



# ANNUAL IMPACT REPORT

2024-25

One of the world's largest NGOs in  
life skills education, skilling and livelihoods

[www.magicbus.org](http://www.magicbus.org)



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## ACRONYMS

- |                  |   |              |  |
|------------------|---|--------------|--|
| <b>AWS</b>       | Amazon Web Services                       | <b>NOS</b>   | National Occupational Standards                    |
| <b>BFSI</b>      | Banking, Financial Services and Insurance | <b>NSDC</b>  | National Skill Development Corporation             |
| <b>C2L</b>       | Childhood to Livelihood                   | <b>NGO</b>   | Non-Government Organisation                        |
| <b>CLC</b>       | Community Learning Centre                 | <b>OASYS</b> | Operations Automated System                        |
| <b>ERP</b>       | Enterprise Resource Planning              | <b>OMR</b>   | Optical Mark Recognition                           |
| <b>EDP</b>       | Entrepreneurship Development Programme    | <b>PRI</b>   | Panchayat Raj Institutions                         |
| <b>FLFPR</b>     | Female Labour Force Participation Rate    | <b>PLFS</b>  | Periodic Labour Force Survey                       |
| <b>FLN</b>       | Foundational Literacy and Numeracy        | <b>POSH</b>  | Prevention of Sexual Harassment                    |
| <b>GP</b>        | Government Partnership                    | <b>QSR</b>   | Quick Service Retail                               |
| <b>HR</b>        | Human Resource                            | <b>SCERT</b> | State Council of Educational Research and Training |
| <b>ICT</b>       | Information and Communication Technology  | <b>SMC</b>   | School Management Committee                        |
| <b>ITES</b>      | Information Technology Enabled Services   | <b>SIB</b>   | Skill Impact Bond                                  |
| <b>ILO</b>       | International Labour Organisation         | <b>ToC</b>   | Theory of Change                                   |
| <b>MBIF</b>      | Magic Bus India Foundation                | <b>TVET</b>  | Technical and Vocational Education and Training    |
| <b>MoU</b>       | Memorandum of Understanding               | <b>YWFP</b>  | Young Women Fellowship Programme                   |
| <b>M &amp; E</b> | Monitoring & Evaluation                   |              |  |
| <b>MPI</b>       | Multidimensional Poverty Index            |              |  |

## FOREWORD

At Magic Bus, our mission has always been clear: to enable young people from underserved communities to move out of poverty and lead dignified, sustainable lives. As our work has scaled across geographies, cohorts, and systems, one truth has become increasingly evident — Impact without evidence is aspiration; impact with rigorous measurement becomes transformation.

In the development ecosystem where good intentions are abundant, Magic Bus has consistently chosen the more demanding path, to measure, to validate, and to hold ourselves accountable to outcomes, not activities. Every percentage point reported here, every transition tracked, and every outcome validated represents a young person's journey backed by robust data systems, ethical practices, and uncompromising integrity.

Our programmes are built on the belief that scale must never come at the cost of quality. As one of India's largest direct implementation organisations in the life skills and employability space, we have invested deeply in strengthening end-to-end measurement frameworks, right from baseline diagnostics and continuous monitoring to independent evaluations and real-time dashboards. This allows us not only to track progress, but to learn, adapt, and improve with speed and precision.

Technology has played a pivotal role in this journey. Platforms such as OASYS, FutureX, and Magic Mitra have enabled us to capture high-frequency, field-level data with greater accuracy and transparency. These systems reduce subjectivity, strengthen verification, and ensure that decisions, whether at the classroom, community, or leadership level, are informed by evidence rather than assumption. Our dedicated Fraud Prevention and Detection mechanisms further reinforce our commitment to data integrity, a practice that remains rare but essential in the social sector.

Behind every data point is a lived reality — a girl staying in school, a first-generation learner securing formal employment, a young woman re-entering the workforce with confidence. Measurement allows us to honour these journeys responsibly, ensuring that their stories are represented accurately and ethically.

Equally important is our emphasis on learning. Measurement is meaningful only when it drives better action. Insights from our data continuously shape programme design, facilitator training, partnership strategies, and policy engagement. This culture of evidence has enabled Magic Bus to work closely with governments, funders, and institutions as a trusted implementation and knowledge partner.

As you read this report, I invite you to view this as a reflection of our values, rigour, transparency, and long-term impact. The credibility of our work rests not only on whom we reach, but on how responsibly we measure the changes.

I remain deeply grateful to our teams, partners, donors, and communities who share this commitment to integrity and excellence. Together, we are building a development model where evidence leads, accountability strengthens trust, and impact endures.



**Jayant Rastogi**  
Global CEO,  
Magic Bus India Foundation

## MAGIC BUS FOOTPRINT

Adolescent Programme  
Direct Delivery Model

**3,58,755**  
Adolescents

**2,365**  
Schools

**368**  
Community  
Learning Centres

**22**  
States

Adolescent Programme  
Government Partnership

**26,25,955**  
Adolescents

**28,976**  
Schools

**35,961**  
Teachers  
Trained

**7**  
States

Livelihood Programme

**4,68,203**  
Youth Placed

**1,052**  
Colleges

**136**  
Livelihood Centres

**547**  
Entrepreneurship  
Incubation Centres'  
Participants in  
5 Locations



# MAGIC BUS INDIA FOUNDATION - THE ORGANISATION

## 1.1 Overview

Magic Bus India Foundation (MBIF) is one of India's foremost non-governmental organisations dedicated to empowering underserved adolescents and youth through holistic, life-course-based interventions. Established in 1999 by Matthew Spacie, MBIF operates with a vision to disrupt the intergenerational cycle of poverty by equipping young people aged 12–24 years with critical life skills, educational support, and employability competencies. Its integrated programming is structured around three interdependent pillars—facilitating the completion of secondary education, enhancing job-relevant skill development, and improving employability outcomes—thereby enabling a seamless transition from education to livelihood.

Over the past twenty-five years, MBIF has evolved into a nationwide movement that has reached over 35,00,000 adolescents and 4,68,203 youth across 22 States and Union Territories. Its outreach is operationalized through two complementary models that strengthen both direct service delivery and systemic capacity building. The Adolescent Direct Delivery (Magic Bus-led) Model directly engages 3,58,755 adolescents through 2,365 schools and 368 Community Learning Centres spread across 73 districts, with 52 percent of participants being girls. This model employs a structured, play-based pedagogy that fosters social-emotional learning, gender-equitable attitudes, and academic continuity, thereby addressing barriers to school completion and holistic adolescent development.

In parallel, the Adolescent–Government Partnership System Strengthening Model extends the organisation's impact at scale by embedding its life skills framework within public education systems. Through partnerships with 28,976 schools and 35,961 trained teachers across 50 districts in 11 States, this model has reached an additional 26,25,955 adolescents. The approach emphasizes teacher capacity building, monitoring and evaluation systems, and data-driven planning in collaboration with 141 institutional partners, ensuring sustainability and integration within State education ecosystems.

A significant institutional milestone was achieved with the introduction of the Livelihoods Initiative in 2015, which marked a strategic shift toward enhancing youth employability and labour market readiness. This initiative integrates 21st Century life and employability skill training, structured career guidance, digital literacy, and job readiness. As of March 2025, the initiative has reached 2,14,493 youth, facilitating successful job placements for 1,58,319 individuals through 1,130 core colleges and 133 livelihood centres across 17 States. Notably, 60 percent of the participants are women, reflecting MBIF's strong commitment to gender inclusion and economic empowerment.

Through these multi-level interventions, MBIF has positioned itself as a catalyst for inclusive growth and youth development in India's socio-economic landscape. Its model aligns with national priorities such as the National Education Policy (NEP) 2020, Skill India Mission, and the Sustainable Development Goals (SDGs)—particularly Goal 4 (Quality Education), Goal 5 (Gender Equality), and Goal 8 (Decent Work and Economic Growth). The organisation's sustained focus on life skills, employability, and educational continuity not only enhances individual capabilities but also contributes to the broader agenda of equitable and resilient community development.

In pursuit of these objectives, Magic Bus adopts a multi-layered, systems-based approach that combines school-based interventions with robust community engagement and strategic partnerships. The organisation leverages technology-enabled monitoring and evaluation platforms to generate real-time evidence on programme outcomes and impact, thereby informing adaptive learning and policy alignment. Through its integrated model, MBIF advances the agenda of human capital development and contributes substantively to national and global discourses on inclusive growth, equity, and social transformation.

Magic Bus adopts a multi-layered and collaborative programmatic approach that integrates an effective in-school component with broader community-based interventions. The organisation leverages its extensive community networks alongside technology-enabled monitoring and evaluation platforms to strengthen accountability, enhance programme fidelity, and generate actionable evidence. This integrated model emphasizes outcome-oriented strategies and measurable impact, thereby ensuring both scalability and sustainability of interventions.

## Magic Bus Journey

The inception of Magic Bus India Foundation can be traced back to 1999, when Matthew Spacie, then a senior executive at Cox and Kings and a member of the Bombay Gymkhana Club, observed a group of adolescent boys from nearby urban slums watching rugby matches from outside the grounds. Spacie not only invited these young men to participate in the sport but also leveraged his social network to secure them employment opportunities. However, despite initial placements, many of the boys were unable to sustain their jobs for more than a few weeks. Their inability to meet workplace expectations—such as punctuality, documentation compliance, communication, and reporting—revealed significant gaps in foundational life skills.

This experience provided a critical insight: breaking the intergenerational cycle of poverty required early and systematic interventions that focused not only on education and employment but also on equipping young people with essential life skills from an early age. Recognizing that these challenges extended beyond the small group of boys to the wider youth population in urban slums, Spacie conceptualized an intervention that addressed the holistic development of adolescents. This vision laid the foundation for what would become Magic Bus's flagship "Childhood to Livelihood" journey, a structured approach designed to empower young people to transition successfully into adulthood and secure sustainable livelihoods.

## Vision

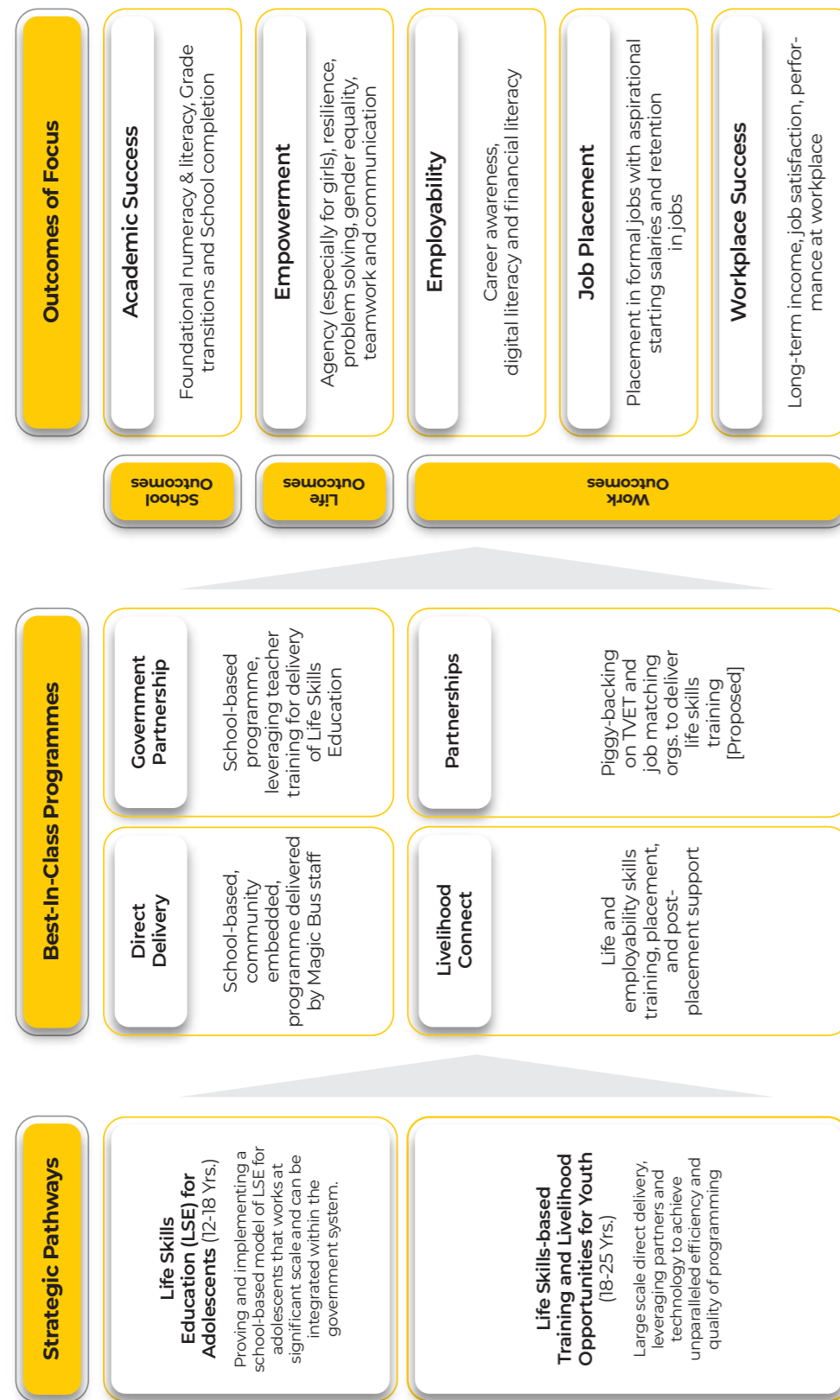
*A world where young people break out of poverty to lead fulfilling, rewarding lives and contribute positively to their communities.*

## Mission

*To equip vulnerable young people with the life skills that enable them to thrive in the transition to adulthood.*



## THEORY OF CHANGE



The Magic Bus Theory of Change (ToC) is designed to advance adolescents and youth along a developmental continuum from childhood to livelihood, emphasizing three interrelated outcome domains: school, life, and work. These domains collectively address the academic, socio-emotional, and economic dimensions of young people's growth, which are critical for breaking cycles of poverty. The ToC is operationalized through two thematic priorities. The first, life skills education for adolescents (12–18 years), focuses on strengthening school engagement, improving grade progression, and consolidating foundational literacy and numeracy (FLN). In parallel, it seeks to foster agency, resilience, gender equality, teamwork, and communication skills, thereby enabling adolescents to develop the competencies required for informed decision-making and personal empowerment.

The second thematic area centres on youth aged 18–25 and aims to strengthen their livelihood prospects through life skills-based training and employability interventions. This includes structured career awareness, job-readiness training, and support for placement in formal sector employment, with additional emphasis on retention and workplace success.

Together, these strategies position Magic Bus's ToC as a holistic model that bridges education and employability, embedding both immediate and long-term developmental goals. By integrating academic success, empowerment, and sustainable livelihoods, the ToC aligns with global evidence on human capital formation and socio-economic mobility, while remaining responsive to contextual realities in India.

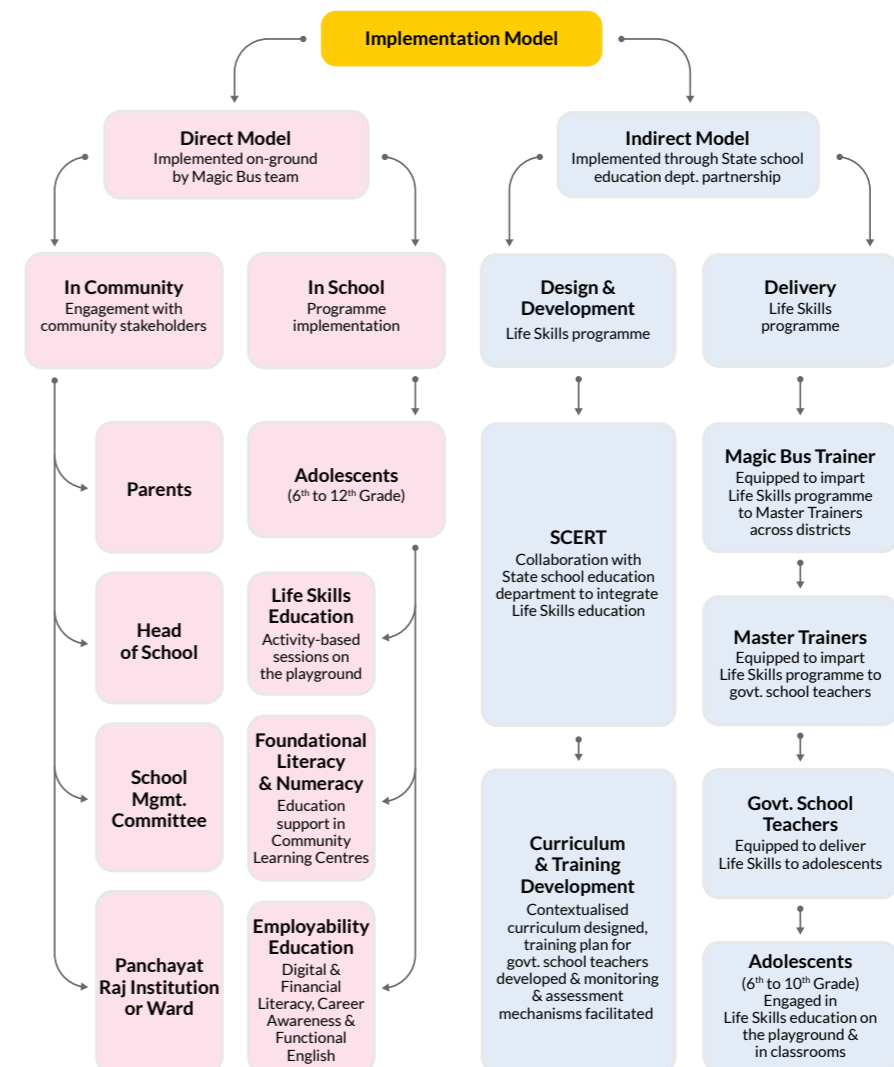
## MAGIC BUS PROGRAMMES

### Adolescent Programme

The Magic Bus India Foundation operates a dual-framework implementation model that combines Direct and Indirect approaches to promote adolescent development across India. This dual strategy allows the organisation to deliver intensive, localized interventions while simultaneously embedding life skills, foundational learning, and employability education within formal systems for scalable and sustainable impact. The framework focuses on three core pillars: life skills education, foundational literacy and numeracy (FLN), and employability education, which together enhance adolescents' agency, educational outcomes, and career readiness. Multi-level stakeholder engagement—ranging from parents and adolescents to School Management Committees (SMCs), Panchayati Raj Institutions (PRIs), and State education systems—ensures that adolescent development is integrated within broader community and institutional ecosystems.

### Adolescent Programme - Direct Model

The Direct Model involves on-the-ground programme delivery by Magic Bus staff, engaging adolescents and community stakeholders directly. This model allows for context-specific adaptation of programme components and close monitoring of outcomes. At the household and community level, the Direct Model focuses on engaging parents, guardians, and local governance institutions.



Structured awareness sessions, parent–adolescent dialogues, and community events create an enabling environment for education and skill development. Engagement with SMCs and PRIs strengthens accountability, as these bodies oversee education delivery and adolescent welfare in their constituencies. In schools, the Direct Model emphasizes activity-based pedagogy. Adolescents from grades 6 to 12 participate in structured sessions conducted in classrooms and playgrounds, developing life skills such as communication, teamwork, problem-solving, gender-equitable attitudes, and resilience. Foundational Literacy and Numeracy support through Community Learning Centres addresses learning deficits, while employability education introduces digital and financial literacy, functional English, and career exploration. The Direct Model produces immediate outcomes, including improved school attendance, reduced dropout rates, enhanced socio-emotional skills, and stronger community engagement. It also generates evidence and insights that inform systemic interventions under the Indirect Model, making it both an intervention and a testing ground for innovation.

### Outreach of the Magic Bus Adolescent Programme in India

The Magic Bus Adolescent Programme demonstrates a significant footprint across India, covering 22 States and union territories through a balanced distribution across the eastern, northern, southern, and western regions. Outreach spans 3,617 rural villages and 561 urban wards, reflecting the programme’s dual engagement strategy in both rural and urban contexts. Our work shows a strong focus on remote areas, particularly in the northern region where we are actively engaging adolescents in 1,400 villages (39% of our total rural reach), showcasing our ability to deliver programmes at scale even in distant rural communities. Concurrently, our commitment to supporting adolescents is evident, with the West and South regions together achieving strong urban coverage, working in over 50% of our total wards (246 out of 554). This balanced spread proves our ability to adapt our programme delivery to serve the unique development needs of adolescents across diverse socio-geographic contexts.

At the institutional level, the programme partners with a wide spectrum of schools—government, private, and government-aided—highlighting its inclusive approach to educational ecosystems. Out of a total of 2,365 schools covered, government schools constitute the largest share (1,774), with notable engagement in southern and western India.

We are currently working in 282 Government-Aided Schools across India. This includes 164 schools in the West region, 87 in the South region, 26 in the North, and 5 in the East. By focusing our efforts in these regions, we are building strong partnerships with these schools to effectively reach more adolescents. Our programme also currently engages 286 Private Schools. We see the highest number of these partnerships in Northern India, which helps us ensure our programme can reach diverse groups of adolescents

Magic Bus Adolescent Programme Outreach	Region				India Overall
	East	North	South	West	
States & Union Territories	4	9	5	4	22
Districts	10	20	26	17	73
Number of Villages (Rural)	306	1,430	1,095	786	3,617
Number of Wards (Urban)	72	243	153	93	561
Blocks	23	88	168	75	354
Number of Govt. Schools	213	324	598	639	1,774
Number of Private Schools	4	205	15	62	286
Number of Govt. Aided Schools	9	22	87	164	282
Total Number of Schools Covered in Projects	226	549	700	859	2,334
Headmasters	225	599	696	890	2,410
Teachers	1,054	3,662	8,471	4,623	17,810
Boys	17,597	50,931	50,868	51,876	1,71,272
Girls	22,720	52,751	59,713	52,299	1,87,483
<b>Overall Adolescents</b>	<b>40,317</b>	<b>1,03,682</b>	<b>1,10,582</b>	<b>1,04,175</b>	<b>3,58,755</b>

The programme also maintains strong linkages with institutional leadership and teaching staff, covering 2,410 headmasters and engaging more than 17,810 teachers nationwide. Teacher participation is especially high in the southern and western regions, where programmatic reach extends across large school networks. This teacher engagement is a critical pathway for embedding life skills, foundational learning, and employability education into classroom processes, ensuring sustainability beyond direct programme delivery.

In terms of direct adolescent programme participants, the programme reaches 3,58,755 adolescents, with a near-equal distribution between boys (1,71,272) and girls (1,87,483). The gender distribution indicates a deliberate emphasis on inclusivity, with girls forming a slight majority (52%), aligning with the programme’s gender equity objectives.

Taken together, these figures reveal the Magic Bus Adolescent Programme’s capacity to operate at scale while maintaining balance across rural and urban contexts, school types, and gender representation. Its multi-level engagement with schools, teachers, and adolescents demonstrates an ecosystem approach that is both expansive and inclusive, making it a key driver in advancing adolescent development across diverse geographies in India.

### Adolescent Programme - Indirect Model

The Indirect Model of Magic Bus, operational through the Government Partnership (GP) programme, emphasizes scaling impact by leveraging seven State-level education systems rather than relying on direct delivery mechanisms. This model ensures systemic adoption, sustainability, and broad-based outreach, embedding life skills interventions and employability education within government structures. The GP programme was born out of the recognition that most of India’s adolescents—particularly those from underserved communities—are enrolled in government-run schools. Acknowledging Magic Bus India Foundation’s (MBIF) expertise in life skills education, State education departments invited the organisation to collaborate in strengthening government systems and empowering India’s massive adolescent population with 21st-century competencies. Accordingly, MBIF signed formal Memorandums of Understanding (MoUs) with six State governments to roll out life skills education at scale. Implementation is anchored through State education departments, District Education Offices, State Councils of Educational Research and Training (SCERTs), teacher training institutes, and other government bodies. Programme content is carefully aligned with national policies such as NEP 2020 and NIPUN Bharat, enabling the integration of modules on life skills, gender sensitization, digital literacy, financial literacy, and employability within school curricula and teacher professional development systems. Magic Bus trainers build capacity by training master trainers, district resource persons, and school coordinators, who then cascade training to government schoolteachers and local facilitators. The cascading flow ensures that teachers are equipped to deliver contextualised, activity-based, and experiential life skills education, fostering critical thinking, self-reflection, and application in adolescents.



The Indirect Model also prioritizes continuous support, accountability, and contextual adaptation by engaging parents, community leaders, School Management Committees (SMCs), and PRIs. This creates a supportive ecosystem that enables the life skills programme to take root beyond the classroom. Digital innovations such as the Magic Mitra platform provide ongoing mentorship, self-learning opportunities, and monitoring, further strengthening the delivery of life skills pedagogy at scale. To ensure quality, MBIF collaborates with State governments to co-create contextualised curricula, training plans, and robust monitoring and assessment systems that institutionalize life skills education across schools. Alongside this, strong data systems—including digital feedback loops, teacher reports, and community monitoring—facilitate evidence-driven refinements in programme design and delivery. Importantly, evidence and insights from Direct Model pilots are systematically scaled through the GP programme, ensuring interventions remain relevant, effective, and responsive to diverse contexts. While the Direct Model produces more immediate behavioral shifts among adolescents, the Indirect Model drives long-term system-wide transformation by embedding 21st-century life skills and adolescent development priorities within 150 districts, 1,261 blocks, and nearly 29,000 schools across seven States. By strengthening teacher capacity, institutionalising life skills education, and engaging millions of students through mainstream government systems, the GP programme demonstrates how life skills interventions can be scaled sustainably to transform adolescent learning and future readiness.

#### Outreach and Impact of Magic Bus Government Partnership (GP) Programme

The Magic Bus Government Partnership (GP) programme demonstrates a substantial nationwide footprint, working in 150 districts across seven States. The programme has reached scale through deep penetration in schools, with nearly 29,000 schools engaged, capacity building forms a critical pillar of the intervention, with 1,474 master trainers and 35,961 teachers trained, ensuring sustained delivery of life skills and employability education. The programme’s outreach also reflects balanced engagement across urban and rural contexts, with block-level coverage extending to more than 1,261 blocks, highlighting its embeddedness in State systems.

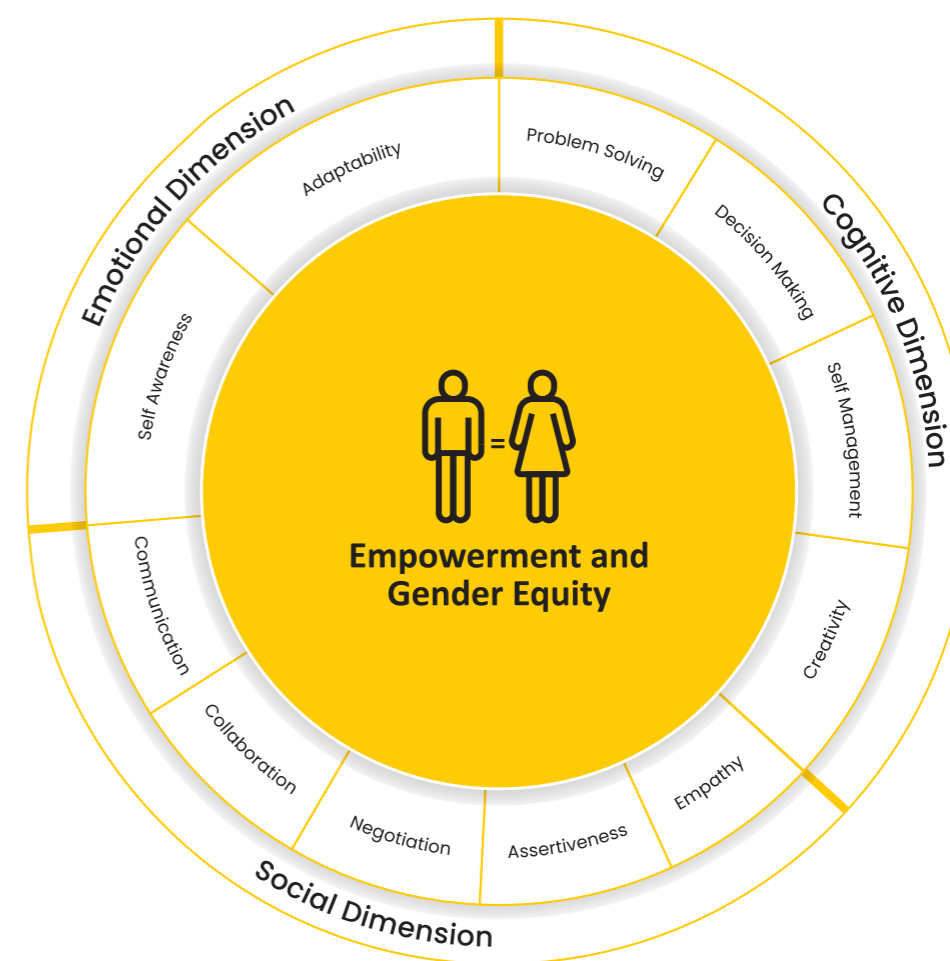
In terms of GP programme participants, the programme has enrolled over 54,00,000 adolescents, with the largest share in Assam (25,00,000) and Odisha (15,00,000). Of these, 26,00,000 adolescents have been reached with programme content, reflecting strong progress in scaling interventions across States. The significant variance between enrolment and actual reach underscores both the scale of ambition and the operational challenges of engaging all adolescents meaningfully. Nonetheless, the data reflects Magic Bus’s ability to mobilise State resources, strengthen teacher capacities, and integrate interventions at scale—positioning the GP programme as a critical driver of adolescent life skills education within government systems. The table below has the details;

Government Partnership Programme Outreach	Year 2023-24						
	Andhra Pradesh	Assam	Haryana	Madhya Pradesh	Mizoram	Odisha	Total
Districts	26	33	3	20	11	30	123
Blocks	547	145	14	53	24	314	1,097
Schools	1,300	10,187	563	3,107	948	8,407	24,512
Master Trainers Trained	125	279	NA	176	79	314	973
Teachers Trained	2,521	7534	1,172	5,965	958	6,609	24,759
Outreach	25,3462	-	61,393	1,14,406	14,792	71,4888	11,58,941

Together, the Direct and Indirect Models create a complementary framework: the Direct Model delivers intensive, localized engagement producing immediate adolescent-level outcomes, while the Indirect Model scales these interventions systemically, embedding them into formal education structures for long-term, sustainable change. By combining hands-on delivery with systemic integration, Magic Bus ensures both depth and breadth of impact, addressing the multifaceted challenges faced by adolescents in India.

### Adolescent Programme - Direct Delivery Approach Life Skill Education

The life skills framework provides a comprehensive structure for understanding the multidimensional competencies required for individual growth and social transformation. At its core, the framework emphasizes empowerment and gender equity, underscoring that these competencies extend beyond personal development to become drivers of systemic change. The framework is organized into three interrelated dimensions—cognitive, emotional, and social—each encompassing a distinct cluster of skills that enable individuals to adapt, thrive, and participate meaningfully in society (WHO, 1997; UNICEF, 2019).



The cognitive dimension highlights intellectual and mental processes that underpin adaptive thinking and decision-making. It includes problem-solving, the ability to identify, analyze, and implement solutions to challenges; decision-making, involving evaluation of alternatives and outcomes; self-management, which refers to regulating one’s emotions, behaviors, and thoughts in constructive ways; and creativity, or the generation of innovative ideas and solutions. The emotional dimension captures intrapersonal awareness and regulation. Adaptability refers to resilience in navigating changing contexts, self-awareness to recognizing personal strengths, limitations, and motivations, and empathy to understanding and sharing the emotions of others. The social dimension foregrounds interpersonal and collective competencies. These include communication as the ability to express and exchange information effectively; collaboration as cooperative work toward shared goals; negotiation as conflict resolution through compromise; and assertiveness as expressing one’s needs and perspectives with clarity and respect.

Magic Bus India Foundation operationalizes this life skills framework through its adolescent programmes, equipping young people with core skills via activity-based sessions conducted on playgrounds and in schools. This experiential pedagogy fosters resilience and strengthens self-efficacy in the face of destabilizers such as child labour, early marriage, and school dropout. The programme explicitly integrates the three dimensions of the framework—cognitive, emotional, and social—by cultivating competencies such as collaboration, creativity, decision-making, problem-solving, communication, self-management, self-awareness, adaptability, empathy, assertiveness, and negotiation. By embedding life skills education in the lived experiences of adolescents, Magic Bus ensures that young people not only complete their education but also acquire the capabilities necessary to transition successfully from childhood to livelihood.



“I always wanted to become a Tamil teacher, like the one who inspired me.  
 Magic Bus guided me on what to study and gave me confidence.  
 Today, I believe we don't have to wait - our change begins now, in our own village.”

- Brindha, Programme Participant

## Foundational Literacy & Numeracy

Within its adolescent-focused interventions, Magic Bus India Foundation addresses Foundational Literacy and Numeracy (FLN) as a core component of holistic youth development. This is operationalized primarily through Community Learning Centres (CLCs), which serve as safe, structured environments for adolescents from underprivileged urban and rural communities. The CLCs provide a continuum of development programmes encompassing formal education, life skills, and cognitive capacity-building, with a specific emphasis on bridging gaps in basic literacy and numeracy competencies.

Foundational Literacy is conceptualized to include reading, writing, speaking, and the interpretation of thoughts, while Foundational Numeracy encompasses basic arithmetic operations, spatial awareness, and understanding of shapes and measurement. The FLN curriculum is aligned with the content typically delivered in grades 1–5 of formal schooling, ensuring that adolescents who have fallen behind are provided with targeted remediation. Learning outcomes are systematically assessed and categorized into three progressive levels.

**Level I – Literacy and numeracy competencies corresponding to Grades 1–2**

**Level II – Literacy and numeracy competencies corresponding to Grades 3–4**

**Level III – Literacy and numeracy competencies corresponding to Grade 5**

Through structured one-year interventions, the CLC programmes facilitate peer-to-peer learning and provide individualized instruction, aiming to bring adolescents up to age-appropriate academic levels. This foundation supports school retention, complements life skills development, and enhances the adolescents’ preparedness to transition effectively from education to livelihood opportunities.

## Employability Skills Education

The Employability Skills Education module of Magic Bus India Foundation is designed to facilitate adolescents’ transition from education to the workforce by enhancing career awareness and equipping them with essential competencies for productive economic participation. Building upon the foundational life skills curriculum, the module provides structured workshops and activity-based sessions covering financial literacy, digital literacy, functional English, career awareness, and sexual and reproductive health, thereby extending cognitive, emotional, and social skills into applied, work-related contexts. By emphasizing work readiness, the programme prepares adolescents and youth to navigate professional environments, make informed career decisions, and acquire the skills necessary to respond effectively to future challenges, ultimately supporting sustained engagement in the labour market and long-term employability outcomes.

## Community Engagement



Through systematic engagement with community stakeholders, the Magic Bus India Foundation collaborates with parents, school heads, School Management Committees (SMCs), Panchayati Raj Institutions (PRIs), and other local governance bodies. This component of the programme seeks to empower stakeholders as supportive agents, thereby creating enabling environments that facilitate adolescent development. By working closely with parents, key community influencers, and local government structures, the programme fosters a context that is both responsive to adolescents’ needs and conducive to informed decision-making regarding their education, life skills, and future career pathways.

Through its direct delivery adolescent programmes, Magic Bus currently operates across 22 States and union territories in India, reaching adolescents in rural, semi-urban, and urban communities. The programme spans 3,617 villages and 561 urban wards, covering 354 blocks. A total of 2,365 schools are included in the programme, comprising 1,774 government schools, 286 private schools, and 282 government-aided schools. These schools are supported by 2,410 headmasters and 17,810 teachers. The programme currently engages 3,58,755 adolescents, including 1,71,272 boys and 187,483 girls, ensuring broad participation across diverse socio-economic contexts. By targeting government, private, and government-aided schools, and leveraging community networks and local governance structures, the programme maximizes its reach and effectiveness while fostering sustainable support systems for adolescent development.

## Government Partnership Programme

The Government Partnership (GP) programme is not a single, uniform intervention but rather a multi-pronged strategy that integrates curriculum development, strengthens teacher capacity, mobilises communities, leverages digital platforms, and embeds monitoring and accountability within government systems to ensure sustainable and scalable impact.

## Curriculum Integration

Under this model, Magic Bus collaborates with State education departments, SCERTs, and teacher training institutes to embed 21st-century life skills within existing school curricula and training frameworks. The intervention ensures alignment with national education priorities such as NEP 2020 and NIPUN Bharat, enabling adolescents to gain exposure to life skills, gender sensitization, digital and financial literacy, and employability competencies through classroom instruction and activity-based sessions. By institutionalizing life skills in mainstream curricula, this model enhances sustainability and reduces dependence on external facilitators.

## Teacher Capacity Building



A cornerstone of the GP programme is the cascading training approach. Magic Bus trainers work with master trainers, district resource persons, and school coordinators, who subsequently train government schoolteachers. This model emphasises experiential, activity-based pedagogy, encouraging teachers to adopt reflective and participatory methods. Through MoUs with State governments, Magic Bus co-develops contextualised training modules and monitoring frameworks that enhance teacher professional development. Teachers thus become empowered to deliver life skills interventions on playgrounds and in classrooms, ensuring scale and quality.

## Community Engagement and Governance

Recognising that education outcomes are shaped by community and governance ecosystems, the GP programme also invests in strengthening School Management Committees (SMCs), PRIs, Parents, and Local Leaders. This model aims to increase accountability, improve ownership, and build supportive environments for adolescents' holistic development. Sensitisation efforts ensure that life skills education, gender equity, and educational attainment are understood as community priorities, reinforcing government-led initiatives with grassroots support.

## Digital and Technology-Enabled

Digital innovations are leveraged to sustain reach and ensure continuous mentoring. Platforms such as Magic Mitra provide adolescents and teachers with on-demand learning content, guidance, and monitoring support. By integrating digital tools within State education ecosystems, the programme enhances teacher effectiveness, provides scalable feedback mechanisms, and supports adolescents in accessing interactive learning experiences. This model ensures that capacity-building efforts are not one-off, but continuously reinforced through technology-enabled mentorship and data systems.



## Monitoring, Evidence, and Policy Integration

The GP programme ensures sustainability through evidence-based policy integration. Robust data collection methods—including digital feedback loops, teacher reports, and community monitoring—are used to refine content and delivery. Evidence generated from Direct Model pilots is systematically fed into the GP model, making interventions contextually relevant and scalable. Furthermore, co-created guidelines, assessment systems, and monitoring mechanisms with government partners institutionalise 21st-century life skills within State systems, enabling long-term adoption at scale.



### From Silence to Strength

"I used to stay quiet because of self-doubt. Everyone would tease me for my lean physique, hence I would avoid meeting them. Magic Bus helped me speak up and believe in myself. Through life skills sessions, I found my voice and strength. My mentors encouraged me to join a Kabaddi match that changed everything. I learned how to overcome fear through courage and perseverance. Soon, I began excelling in sports, winning gold medals in wrestling and athletics at district and State levels, and representing Himachal Pradesh nationally. Now, I know I'm strong inside and out."

- Kritika Rana, Programme Participant

## THE MONITORING & EVALUATION SYSTEM

Magic Bus India Foundation (MBIF) has instituted a technology-enabled, robust, and multi-layered Monitoring and Evaluation (M&E) system that operates seamlessly across its Direct Delivery and Government Partnership (GP) programmes. With a dedicated team of over 35 M&E professionals skilled in both quantitative and qualitative methodologies, the system ensures that programme implementation is closely monitored, outcomes are systematically assessed, and long-term impacts are rigorously evaluated. Importantly, the framework extends beyond the remit of operational efficiency; it functions as a dynamic mechanism for learning, adaptation, and advocacy, ensuring that programme strategies remain responsive to emerging needs.

In Direct Delivery programmes, MBIF collects granular child-level data across 120 adolescent projects, tracking session attendance, participation, and learning progress. These data provide actionable insights into adolescent development and enable timely remedial interventions. In contrast, Government Partnership programmes emphasize school- and system-level monitoring, capturing teacher training, session delivery, and student life skills outcomes through digitally integrated monitoring systems, thereby embedding life skills education within State education ecosystems. By combining these approaches, MBIF's M&E system not only strengthens programme quality and accountability but also creates a synergistic pathway where evidence from Direct Delivery informs government adoption, and government systems enable sustainability and institutionalization at scale.

At the core of this system lies a suite of integrated digital solutions that enable end-to-end tracking of programme inputs, outputs, and outcomes. These include platforms for project initiation and participant registration, digital tools for session monitoring and attendance tracking, applications for training and session quality management, technology-enabled assessments for community-based learning centres, and survey systems for periodic benefit tracking. Together, these digital mechanisms create a comprehensive ecosystem that enhances transparency, efficiency, and scalability across diverse geographies.

**M&E functions are closely aligned with MBIF's key outcome areas:**

- **School Outcomes:** Academic success measured through foundational learning levels, grade progression, and school completion.
- **Life Outcomes:** Enhanced empowerment, resilience, gender equality, problem-solving, teamwork, communication, employability, and financial/digital literacy.
- **Work Outcomes:** Successful job placement in aspirational roles, long-term workplace success, income stability, and career advancement.

To measure progress across these domains, MBIF employs rigorous outcome and impact tracking mechanisms, including baseline, midline, and endline assessments; digital systems for behaviour management and child transformation tracking; structured qualitative assessments; and session quality monitoring. Additionally, job placement data are validated through documentary proof and aligned with national skills and employment tracking systems, while alumni follow-up provides insights into long-term workplace outcomes.

By embedding technology within a rigorous evaluation framework, MBIF's M&E system not only reinforces programme quality and accountability but also facilitates evidence-based advocacy and policy alignment. The dual emphasis on child-level monitoring in Direct Delivery and system-level integration in Government Partnerships creates a virtuous cycle of innovation and institutionalization: field-level insights feed into State systems, while government digital infrastructures ensure scale, sustainability, and interoperability.

### Direct Delivery Programmes

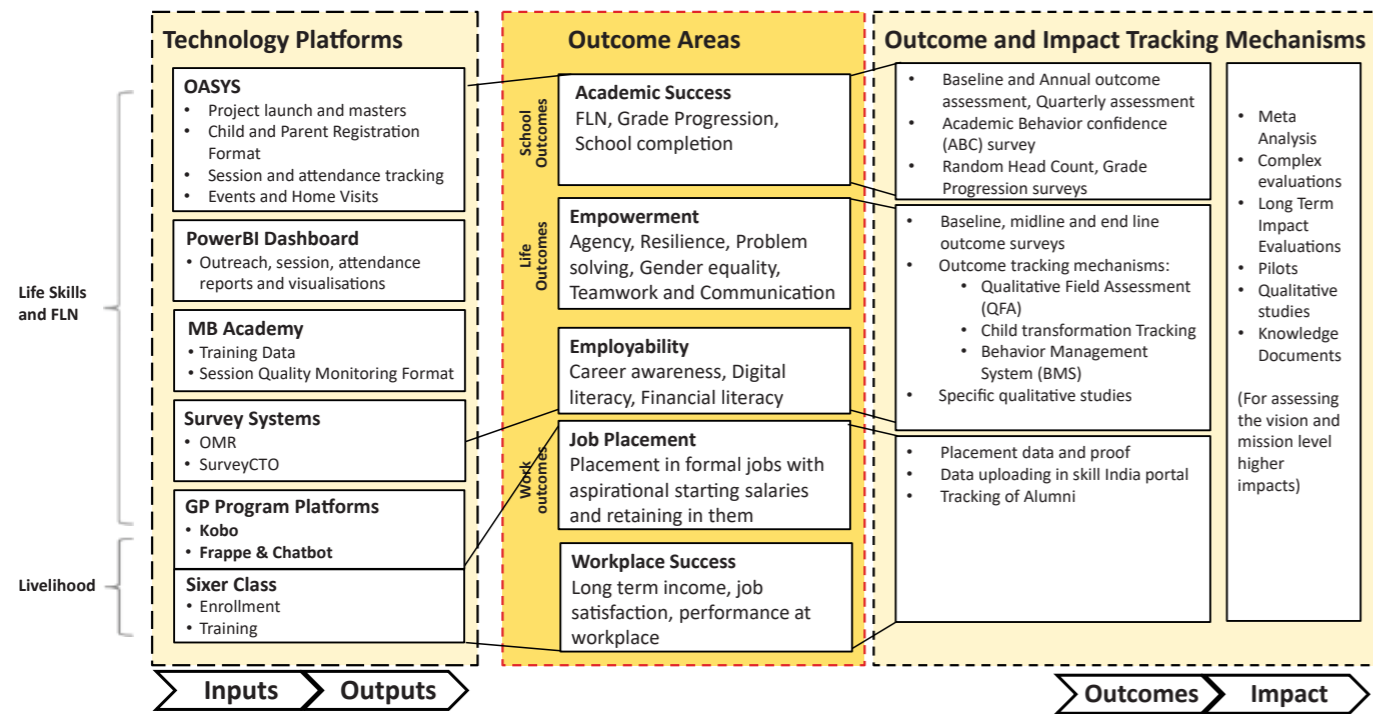
In Direct Delivery programmes, MBIF engages directly with adolescents, parents, teachers, and community stakeholders, ensuring that interventions are both contextually relevant and deeply participatory. At the heart of this model is the systematic capture of child-level data, which tracks each adolescent's attendance, participation in sessions, and progress in acquiring life skills, foundational literacy, numeracy, and employability competencies. This granular data enables MBIF to closely monitor individual trajectories, identify learning gaps, and tailor support strategies to address diverse needs. Direct engagement also facilitates parent-adolescent dialogues, community events, and teacher interactions, creating a holistic support ecosystem that reinforces positive behaviors and educational aspirations. By working hands-on at the community and school levels, MBIF not only ensures individual participation and learning but also generates real-time insights and innovations that strengthen programme design. These lessons serve as a testing ground for scalable models, feeding into the organisation's larger mission of influencing systemic change through evidence-informed government partnerships.

- **Field-Level Monitoring:** The OASYS platform tracks adolescent registration, attendance, home visits, and session delivery in real time. Random head counts and attendance checks validate participation patterns.
- **Project-Level Monitoring:** Session quality is assessed through the Magic Bus Academy (MBA) platform, where structured feedback informs corrective actions. PowerBI dashboards provide visualization of session data and trends. Regular review calls ensure adaptive management.
- **Longitudinal Assessments:** Standardized baseline, midline, and endline surveys using OMR tools track outcomes in literacy, numeracy, life skills, and employability. Life Skills Scales, SJTs, and CTT tools capture behavioral change, agency, and problem-solving skills.
- **Concurrent Monitoring:** Tools such as Child Transformation Tracking (C2T) and Grade Progression Tracking measure academic continuity and qualitative progress.
- **Evaluation and Learning:** Annually, over 80 evaluations are conducted, employing a mixed-methods approach that integrates quantitative metrics, Situation Judgment Tests (SJT), and qualitative methods such as case studies and participatory tools. The SJT is designed to assess seven key life skill outcomes—including communication, problem-solving, decision-making, critical thinking, teamwork, self-efficacy, and ethical reasoning—through scenario-based exercises that reflect real-world challenges faced by youth. Customized rubrics are developed for each outcome to ensure standardized, reliable scoring and meaningful interpretation of results.

Digital platforms, including SurveyCTO and mobile-based surveys, enable efficient, real-time data collection and analysis, enhancing data accuracy, scalability, and timeliness. This robust evaluation framework generates high-quality, credible, and donor-ready evidence, which informs programme refinement, strategic decision-making, and policy advocacy, ensuring interventions remain responsive to youth needs and labour market demands.

Through this structure, the Direct Model functions as an innovation hub, testing new pedagogies and assessment methods that later inform systemic scaling.

The broad architecture of Magic Bus M&E system is as follows



- **Attendance and Session Tracking:** A Session Monitoring Tool, linked to teachers and school systems, captures student participation and programme delivery at the school level. Data is visualized through State-specific dashboards, allowing real-time oversight by both MBIF and government stakeholders.
- **Programme Monitoring:** Quality delivery is ensured through classroom observations using the Session Quality Monitoring Format. Qualitative Field Assessments (QFA) collect in-depth insights from students, teachers, and parents, highlighting implementation challenges and successes. Periodic review meetings with district officials strengthen accountability and responsiveness.
- **Evaluation and Assessment:** Annual student assessments measure progress in life skills using standardized tools such as Situational Judgment Tests (SJT). Pre- and post-training evaluations of teachers and Master Trainers track improvements in facilitation and pedagogy. Baseline and endline evaluations, often conducted by external agencies, provide evidence of systemic change in states like Odisha, Rajasthan, and Madhya Pradesh.
- **Data Analysis and Reporting:** State-level dashboards and analytical reports are shared regularly with SCERTs and education departments, embedding M&E into official review and decision-making processes.
- **Evidence Generation:** Findings from assessments and QFAs feed into policy dialogues, curriculum revisions, and advocacy, strengthening the institutionalization of life skills education within government systems.



This model allows MBIF to scale its impact across thousands of schools, shifting the responsibility for adolescent development from project-driven interventions to State-owned education systems.

## Government Partnership Programmes

In Government Partnership (GP) programmes, MBIF strategically aligns its life skills and employability education models with the priorities and frameworks of State education systems, ensuring that interventions are not standalone but fully integrated into the existing institutional ecosystem. This alignment allows for the co-creation of monitoring and evaluation mechanisms that are embedded within government structures—ranging from SCERTs and district education departments to school-level management committees—thereby promoting systemic ownership and accountability. By leveraging IT-based tools such as session monitoring dashboards, school-level attendance trackers, and teacher training assessment frameworks, MBIF strengthens the government’s capacity to monitor programme delivery in real time. This embedded approach ensures that the measurement of life skills, literacy, numeracy, and employability outcomes is not externally driven but becomes an integral part of State-led education governance. Such integration enhances both sustainability and scalability, enabling MBIF’s evidence-based models to move beyond project-specific interventions and become institutionalized within government education systems, thereby reaching a significantly larger adolescent population across multiple States.



## Complementarity Between Direct and GP Models

The Direct Model provides depth by generating child-level evidence, piloting innovative tools, and capturing nuanced behavioral outcomes. The GP Model provides breadth and sustainability by embedding these tools and approaches within State systems, ensuring scale and policy integration. Together, they create a feedback loop: evidence from direct projects informs government adoption, while government partnerships amplify and sustain impact.

## Livelihood Programme

In response to persistent challenges in youth employment and economic inclusion, the Magic Bus India Foundation (MBIF) Livelihood Programme positions itself not as a conventional skilling initiative but as a transformative pathway towards inclusive and resilient economic participation. By emphasising transferable life skills, employability competencies, and entrepreneurial capabilities, the programme simultaneously addresses immediate labour market gaps and equips young people to navigate future disruptions. Its approach goes beyond technical skilling by building youth agency, enabling informed career and life decisions, supporting families in achieving stable incomes, and fostering young people as change agents within their communities. For women in particular, the programme develops targeted pathways into employment and entrepreneurship, recognising their inclusion as both a driver of equity and an economic necessity.



### Core Pillars of the Livelihood Programme

The Magic Bus Livelihood Programme is built on four core pillars—Enhancing Employability, Building Youth’s Agency, Strategic Job Placements, and Entrepreneurship Support—which together create a holistic framework for youth empowerment and economic inclusion. By integrating life skills, market-linked skilling, and enterprise development, the programme enables young people from underserved communities to secure sustainable livelihoods and contribute meaningfully to India’s economic growth.

#### a) Enhancing Employability

The programme facilitates the development of transferable life and employability competencies among youth from underserved communities, supplemented by sector-specific orientations aligned with contemporary labour market requirements. Core competencies—including communication, critical thinking, problem-solving, and workplace preparedness—are cultivated to enhance participants’ capacity to navigate professional environments effectively and secure sustained employment.

#### b) Building Youth’s Agency

The programme strengthens youth agency by equipping young people to:

- Make informed career and life decisions
- Support their families with stable and dignified incomes
- Act as change agents in their communities

#### c) Strategic Job Placements

MBIF facilitates structured placements in grey-collar and white-collar positions across sectors such as Retail, BFSI, IT-ITeS, E-commerce, and Quick Service Retail (QSR). Integrated career-readiness support mitigates workforce attrition, ensuring smoother transitions and sustained engagement in formal employment.

#### d) Entrepreneurship Support

The programme supports aspiring entrepreneurs—particularly women—in building and growing micro and nano enterprises through training, credit linkages, and access to diverse markets. This intervention builds entrepreneurial agency by enabling youth to:

- Take informed business and financial decisions
- Generate sustainable income to support their families in leading dignified lives
- Act as role models and change agents within their communities



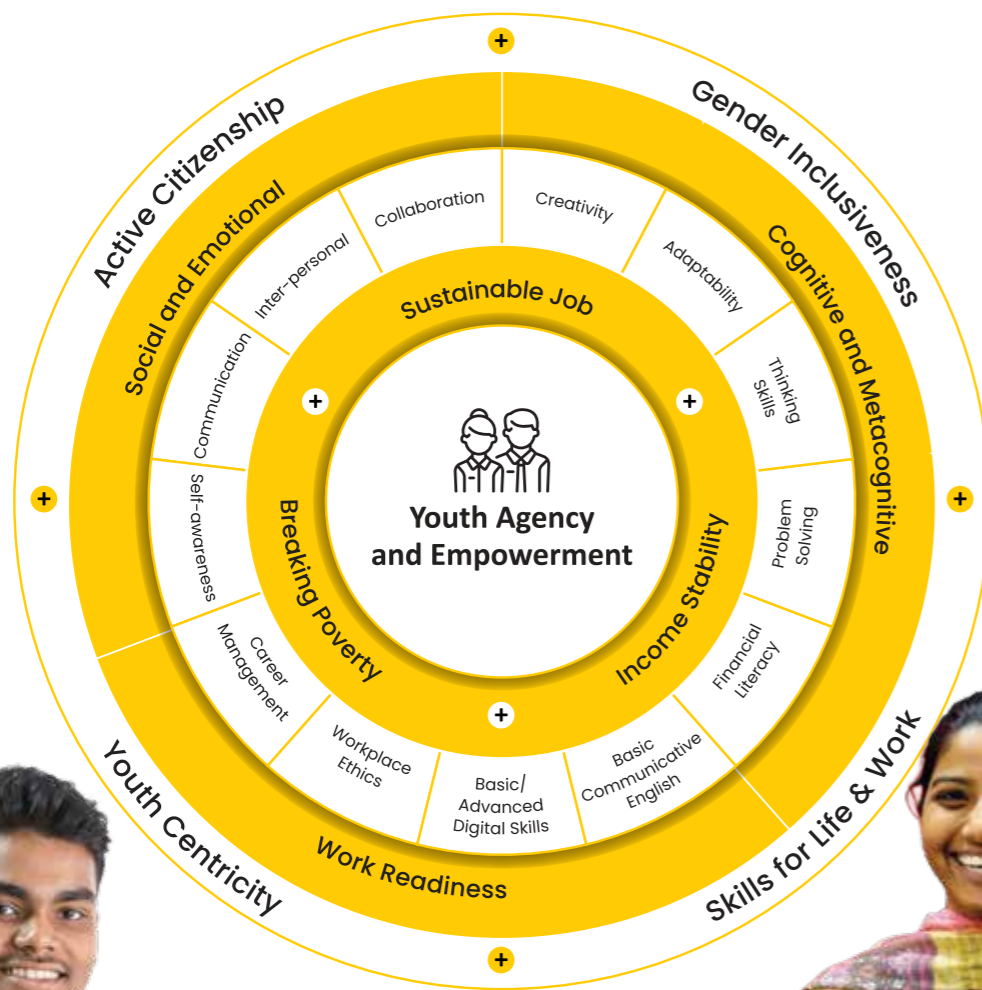
### Scale and Impact

With over a decade of experience and a proven record of skilling and placing more than 100,000 youth annually, Magic Bus has emerged as India’s largest non-profit direct skilling organisation. By embedding employability skills, market connections, and financial linkages into one continuum, the Livelihood Programme ensures that young people transition into sustainable jobs and enterprises. In doing so, it helps bridge the demand–supply gap in the labour market while contributing to India’s vision of becoming a \$30 trillion economy by 2047.

## Livelihood Programme Framework

The Magic Bus Livelihood Framework reflects the organisation's support for underserved youth reimaged through a global lens of life and employability skills.

Magic Bus's Livelihood Programme is designed to prepare young people for the formal employment landscape, focusing on equipping them with transferable life and employability skills. The livelihood curriculum is aligned with the qualification pack for the job role - Client Engagement Associate, released by the Management & Entrepreneurship and Professional Skills Council (MEPSC) for 21st-century life and employability skills. The content is delivered through participatory and experiential learning methods, utilizing blended model delivery techniques that include offline, virtual, and self-learning sessions. Magic Bus is one of the first movers to develop and deliver an alternative curriculum on life & employability skilling by partnering with various Corporates, Employers, and Government bodies to support young people and ensure that it is industry-oriented and relevant to the current job



1)

- Transferable life and Employability Skills – Aligned with ILO 21st Century Life Skill Framework
- QP Code: Client Engagement Associate (MEP/Q0301)

2)

- 270 Hours Curriculum + 60 Hours OJT
- 11 Credits under NEP
- Participation and Application Based Learning
- Active Engagement through Gamification and Activities

3)

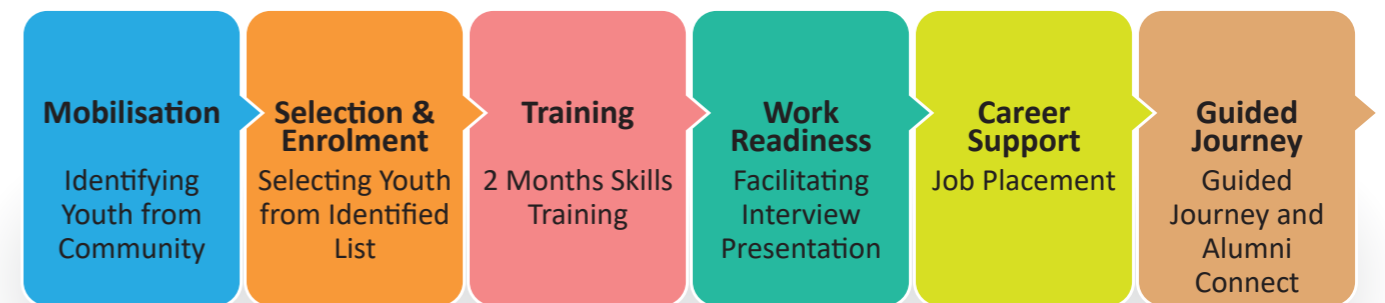
- 5 Key Sectors**
- BFSI
  - IT-ITES
  - Logistics
  - Retails
  - Tourism and Hospitality

4)

- Customer Centric Job Roles**
- Sales Executive
  - Relationship Executive/officer
  - Jr. Relationship Officer
  - Customer Support Executive
  - Phone Banking Officer
  - Customer Relationship Executive

## The Livelihood Programme Strategy

Journey of Youth



To move the needle on

### Life & Employability Skills

Career Readiness: 21st Century Life & Employability Skills

### Job Attainment

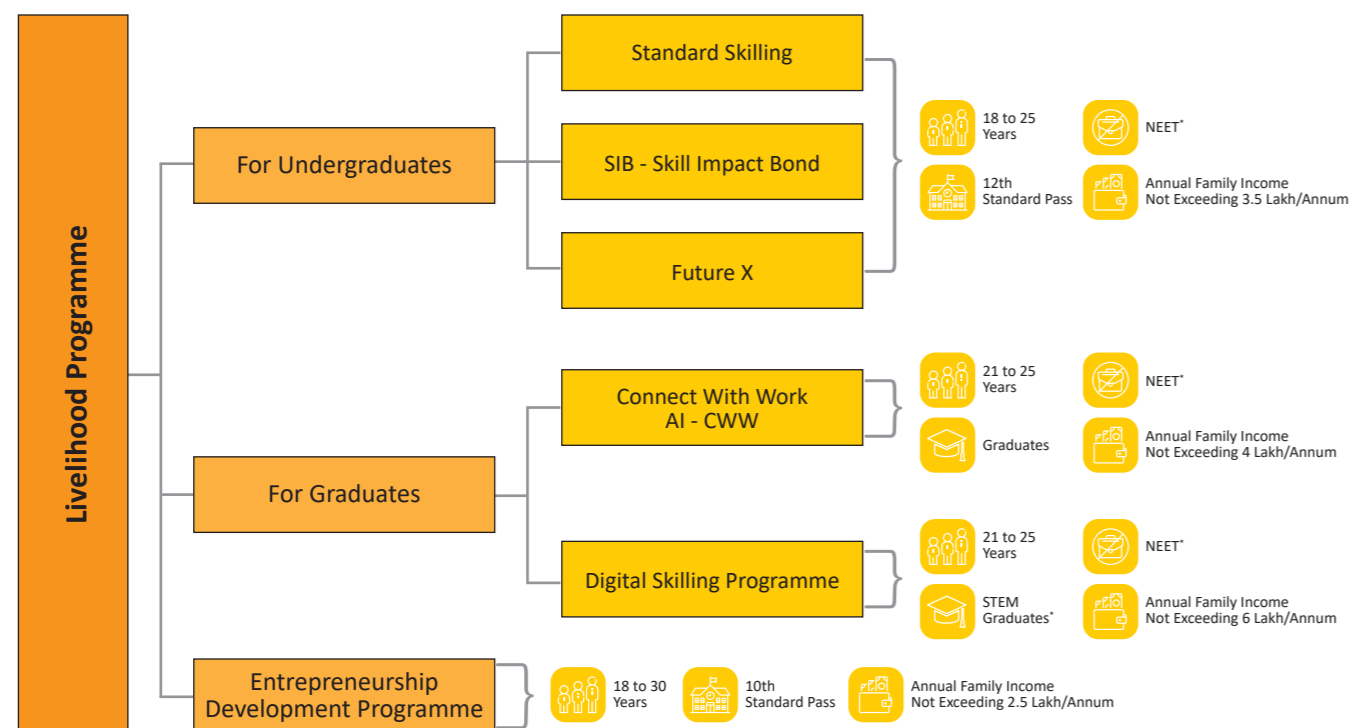
Placement: Placement in Aspirational Job Roles and Retention

### Workplace Success

Job Satisfaction: Long-term Income Performance at Workplace

Special focus on young women's workforce participation

Mobilisation: Youth mobilised through visits to communities, colleges, alumni referrals, walk-ins, and partnerships with local stakeholders. Screening of youth on the eligibility criteria of not in Education, Employment or Training (NEET), orientation of the programme, interaction with parents and counselling.



\*NEET (Not in Full-time Education, Employment or Training). \*STEM Graduates (Science, Technology, Engineering, Mathematics)

## Training

- Structured sessions delivered across Standard Skilling, Connect with Work, and Digital Skilling programmes.
- Curriculum includes sessions on sector readiness, personal/professional/future readiness, digital skills, and AI fundamentals.
- Sessions are delivered by trainers using inclusive methods—icebreakers, participatory activities, and experiential techniques—to engage diverse youth.
- Continuous handholding through session observations and structured feedback maintains a high-quality delivery.
- The MB training for both undergraduates and graduates focuses on building personal agency and employability skills, equipping participants to navigate the job market and secure sustainable employment opportunities.

## Facilitating Job Placement

Emphasizing a demand-driven approach, sector-specific batches were launched in all metro cities, each aligned with one to two employers in the same field. This strategy ensured that 60% of youths secured employment with these employers immediately after completing the programme.

## Providing Post-placement Support

A comprehensive post-placement support ensures job retention by offering continuous guidance, mentorship, and resources to help young people successfully adapt and thrive in their new roles.

Recognising the need for sustained guidance, the programme incorporates continued mentorship and handholding support, thereby empowering youths with the necessary assistance throughout their transformative journey towards employment/livelihood and thus a dignified life.

## Livelihood Programme Portfolio

In 2024-25, Magic Bus enrolled 2,14,679 young people through 136 Livelihood Centres and 1052 colleges spread across 36 cities in 19 States.

### Livelihood Programme Portfolio – Urban

Segment	Standard Skilling		Digital		
	Under Graduates	Graduates	Graduates		
<b>Programme Framework</b>	21st Century Transferrable Life & Employability Skills.	21st Century Transferable Life & Employability Skills	Fundamentals of AI Tools	Web design	Fundamentals of Cyber Security*
<b>Course Duration</b>	330 hours	30 Hours	60 Hours	265 Hours	160 Hours
<b>Session Delivery Mode</b>	Blended	Face to Face	Face to Face	Face to Face	Face to Face
<b>Programme Participant</b>	18-25 years	18-25 years	18-25 years	18-25 years	18-25 years
<b>Salary Range</b>	INR 12000 – 14000 p.m.	INR 14000 – 20000 p.m.	INR 15000 – 20000 p.m.	INR 20000 – 25000 p.m.	INR 20000 – 25000 p.m.
<b>Placement Target</b>	70%	80%	80%	70%	70%
<b>Workforce</b>	Grey-Collar	Grey-Collar	Grey-Collar	Grey-Collar	Grey-Collar

## Livelihood Programme Portfolio – Urban

Segment	Nano Entrepreneurship	Self-employment
Programme Framework	Leadership and Entrepreneurship Skills	Life-skills, Entrepreneurship skills, and orientation on the domain
Geographic Preference	Rural	Peri-urban
Course Duration	60 hours	60 Hours
Session Delivery Mode	Face to Face	Face to Face
Programme Participant	20-45 years	20-45 years
Income Range	INR 6000 – 12000 p.m.	INR 8000 – 15000 p.m.

## Programmes Under Magic Bus Livelihood

The focus of the MB Livelihood Programme is to empower young adults from underserved backgrounds with transferable life and employability skills essential for securing and retaining employment.

### 1) Standard Skilling Programme for Undergraduates

The Standard Skilling programme for undergraduates is a two-month, 270-hour programme and 60 hours of On-Job Training (OJT) that equips young people with 21st-century transferable life and employability skills, including sector orientation. After completion of the programme, the young people are awarded 11 academic credits. Magic Bus trainers deliver sessions in a blended format with face-to-face, virtual, and self-learning components. Experiential learning activities, role plays, and case studies prepare young people for the workforce.

The program collaborates with employers to reduce skills mismatches and ensure sustained employment. Additionally, it offers post-placement support and mentoring to young people for three months to help them retain their jobs.

#### 1.1) Strategic Programmes for Undergraduates

Magic Bus livelihood skilling programme has evolved with the support of various strategic partners in a time-bound intervention and evidence-based learning.



### 1.2) Skill Impact Bond (SIB)

The Skill Impact Bond (SIB) is a pioneering initiative led by the National Skill Development Corporation (NSDC) in collaboration with a coalition of global and national partners. The initiative brings together the Michael & Susan Dell Foundation (MSDF) as risk investors; The Children’s Investment Fund Foundation (CIFF), JSW Foundation, HSBC India, and Dubai Cares as outcome funders; the British Asian Trust as transaction manager; USAID and FCDO (UK Government) as technical partners; Oxford Policy Management as independent evaluator; and NSDC along with Dalberg Advisors as performance managers.

As India’s first skill-focused impact bond, SIB is designed as a female-centric programme that prioritises outcome-driven skilling. Over its four-year span, with eight planned cohorts, the programme strengthens the skilling ecosystem by fostering innovation in delivery models, enhancing performance management systems, and aligning financial outcomes with social impact.

So far, Magic Bus has enrolled 12,170 youth across seven cohorts, of which 75% are young women. By the end of cohort six, the programme had achieved a 79% placement rate, with 92% of those placed successfully retained in jobs for at least three months—a testament to both the employability skills imparted and the resilience of the youth engaged. Magic Bus is currently implementing the eighth cohort (August 2025), continuing its strong track record of meeting targets while maintaining its focus on women’s empowerment through skilling.

Recognition of SIB’s impact has grown significantly. The Ministry of Skill Development and Entrepreneurship (MSDE) showcased its success when Hon. Minister Shri Jayant Chaudhary felicitated Ms. Deeksha, a Magic Bus participant, for transforming her career through the programme. Alumni such as Simran and Deeksha were also featured in the Times of India for their inspiring journeys into employment. Internationally, the World Bank has highlighted SIB as a successful model of blended finance in India.



### 1.3) FutureX

FutureX is an innovative strategic initiative aimed at expanding the blended learning programme focused on life and employability skills for youth. It serves as a model for scaling and enhancing the efficiency & efficacy of the skilling programme under the MB Livelihood vertical. This initiative harnesses technology to streamline the end-to-end programme delivery and set up central support functions viz. Mobilisation, Learning Management System, Mentor Chat, Placement, Mobilization and Continuous learning through Alumni Connect thereby improving programme outcomes and scalability. The technology-based system includes end-to-end tracking, notifications, alerts, dashboards, analytics and periodic reports.

FutureX is a goal driven blended programme that introduces young people to one goal per week over 9 weeks alongside conversational English and basic digital skills. This programme is delivered through diverse learning channels, such as face-to-face sessions, virtual sessions, mobile learning apps, and a WhatsApp Chatbot fostering peer learning and self-driven growth.

## 2) Connect With Work Programme for Graduates

Connect with Work is a Life and Employability Skills Programme supporting college graduates aged 21-25 years to gain relevant life and employability skills for sustainable livelihoods. It connects them with employers offering roles within their organisations. The young graduates undergo boot camp training over 8 days (30 hours), facilitated by Magic Bus Trainers on the college premises. The programme equips graduates with the skills for diverse job roles, addressing the challenges for first-time job seekers and linking them with local job opportunities.

### AI - Life & Employability Skills Connect With Work Programme for Graduates

The AI and Life & Employability Skills – Connect with Work (AI-CWW) Programme, is a large-scale livelihood initiative designed to bridge the gap between underserved youth and the rapidly evolving, AI-driven job market.

Despite India's demographic advantage, employability among graduates remains low at 48.7% (India Skills Report 2024), with deficiencies in communication, critical thinking, problem-solving, and digital proficiency. To address this gap, the AI-CWW programme integrates AI awareness and foundational AI tools training with 21st-century life and employability skills, equipping young people with the practical competencies required in today's workplaces.

The programme follows a bootcamp model with a 60-hour blended curriculum (48 hours classroom + 12 hours self-learning), covering:

- AI Foundations (Generative AI, Prompt Engineering, Conversational AI, AI in MS Excel/PowerPoint, No-code Chatbot Development, AI for Workplace Readiness and Social Good).
- Life & Employability Skills (Communication, Problem-Solving, Workplace Ethics, Financial Literacy, Resume Building, and Interview Preparation).



## 3) Digital Skilling Programme for STEM Graduates

Magic Bus provides a diverse portfolio of technology-skilling courses designed to upskill learners across different backgrounds and prepare them for employment in emerging sectors. Our programmes particularly focus on unemployed STEM graduates from underserved socio-economic communities who are seeking their first job.

### • Core Technology Skilling Programmes

We offer intensive courses of 250–300 hours in advanced technology domains such as Cloud Computing (in partnership with AWS re/Start) and Web Design and UI/UX. On completion, learners are connected to a wide range of entry-level IT roles with leading employers.

### • Foundational Technology Skilling Programme

This 250-hour programme equips both STEM and non-STEM graduates with skills in Cloud Computing, Artificial Intelligence, Cybersecurity, and IT Fundamentals, alongside 21st-Century life and employability skills. Graduates are then supported in securing customer-centric roles across sectors such as IT/ITES, BFSI, Retail, and E-commerce.

### • IBM Skills Build Programme

As one of the largest implementing partners of IBM in India, Magic Bus delivers the IBM Skills Build initiative to guide adult learners from diverse educational streams. Participants pursue technology-focused learning plans such as Artificial Intelligence Fundamentals and Customer Service Representative training, earning industry-recognised digital credentials that enhance their employability and prepare them for their first jobs.

## 4) Entrepreneurship Development Programme (EDP)

About EDP- Entrepreneurship, is the process of converting ideas into business opportunities, is a major driver of economic growth and empowers individuals to become self-dependent for earning their livelihood. Entrepreneurship is an important strategy for Government of India to fuel productivity growth and wealth creation in India. Young women fellowship programme was designed to build social, leadership and financial capital of rural women in Maharashtra, Gujarat, Rajasthan, Madhya Pradesh, Delhi and Karnataka. This programme was implemented from June 2019 till date and so far, created 961 entrepreneurs across India. 85% of these entrepreneurs are women.



#### 4.1) Magic Bus - AU Udyogini Programme

Magic Bus India Foundation, in partnership with AU Small Finance Bank, has successfully empowered 320 women to launch micro-enterprises across 49 villages in Rajasthan and Madhya Pradesh through the AU Udyogini Programme in FY 2024–25.

Rooted in the belief that women from underserved communities, when equipped with the right skills, resources, and opportunities, which will enhance their agency, can be powerful drivers of economic change, the Magic Bus - AU Udyogini Programme has enabled a transformative shift from aspiration to enterprise, and from dependency to financial autonomy.

The Entrepreneurship Development initiative has demonstrated how equipping women with leadership, life, and business skills can translate into sustainable enterprises and resilient communities. By combining training, financial support, and collective strength through SHGs, the programme has created a ripple effect of empowerment—both economic and social.

The programme has created significant socio-economic ripple effects. Around 70% of the entrepreneurs have reported a monthly income increase of ₹3,000 to ₹7,000, enhancing their household stability. All participants now operate through personal bank accounts, which has strengthened their financial autonomy. Over 100 women are actively using digital tools such as UPI and mobile apps to manage and grow their businesses. Every entrepreneur has also reinvested her profits, highlighting the programme's focus on sustainability. These businesses span a wide range of sectors, including tailoring, packaged foods, dairy, beauty services, kirana stores, tiffin services, dry-cleaning, earthen pots, and more, underscoring both local demand and the adaptability of rural women entrepreneurs.



#### 4.2) Young Women Fellowship Programme (YWFP)

The YWFP is funded by INDOSPACE Pvt. Ltd., and as a pilot initiative, implemented across Raigad and Pune districts in Maharashtra, and Sarigam, Valsad district of Gujarat.

This project is designed to empower young women from rural Maharashtra and Gujarat. The primary objectives of the program are to equip women with essential life and leadership skills, encourage community engagement and personal development, and promote entrepreneurship and achieve financial independence and agency building among women.



#### Key Highlights

- 1) **Agency Building:** Young women (YW) are taking independent decisions exercising their choices and able to convince others regarding their decision like creating spaces for women in Grampanchayat office or resolving community issues, investing money for their business etc.
- 2) **Identity Creation:** YW taking up leading roles in panchayat. One woman becoming Deputy Sarpanch in khopoli. YW creating their identity by starting innovative businesses like jaggery cookies, moringa powder etc. Organized business exhibition for business promotion in Pune.
- 3) **Financial Independence:** 94% women are becoming financially self-independent (82% doing business, 12% doing a job) from cohort 1. YW successfully mobilized 6 lakh funds through SHGs & relatives and started group business. Thus, YW in Pune is enhancing communities' economic growth (E.g., Dairy and Farm products). 53% YW earning profit more than Rs. 4000 per month through business. Average salary earned is Rs. 9500 per month from cohort 1.

- 4) **Breaking Gender Stereotypes:** Women are respected in their village as they can solve community problems as well as manage their home and business. Panchayat members, especially males, have appraised women's power of changing communities and becoming self-independent.



5) **Building Leadership and Social Responsibility**

- YW decided to acquire their own space as in villages like Aпти and Pargaon.
- Depicting social responsibility by YW from Pune – Renovation of Nursery school using their stipend money.
- Resolved community issues like Water Problem, Garbage Problem, Pucca Road, Street Light, CCTV Camera for Safety of Villagers.
- Organized Health camps to improve health outcome of community people. Total 5 camps held in project period.
- Organized skill training courses for women (Jewellery Making, Digital Literacy, Cloth Bag Making etc.) through panchayat. Under YWFP, digital and financial literacy, zari work, advance fashion designing, fabric painting courses organized for YW in 4 locations – Aпти, Khopoli, Hiware, Pune.
- For collective Business enhancement installed 3 dehydrators in Pune and sewing and sewai making machines in Khopoli. Training on Dehydrator usage and sewai machine organized in both locations.

**Livelihood Programmes - M&E**

**Key M&E Structure & Monitoring Mechanism**

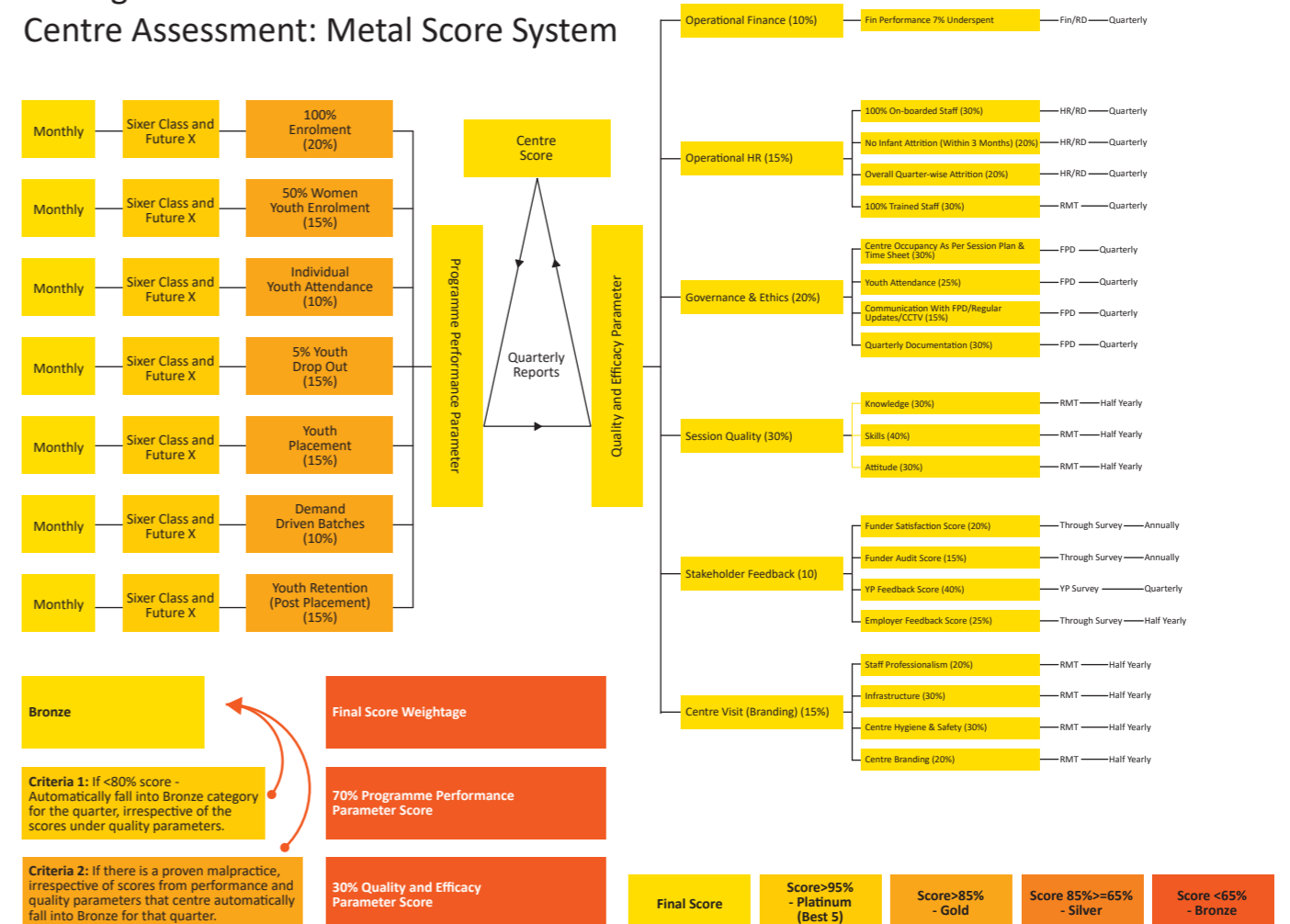
Process	Platforms & Tools	Report
<ul style="list-style-type: none"> <li>• Data Collection Methods</li> <li>• Monitoring Tools</li> <li>• Evaluation Framework</li> <li>• Regular Review &amp; Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Sixer Class Platform</li> <li>• Stakeholder Feedback Tool</li> <li>• Dashboard</li> <li>• Metal Score Card</li> </ul>	<ul style="list-style-type: none"> <li>• Regular Reporting</li> <li>• Data Analysis</li> </ul>

**Implementation of the Metal Score Card at Magic Bus Livelihood**

The Metal Score Card (MSC) is a key innovation in the Magic Bus Livelihood Programme's governance and performance management system. It establishes a structured, data-driven framework for evaluating and improving programme performance across centres, clusters, regions, and the nation.

**Linking Performance with KRA**

**Centre Assessment: Metal Score System**



- 1) Rationale and Design:** The MSC was developed to address the growing scale and complexity of operations by introducing standardised benchmarks and indicators—both quantitative and qualitative. It categorises centres into Platinum, Gold, Silver, and Bronze tiers to foster competition, excellence, and continuous improvement.
- 2) Implementation:** The rollout followed a phased approach, incorporating training and orientation sessions for programme teams. Weekly review trackers enabled real-time monitoring and mid-course corrections, ensuring the tool's integration into the organisational workflow. Insights flow vertically (centre to national) and horizontally across regions, reinforcing accountability and shared learning.
- 3) Key Features:** It assesses around 40 indicators across 10 areas such as mobilisation, training, placement, governance, HR, and documentation. The tool ensures standardisation and comparability across contexts.
- 4) Outcomes and Strategic Significance:** The MSC has enhanced accountability, consistency, and motivation across all centres. More than a monitoring mechanism, it embodies Magic Bus's commitment to evidence-based decision-making and positions the organisation as a leader in innovative performance governance.



## Livelihood Programme - Outreach and Impact

Magic Bus's Livelihood Programme has demonstrated significant, measurable outcomes since its inception, underscoring its role as one of the largest non-profit skilling initiatives in India. The programme has successfully aligned with global frameworks on employability skills (ILO and NOS standards), enabling underserved youth to access structured training, secure sustainable employment, and transition their families toward greater socio-economic stability.

In FY 2024-25 alone, the programme reached 2,14,679 young people across 136 livelihood centres and 1,052 colleges, spread across 19 States. Cumulatively, more than 5.58 lakh youth have been impacted since inception, representing an average annual outreach growth of 84% in the last five years and 176% over the previous decade. This trajectory highlights both the scalability and replicability of the model.

The outreach demonstrates a strong gender dimension, with 60% of programme participants being young women. This reflects a deliberate strategic emphasis on gender inclusivity and a contribution to the improvement of the Female Labour Force Participation Rate (FLFPR).



### Designing Dreams, Empowering Others

"Fashion was my language, helping me turn passion into purpose. Through Magic Bus entrepreneurship training, I launched Sharnya Boutique, and ₹15,000 a month. Beyond business, I have trained 75 village women in tailoring and led a road-light project for safety. My journey shows how empowered women empower communities."

- Sakshi Rokade, Programme Participant

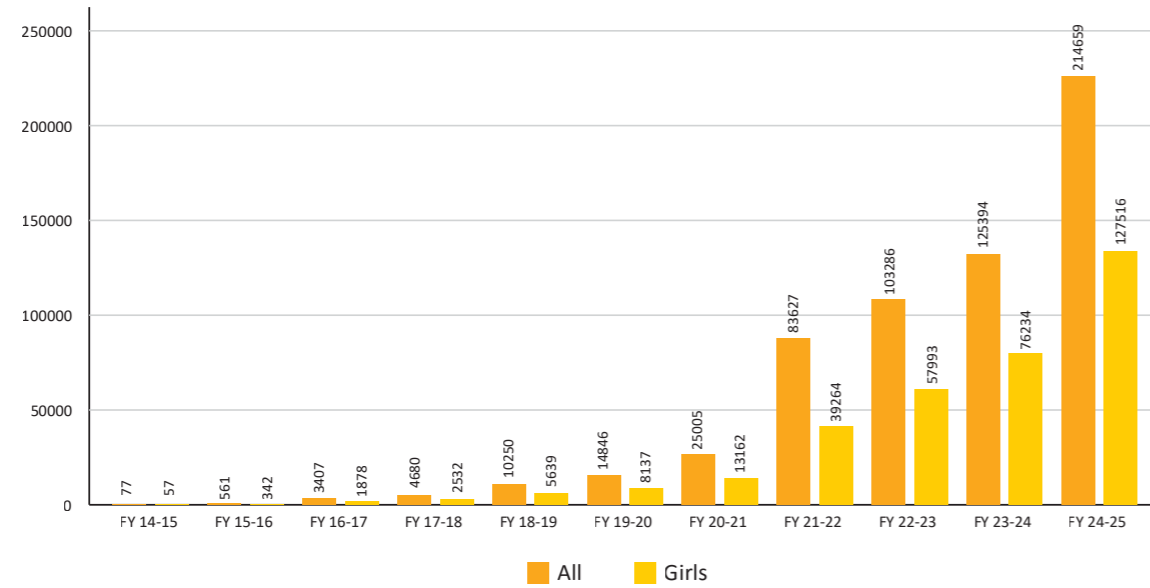
### Youth Outreach Since Inception of Livelihood Programmes (2014-2025)

For FY 2024-25 2,14,679 youths were impacted through the Life and Employability Skills Development Programme.

Programmes	Total Outreach	Women Outreach
Standard Skilling Programme for Undergraduates	41661 (19%)	28003 (67%)
Connect With Work for Graduates (Enrolled for training & placement)	143197 (67%)	84272 (59%)
Connect With Work for Graduates (Enrolled for training)	27334 (13%)	14234 (52%)
Digital Skilling Programme for STEM (Science, Technology, Engineering & Mathematics) Graduates	2487 (1%)	1007 (40%)
<b>Total</b>	<b>214679</b>	<b>127516</b>



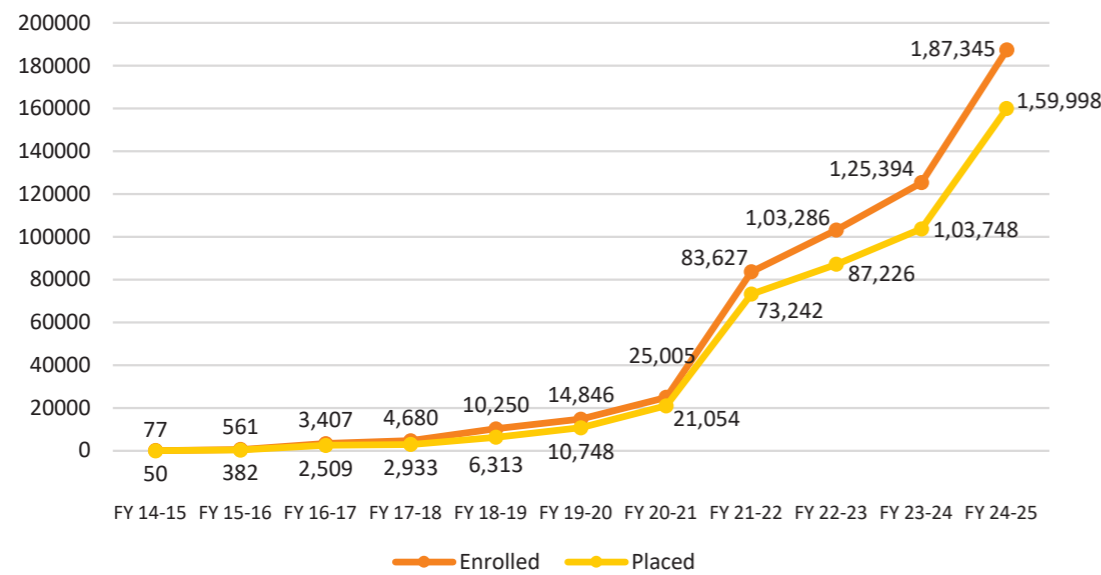
### Outreach growth of young people since inception



- An average 84% incremental growth in Youth outreach in the last 5 years and 176% growth in the last decade.
- An average 59% growth in total female outreach.
- High demand for graduates.

### Youth Outreach and Placement (Placement Driven Programme) Since Inception

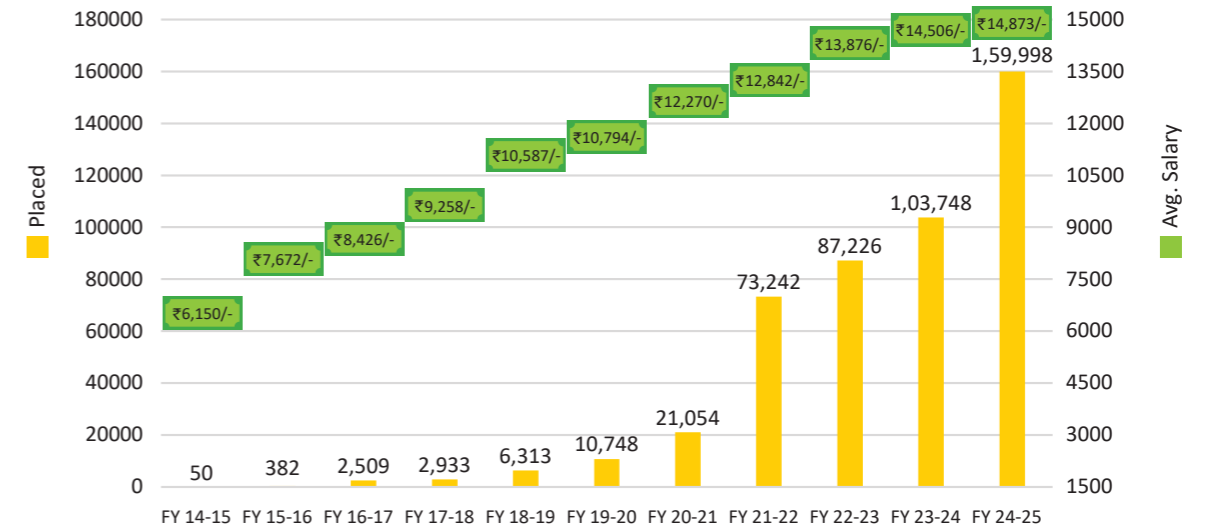
Magic Bus’s placement outcomes illustrate the efficacy of its demand-driven skilling model. Over the last four years, the programme has consistently achieved an average placement success rate of 85%, with 1,59,998 youth placed in FY 2024–25 alone.



- 94% of total outreach in the last decade occurred in just the previous five years (a clear indicator of exponential scale-up).
- 85% placement rate is significantly higher than the national average for comparable youth skilling programmes, signaling operational efficiency and employer alignment.
- Average growth rate of 176% is observed in youth outreach over a decade.

### Annual Placement and Average Salary (INR) increase Since the Inception of the Programme

Over the last decade, the average salary for placed youth increased from ₹6,150 (FY 2014–15) to ₹14,873 (FY 2024–25). This reflects a compound annual growth rate (CAGR) of ~9.2%, broadly aligned with wage growth in India’s organised service sector.

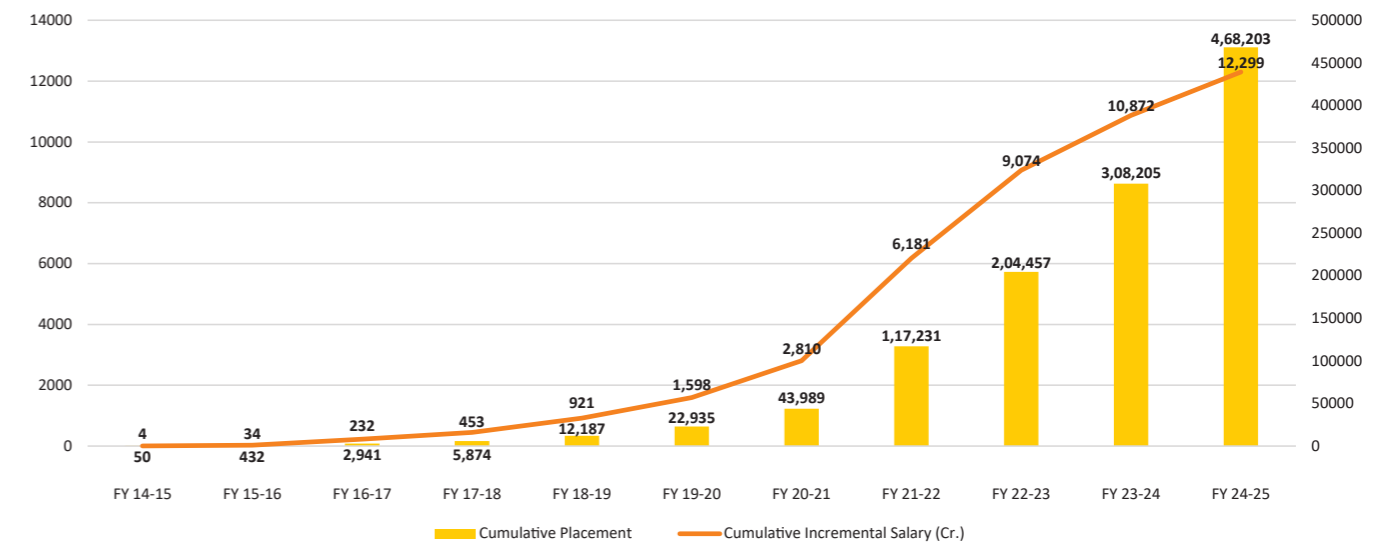


- An average of 9% annual growth is observed in the average salary being offered to youth. In the last decade, the program has scaled massively in placements (3,200x) while maintaining healthy salary growth (~9.2% CAGR overall, 142% total rise). The recent trend indicates focus on scale while keeping salaries competitive but stable.

### Impact of Placement and Incremental Salary Since Inception (Cumulative)

The chart illustrates the cumulative trajectory of placements under the Magic Bus Livelihood Programme from FY 2014–15 to FY 2024–25, alongside the incremental annual income (calculated at an 8% yearly increment in average monthly salary).

Over this ten-year period, Magic Bus has scaled dramatically from 50 placements in FY 2014–15 to over 4.68 lakh cumulative placements by FY 2024–25. The programme demonstrates both rapid expansion and sustained consolidation, reflecting the robustness of its demand-driven skilling model.



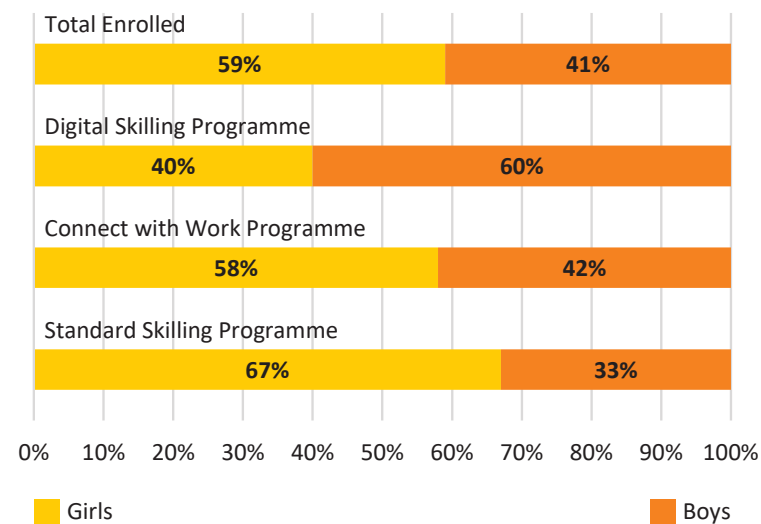
This chart demonstrates the transformative scale and cumulative financial impact of the Magic Bus Livelihood Programme over the last decade. With over 4.68 lakh cumulative placements and an incremental salary contribution of more than ₹123 crore in FY 2024–25 alone, the programme has become a critical driver of youth employability, household economic resilience, and intergenerational change in underserved communities.

The incremental annual salary contributions highlight not only job placements but also the compounding income effect for families, which strengthens household resilience, enhances socio-economic mobility, and supports intergenerational improvements in education and healthcare access.

### Gender Inclusion

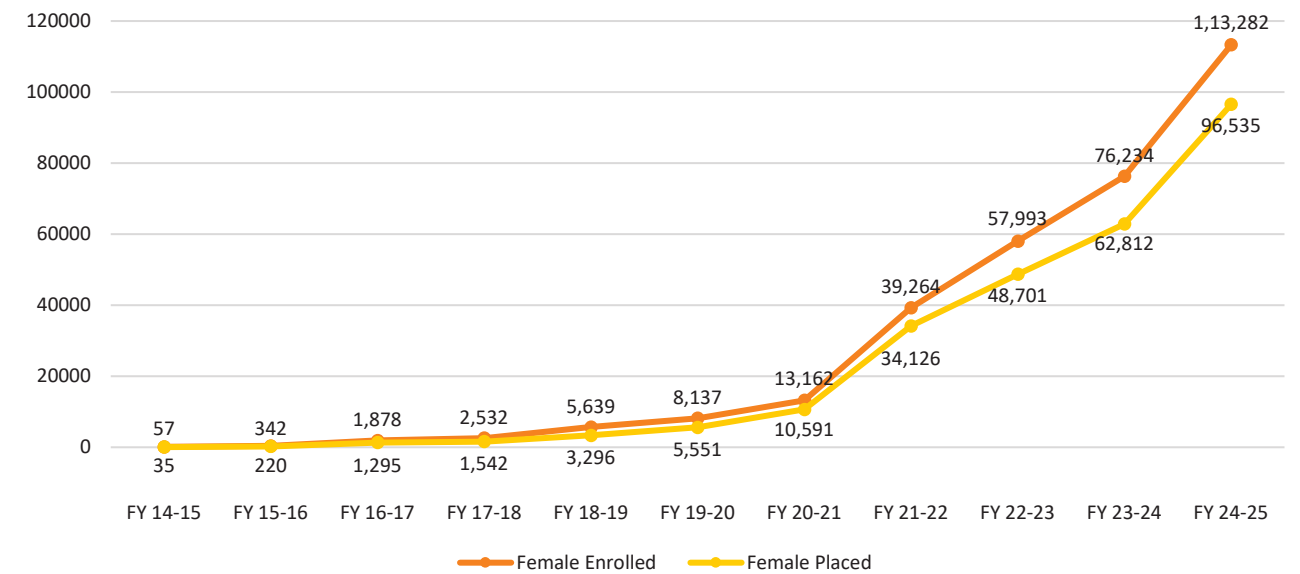
Gender parity is a hallmark of the programme. In FY 2024–25, 1,13,282 young women were enrolled (59% of the total), with 96,535 successfully placed (85%).

Since inception, 2,64,704 women have secured employment, accounting for 80% of total female enrolment. The programme has thus contributed to the narrowing of gender disparities in India's labour market, particularly at entry-level roles.



### Female Youth Outreach vs. Placement in the Last Decade

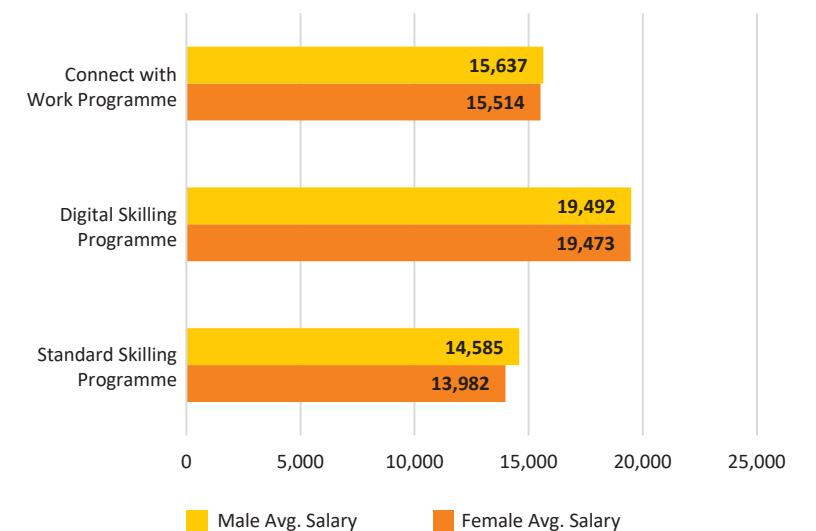
As evidenced by Magic Bus's endeavours, we have reached a significant number of female youths through various Life and Employability Skill Development Programmes. This dedication extends beyond mere outreach figures, translating into tangible outcomes through placements. Magic Bus's commitment to only reaching out but also successfully skilling and placing young females in employment opportunities underscores its mission to empower women economically and enhance women workforce participation.



- 85% (96,535) of female youths were successfully placed in FY 2024-25.
- 112% growth in the last five years, with a sharp rise between FY 2020–21 and FY 2024–25.
- Since inception, a total of 3,18,520 female youths have been reached out to and trained through the MB Skilling Programmes, which contributed to 59% of the total youth enrolled.
- Since its inception, a total of 2,64,704 female youths secured sustainable employment opportunities, constituting 83% of the total female youths enrolled.
- 154% of average growth is observed over the last 10 years in female enrolment.

### Female/Male Average Salary in FY 2023-24

- Wage gaps are negligible; less than 3% in Standard Skilling, ~6% in Digital Skilling, and almost nil in graduate programmes.
- In certain sectors (Retail, Tourism & Hospitality), female salaries exceeded the overall sectoral average.

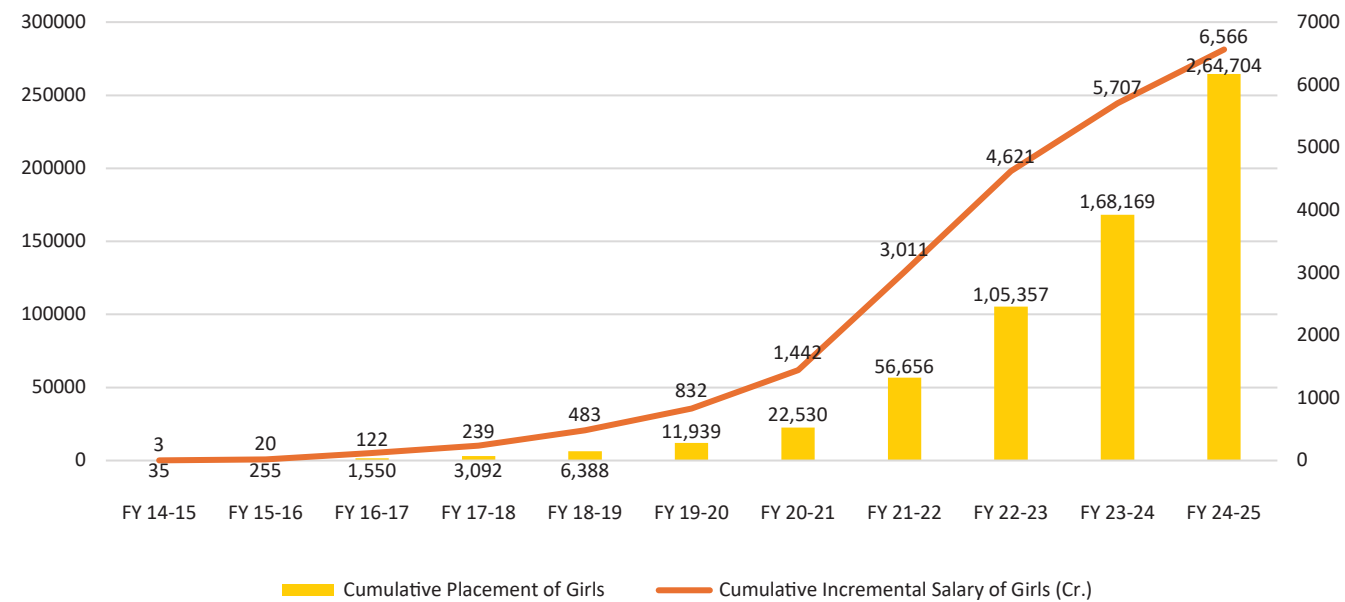


### Sector wise Female Average Salary (Per Month in INR)



- Marginal difference is observed with less than 2% in the average salary being offered to female youth v/s the overall average salary in the given sectors.
- Female youth salary was higher than the overall salary being offered in the Retail and Tourism & Hospitality sectors.

### Impact of Placement and Incremental Salary of Women Since Inception (Cumulative)



This chart highlights the transformative gendered impact of the Magic Bus Livelihood Programme. In just a decade, over 2.64 lakh young women have been placed in sustainable employment, contributing more than ₹65 crore in incremental annual income in FY 2024–25 alone. This not only strengthens household economic resilience but also advances gender equity by positioning women as equal contributors to India’s workforce.

### Sectorial Placement for FY 2024-25

Placements under the Magic Bus Livelihood Programme are strategically aligned with sectors that have high demand for entry-level and middle-skill workers, ensuring relevance to the evolving job market. The sectors include IT-ITES, BFSI, Retail, Logistics, Quick Service Restaurants, and Hospitality. This targeted approach ensures that participants are not only equipped with transferable skills but also enter sustainable employment pathways that can provide opportunities for career progression.

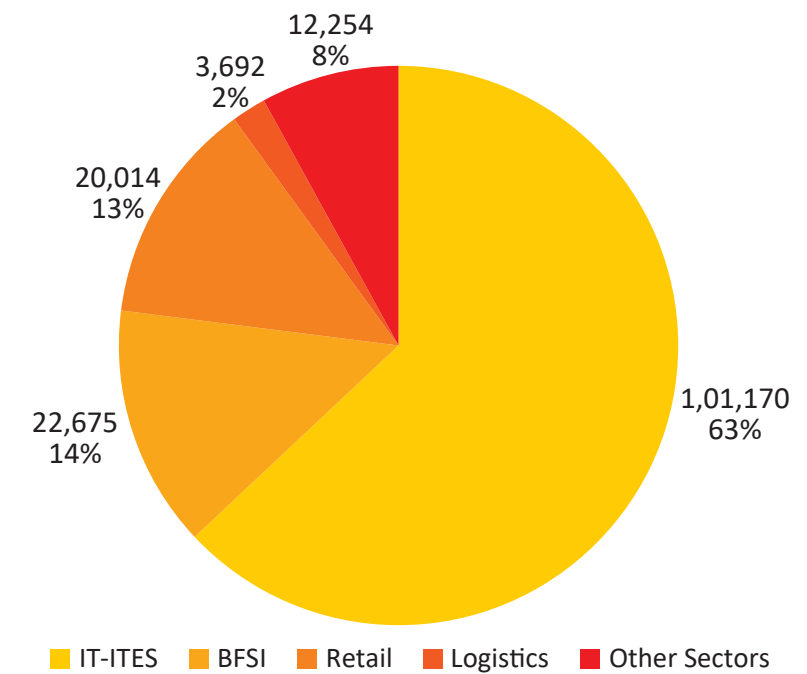


#### From Laborer to Shop Owner

“As a daily wage worker, I always dreamed of independence. I wanted something of my own. After AU Udyogini’s entrepreneurship training, I opened a small general store in Malawala. Earning ₹38,700 in May 2025, my shop now sustains my family and inspires other women. My journey of success shows how knowledge fuels empowerment.”

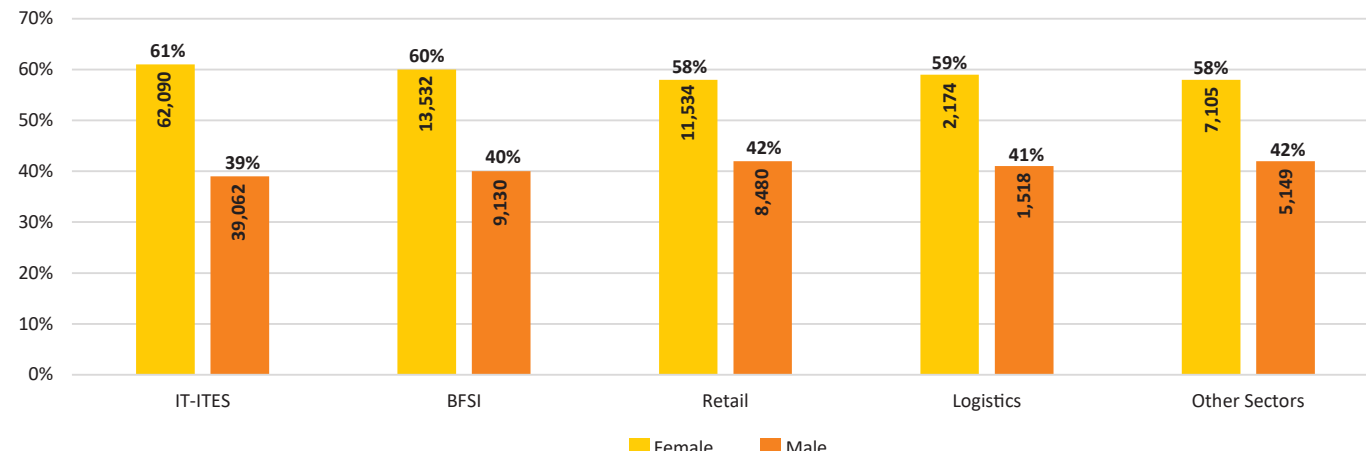
- Kamali Devi, Programme Participant

### Youth Gender-wise and Overall Placement in Multiple Sectors



- 63% of youth placed in IT-ITES, reflecting the sector’s dominance in India’s entry-level job market.
- 14% placed in BFSI and 13% in Retail, demonstrating the programme’s diversification across service industries.
- Women constitute a majority across all sectors, indicating strong gender integration in employment outcomes.

### Gender- wise Sectoral Placement of Young People



- Placement in 2024-25: 101170 (63%) youth placed in the IT-ITES sector, followed by 22675 (14%) in BFSI sector, 20014 (13%) in the Retail sector, 12254 (8%) in other sectors, 3692 (2%) in Logistics Sector.

Final Sector	Female	Male	Female %	Male %
IT-ITES	62090	39062	61%	39%
BFSI	13532	9130	60%	40%
Retail	11534	8480	58%	42%
Logistics	2174	1518	59%	41%
Other	7105	5149	58%	42%
<b>Grand Total</b>	<b>96435</b>	<b>63339</b>	<b>60%</b>	<b>40%</b>

### Employer Engagement and Repeat Employers

Employer engagement is a critical pillar of the Magic Bus model. In FY 2024–25, a total of 1648 employers hired trained youth, with IT-ITES, BFSI, and Retail being the largest contributors. Importantly, 471 employers (24%) engaged repeatedly, reflecting confidence in the programme’s quality of skilled youths and the job readiness of youths.

Zone-wise, Sector-wise Number of Employers Associated with Magic Bus.

Regional Analysis of Employers – FY 24-25				
Zone	Total Employers	Unique Employers	Repeat Employer	Repeat %
North	254	205	49	19%
South	981	629	352	36%
West	363	305	58	16%
East	50	38	12	24%
<b>Total</b>	<b>1648</b>	<b>1177</b>	<b>471</b>	<b>24%</b>

### Entrepreneurship Development Programme - Impact

- 320 active women-led micro-enterprises have been launched, enabling women to move from aspiration to action and establish themselves as independent income earners.
- Over 150 Self-Help Groups (SHGs) have been strengthened and linked to financial and institutional support systems, creating a stronger base for community-led enterprise development.
- Each entrepreneur received a business support fund of ₹12,500, providing critical seed capital to start or grow their ventures.
- The programme reached 49 villages across two States, extending opportunities to some of the most underserved geographies.
- Around 240 women have received Udyam Adhar Registration.
- Social inclusion is at the core:
  - 44% of programme participants belong to OBC communities and 38% to SC communities.
  - 93% are landless households, relying solely on the enterprises created through this programme for their livelihood.



#### A Mother’s Unbreakable Spirit

“Abandoned and burdened with debt, I refused to give up. I had to fight for my daughter’s health. Through the AU Udyogini Programme, I turned my tailoring skills into a business. Now, earning steadily, I support my daughter’s treatment and repay loans, driven by resilience, hope, strength, and self-reliance.”

- Khursheeda, Programme Participant

These outcomes reflect more than economic gain. Women who once lacked independent sources of income are now contributing to household stability, investing in their children’s education, and gaining respect and decision-making power within their families and communities. The enterprises are not only income generators but also pathways to agency, dignity, and long-term resilience for vulnerable households.

### Impact Assessment Data, YWFP (Maharashtra) - 2024-25

The midline assessment of the Women’s Economic Empowerment – Young Women’s Fellowship Program highlights significant progress in enhancing participants’ economic independence and social participation. The findings demonstrate substantial improvement in income levels. These changes underscore the program’s effectiveness in expanding livelihood opportunities and promoting financial resilience among young women. Beyond economic gains, the program has also strengthened social cohesion and decision-making participation. Women’s engagement in community-level activities rose from 44% to 67%, marking a 23% increase in civic involvement. Leadership and governance workshops empowered participants with the confidence and skills to contribute meaningfully to public forums, while peer networks fostered solidarity and collective advocacy. Together, these outcomes illustrate the programme’s role in nurturing economically empowered, socially active women who can drive community

## THE IMPACT

Every year, Magic Bus conducts more than 80 evaluations to assess the programme impact and achievements of outcomes. These evaluations are conducted by independent external agencies. The findings of these evaluations clearly depict the impact and effectiveness of Magic Bus programmes. In addition to the evaluations, different concurrent monitoring mechanisms also captures the change in the outcome levels as well as participation of different stakeholders in Magic Bus programmes. During 2024-25, as established from different evaluations, Magic Bus was able to create substantial impact on the lives of adolescents and youth through different programme interventions.



### Direct Delivery Programme – Impact

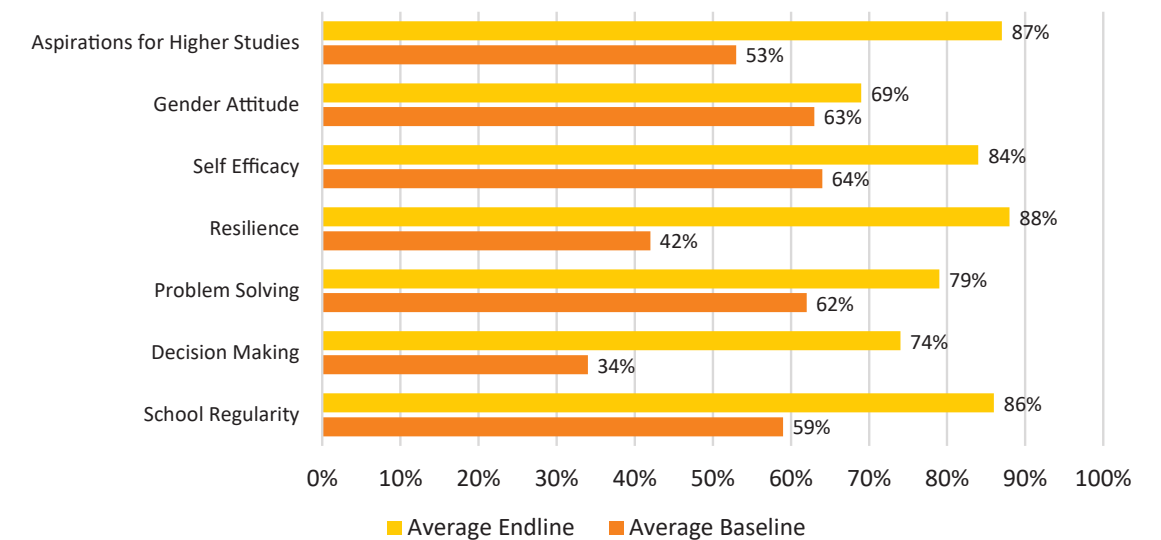
#### Life Skills Outcome

The consolidated results from 15 major end-line evaluations, covering more than 70,000 adolescents across diverse projects, highlight the impact and outcomes of the programme at scale. A comparative analysis of baseline and end-line values clearly demonstrates the programme’s effectiveness in strengthening adolescents’ life skills and aspirations.

Overall, an average 40% improvement in life skills has been observed, with particularly notable gains in resilience (46%), decision-making (40%), and aspirations for higher studies (34%). School regularity improved significantly by 27%, while self-efficacy rose by 20% and problem-solving by 17%, indicating adolescents’ enhanced capacity to remain engaged in education, believe in their abilities, and apply critical thinking to everyday challenges. In contrast, only a 6% change was recorded in gender attitudes, reflecting the persistent difficulty of transforming entrenched social norms within short intervention cycles.

Collectively, these results underscore that adolescents engaged in Magic Bus programmes are better equipped with resilience, confidence, and future-oriented aspirations, while also pointing to the importance of sustained, community-level efforts to influence gender norms.

Average Baseline and Endline Value of Key Indicators



The analysis of the figures above depicts the average baseline and endline values of key life skills indicators—namely Gender Attitude, Self-Efficacy, Resilience, Problem Solving, Decision Making, School Regularity, and Aspirations for Higher Studies—reveals a consistent and substantial improvement across all domains, reflecting the transformative impact of the intervention on adolescents’ cognitive, emotional, and social development. The marked rise in Aspirations for Higher Studies (from 53% to 87%) and School Regularity (from 59% to 86%) indicates heightened motivation, commitment to education, and future-oriented thinking, essential for sustained academic success. Equally notable is the remarkable enhancement in Resilience (42% to 88%) and Self-Efficacy (64% to 84%), which underscores strengthened psychological well-being, greater confidence in personal abilities, and improved capacity to cope with challenges—critical attributes for adaptive functioning in both academic and life contexts. The pronounced gains in Decision Making (34% to 74%) and Problem Solving (62% to 79%) highlight the development of analytical thinking, responsible judgment, and effective problem resolution skills that foster autonomy and constructive behavior. Moreover, the modest yet meaningful progress in Gender Attitude (63% to 69%) suggests a gradual shift toward equitable and inclusive social perceptions, fostering mutual respect and gender sensitivity among peers. Collectively, these findings indicate that the intervention not only enhanced adolescents’ life skills and school engagement but also contributed to nurturing well-rounded, resilient, and socially responsible individuals better prepared to navigate the complexities of adolescence and adulthood.



#### Breaking Barriers to Higher Education

“I wanted to study mathematics, but my family didn’t believe in girls’ education. With guidance from my Magic Bus mentor, I regained confidence, improved academically, and convinced my family to support my dream of going to college. I am now pursuing a B.Tech in Biotechnology. Mentorship helped me challenge gender norms and shape my own future.”

- Priya, Programme Participant

## Foundational Literacy and Numeracy

The Community Learning Centre (CLC) programmes are strategically designed to accelerate adolescents' educational trajectories by bridging foundational learning gaps and aligning their competencies with expected grade-level benchmarks. These programmes operate as dynamic, inclusive platforms that foster peer-to-peer learning, experiential engagement, and emotional safety—critical enablers of holistic growth. By integrating academic strengthening with psychosocial support, the CLCs aim to re-engage out-of-school and academically lagging adolescents in meaningful learning processes that promote both scholastic achievement and personal development. Foundational literacy within the CLC framework extends beyond basic reading and writing to encompass oral communication, comprehension, and cognitive interpretation—skills that underpin higher-order thinking and academic success. Similarly, foundational numeracy is conceptualized as more than arithmetic proficiency; it includes spatial reasoning, problem-solving, and the application of mathematical concepts to real-life contexts, thus fostering logical reasoning and quantitative fluency.



Delivered over a structured twelve-month period, the CLC curriculum is equivalent to grades 1 through 5, providing a compressed yet comprehensive pathway for adolescents to recover and consolidate essential learning outcomes. The pedagogical approach emphasizes participatory methods, contextualized content, and continuous feedback mechanisms to ensure adaptive learning progression. To facilitate differentiated instruction and targeted remediation, learners' proficiency in literacy and numeracy is systematically assessed and categorized into three progressive tiers: Level I, corresponding to grades 1–2, represents the foundational stage emphasizing basic decoding, number recognition, and comprehension; Level II, aligned with grades 3–4, focuses on fluency, conceptual understanding, and applied reasoning; and Level III, equivalent to grade 5, consolidates independent reading, analytical writing, and advanced numerical operations. Through this stratified assessment and instructional model, the CLC programmes not only restore academic continuity but also cultivate self-confidence, agency, and lifelong learning dispositions essential for adolescents' sustained educational advancement and social inclusion.



### Kicking Dreams into Reality

“Looking beyond the slums, I always dreamed big. Football was my escape. With support from the Shubhaarambh Magic Bus team and Coach Maninder, I trained hard, balancing studies and sport. I represented my State in tournaments with determination. My journey shows how talent, when nurtured, can triumph over hardship.”

- Mantosh, Programme Participant



### CLC Assessments

Within the CLC framework, three types of assessments are conducted: Diagnostic, Formative, and Summative.

- Diagnostic assessments (baseline tests) identify adolescents requiring remedial support based on FLN levels.
- Formative assessments (quarterly tests) monitor learning progress and inform necessary course corrections.
- Summative assessments (annual tests) evaluate cumulative learning outcomes relative to the year's learning objectives.

### Methodology for Annual Assessment

- Conducted at the beginning and end of the project year to measure learning gains.
- Administered as a one-time activity.
- Implemented using multiple-choice questions (MCQs) recorded on OMR sheets.
- Designed to inform remedial interventions within classrooms and document individual adolescent performance.

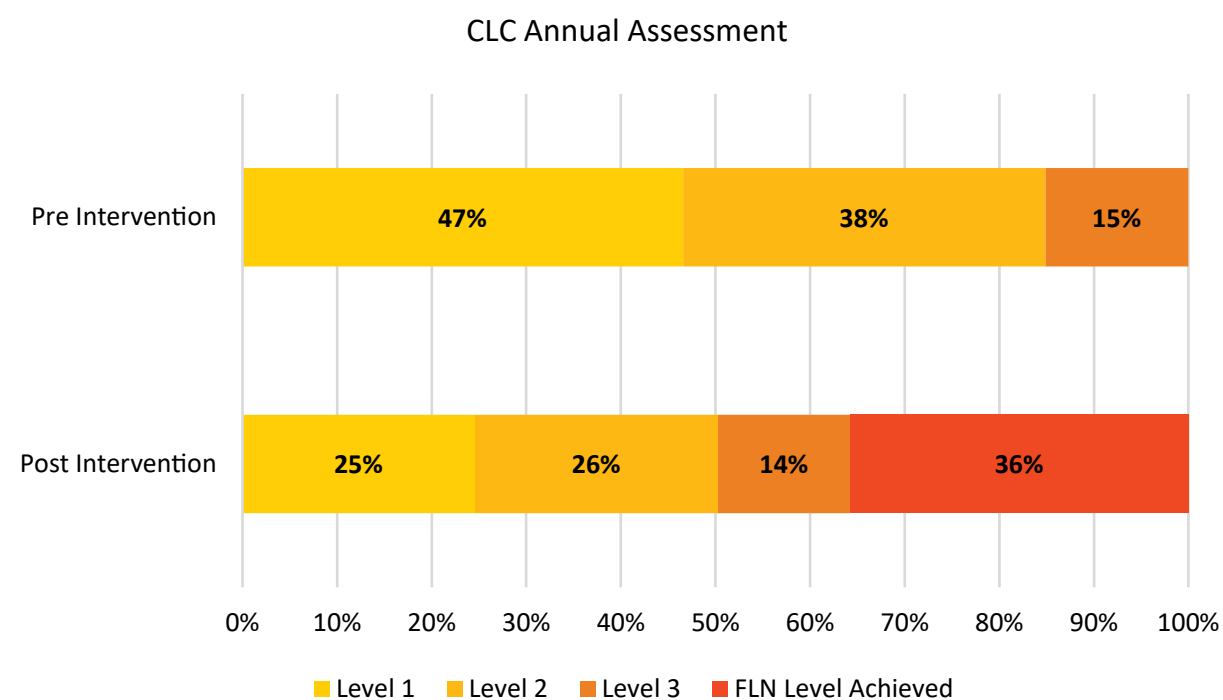
This structured approach ensures that interventions are evidence-based, targeted, and responsive to the diverse learning needs of adolescents, thereby promoting equitable educational outcomes.

### Enrolment in CLC Programme

The table presents the enrolment of adolescents in Community Learning Centres (CLCs) across four regions—East, North, South, and West—disaggregated by gender. A total of 23,105 adolescents are enrolled, with 13,261 females and 9,844 males, reflecting both regional variations in participation and the programme’s reach in promoting equitable access to educational and developmental opportunities.

Region	Female	Male	Grand Total
East	1913	1352	3265
North	1262	620	1882
South	5001	3560	8561
West	5085	4312	9397
<b>Grand Total</b>	<b>13261</b>	<b>9844</b>	<b>23105</b>

A total of 23,105 adolescents were enrolled in 343 Community Learning Centres across 27 districts in India. The findings of the compiled analysis of all the CLC Assessments conducted during the financial year are given in the graph below:



By implementing the CLC intervention in the project, it has been found that the adolescents’ learning gaps have substantially reduced. As a result of the interventions, 36% adolescents have acquired skills that are appropriate for their grade level and achieved FLN level as per annual assessment. More than 40% adolescents have made progress by advancing from level 1 to level 2 and from level 2 to level 3, indicating positive movement across multiple levels. Almost 25% adolescents moved within level 1 and will need regular and effective inputs at the CLCs.

### Grade Progression

Grade Progression (i.e. transitioning from one grade to above grade) tracking is an essential part of the M&E system which ensures that the programme meets its target of zero dropouts. The Grade Progression tracking activity is carried out once in an academic year by Magic Bus staff. The Grade Progression data is captured in OASYS platform through Child Parent Registration Format.

The table demonstrates the details of adolescents who have progressed from one grade to the next in secondary school from AY 2023- 2024 to 2024- 2025.

Grade Progression	Enrolment in 2023 - 2024	Progression to 2024 - 2025	Percentage
8th to 9th	68078	67401	99.0%
9th to 10th	28439	28076	98.7%
10th to 11th	6101	6096	99.9%
11th to 12th	2533	2531	99.9%
Overall	105151	104104	99.0%

The table includes data of projects who at least completed 1 year project cycle in 2022 – 23.

Overall the grade progression demonstrates consistently high transition rates among adolescents enrolled in the Magic Bus programme during the academic year 2023–24. Overall, 99.0% of students advanced to the next grade in 2024–25, with particularly strong progression rates observed in 10th to 11th grade (99.9%) and 11th to 12th grade (99.9%), while 8th to 9th grade (99.0%) and 9th to 10th grade (98.7%) also reflected very high continuity. In absolute terms, 104,104 of the 105,151 adolescents enrolled progressed to the next grade, underscoring the programme’s success in retaining adolescents within the school system.



**From Shyness to Silver**

“After losing my parents, I grew withdrawn and silent. I was afraid to join anything. Encouraged by my Shubhaarambh mentor, Anchla, I began participating in school activities and sports. Winning a silver medal in Kabaddi transformed my confidence. Today, I lead with joy and pride. My journey shows how compassion and guidance can awaken hidden strength.”

**- Anita, Programme Participant**

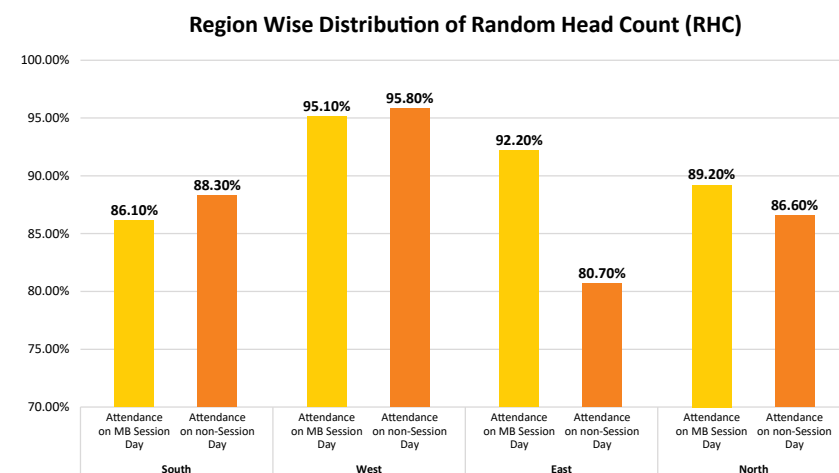
In 2023–24, 98.2% of adolescents participating in the programme successfully progressed to the next grade in 2024–25. The transition rate—defined as the proportion of students in a given cohort who advance to the subsequent grade in the following academic year—is a key indicator of educational continuity and progression. According to the 2023–24 UDISE+ report, the national transition rate is 83% from upper primary to secondary and 71% from secondary to higher secondary. In comparison, adolescents supported by Magic Bus achieved a 99% transition rate from upper primary to secondary, representing a 16% higher progression than the national benchmark, alongside near-universal transitions from secondary to higher secondary.

## Random Head Count

To ensure consistent school attendance among adolescents enrolled in the Magic Bus (MB) programme, a Random Head Count (RHC) tracker has been institutionalized across all programme regions. Conducted monthly, the RHC provides an objective measure of attendance patterns and supports evidence-based monitoring of educational engagement. The survey is administered on non-MB session days to minimize bias and is applicable exclusively to the school-based programme. Digitized via SurveyCTO, the RHC enables field teams to systematically capture attendance data during unannounced school visits, with designated resource persons (YM/LSEs) completing the format in real time. Data are compiled monthly by the Monitoring & Evaluation (M&E) team, generating consolidated reports that inform programme oversight, intervention adjustments, and strategic decision-making.

### Process of Administration:

- The survey is conducted on non-MB session days to avoid bias.
- It is applicable only to the school-based programme.
- The RHC format has been digitised using SurveyCTO, and field teams have been trained on its use.
- The designated resource persons (YM/LSEs) complete the format during random school visits when no MB session is being conducted.
- Data is downloaded every month, and the Monitoring & Evaluation (M&E) team consolidates and shares attendance status reports.



## Key Findings

Across regions, distinct patterns of school attendance were observed in the Random Head Count exercise. In the South, attendance during Magic Bus (MB) sessions (86.1%) was marginally lower than on non-session days (88.3%), indicating that adolescents already maintain consistent schooling habits, with MB sessions reinforcing this regularity. The West region reported the highest attendance levels overall, with 95.1% on session days and 95.8% on non-session days, reflecting a strong schooling environment where MB sessions help sustain high levels of regularity. In the East, a sharper variation emerged: attendance reached 92.2% on session days compared to 80.7% on non-session days, demonstrating the pivotal role of MB sessions in motivating adolescents to attend school. The North region showed a more balanced pattern, with 89.2% attendance during session days and 86.6% on non-session days, highlighting steady school participation.

Overall, MB sessions appear to positively influence school attendance by reducing barriers that hinder adolescents' regular participation. Although external factors also contribute, the higher attendance recorded on MB session days underscores the programme's important role in strengthening adolescents' educational engagement and outcomes.

## Qualitative Field Assessment

Qualitative assessments constitute a critical component of the Magic Bus evaluation framework, complementing quantitative findings by providing nuanced insights into programme implementation and impact. These assessments aim to identify gaps in the implementation process and ensure that the programme achieves its intended outcomes. In 2023–24, the Impact team conducted a total of 84 qualitative field assessments, employing a combination of Focus Group Discussions (FGDs) and In-depth Interviews (IDIs) to gather comprehensive perspectives. Participants included adolescents, parents, Magic Bus programme staff, teachers, principals, and government officials, whose experiential knowledge serves as a reliable source of information regarding programme processes and effects.

Findings indicate broadly positive perceptions among both parents and adolescents regarding Magic Bus sessions, with adolescents demonstrating the ability to apply learnings in real-life contexts. Observations of Magic Sheets usage, engagement with study corners, and positive feedback from teachers and other stakeholders suggest that adolescents gained confidence and internalized the principles and values imparted through the programme. These outcomes underscore the effectiveness of the Magic Bus programme in fostering personal growth, positive behavioural change, and enhanced life skills among participating adolescents, reflecting the tangible impact of the intervention on adolescent development.

“Previously, when I could not understand anything, I would hide in the back of the class and avoid eye contact with the teacher. After one of the sessions, Didi told us how we can find solutions to our problems using mobile phones. This solution helped me to clear my doubt and gain my confidence again.”

- Adolescent Programme Participant, Chandrapur, Maharashtra



## Key Findings from QFA

Area of Enquiry	Feedback from different stakeholders		Key conclusions/findings
	Stakeholder	Key feedback/ information shared	
Importance of education, Career aspirations	Adolescents	Adolescents are aware about importance of education.	<ul style="list-style-type: none"> <li>Adolescents have their career aspirations ready for after school life.</li> <li>Teachers and school staff is supportive in conducting programme smoothly.</li> <li>Parents are taking out time and assertive about adolescents' education and their career building.</li> </ul>
	Teachers/ School functionaries	Schools have supportive environment for Life Skills programme	
	Parents/ Communities	Parents identify visible changes among adolescents in terms of the interest with studies.	
Life skills and its application and impact on their lives.	Adolescents	Adolescents are actively developing their ability to recall LS sessions and homework tasks.	<ul style="list-style-type: none"> <li>Adolescents like to have on-ground sessions, there is an opportunity to further strengthen takeaway message.</li> <li>Parents showed positive feedback on their adolescents regarding academic and behavioural improvements with our life skill applications.</li> <li>MB field teams want to have at least 3 years of programme to show impactful work done within community and adolescents' lives.</li> </ul>
	Teachers/ School functionaries	School plays an assertive role as they add additional value to develop life skills among adolescents	
	Parents/ Communities	Changes in habits & behaviour and good interpersonal skill were identified by parents.	

## Evidence of Impact from Adolescent Programme

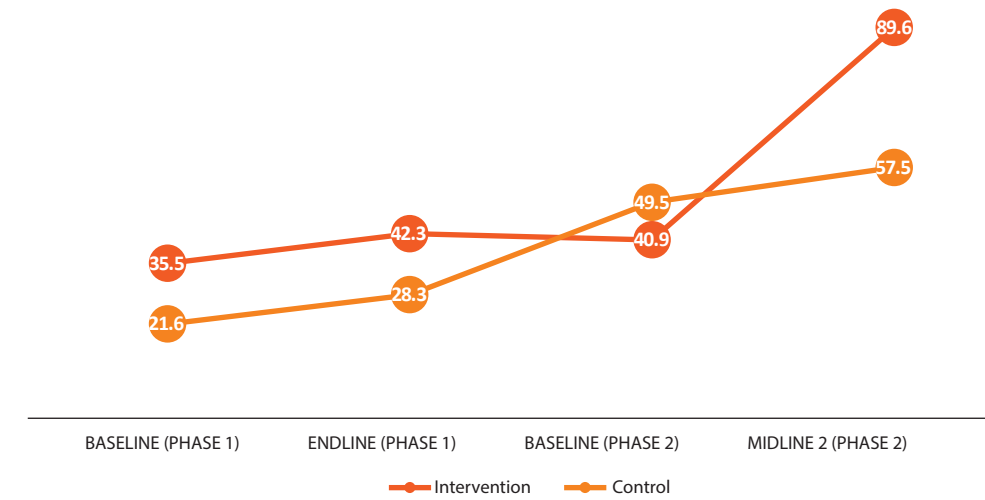
### Longitudinal Study in Chengalpattu, Tamil Nadu

The Magic Bus is implementing a seven-year longitudinal intervention 'Life Skill and Employability Education Programme' in Chengalpattu, Tamil Nadu, reaching over 4,000 adolescents annually through a cohort-based design from Grade 6 to 12. Phase 1 (2019–2022) focused on foundational life skills, financial literacy, and career awareness, while Phase 2 (2022–2026) advances into employability education, digital literacy, functional English, and academic support. Four rounds of evaluation were conducted using a mixed-methods design, combining Difference-in-Differences analysis with qualitative insights from key stakeholders. At Midline 2, data from 1,225 students (660 intervention, 565 control) were collected.



## Results: Consistent and Steady Improvement in Advanced Life Skills

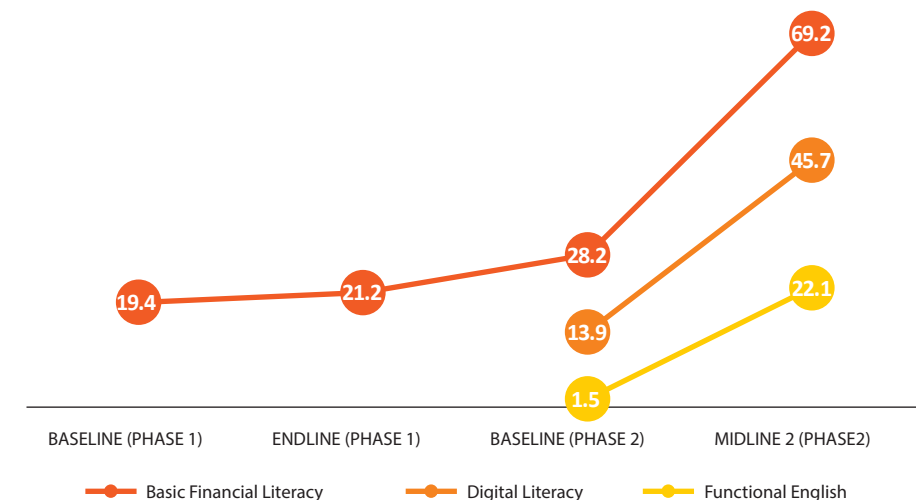
The intervention group demonstrated consistently superior gains in life skills across both phases, with outcomes far surpassing the control group. By the end of Phase 2, intervention participants achieved an average score of 89.6 compared to 57.5 in the control group, reflecting a striking 55.8% relative improvement. This substantial gap underscores the impact of the program, affirming its effectiveness in equipping adolescents with critical life skills their professional and academic success.



The improvement in life skills, fostered transformative gains in adolescent confidence, resilience, and agency, equipping participants with critical life skills for sustained success in education, employment, and civic life.

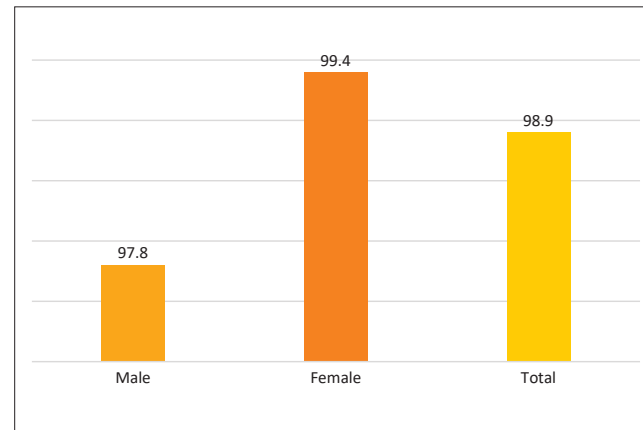
## Employability Education Programme (EEP) Shows a Sharp Increase in Proficiency

The intervention group demonstrated consistently significant gains in life skills across both phases, with outcomes far surpassing the control group. By the end of Phase 2, intervention participants achieved an average score of 89.6 compared to 57.5 in the control group, reflecting a striking 55.8% relative improvement. Between Baseline and Midline 2 of Phase 2, there were also significant percentage point gains across all domains: Basic Financial Literacy rose by 50 points (from 19.4% to 69.2%), Digital Literacy by 31.8 points (13.9% to 45.7%), and Functional English by 20.6 points (1.5% to 22.1%). The intervention yielded transformative impacts, with intervention adolescents achieving markedly higher life skills and significant gains in financial literacy, digital literacy, and functional English, thereby equipping them with essential 21st-century competencies and positioning them for sustained educational, professional, and social success.



### Adolescents in the intervention schools showed greater agency

The intervention demonstrated a profound impact on fostering adolescent agency and confidence, with 98.9% of students in intervention schools attaining an advanced level compared to just 1.1% in control schools. Substantially higher confidence was observed in key domains, including daily decision-making (90.6% vs. 13.4%) and autonomy in marital decisions (98.7% vs. 11.0%), underscoring the programme's effectiveness in strengthening self-belief and empowering adolescents to exercise greater control over their lives.



### Digital Literacy and Life Skills Outcomes in Indian Adolescents

Magic Bus India Foundation's integrated education and life skills program empowers first-generation learners by combining digital literacy with essential life skills to prepare adolescents for the 21st-century workforce. Implemented across Ahmedabad, Chennai, Delhi-NCR, and Hyderabad among students from Grades 7 to 10, the 2025 Endline study shows significant gains in communication, collaboration, and critical thinking among 11,200 adolescents. Using a mixed-method approach and a two-stage stratified random sampling design, data were collected from 2,045 participants to assess life skill outcomes, educational aspirations, program impacts, and the challenges faced in promoting digital inclusion and social empowerment.

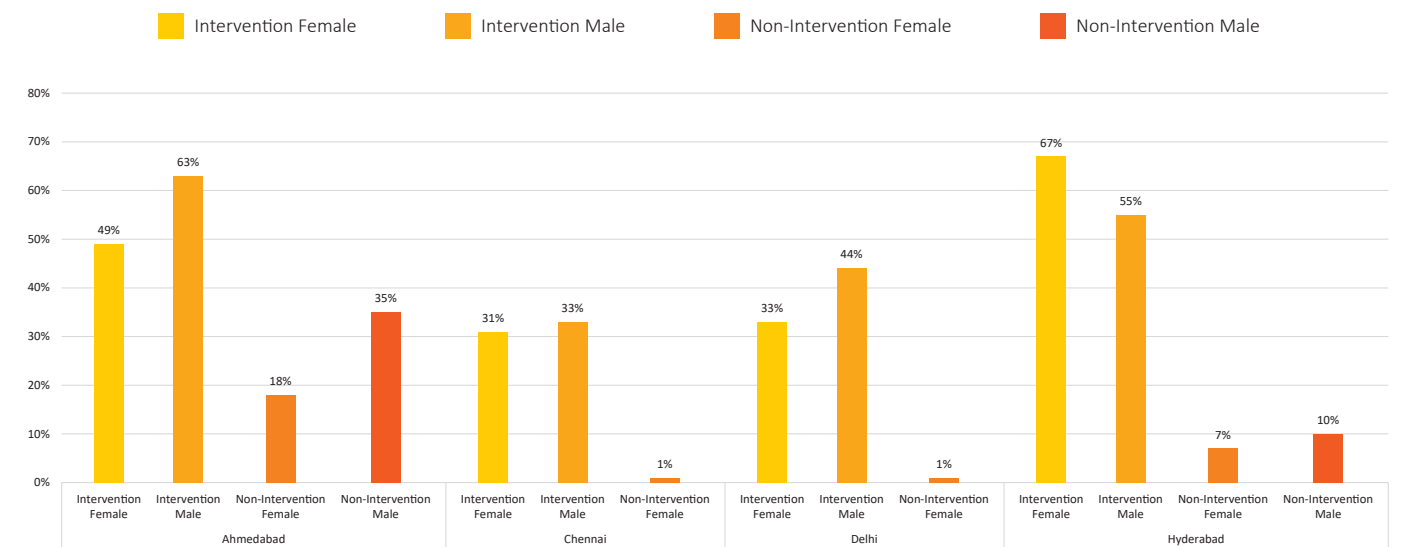


### Enhanced Digital Literacy and awareness about responsible digital citizenship

In Ahmedabad, there was an overall difference of 32 percentage points in the high category between intervention and non-intervention schools, with intervention schools reporting higher levels. Within the intervention group, 63% of boys and 49% of girls were in the high literacy category, indicating a higher proportion among boys.

In Chennai, the overall positive difference between intervention and non-intervention schools in the high digital literacy category was 30 percentage points. In intervention schools, 33% of boys and 31% of girls were in the high category, showing similar proportions for both genders. In non-intervention schools, only 1% of girls and no boys are in the high category.

### % of adolescents with enhanced digital literacy and awareness about responsible digital citizenship



In Hyderabad, the intervention schools were leading on non-intervention schools in the high digital literacy category by 54 percentage points (62% vs. 8%). In intervention schools, 67% of girls and 55% of boys were in the high category. In non-intervention schools, 7% of girls and 10% of boys were in the high category.

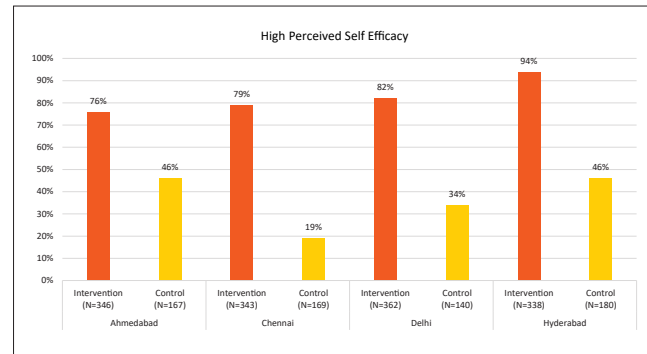
Across all locations, teachers observed that digital literacy lessons made adolescents more interested and active in class. In Hyderabad, teachers noticed that adolescents who were not confident with computers earlier began participating more after learning how to use tools like Microsoft PowerPoint and coding, by practicing group activities on the computer. In Delhi, teachers shared that adolescents enjoyed using the internet to explore new topics and often searched on platforms like Google and YouTube to support their classroom learning. This curiosity led to more questions and discussions during lessons.

In Chennai, teachers said that digital sessions encouraged adolescents to try new applications, work on creative tasks, and share their ideas with classmates. This made the classroom livelier and more inclusive, with even quieter adolescents becoming more involved. In Ahmedabad, teachers felt that combining basic digital skills with real-life tasks helped adolescents learn better. These lessons not only improved technical skills but also gave adolescents the confidence to solve problems, work together, and express themselves creatively.

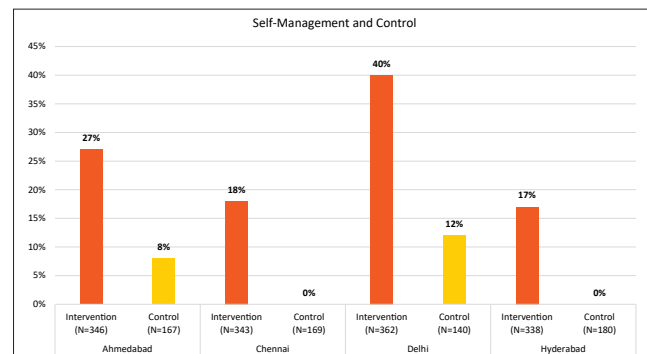


Several life skills can be connected with digital literacy, as evidenced by the programme's outcomes across Ahmedabad, Chennai, Delhi-NCR, and Hyderabad.

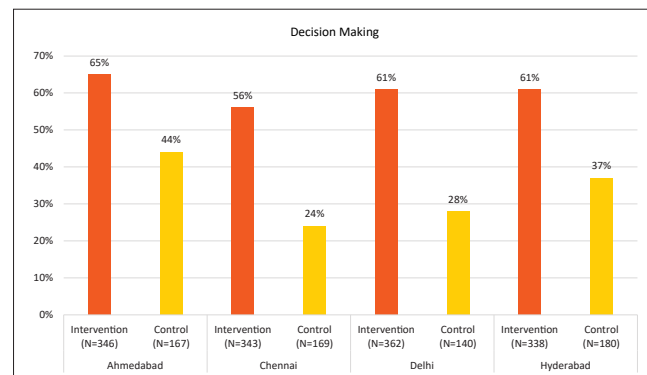
**Self-Efficacy:** Digital literacy training boosted adolescents' confidence in using technology safely and creatively (e.g., 76% high self-efficacy in Ahmedabad intervention schools). This reflects improved belief in their abilities to tackle digital tasks, a key life skill.



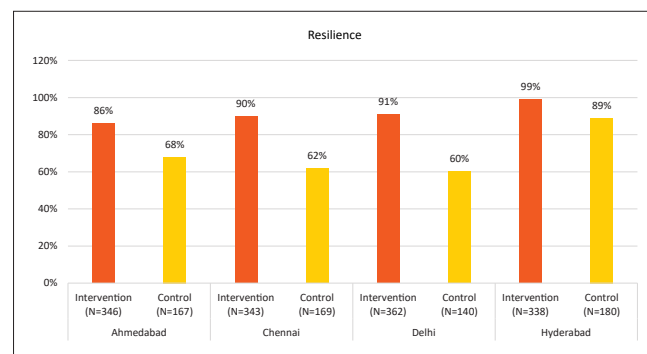
**Self-Control and Self-Management:** The programme enhanced planning and focus through digital literacy sessions, with adolescents in Chennai and Hyderabad showing better time management and emotional control (e.g., 40% high self-management in Delhi NCR intervention schools). This skill is reinforced by structured digital activities.



**Decision Making:** Adolescents developed thoughtful, fair, and empathetic decision-making, notably in Delhi-NCR and Hyderabad, where digital tools aided value-driven choices (e.g., 61% demonstrating careful decision-making in Hyderabad). Digital literacy supported critical thinking in online contexts.

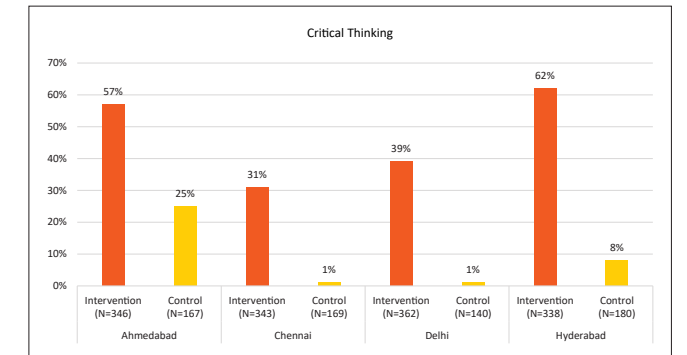


**Resilience:** Exposure to digital literacy fostered persistence and adaptability, with high resilience rates (e.g., 99% high in Hyderabad intervention schools). Adolescents bounced back from setbacks using digital problem-solving skills.



**Communication and Collaboration:** Digital literacy enabled adolescents to share knowledge with peers and family (e.g., supporting others in online tasks in Chennai), enhancing communication and teamwork, key social life skills.

**Critical Thinking:** The programme's focus on safe browsing and coding (e.g., 62% high digital literacy in Hyderabad) encouraged critical analysis and problem-solving, aligning with academic life skills.



These skills are interconnected with digital literacy, as the program integrated technical training with practical applications, fostering holistic development for education, work, and social empowerment. Overall, the digital literacy programme has led to meaningful improvements in the school environment across different regions. By incorporating practical, hands-on learning and fostering responsible digital citizenship, the initiative has enabled adolescents to build confidence and essential skills in using technology. Teachers report feeling more confident in integrating digital tools into their teaching, and both parents and School Management Committees observe greater adolescent engagement and competence. These developments are contributing to a more inclusive and supportive atmosphere, positioning schools to prepare adolescents for the opportunities and challenges of a digitally connected world.

### Evidence and Impact Under Government Partnership

#### Haryana Annual Assessment

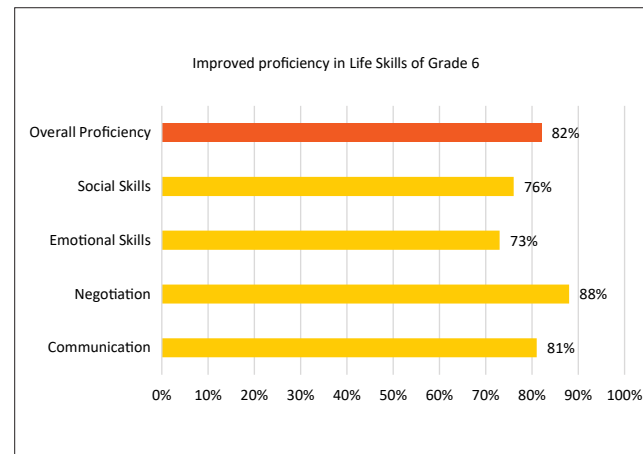
The Haryana Life Skills Programme, a collaboration between the Government of Haryana's Education Department and the Magic Bus India Foundation, aims to equip students in Classes 6 to 8 with cognitive, social, and emotional skills necessary for the 21st century. Over three years, the programme delivers 35 competencies across 11 life skills, sequenced from foundational to advanced levels, enabling students to develop and master each skill progressively.

This report summarizes the 2024–25 annual assessment of Grade 6 and 7 students across Gurugram, Panchkula, and Yamunanagar, with comparisons over two years and benchmarks against non-intervention students from Ambala.



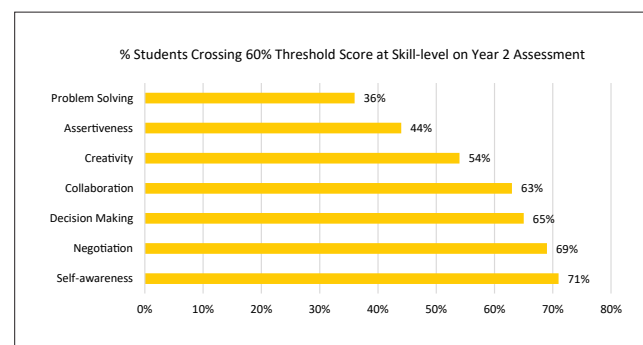
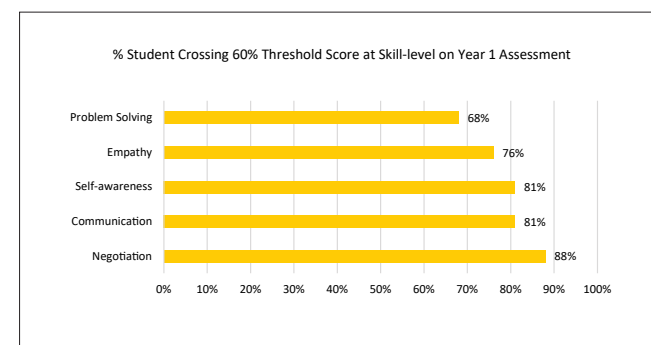
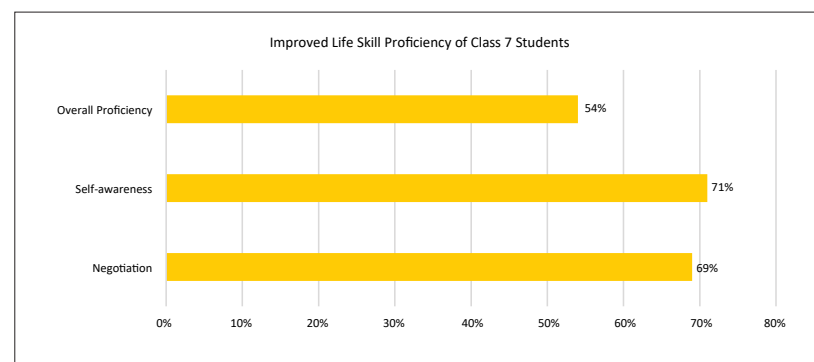
### Strong Foundations in Grade 6

Nearly 82% of students crossed the proficiency threshold, with particularly strong outcomes in social (76%) and emotional (73%) domains. Skills like negotiation (88%) and communication (81%) show that students are internalizing the basics of respectful interaction, empathy, and teamwork. Girls and boys both benefitted, though girls consistently performed better. Comparison with the non-intervention group confirmed the program impact. 82% of intervention students (mean score 73%) crossed the proficiency threshold compared to only 33% in non-intervention schools (mean score 57%).



### Transition to Advanced Skills in Grade 7

While Grade 6 focused on foundational competencies such as empathy, basic problem solving and communication, Grade 7 introduced more analytical and abstract skills like decision making, creativity, assertiveness and advanced problem solving. These tasks require higher-order thinking (evaluating alternatives, synthesising information, thinking innovatively) compared to the concrete, interpersonal tasks of Grade 6. As a result, while emotional and social skills remain strong (self-awareness at 71%, negotiation at 69%) in Grade 7, the overall percentage above threshold dropped to 54%, highlighting the challenge of mastering higher-order skills and cognitive competencies. Yet, despite tougher skills, students in intervention schools (mean score 60%) far outperformed peers in non-intervention Ambala (52%). A staggering 54% of intervention students crossed the threshold when compared with mere 16% in non-intervention schools. Not only that, the odds of achieving advanced proficiency were found to be 6- 9 times higher for students exposed to life skills sessions, proving that the programme is both impactful and necessary.

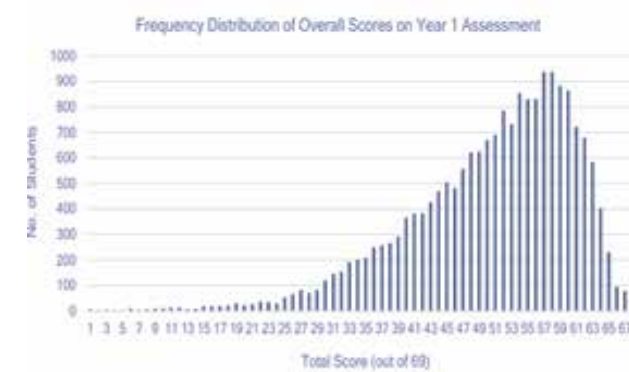


### The Common Cohort Analysis

In addition to grade-wise cross-sectional assessments, the study also examined a longitudinal cohort of 11,984 students who took both the Year 1 (Grade 6, 2023–24) and Year 2 (Grade 7, 2024–25) assessments.

This approach allowed for a direct observation of student progress over two years of programme delivery. Steady progress was evident with an overall average score across the two years standing at 64%, and 67% adolescents crossing the proficiency threshold. Girls outperformed boys (71 % vs. 62 %), and Gurugram led district results (69 %). Emotional (68 %) and social (67 %) competencies were stronger than cognitive skills (58 %), requiring sustained reinforcement.

By combining strong foundations with increasingly complex challenges, the programme demonstrates that life skills education is not about quick gains but sustained growth. The challenges encountered by students in mastering higher-order competencies is evidence of their progression and the rigour of the curriculum. Yet, it is through structured support of curriculum and its unique delivery methods that more than 50% students were able to cross the threshold. This balance of support and challenge makes the Haryana Life Skills Programme a model of how structured, progressive learning can prepare adolescents to navigate both present realities and future uncertainties with confidence.



"I like making presentations in PowerPoint because it is easy to use, and I can be creative. Making art on PPT is my favourite activity."

- Adolescent Programme Participant, FGD, Chennai

"Students are very eager to learn digital skills, especially when they can create their own presentations or try out coding for the first time. It's very encouraging to see that in students."

- Teacher, IDI, Chennai

"Learning to search on Google and watching videos on YouTube helps me understand topics better when I don't understand something in school."

- Adolescent Programme Participant, FGD, Delhi-NCR

"Many students do not have regular access to devices at home, but they make good use of what is available and are eager to learn more."

- Headmaster, IDI, Ahmedabad

"We learnt how to keep our accounts safe with passwords. I always use a strong password now when I use my Instagram account, and don't share it with anyone! I have taught my cousins how to be safe when using their phones too"

- Adolescent Programme Participant, FGD, Ahmedabad

"Some struggle with Excel at first, but I see their confidence grow when they manage to use formulas or create a sheet for a project."

- Teacher, IDI, Hyderabad





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