)	Jharkhand
6	Dream a Dream	Creative Life Skills and Career Connect Program	Karnataka, Delhi
7	Kaivalya	Principal/School Leadership Development Program (SLDP)	Rajasthan, Gujarat, Maharashtra, Haryana and Uttarakhand
8	Magic Bus	Childhood to Livelihood	Kerala, Karnataka, Tamil Nadu, Andhra Pradesh, Telangana, Maharashtra, Odisha, Madhya Pradesh, Rajasthan, Delhi, Haryana, Uttar Pradesh, Jharkhand, Bihar, West Bengal, Mizoram, Assam, Gujarat, Punjab, Jammu and Kashmir.
9	Pratham	Life Skills program at Pratham	Second Chance Program: Maharashtra, Gujarat, Madhya Pradesh, Chhattisgarh, Odisha, Andhra Pradesh, Telangana, Rajasthan, Bihar, Jharkhand, Uttar Pradesh KGBV program: Bihar, Jharkhand, Uttar Pradesh
10	Quest Alliance	Digital Life Skills Toolkit	Assam, Kerala, Karnataka, Bihar, Delhi, Tamil Nadu, Gujarat
11	Room to Read	Girls' Education Program (GEP)	Uttarakhand, Delhi, Rajasthan, Chattisgarh, Madhya Pradesh, Andhra Pradesh, Maharashtra, Telangana
12	SNEHA	EHSAS (Empowerment Health and Sexuality of Adolescents)	Mumbai, Maharashtra
13	SHEF	Aarohini Initiative, Prerna Girls School, Prerna Boys School	UP, Rajasthan
14	The Teacher Foundation	Safe and Sensitive Schools Program (SASS)	Bangalore, Mumbai, Karnataka, Raigad
15	UNICEF	Life Skills Framework	Pan India

Table 15.   Organization-wise list of respondents and their designations.

S. No	Organization Name	Respondent Name & Designation
1	Aflatoun	Livia Remeijers, Research Manager
2	Akanksha Foundation	Caroline Nagar, Director Student Enrichment
3	Breakthrough	Sunita Menon, Director of Curriculum and Research and Dr Leena Sushant, Director of Research
4	CorStone	Kate Leventhal, Chief Project Officer
5	Design for Change	Nandini Sood (CEO) and Sumedha Sharma
6	Dream a Dream	Suchetha Bhat, CEO and Vishal Talreja, Founder
7	Kaivalya	Monal Jayaram, Co-founder & Director at Piramal Foundation for Education Leadership, Kaivalya Education Foundation
8	Magic Bus	Havovi Wadia, Director/ Lead Impact
9	Pratham	Manisha Date, Director – People Development, Program Head – Life Skills
10	Quest Alliance	Aakash Sethi, CEO
11	Room to Read	Nini Mehrotra, Senior Program Manager of Room to Read India Trust
12	SNEHA	Rama Shyam, Program Director for Adolescent Health, Sexuality & Gender Equity
13	SHEF	Dr. Urvashi Sahni, Founder
14	The Teacher Foundation	Maya Menon, Director
15	UNICEF	Suman Sachdeva, Education Specialist

13. Annex 2: Data Collection Tools

13.1.   Semi-structured Interview Tools

Table 16.   Semi-Structured Interview tool.

Information on Organization's Role/Status in Education Landscape
Name of Respondent Specific role of informant within organization Situation of organization in regional/national/local education landscape Geographical coverage (regional/within country) Is the organization part of any networks or partnerships (regional/within country)? Funding Sources
Organization's involvement in adolescent and Life Skills implementation and conceptualization of Life Skills
What is your involvement in adolescent and Life Skills (or related) research, policy advocacy, program implementation? Could you describe the specific interventions? Dosage? Mechanism (e.g. through the curriculum, co-curricular programs like clubs/societies, games, music etc.) Target group and geographies? How long has it been functional for? How have you developed the Life Skills frameworks? Where have you drawn them from? Other alternative terminology used to describe Life Skills? Which Life Skills are prioritised? Are they the same for all target groups or are they different? Are they explicitly stated in outcomes of ToC? How are the prioritised skills defined? Lessons learned from past experience in implementing Life Skills programming for adolescents (challenges and opportunities) Are you partnering with any organization in teaching Life Skills?
Assessment/Measurement of Life Skills
Are you measuring/assessing impact of the Life Skills/mindset programs? If yes, how do you measure/assess? Any specific tools you are using? Are the assessment tools/frameworks sensitive to diversity (culture, gender, age, education level/status)? Are you collaborating with any other organization in developing or using an assessment tool? Is there need for development of another assessment tool or set of tools? Do you know of any organization (local/national or global) that is already using/has developed assessment tool/tools? (probe for description and contacts) Viability of co-creation of open access tools Would you be interested in working together on co creation of tools? If the tool/tools were to be made open access, would you be interested in using it/them? What would be the modalities of working together on this? What is the existing M&E capacity? Request for any relevant literature/documents including assessment tools/framework.

13.2. Online Survey

As a part of the study, a detailed questionnaire was provided to organizations that outlined 72 sub-constructs of the major Life Skills. This classification and construct analysis was based on Evaldesign's work on measuring 21st Century Skills and Reimer's work on 21st Century Skills (83; 84). Organizations were asked to select the intended outcomes of their interventions on a 6-point scale and based on whether there is evidence of the intended outcomes in the program design.

The instructions given to the organizations were as follows:

"The following sections are set up skill-wise, with the subconstructs of each skill under the main skill. There is overlap of competencies across skills. For example, persistence can be found under general skills as well as under Critical Thinking. This is intentional.

This form seeks to know an intended outcome of the intervention. The outcome needs to be a stated goal or built into the intervention with purpose and have evidence for it. If a competency is an unplanned or unintended outcome, but is consistently observed, please make a note in the notes section of the form.

A six-point scale is provided for each of the subconstructs. Select a number on the scale that reflects the extent to which a skill subconstruct is an intended outcome of the intervention. Select '0' if it is not at all an intended outcome of the intervention, and '5' if it is a key skill that the intervention is seeking to build."

The results of this survey and the items are outlined in the following table.

Table 17. *Summary of intended outcomes across organizations. Recorded using a six-point scale, where '5' indicates a key intended outcome of the program, and '0' indicates that it is not an intervention focus.*

Name of Organization	Aflatoun	Breakthrough	CorStone	Design For Change	Dream a Dream	Kaivalya Education Foundation	Magic Bus India Foundation	Pratham Education Foundation	Quest Alliance	Room to Read	SNEHA	The Teacher Foundation
Creativity												
Ability to generate novel ideas/Originality	5	4	4	5	5	4	2	4	3	4	3	3
Abstract thinking	2	4	2	2	5	5	1	4	0	3	3	3
Ability to draw analogies/Analogical thinking	0	5	2	2	5	5	3	5	0	4	3	3
Artistic/Aesthetic Sense	0	3	1	1	5	1	1	0	0	1	3	3
Ability to make associations/Associative thinking	5	5	2	4	5	5	2	3	2	5	4	3
Attraction to Complexity	2	5	1	0	5	5	2	0	0	4	3	3
Curiosity	5	3	5	4	5	4	3	3	4	3	3	3
Free Flowing Thinking	5	5	3	4	5	4	3	4	3	4	3	3
Independence of judgement	5	5	5	4	5	5	4	4	3	5	4	5
Open Mindedness and Flexibility	5	5	5	3	5	5	4	4	4	4	4	5
Perseverance	2	5	5	3	5	5	4	4	3	5	4	5
Risk Taking	5	5	1	3	5	5	4	0	0	4	4	4
Self-confidence	5	5	5	4	5	5	5	5	3	5	5	5
Tolerance for Ambiguity	0	2	3	3	5	4	3	0	0	3	4	5

Name of Organization	Aflatoun	Breakthrough	CorStone	Design For Change	Dream a Dream	Kaivalya Education Foundation	Magic Bus India Foundation	Pratham Education Foundation	Quest Alliance	Room to Read	SNEHA	The Teacher Foundation
Critical Thinking												
Analyzing arguments	4	5	1	3	5	5	3	4	3	5	4	5
Cognitive regulation/revisiting and revising goals	3	5	4	5	5	5	3	3	2	5	3	4
Decision making (use facts to make judgments)	5	5	4	5	5	5	4	5	5	5	4	5
Defining problem	5	5	3	5	5	5	4	5	4	5	4	5
Forming hypotheses	3	4	0	4	5	4	1	0	0	5	2	3
Identifying central issues and assumptions	5	5	0	4	5	4	1	4	0	5	3	5
Inquisitiveness	3	4	5	5	5	3	2	3	0	4	3	3
Making decisions/using criteria to make judgements	5	5	3	4	5	5	3	5	5	5	4	5
Open mindedness	5	5	5	5	5	4	4	4	3	5	3	5
Persistence	3	5	5	4	5	4	4	4	0	5	5	5
Tolerance for ambiguity	4	2	1	3	5	4	4	0	0	4	3	3
Using and analyzing evidence	4	4	1	4	5	5	1	4	3	5	3	4
Empathy												
Ability to act for another's benefit	5	5	4	5	5	3	4	0	3	5	4	5
Ability to mirror emotions	3	5	2	5	5	3	2	5	0	5	4	5
Even-temperedness	5	5	3	2	5	4	3	3	0	5	4	5
Imaginative/pretend play	5	5	0	4	5	3	4	4	0	5	4	4
Mental flexibility and perspective taking	5	4	4	4	5	4	2	4	0	5	4	5
Pro-social behaviour	5	5	5	5	5	3	4	3	2	4	4	5
Recognizing others' emotions	5	5	5	5	5	5	5	5	3	5	4	5
Regulating own emotions	5	5	5	4	5	4	5	3	3	5	4	5
Self-other awareness/differentiating between self and the other	4	5	2	4	5	4	3	4	3	5	4	5
Self-reflection	5	5	5	5	5	5	4	5	4	5	4	5
Tolerance	5	5	5	3	5	4	4	4	0	5	4	5

Name of Organization	Aflatoun	Breakthrough	CorStone	Design For Change	Dream a Dream	Kaivalya Education Foundation	Magic Bus India Foundation	Pratham Education Foundation	Quest Alliance	Room to Read	SNEHA	The Teacher Foundation
Executive Function												
Cognitive flexibility	3	4	1	4	5	5	4	4	0	5	3	4
Focus	3	5	1	4	5	5	4	4	0	5	3	5
Goal selection	5	5	5	3	5	5	4	4	5	5	3	5
Goal-directed attention	5	5	5	4	5	5	4	4	3	5	2	5
Inhibitory control	0	3	3	3	5	4	2	2	0	5	2	3
Initiative	5	5	5	5	5	5	4	4	3	5	4	4
Organization	5	5	3	5	5	4	3	4	0	5	3	4
Planning	5	5	5	5	5	5	4	4	3	5	3	5
Problem solving	5	5	5	5	5	5	5	5	5	5	3	5
Self-regulation	5	5	5	4	5	4	4	4	1	5	4	5
Time management	0	5	2	5	5	5	4	4	5	5	3	5
Using feedback	5	5	1	5	5	5	3	3	4	5	2	5
Visual planning	5	3	1	4	5	4	1	3	0	4	3	3
Leadership												
Having a vision for others, thinking about others' growth	0	5	1	5	5	4	4	0	2	4	3	5
Listening to others	5	5	5	5	5	5	4	5	4	5	3	5
Managing conflict	3	5	5	4	5	5	5	3	5	5	3	5
Personal and social responsibility	5	5	5	5	5	5	5	3	3	5	4	5
Working in teams	5	5	4	5	5	5	5	5	5	5	4	5

Name of Organization	Aflatoun	Breakthrough	CorStone	Design For Change	Dream a Dream	Kaivalya Education Foundation	Magic Bus India Foundation	Pratham Education Foundation	Quest Alliance	Room to Read	SNEHA	The Teacher Foundation
Workplace Competencies												
Ability to learn continuously	5	5	1	4	5	5	5	3	5	5	3	3
Discipline	1	5	2	4	3	4	5	3	0	4	3	5
Efficacy/doing a task with effective results	3	4	0	4	5	5	4	3	0	4	3	5
Efficiency/doing a task with optimal use of resources	5	4	0	4	5	5	3	4	2	3	3	5
Financial literacy	5	4	0	0	3	2	4	5	4	5	3	3
Build focus on physical health	3	4	5	1	5	3	2	4	0	5	5	5
Build focus on psychological health	4	5	5	1	5	4	4	4	0	5	5	5
Hard work	0	3	0	2	5	5	4	0	0	5	3	5
Honesty	3	5	5	3	5	5	4	0	0	4	4	5
Information/digital literacy	1	3	0	2	5	5	4	3	5	3	4	3
Integrity	4	5	3	1	5	5	4	0	0	4	4	5
Oral communication	5	5	5	3	5	5	4	5	5	5	3	5
Perseverance	3	5	5	4	5	5	4	4	0	5	3	5
Persistence	3	5	5	4	5	5	4	4	0	5	3	5
Professionalism	4	5	0	0	5	5	4	4	5	3	3	5
Pursuing excellence	0	5	1	0	5	5	4	4	0	3	3	5
Written communication	1	4	0	0	2	5	3	0	3	3	3	3

14. Annex 3: State Implementation of Life Skills Education

The following box highlights the effort of the state of Madhya Pradesh in central India to bring Life Skills to adolescents (85). Document as published by the state.

Background: Adolescence is a period of transition marked by physical, physiological and psychological changes. Often, adolescents are not informed and/or prepared for the rapid pace of physical, emotional and psychological changes that they undergo during adolescence. Misconceptions about issues related to growing up, make them anxious. Adolescence is thus a turning point in one's life, a period of increased potential but also one of vulnerability if they are not supported and guided to access accurate information and develop skills to take informed and responsible decisions.

Studies have shown that equipping adolescents with Life Skills help them to make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and manage their lives in a healthy and productive manner. In India, adolescent girls account for nearly 11% of the population but remain an invisible group (UNFPA 2003-Adolescents in India: A Profile). Society usually fails to respect their human rights, leaving them powerless to act in a way that improves their lives at home, school or work.

Based on positive results from the previous project implemented by UNFPA and its IP in collaboration with RMSA on LSE in girls' hostel from Indore division, state has initiated introduction of LSE in school setting in phased manner. During first phase UNFPA supported module development and training of master trainers for the basic module which will be used for 9th class in future and LSE is introduced in all schools from district headquarter block of each of the 51 districts. UNFPA plans to continue its support in institutionalizing the LSE in all government secondary schools in the state and use standard specific modules for class 9th till class 12th in order to ensure behavior change among the adolescents.

Objectives of the program: The program will be implemented with following objectives

1. To enhance skills of adolescent students enrolled in government secondary schools to achieve their goals and to make informed decision for better health and wellbeing.

2. To address harmful social practices like child marriage, Gender inequality, dowry through well informed and skilled adolescents.

3. To build capacity and skills of teachers to provide LSE to adolescents enrolled in the schools to address adolescent needs.

Implementation Strategies: Following activities and strategies will be used under the project for institutionalizing LSE across all 8548 government secondary schools in the state

1. ***Development of class specific modules for Life Skills Education Program***: The agency will have to develop standard specific module for class 10th ,11th and 12th building on the basic module already developed and in use for class 9th. The agency will use following steps in module development

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a. ***Formation of small technical group for drafting of module:*** Agency with support from UNFPA will identify technical experts working on Life Skills Education in the state and form a small group of 5 -7 experts for drafting of standard specific module.

b. ***Module development Workshop:*** The agency will organize workshop with the technical group for drafting the module. The groups will review the basic module and develop subsequent modules. The group during the workshop will formulate draft sessions on the identified topics and will finalize the session within 15 days of the workshop.

c. ***Workshop with teachers and principals for review of draft modules:*** The agency in collaboration with RMSA will organize workshop with teachers and Principals to review the draft modules for its content, language and activities suggested under each session. The workshop will be organized with a group 15 -20 teachers and Principals are trained as district trainers for first module. The draft will be revised based on the inputs from the teachers and principals.

d. ***Pilot testing of the draft modules with group of students:*** The agency will conduct pilot testing of the draft module with the group of adolescent boys and girls. The pilot testing will be done in 3-5 schools and preferably; one boy and one girl's school. Pilot testing will be of 5 days duration in each of the school and will conduct all the sessions in each school to get feedback on the sessions, its contents, activity from the students.

e. ***Revision of draft modules based on the pilot testing:*** The agency will revise the module based on the feedback from the students in 8 -15 days from the pilot testing. Teachers involved in the pilot testing of the module will also be involved in revision of the module.

f. ***Module review and approval committee at state level:*** The agency will submit the revised final draft modules to RMSA. RMSA and Dept. of Education will constitute a technical committee having officials from the department and also representatives from other organizations for review and approval of the LSE modules for the state. The agency will modify the module based on the comments and suggestions from state level technical committee.

2. ***Training of District level master trainers***: After the finalization of the LSE module, the agency in collaboration with RMSA will train district trainers which were trained on the basic module on modules for class10th, 11th and 12th as district level master trainers. The identified district level trainers will be trained at government training institution in a 5 days training. The ToT will not only introduce the trainers to the module but also methodology to train nodal teachers and ensure practice sessions during the training. 4-6 district level trainers will be trained for each of the district.

3. ***Training of block level trainers cum mentors***: As the program will be introduced in the all the secondary school covering 8548 secondary and will need to train more than 17000 teachers to initiate LSE sessions hence only district trainers will not be able to conduct the trainings of nodal teachers. The district trainers will organize five-day district level training for at least 4 block trainers from each block and every district will organize one batch of such training. The staff from the agency will be involved in monitoring the quality of the training organized by district trainers for training of block trainers. The agency will have to provide details of how many trainings will be

monitored, days required for monitoring and number of part time staff involved in monitoring the quality of the training.

4. Identification and capacity building of 3 -5 block level mentors for handholding and monitoring of the LSE roll out in secondary schools: Dept. of Education and RMSA will identify at least 3 -5 teachers from every block who are trained as nodal teachers to work as mentors for remaining teachers in the block. The project will provide support to RMSA and Dept. of education in conducting one day orientation of the identified block level mentors at district level. The agency staff provide support in organizing one batch of block mentor orientation in each district.

5. *Training of school teachers on Life Skills Program*: As per the proposed program for LSE, two teachers from each school will be trained at the block level by block Level trainers. Each district will have to conduct 8-10 batches for the training for teachers of 5 days duration. The agency staff will monitor the quality of the training organized by district trainers for nodal teachers on sample basis. RMSA and Dept. of Education will train 17000 teachers across the state in 425 batches. The agency is expected to provide details related to number of batches to be monitored by the staff, number of field visits and days.

6. *Monitoring the quality of the nodal teachers training by the agency staff*: As the district level training of block trainers will be conducted by the district trainers trained by the selected agency trainers and similarly block level trainers will conduct training of nodal teachers hence it will be critical to monitor the quality of the training at district and block level for training of nodal teachers from the school. The agency will hire short term trainer teams to monitor the quality of the training at district level. The agency is expected to provide details related to number of short-term staff engaged in monitoring the quality of training, number of trainings to be monitored at block level, number of days required for monitoring and tools they will use to monitor the quality of training.

7. *Orientation of all teachers by trained teachers at school*: As modules will be transacted with all sections of standard 9th to 12th hence more teachers will be needed to conduct session with each section. The trained teachers will conduct a two-day training of all teachers posted at the school and orient them on the Life Skills Module and how each session needs to be transacted with the students. Trained teachers will identify 2 -3 additional teachers from the school after the two-day orientation to take sessions with the students based on their understanding and interest in the subject. The selected agency is expected to provide small orientation manual to the nodal teachers for orientation of the other teachers in the school.

8. *Identification of Peer Educators and orientation of the PEs for LSE Activities*: Trained teachers from each of the school will identify 2 students who are popular among the class and who are regular in school to work as Peer Educator for LSE program Trained teachers will conduct one day orientation of the identified PE's from each class and section to orient them on the program and their role as Peer Educators. The state office will advocate with the department to provide comics to the peer educators in secondary schools. The trainers from the agency staff will train the district trainers and block level mentors in a one- or two-day training program on how to use comics by peer educators for small group meetings with their classmates. The block mentors will orient the peer educators during their school visit along with the nodal teachers.

9. *Session on LSE for 9th -12th students in government schools by trained teachers*: Life Skills Education program sessions will be initiated by the trained teachers with the students. District

trainers, state trainers and program management staff from the agency will visit schools periodically to monitor the progress and quality of the sessions.

    a. ***Total number of sessions for the academic year:*** each teacher will have to conduct about 18 -20 sessions with students from class 9th and 10th and 10-12 sessions will be imparted to the students from class 11th and 12th.

    b. ***Timeframe for conducting the sessions:*** Each school will initiate sessions on Life Skills from August 2017 and will complete all the mandatory sessions by January 2018. Sessions will not be held during exam duration.

The agency is required to provide detail plan for regular monitoring of the school level sessions in terms of number of schools to be monitored every month, number of staff engaged in monitoring of schools level sessions, number of days per month for field level monitoring, approach they will use to analyze the observations from school level monitoring and share with relevant officials for necessary action.

10. ***Assessment of students on LSE at the end of academic session***: As it was expressed by the teachers and Principals that any course without assessment is not taken seriously by students as well as teachers and transaction become just a formality. The agency will develop the assessment formats and also orient the district trainers on process to use it. The agency will also support in analyzing the results from the assessment and will explore possibility of using technology for the same. The agency will have to provide detail approach they will use to provide support in analysis of the result at the end of each academic session.

11. ***Monitoring and supervision systems***: it will be necessary to establish strong monitoring and supervision mechanism for roll out of LSE program in all the schools. District nodal officers will review the transaction at school level during their visits to schools for other areas using a structured checklist. Selected agency staff will also make monthly visits to different districts on rotation basis and visit at least 5 districts each month and will visit at least 4 schools from 2 districts during the visit. LSE progress will also be reviewed at the district level by district level monthly review meetings. The staff from selected agency will be expected to participate in district level monthly review meetings in few districts every month. The agency is expected to provide details related to number of districts to be covered every month for attending monthly review meetings, number of days required for attending monthly review meeting, number of staff involved in monthly review meeting.

12. ***Development of offline software for career counselling of secondary students***: Dept. of Education and RMSA is keen to provide basic career counselling to the adolescents enrolled in government secondary school and requested UNFPA to provide support in exploring best approach to provide such counselling in secondary schools. UNFPA state office contacted qualified career counsellors and most of them are using paper-based career counselling in person setting which is not feasible for government to offer. The state office also explored possibility of offline software for basic career counselling which will be more feasible for government to offer and discussed the same with Indore based agency which was ready to develop offline software which is customized for government. The agency will identify software development agency and a qualified career counsellor to develop the software. The offline software for career counselling will be pilot tested in 7 divisional headquarter district during 2018-19 academic session and will be scaled up in all schools based on the experience and usefulness during 2019 -20 academic session.

13. ***Training of district trainers on offline software by career counsellor and software development agency***: The agency will engage career counsellor and software development agency in training of district trainers from 7 districts at state level. The training will be hands on training. The selected agency is expected to organize one batch of the training with 40 participants. The selected agency is expected to provide details on development of training manual and user guide, approach to be used for training and duration of the training.

14. ***District level Training of the block mentors on offline software***: The agency will provide support to RMSA and Dept. of Education for conducting district level training of the block mentors on offline software. One batch of district level training will be organized in each of the 7 selected districts. The training will be for 2 days and will be hands on training. It is expected that the agency will provide the detail approach and activities to be taken up for providing support to districts in training of block mentors on offline software.

15. ***Block level training of Nodal Teachers on offline software on career counselling***: The block mentors after receiving the training will organize a block level training for the nodal teachers on how to administer the career counselling test using offline software. The block mentors will organize one or two batches of training in each block depending on the number of the school in the block. The staff of the agency is expected to monitor the quality of the trainings at block level on offline software. The agency is expected to provide details plan for monitoring the quality of the trainings in terms of number of block level trainings to be monitored, number of short terms staff engaged for monitoring, number of days required for planned monitoring.