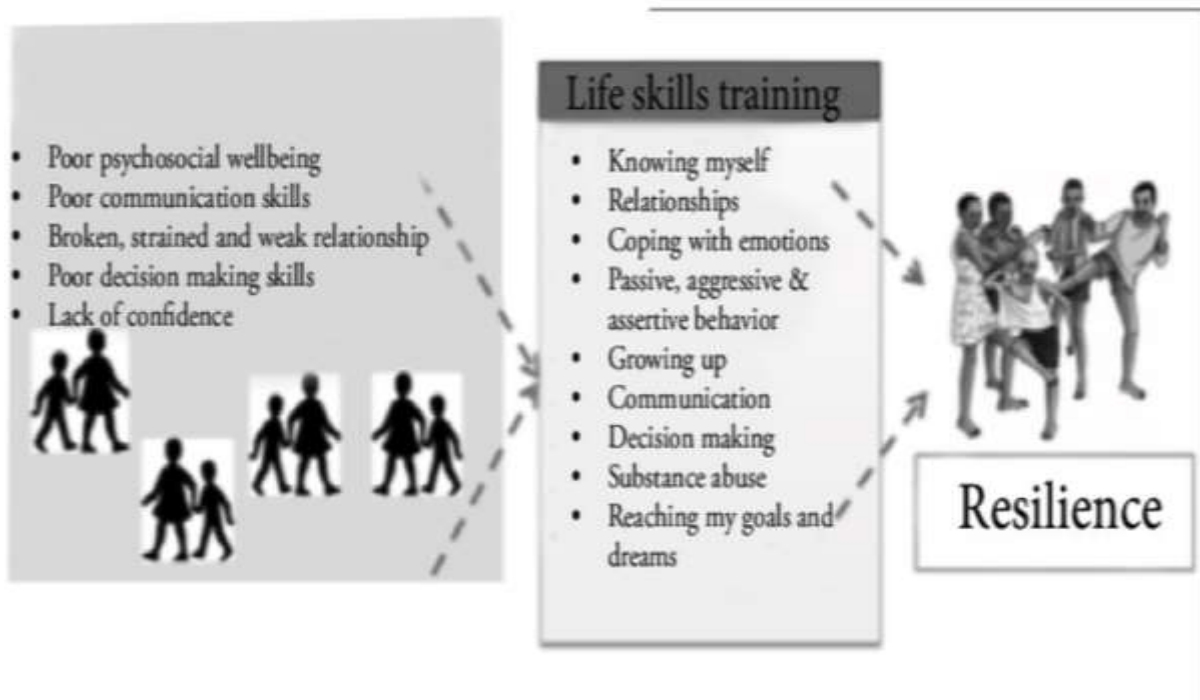




# Preparing youth to thrive through life skills education

A project on

Imparting Life Skills Education to Children in Schools Through High Impact Short Videos In Mother Tongue Telugu



**SANKALP**

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## **Executive summary**

Students today are surrounded by a variety of factors that can lead to unhealthy life choices, such as smoking, substance abuse, and violence. Children from disadvantaged backgrounds are doubly vulnerable. Adolescent stages for children are highly vulnerable as children engage in a great deal of personal and interpersonal exploration to understand themselves and their social world. Parallely, many physical, behavioral, and cognitive changes occur in the teenage years. It is common for children to get into risk-taking behavior.

Teaching children directly about self-management on the impact of tobacco, alcohol, and drugs often did not reap the expected results on healthy child development. However, evidence indicates that training children on critical life skills in a healthy and non-threatening environment will help children to choose healthy alternatives and avoid risk-taking behavior. Training enables children to

- develop greater self-esteem, self-mastery, and self-confidence
- effectively cope with social anxiety
- resist peer pressures to smoke, drink, use drugs, and indulge in violence
- enhance cognitive and behavioral competency to reduce and prevent risk-taking behavior

Given the advantages, the project proposes training children in critical life skills and social and gender norms and enabling children to thrive.

The project proposes imparting life skills to children through high-impact videos in Telugu. Instructive and informative videos impact psychosocial competence to deal effectively with the demands and challenges of everyday life and address gender norms and attitudes before they become deeply ingrained in children and youth. And imparting in local languages will have a high impact as it would be easy for children to comprehend and develop sound judgment and good habits for long-term stability, wellness, and success.

This project would be executed in 100 government high schools, reaching out to 50000 boys and girls in Hyderabad, Telangana. Permission from the education department would be acquired to cover 100 schools and teachers from the selected schools, and they would be trained in using the videos. Further, share the videos with the government schools to use during regular classes. The schools would be encouraged to download the videos and stream live during the school assembly and class-wise during the designated time for moral lessons. The impact would be measured by comparing baseline and endline data.

## **Need for the Project**

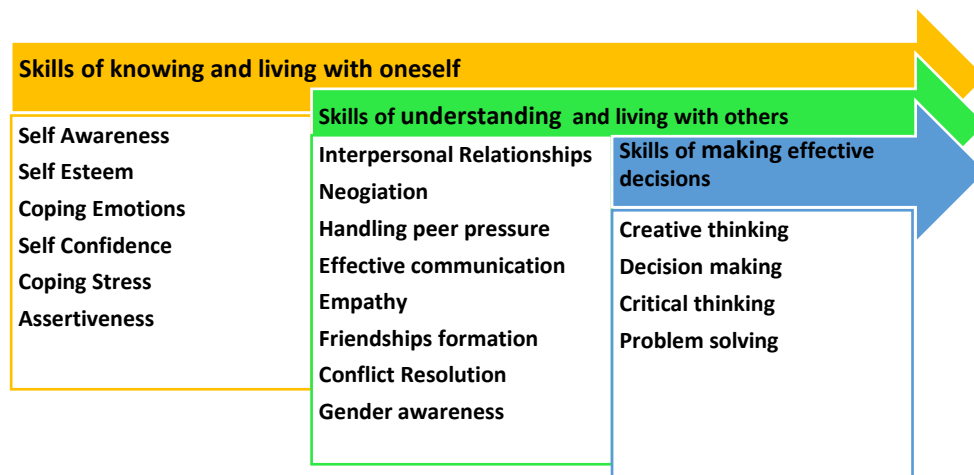
Teaching and learning life skills are essential for empowering children to succeed in education and personal goals. While significant progress has been made to increase access to education, there is a mismatch between what is learned in school and the skills needed to engage productively and meaningfully in society.

The National Education Policy (NEP) 2020 proposed to incorporate life skills education (LSE) in mainstream education by 2022 across all schools in India. However, not much progress has been made. Some challenges to incorporating LSE in mainstream schools are failing to recognize its value and influence on children, imparting approaches, and pressure to complete syllabi.

While elite schools incorporate life skills through school-based training and videos, government and private budget schools cannot progress due to a lack of financial and technical resources. And even if some schools have explored opportunities to impart life skills through existing online resources and

videos, the majority are in English, further depriving children who have difficult understanding English. Evidence indicates that English has certain innate challenges that create difficulties in the quick understanding of children.

Hence, training children on life skills in their native language can help them more effectively acquire important core skills for them to thrive in life. Teaching life skills in local languages can foster a positive learning environment improving children’s self-esteem, thereby increasing student participation and desired outcomes.



**Aim of the project:**

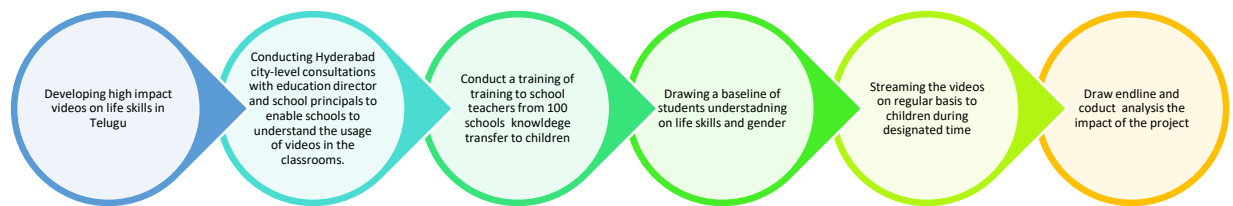
To improve the psychosocial competence of children to address day-to-day challenges through school-based life skills education (LSE)

**Objectives of the project:**

1. To impart life skills to 20000 children in 100 government schools in Hyderabad through high-impact videos in Telugu
2. To equip 500 teachers from 100 government high schools operating for boys and girls in Hyderabad on the usage of LSE videos
3. To advocate the model for scaling up at the state-level consultation, knowledge sharing, and dissemination.

**Project Strategy:**

This project would develop five high-impact impact videos created in Telugu and imparted to children. This project would be executed in 100 government high schools, reaching out to 20000 boys and girls in Hyderabad, Telangana. City-level consultations will be held with the education department to enable schools to understand the usage of videos in the classrooms. Permission from the education department would be acquired, and teachers from the selected schools would be trained in using the videos. Further, share the videos with the government and private schools during regular classes. The schools would be encouraged to download the videos and stream live during the school assembly and class-wise during the designated time for moral lessons.

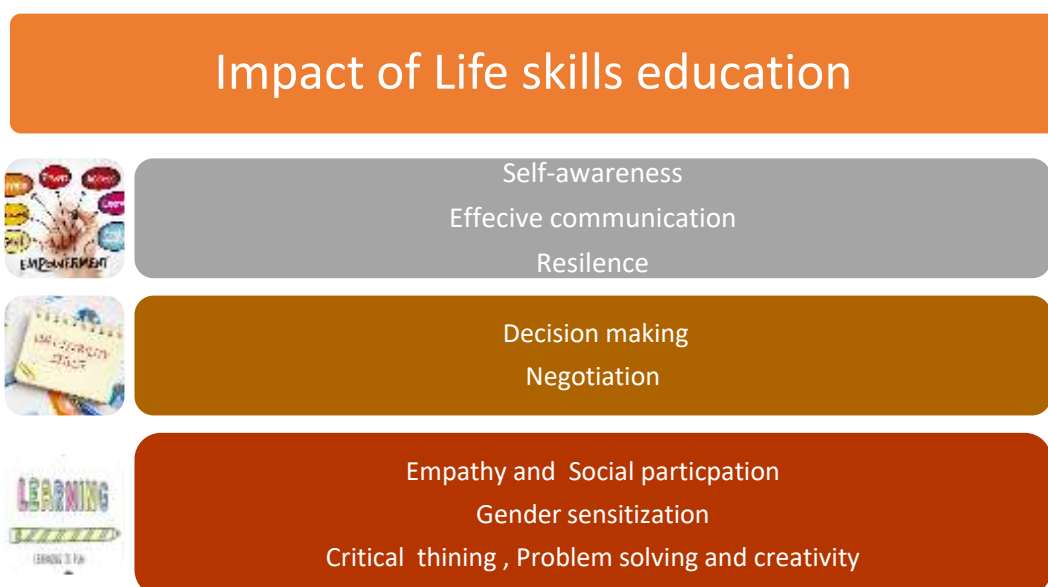


### **Monitoring and evaluation**

Sankalp has a team of experienced professionals leading social development projects and projects on gender. Through project PANTS, Sankalp has already conducted several awareness programs on child sexual abuse and life skills education.

A detailed monthly and quarterly activity plan for monitoring the project will be developed. Monthly meetings with the program partners will be scheduled and held accordingly to discuss progress and evolve an action plan for the next quarter. Quarterly and annual reports will be prepared and presented to the donor as needed. All program documents would be made available for donor verification. A baseline line of the trainers' knowledge levels would be drawn at the beginning of the project and compared with the endline to study the knowledge enhancement among the students. The impact would be studied both qualitatively and quantitatively.

**Project impact:** This project will help children develop interpersonal relations skills, cope with anxiety, and deal with conflict amicably. Life skills will help children develop sound judgment and good habits for long-term stability, wellness, and success.



In specific, these sessions will help children

- to effectively deal with daily challenges at home, school, and community
- to develop positive behavior and enable children to reduce risk-taking attitudes and handle peer pressure
- to self-discipline, control over emotions, and refrain from violent behavior
- to make the right decision at the right time and the right place
- to build social skills and respect for their peers

Project impact would be evaluated and measured both through qualitative and quantitative data.

**The relevance of the project:**

This project contributes to sustainable development goals- 3, 4, 5, and 10- for Good Health and Well Being, Quality Education, Gender Equality, and Reduced Inequalities, respectively. Significantly, this will also enable us to mutually contribute to achieving sustainable goal no. 17, which stands for Partnerships for the Goals.

It also aligns with the national agenda of Sarva Shiksha Abhiyan (SSA), which indicates training upper primary girls on life skills training. And The National Education Policy (NEP) 2020 to incorporate life skills education (LSE) in mainstream education by 2022 across all schools in India. Hence, the government will consider the project and incorporate the skills training in the regular classes.

**Visibility of the organization** will be ensured through all the IEC materials, wall paintings, social media, and larger platforms like knowledge-sharing sessions that invite personnel from government bodies and other like-minded organizations.

**Geography, time frame:** School children from 100 schools in Hyderabad, Telangana. This project will be implemented for one year - 2024 to 2025.

**Organization Capacity:**

Sankalp is a registered NGO working to promote girl child education and senior care since 2007. Sankalp has extended scholarship support to more than 800 socially and economically vulnerable girl students from 7 schools situated in low-income neighborhoods in Hyderabad and 100 students who lost parents to COVID-19. Through its flagship program, PANTS, Sankalp is already working on school-based prevention of child sexual abuse programs and has reached out to more than 60 government and private schools in Hyderabad and trained more than 50000 stakeholders through physical sessions. With the rise of violence against children during the lockdown, we have virtually conducted CSA and life skills education sessions for stakeholders. Given the capacities, Sankalp is well-positioned to execute the project.

**Project budget:** This project would cost INR 2677500 lakhs

**The estimated funding for the project**

Budget head	No. of Units	Unit cost	Total	Comments
Developing videos	5	300000	1500000	Five high impact 5-minute animated videos will be developed in Telugu.
City level consultation	1	100000	100000	Education department line officers would be invited for a day program to

				evolve action plans for executing the project in the designated schools.
Teacher's training	500	5000	250000	A total of 10 training sessions for teachers would be conducted on using the videos. Each training session will have 50 teachers.
Knowledge sharing and dissemination	1	100000	100000	The knowledge sharing and dissemination program. These costs include facilitation charges, conveyance, charges for the participants, logistic expenses, etc.,
Project coordinator	1	30000	360000	The project head would spend 30% of the time on the project for one year. The project would develop video outlines and materials, train teachers, develop tools for baseline and end-line tools, etc.
Communication and conveyance costs	12	20000	240000	This budget would be used for commuting and other coordination costs.
Administrative costs			127500	5% administrative costs would be incurred towards the office assistant to ensure the smooth running of the project. Office personnel is involved to ensure minimum support for the project implementation. Costs like office space, telephone, administration costs, etc., are included.
Total			2677500	