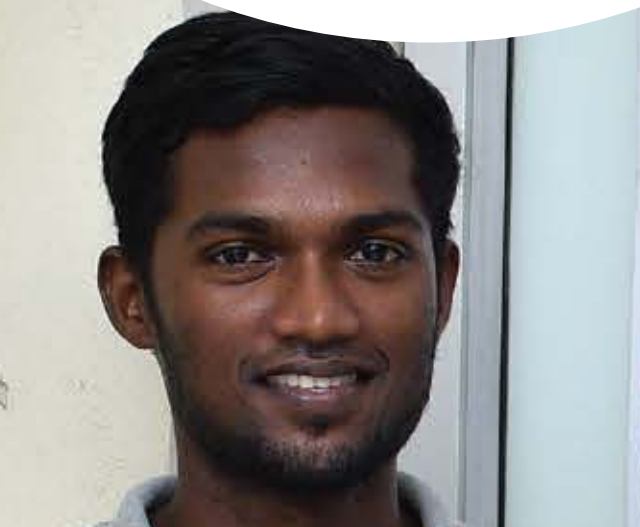




# ANNUAL IMPACT REPORT 2023-24





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# Magic Bus Footprint

Adolescent Programme  
Direct Delivery Model

**3,30,729**

Adolescents

**2,155**

Schools

**302**

Community  
Learning Centres

**22**

States

Adolescent Programme  
Government Partnership

**1.15 Million**

Adolescents

**24,512**

Schools

**24,759**

Teachers  
Trained

**6**

States

Livelihood Programme

**3,08,250**

Youth Placed

**1,052**

Colleges

**117**

Livelihood Centres

**547**

Entrepreneurship  
Incubation Centres'  
Participants in  
5 Locations



# Acronyms

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

# Magic Bus India Foundation: The Organisation

## 1.1 Overview

Magic Bus India Foundation builds the capacity of young adolescents by guiding them on a journey from Childhood to Livelihood and helping them overcome the cycle of poverty. The three main pillars are completion of secondary school education, job-skill development and employability. In 1999, Matthew Spacie founded Magic Bus India Foundation committed to providing adolescents and youths from the age group 12- 24 with the skills and information they need to overcome daily obstacles and build careers. MBIF has touched the lives of more than 2 million adolescents and young people since it started, equipping them with skills to become financially responsible members of their households.

Magic Bus has expanded its presence across 22 states and Union Territories over its 25-year journey. Magic Bus has also made a significant intervention with its Livelihood initiative. More than 3.71 lakh youth lives have been transformed by this initiative since it began in 2015 by guiding their career route toward sustainable job segments and teaching employability and life skills.

### 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.*

Magic Bus thus focuses on implementing multi-layered, collaborative programmes with an effective in-school component. It also leverages its robust community-connect and technology-enabled monitoring platforms and focuses on outcomes and impact.

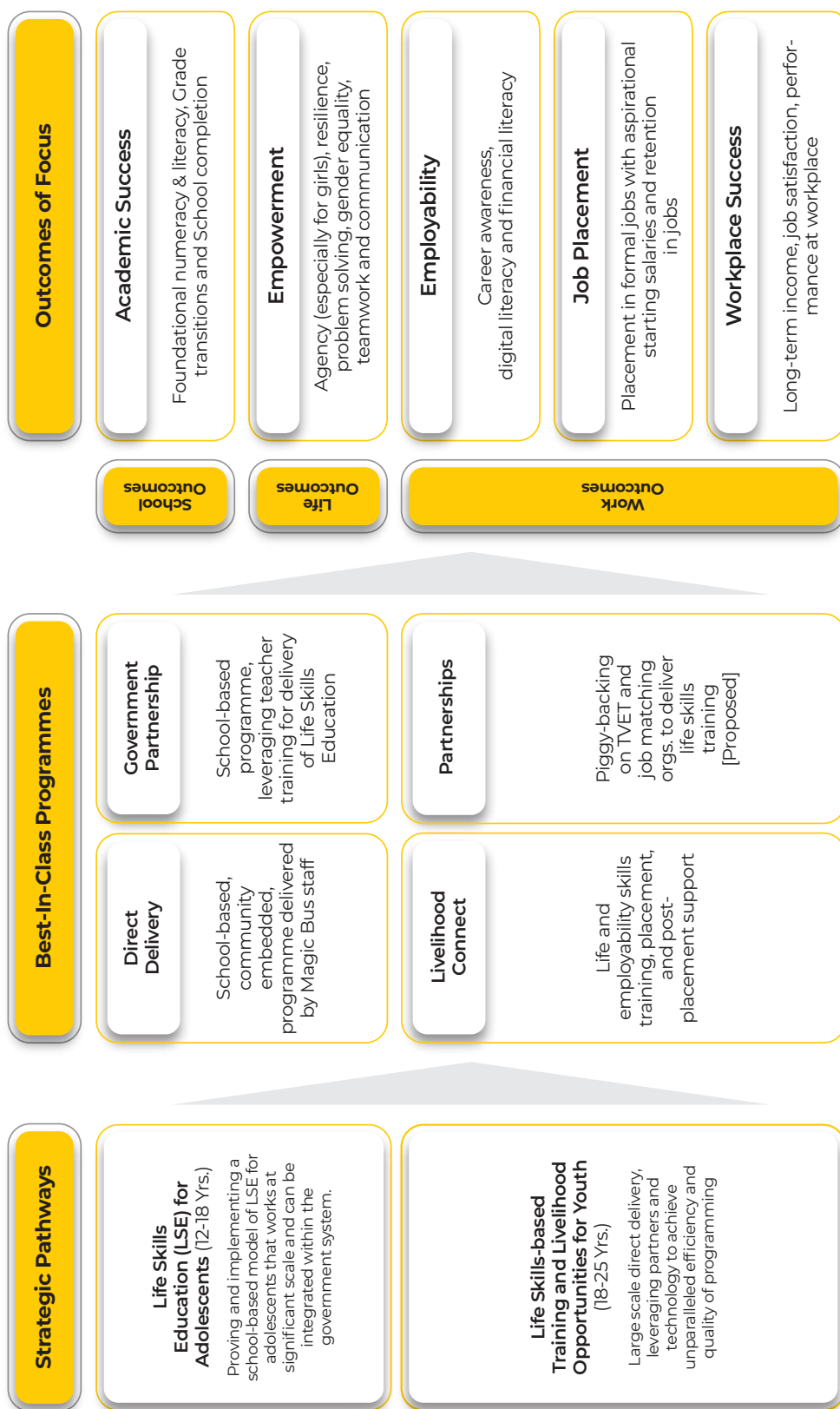
## Magic Bus Journey

In 1999, Matthew Spacie, Senior Executive from Cox and Kings, and member of the Bombay Gymkhana Club, saw a group of 16-18-year-old boys from nearby slums watching people play rugby from outside the grounds. Not only did he invite them to play at the Gymkhana, he went on to help them find employment with support from his friends.

To his shock, the boys were unable to survive in these jobs for more than a fortnight to a month. They struggled with punctuality, submitting required documents, communicating well, and reporting about their tasks to their managers. He realised that if they had to break the cycle of poverty, they had to be trained in basic life skills from a much younger age. Matthew also realised that this was not a problem for these boys alone, but for most youth in urban slums. Thus started the Magic Bus journey of 'Childhood to Livelihood'.



## Theory of Change



The Magic Bus Theory of Change (ToC) exhibits three major outcomes viz. school outcomes, life outcomes and work outcomes, important for the holistic development of an adolescent during the transition from Childhood to Livelihood.

Magic Bus has strategically prioritized its ToC into two broad thematic areas, viz. life skills education for adolescents (12 to 18 years) and life skill-based training & livelihood opportunities for youth (18 to 25 years). Further, each thematic area has specific outcomes. On one side, life skills education focuses on adolescents to improve their school regularity, grade progression, improving Foundational Numeracy & Literacy (FNL). On the other side, life skills education focuses on empowering adolescents through building agencies, resilience, sensitization on gender equality, building teamwork and improvement in communication skills. The other thematic area has its focus on ensuring youth's livelihood through enhancing employability skills, job placements, and ensuring job retention.

## 1.2 Organisation System & Processes

Magic Bus India Foundation, through its Adolescent and Livelihood programmes, is transforming the lives of young people. The organization's goal is to enable young people to transition from childhood to livelihood, empowering them to break the cycle of poverty.

Magic Bus has regional offices in all four zones headed by the Regional Director. Each region has dedicated staff from different verticals to manage the projects in the region. Regional Director and Regional Operations Manager are part of the Programme team who are responsible to manage projects in their respective states and districts. Under the adolescent programme, at the field level, District Programme Managers are responsible to manage 4 to 5 assigned projects. Each project is managed by a Cluster Manager who is responsible for tracking a project's activities regularly. Over 150+ programmes are implemented through project offices located across states in adolescent projects. Presently, there are 70 project offices, and 4 regional offices located in 22 states and union territories with 3000+ payroll employees in the organization to manage 150+ projects being implemented in different states. In the livelihood vertical, the operation is divided into 4 regions consisting of 31 cities in 17 states. Different functionaries were working on 53 projects under different livelihood programmes under the leadership of Regional Directors and Sr. Directors. There are 900 staff working under the livelihood vertical.

Magic Bus has been recognized for its excellence and impact, earning the Great Place to Work and India's Best NGO to Work For certifications. Additionally, HundrED has recognized the organization for the second consecutive year.

To ensure the sustainability and growth of the programmes, the organization has robust Sustainability and Institutional Partnership functions that actively seek out new partnerships and funding opportunities.

Magic Bus has a fully developed Human Resource Management System. The organisation has various policies in place for staff, such as Confidentiality and Non-disclosure Agreements, a Code of Conduct for Youth Protection, Child Protection and Safeguarding Policy, Whistle-blower Policy, POSH, etc. For managing staff, a technology-based HR system is in place. All the staff members have access to the platform and all their leaves, attendance, travel etc. are managed through the system. Regarding Finance Management and Control, Magic Bus has well defined guidelines of procurement and finance management. For managing the finances and accounts, Magic Bus uses an Enterprise Resource Planning (ERP) system.





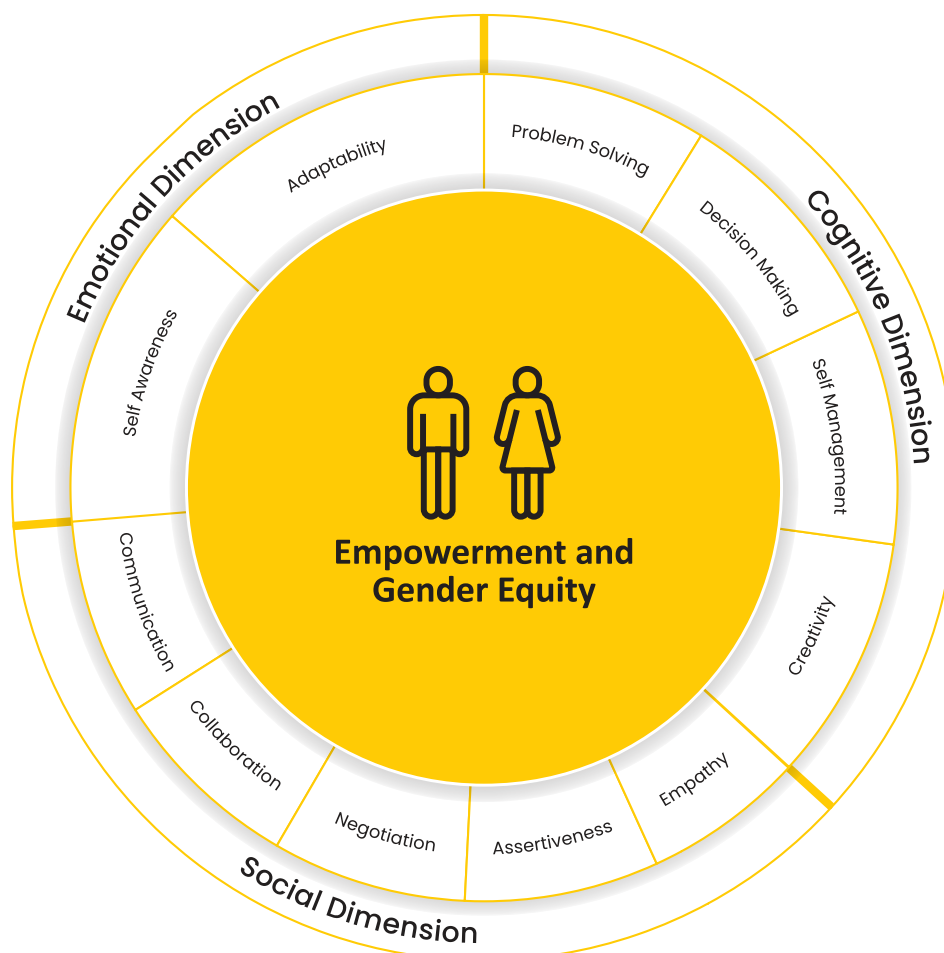
## The Programmes

Magic Bus' Childhood to Livelihood approach has two key focus areas viz., life skills education for adolescents (12 to 18 years) and life and employability skilling for livelihood (18 to 25 years). Under the life skill education programme, through its direct delivery approach, Magic Bus equips adolescents with Life Skills, Foundational Numeracy & Literacy (FNL), Employability Education, preparing them to pursue education, lead fulfilling lives and add value to their communities. Through the Government Partnership Programme, Magic Bus collaborates with the government school system to train teachers who provide life skill education to adolescents from grades 6 to 10. Under the livelihood skilling programme, the organisation works with undergraduate youths through standard skilling programme, Skill Impact Bond, FutureX platform, while with graduates, Magic Bus works through Connect with Work Programme, Digital Skilling Programmes and the Entrepreneurship Development Programme.

### 2.1 Adolescent Programme: Direct Delivery Approach

#### 2.1.1 Life Skills Education

Through life skills education, Magic Bus equips adolescents with core life skills through activity-based sessions on the playground, helping them become more resilient and show higher self-efficacy in the face of destabilizers like child labour. The adolescent life skills framework covers three dimensions viz. Cognitive, Social and Emotional. It includes teaching life skills like collaboration, creativity, decision-making, communication, assertiveness, negotiation, problem-solving, self-management, self-awareness, empathy, and adaptability. This way, Magic Bus ensures adolescents complete their education and are equipped to build a brighter future for themselves.



## 2.1.2 Foundational Numeracy & Literacy

Community Learning Centres (CLCs) cover a wide range of development programmes focused on education and life skills for adolescents from underprivileged urban and rural communities. Tackling Foundational Numeracy and Literacy skills (FNL) and promoting formal education for adolescents are important aspects addressed by Magic Bus CLC. The CLC programmes focus on bringing adolescents up to speed on their learning levels, facilitating peer to peer learning and providing a safe space for development.

Foundational Literacy includes reading, speaking, writing, and interpreting thoughts, while Foundational Numeracy includes basic arithmetic operations, distance, and shape. The children receive specific inputs on literacy and numeracy for a year. FNL skills imparted are equivalent to the curriculum delivered in grades 1-5. Adolescents learning levels are assessed and categorised at 3 levels:

**Level I - Covering Literacy and Numeracy Skills of Grades 1 & 2**

**Level II - Covering Literacy and Numeracy Skills of Grades 3 & 4**

**Level III - Covering Literacy and Numeracy Skills of Grade 5**

## 2.1.3 Employability Skills Education

The objective of the Employability Skills Education module is to enable adolescents to have a clear understanding of their career choices, and to equip them with core employability skills so that they transition smoothly from the world of education to the world of work. As a part of the Employability Education, the adolescents undergo workshops and sessions on financial literacy, digital literacy, functional english, career awareness, and sexual and reproductive health. This component, therefore, focuses on work readiness, which builds upon the life skills curriculum, and supports adolescents and youth to prepare for a lifetime of productive economic participation. This equips them with the skills that are needed for meeting the challenges that lie ahead.

## 2.1.4 In Community

Through engagement with community stakeholders, Magic Bus team works with parents, heads of schools, School Management Committees (SMCs), Panchayati Raj Institutions (PRIs), and other local bodies. This component of the programme aims at engaging with each of the stakeholders, empowering them as support systems in which development is facilitated. By working with parents, key influencers in the community, and local government structures, the programme aims at building an environment that is conducive to the adolescents' choices as well as responsive to their needs.

Magic Bus, through its direct delivery adolescent programmes, covers a total of 22 states and union territories, and 72 districts in India, and reaches out to rural, semi-urban and urban communities. In total, the programme covers 3,289 villages, 517 wards, 336 blocks and 2,155 schools. The programme focuses on government, private and government-aided schools, and has a total of 3,30,739 boys and girls participating in the programmes.

Magic Bus Adolescent Programme Outreach	Region				India Overall
	East	North	South	West	
States & Union Territories	5	9	5	3	22
Number of Villages (Rural)	262	1,493	948	586	3,289
Number of Wards (Urban)	66	232	155	64	517
Blocks	21	80	172	63	336
Number of Govt. Schools	223	194	594	570	1,589
Number of Private Schools	4	205	12	48	269
Number of Govt. Aided Schools	9	21	91	146	267
Total Number of Schools Covered in Projects	236	458	697	764	2,155
Headmasters	234	476	697	783	2,190
Teachers	923	3,638	8,635	4,185	17,381
Boys	17,868	43,455	50,599	46,096	15,8018
Girls	20,867	43,623	61,627	46,604	1,72,721
Overall Adolescents	38,735	87,078	1,12,226	92,700	3,30,739

## 2.2 Life Skill Programme: Government Partnership

Today, most of India's adolescent population - particularly those from underserved communities – attend government-run schools. Magic Bus' expertise in life skills education was recognised by state government education bodies who joined hands with Magic Bus, to strengthen the education system and empower India's massive population of adolescents with life skills. Thus, our Government Partnership Programme was born. Magic Bus India Foundation signed MoUs and partnered with six state government bodies to roll out 21st century life skills education in government schools across the states. Through these partnerships, we collaborate with the state education departments to design and develop contextualised 21st century life skills curriculums, training plans, and monitoring and assessment systems. Through a cascading flow, Magic Bus Trainers deliver the life skills programme to Master Trainers, who in turn build the capacities of government schoolteachers to impart 21st century life skills education to adolescents on the playground and in classrooms. The capacity building of teachers includes experiential and activity-based training, self-reflection, and application. This training enables them to effectively transfer knowledge to their students through activity-based sessions.

Currently, Magic Bus has partnered with Andhra Pradesh, Assam, Madhya Pradesh, Haryana, Mizoram, and Odisha state governments to implement the programme through system officials and teachers. The programme covers 24,521 schools across 123 districts and has reached out to 11,58,941 adolescents till March 2024 through 24,759 trained teachers. In Maharashtra & Rajasthan, Magic Bus is working in 2 & 1 districts respectively.

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

## 2.3 Livelihood Programme

Today, the most significant obstacle is not the unavailability of jobs, but rather the lack of basic employability skills, even among educated youth. The International Labour Organisation (ILO) emphasises that individuals with a combination of skills, such as broad-based education and training, basic and transferable high-level skills, including teamwork, problem-solving, information and communications technology (ICT) and language skills, are most employable and adaptable to changes in the world of work.

According to NITI Aayog's National Multidimensional Poverty Index (MPI) 2023, even now, 15 out of 100 people in urban areas, and 20 out of 100 people in rural areas are living in poverty. The unemployment rate among youth aged between 20 to 24 during the third quarter of 2022-23 stood at 44.49%, indicating a significant demand for employment opportunities. Despite this demand, Indian youths lack employability skills and are not adequately prepared for the demands of the future workforce.



**The Periodic Labour Force Survey (PLFS) Annual Report 2022-23 shows a 4.2 percentage point improvement in the Female Labour Force Participation Rate (FLFPR), reaching 37.0% in 2023.** While this reflects ongoing efforts to empower women, further action is needed to enhance skill development, entrepreneurship support, and workplace safety.

In response to these challenges, initiatives led by Magic Bus India Foundation aim to bridge the gap between skill acquisition, employment opportunities, and participation of women in the workforce. Magic Bus has implemented an alternative model to domain skilling, focussing on transferable life and employability skills that will transition young people into sustainable jobs in the service sector. For this, Magic Bus reaches out to young people from marginalised communities, building their agency, and empowering and preparing them to navigate the challenges of securing sustainable job opportunities and living a dignified life. Through continuous efforts over the last 10 years, Magic Bus has become the largest direct skilling organisation among non-profits by skilling and placing more than one lakh youths per year.

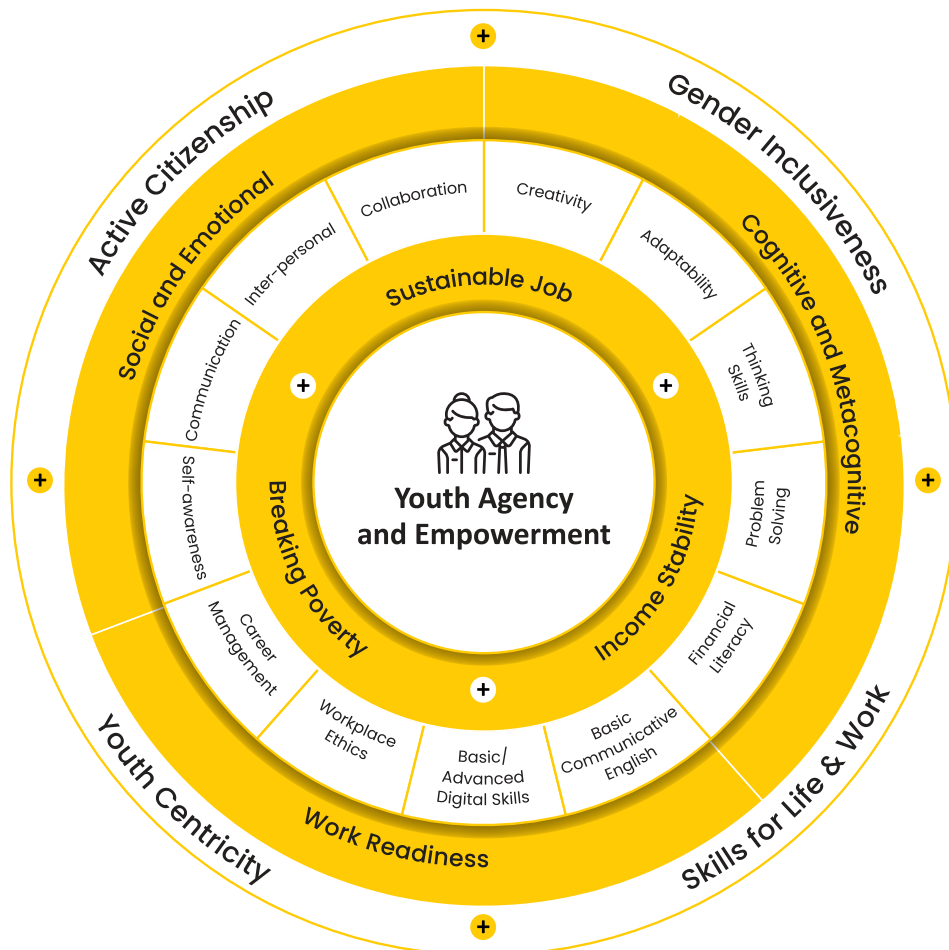
The Livelihood Programme by Magic Bus aims to:

- Enhance the employability of youth from underserved communities by providing training in transferrable life and employability skills and orienting them in sector-specific skills.
- Build youth agency to:
  - make informed life and career choices,
  - support their families in leading dignified lives, and
  - influence peers in the community as change agents.
- Place young people in securing grey and white collared jobs across Retail, BFSI, IT-ITeS, E-Commerce, and Quick Service Retail (QSR), enabling them to become the first in their families to earn a salary.
- Support aspiring entrepreneurs in starting and establishing their own micro/nano enterprises.

In response to the imperative of skilling youths and leveraging the demographic dividend for nation-building, Magic Bus has reimagined and aligned its livelihood framework and content with international standards proposed by the ILO.

The reimagined framework considers market demands alongside the capabilities of youths from underserved background, fostering individual performance and career growth.

The Magic Bus Skilling Program places Youth Agency and Empowerment at its core focusing on the three outcomes of sustainable jobs, income stability, and reducing poverty. Three core skills—Social and Emotional Skills, Cognitive and Metacognitive Skills, and Work Readiness Skills— are emphasized to empower youth for work and life. The programme also focuses on 13 sub-skills to ensure a sustainable career journey. Guided by key principles of active citizenship, gender inclusiveness, youth-centricity, and skills for life and work, the programme’s holistic approach underpins its framework and delivery.

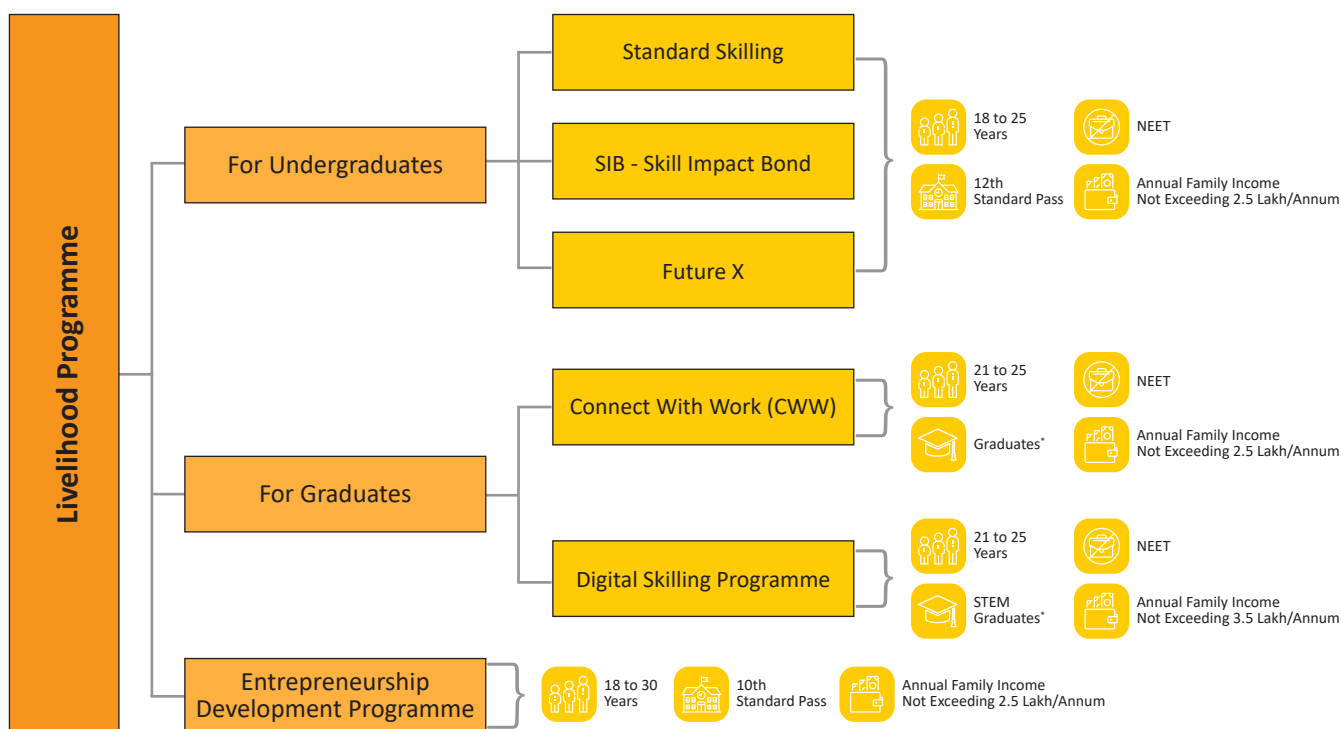


The Magic Bus Livelihood Framework reflects the organisation’s support for marginalized youth reimaged through a global lens of life and employability skills.

Magic Bus’ Livelihood Programme is designed to prepare youths for the formal employment landscape, focusing on equipping them with transferable life and employability skills. The livelihood curriculum is aligned with the International Labour Organisation (ILO) and National Occupational Standards (NOS) framework for 21st-century life and employability skills. The content is delivered by using participatory and experiential learning methods with blended model delivery techniques such as 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 youth and ensure that it is industry-oriented and relevant to the current job market. Magic Bus is one of the implementing partners of the first-ever Skill Impact Bond for skilling and employment, intending to benefit 50,000 young Indians for over four years, 60% of whom will be women.

The programme strategy involves

- **Mobilisation of youth** through various outreach activities which include community connect, alumni referrals, walk-ins, partnership with community stakeholders, and other organisations in the community. Young people are required to fulfil the following eligibility criteria.



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

- **Training** - The Magic Bus 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 a dignified life.

### The Livelihood Portfolio of Magic Bus

- In 2023-24, Magic Bus enrolled 1,25,535 youths through 117 Livelihood Centres and 1,052 colleges spread across 17 states.

Type	Centre Based	College Based	
Segment	Under Graduates	Graduates	Science & Engineers Graduates
Programme Framework	21st Century Transferable Life & Employability Skills	21st Century Transferable Life & Employability Skills	21st Century Transferrable Life & Employability Skills + Technical Skills
Salary / Earning Range	USD 134 – USD 200 p.m.	USD 188 – USD 250 p.m.	USD 313 – USD 500 p.m.
	INR 12,000 – 16,500 p.m.	INR 15,000 – 20,000 p.m.	INR 25,000 – 40,000 p.m.
Placement Target	70%	95%	60%
Workforce	Grey-Collar	Grey-Collar	White-Collar

## Programmes under Magic Bus Livelihood Programme

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

### 2.3.1 Standard Skilling Programme for Undergraduates

The Standard Skilling programme for undergraduates is a two-month, 210-hour programme that equips youths with 21st-century transferable life and employability skills, including sector orientation. 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 youths for the workforce. The programme collaborates with employers to reduce skills mismatches and ensure sustained employment. Additionally, it offers post-placement support and mentoring to youths for three months to help them retain their jobs.

**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.

#### Skill Impact Bond (SIB)

The Skill Impact Bond is an initiative of the National Skill Development Corporation (NSDC) in collaboration with a coalition of partners comprising of the NSDC and 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 the transaction manager, USAID and FCDO (UK Government) as technical partners, Oxford Policy Management as the independent evaluator, and NSDC and Dalberg Advisors as performance managers.

As an innovative outcomes-based financing tool that leverages private sector capital and expertise, the Skill Impact Bond shifts its focus from inputs like training and certification to outcomes like job placement and retention for India's youth. Since 2022, Magic Bus has been one of the five implementing partners for the project, aiming to reach 15,000 youth across eight cohorts by 2026. Currently, Magic Bus is successfully running the fifth cohort.

#### FUTURE X

Future X 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 Magic Bus 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 youths to one goal per week over 9 weeks alongside communicative 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.



### 2.3.2 Connect With Work for Graduates

Connect with Work is a Life and Employability 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 7-8 days (24 hours), facilitated by Magic Bus Trainers on 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.



### 2.3.3 Digital Skilling Programme for Science and Engineering Graduates

Through the Digital Skilling Programmes, Magic Bus enhances the skills of unemployed STEM Graduates from underprivileged backgrounds in industry-relevant and in-demand technologies like Cloud Computing sourced from global leaders such as AWS & Microsoft, offering them opportunities for Global Certification.



#### **AWS re/Start Programme**

Magic Bus is one of the largest Collaborating Organizations (CO) in India providing foundational training in Cloud Computing for learners transitioning from education to employment. The training is conducted in person over 12 weeks in Magic Bus livelihood centres and colleges across 5 cities.

#### **Azure Cloud Programme**

In collaboration with Microsoft, Magic Bus provides Azure Cloud training to unemployed STEM graduates, aligned with Industry needs. This training of over 10 weeks is conducted in Magic Bus livelihood centres across 5 cities.

### 2.3.4 Entrepreneurship Development Programme (EDP)

Magic Bus is implementing an Entrepreneurship Development programme to enhance the economic empowerment of youths especially women in rural/peri-urban areas. The programme focuses on giving wings to the dreams of Aspiring Entrepreneurs (both male and female) from underserved communities in starting and managing their micro/nano enterprises addressing unemployment through alternative livelihoods. Through EDP training Magic Bus seeks to build the agency of youth by providing knowledge and building capacities in leadership and entrepreneurship skills, enhancing human, social, and financial capitals for successful micro/nano-enterprise management. Magic Bus also supports these young entrepreneurs in accessing the Business Support Fund (BSF) and mobilising funds for their businesses.

#### **Udhyam Sahayak: Mentoring and Handholding**

Involving youth entrepreneurs as change agents requires a strategic approach. The Udhyam Sahayak model, part of Magic Bus' EDP, trains graduates to mentor local entrepreneurs offering support in addressing personal and professional challenges. Six Udhyam Sahayaks across regions provide ongoing mentoring support to Magic Bus entrepreneurs.



#### **Piloting Young Women Fellowship Programme (YWFP)**

Magic Bus has crafted a programme to empower young women with life and leadership skills for entrepreneurship and financial independence. These aspiring women entrepreneurs will receive mentoring and support as part of the Young Women Fellowship Program (YWFP), operational in two states and assisting 110 women. The programme covers leadership skills, exposure visits, community projects and entrepreneurial skills.

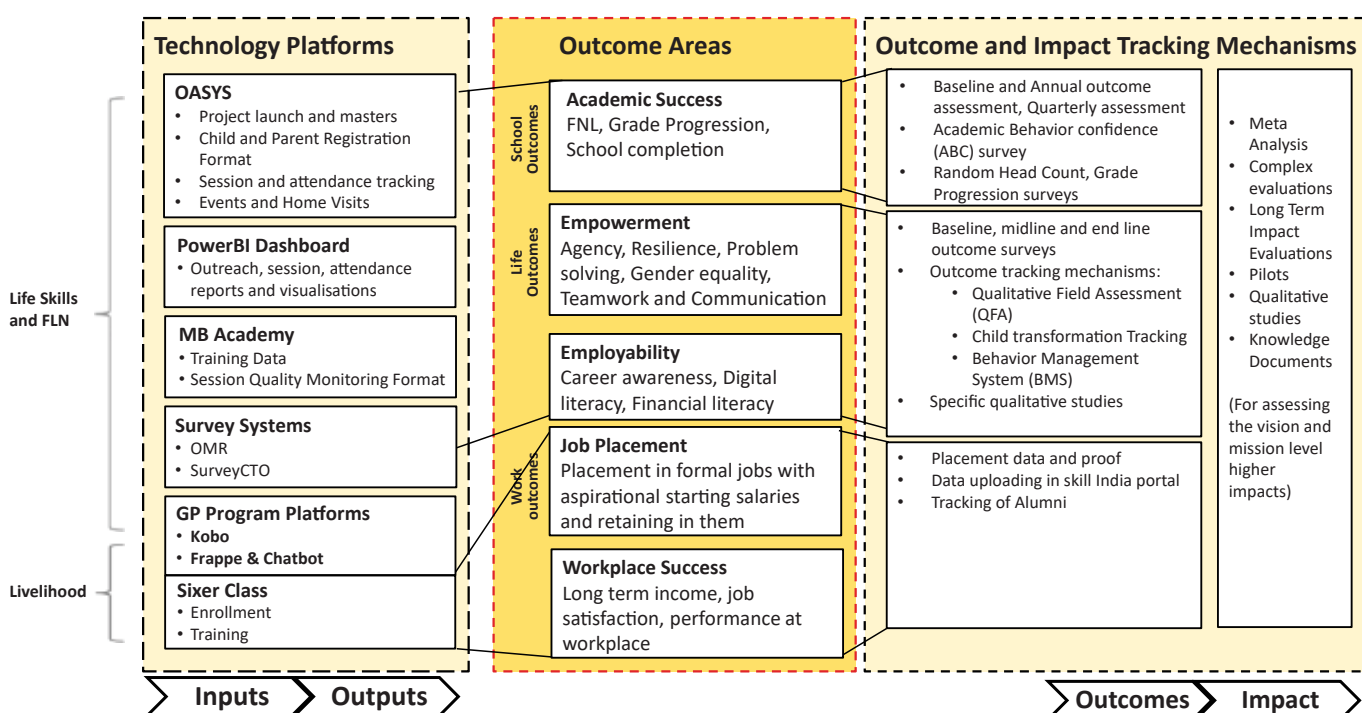


Magic Bus programmes are running successfully across India by providing critical skills which were empowering adolescents for a smooth transition in adulthood, for 25 years. Magic Bus is aiming to work with higher number of adolescents and youth in the coming years on improving their life & employability skills. For tracking the development and measuring the impact of the programme in the lives of adolescents & youth, Magic Bus has developed an effective M&E system.

## Chapter 3

### The Monitoring & Evaluation System

Magic Bus has evolved a comprehensive M&E system to manage the programme for impact by creating evidence, learning and reflections. Primary role of M&E system in Magic Bus is to keep track of activities, outputs, outcome and impact of all the programmes. The system not only helps track progress but also informs in devising new strategies as well as taking corrective actions for improvements. M&E system enables to keep track of programmes' accountability towards communities, funders and all other stakeholders. The function helps in building evidences for the advocacy and creating new knowledge. The key components of the function are Programme Monitoring, Evaluations and Assessments & Learning. The broad architecture of Magic Bus M&E system is as follows:



Organisational M&E system has been aligned with the core outcome areas of the programmes. Detailed indicator frameworks and tools have been developed to track activity, inputs, output, outcome, and impact. These tools have thoroughly been tested for reliability and validity in consultation with experts. Different technological platforms including OASYS, PowerBI, MB Academy, OMR, SurveyCTO, Frappe, Kobo Collect etc. are in place to track the adolescents and youth data.

The Magic Bus India Foundation incorporates both qualitative and quantitative measurements into its Monitoring and Evaluation (M&E) system. This comprehensive approach is particularly vital when implementing a life skills curriculum in schools. Quantitative measurements provide numerical insights into the curriculum's delivery, while qualitative data delves deeper into adolescents' experiences, attitudes, and behaviours. By combining both types of data, a more holistic understanding of the programmes' impact is achieved. Different data systems and information sources are informing evidence-based decisions, adjusting interventions, assessing long-term impact and involving stakeholders. Magic Bus has strong and comprehensive mechanisms in place for ensuring completeness and accuracy of the data through desk review and field validations by M&E team.

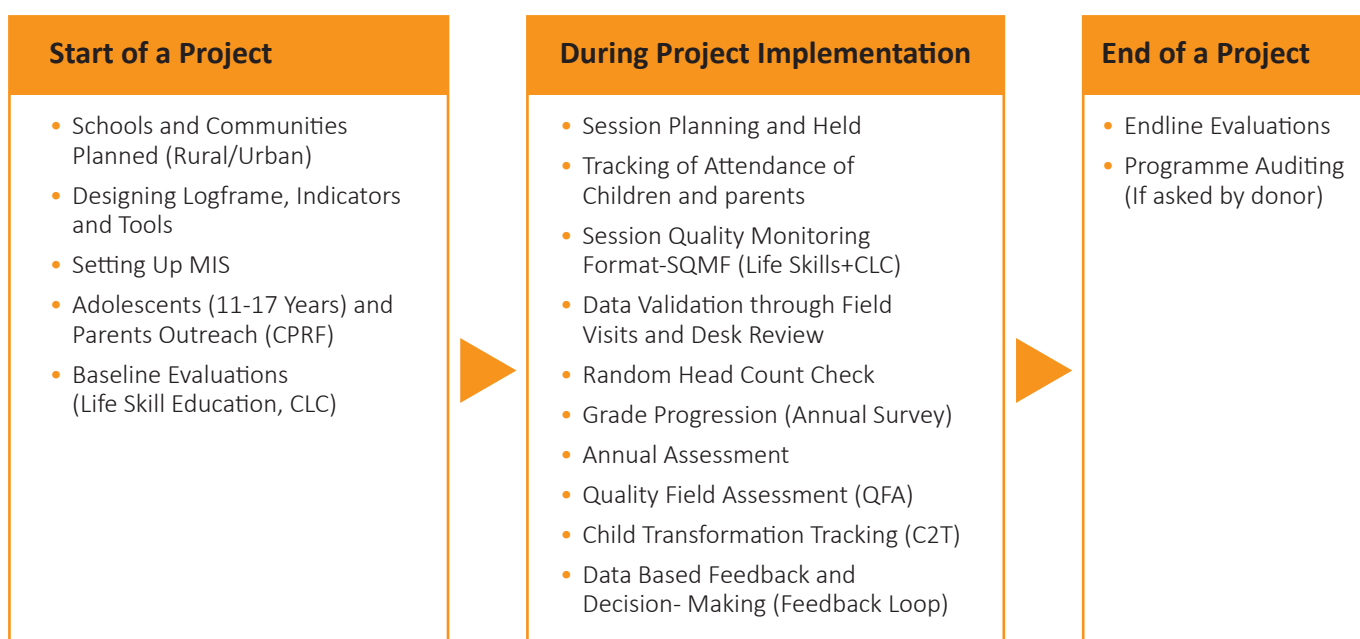
The two components viz. Programme Monitoring and Programme Evaluation for Life Skill Programme – Direct Delivery & Government Partnership and Livelihood have been discussed in detail in the following sections.

### 3.1 Life Skill Programme: Direct Delivery Model - M&E

The Direct Delivery model within Magic Bus has effective and efficient Monitoring & Evaluation system which closely track all the programmes/interventions in terms of coverage, periodicity, quality and impact from the beginning of a programme to its end. Regular tracking of the programmes helps in identifying areas of improvement and prevent potential issues before they arise. This regular tracking helps in the identification of the gaps as well as providing early warning signs to the different functions for the corrective measures.

In the Direct Delivery model, the data is captured through a tech-based platform called as OASYS (Operations Automated System). The platform has both web and mobile based system which helps in recording information about adolescents in all projects. OASYS helps in tracking data on daily basis which is then displayed on dynamic dashboard created on PowerBI. The child level tracking of the data is done for 120 adolescent projects through PowerBI. The child level tracking data is used to track the session attendance of children.

Apart from the Child Level Tracking data, home visits data, events data such as government stakeholder meetings, parents meeting, parent sessions, parent teacher meeting, school management committee meetings, etc. are captured through OASYS. It acts as a data repository for the organisation. Validation mechanism is also in place to check the data accuracy, photo uploads, etc. M&E cycle for a typical direct delivery programme is given in the figure below:



To take a monthly stock of the session deliveries and programmatic activities, a Monthly Outreach Report is released by the Impact team. This report encapsulates project level information and progress against their targets. The report also captures timeliness while starting any new project catering monitoring at various stages. Monthly progress reports on certain key indicators are shared with donors as part of its periodic reporting and due diligence processes. To check the internal programme health status of the projects, at monthly basis, Impact team releases a dashboard which is shared with the leadership team. The dashboard captures the cumulative data of the projects on various indicators which plays a key role in formulating an action plan.

For concurrent monitoring processes, following innovative tools and processes are being used:

- Child Transformation Tracking tool is being used to assess this progress through a rating system, especially since they interact with adolescents in real-life situations. This tool helps to understand how an adolescent is advancing in acquiring life skills, and it also allows programme teams to examine qualitative changes in their development as they go through the programme.
- Quarterly Field Assessment are carried out by Magic Bus M&E team to assess the programme performance.
- Random Head Count is a process to track and decipher the attendance patterns and regularity in schools.
- Grade Progression Tracking is carried out once in an academic year by Magic Bus staff. This activity is conducted to track the enrolment on yearly basis and grade progression which is a key outcome indicator for Magic Bus life skills projects.



For the programme evaluations, the approach is to track the entire outcome achievements process as well as evaluating the results in terms of outcomes and impact. For each of the outcome areas, specific approach of evaluations and assessments have been developed. During the financial year, 80 plus evaluations have been conducted across multiple locations. The evaluation comprised of multiple assessments including OMR based tests for objective based data collection. A shift to OMR technology improved data accuracy and efficiency. A shift has been made from Likert Based questions to Situation Judgemental test for getting insight into real-world problem-solving abilities. A detailed outline of the evaluation process, including assessment tools, data analysis methods and inference writing was developed for standardising the evaluation processes.

## 3.2 Life Skill Programme: Government Partnership - M&E

The Monitoring and Evaluation (M&E) framework within government partnership programmes was shaped to align with state priorities, focusing on assessing the efficacy of programmes in cultivating essential life skills among adolescents. A comprehensive log frame and indicator framework have been developed and integrated into government partnership state projects in accordance with state-specific needs. The government partnership monitoring framework captures a comprehensive overview of the programme through the following key components:

### Attendance and Session Tracking

- 1) **School-level Aggregate Attendance:** Aggregate attendance of students at the school level is being tracked using the Session Monitoring Tool. This tool provides data on both student attendance and session delivery in the schools. The tool is housed in IT platforms and link is given to the teachers for real time reporting of attendance. Detailed analysis is shared through the state specific dashboards.

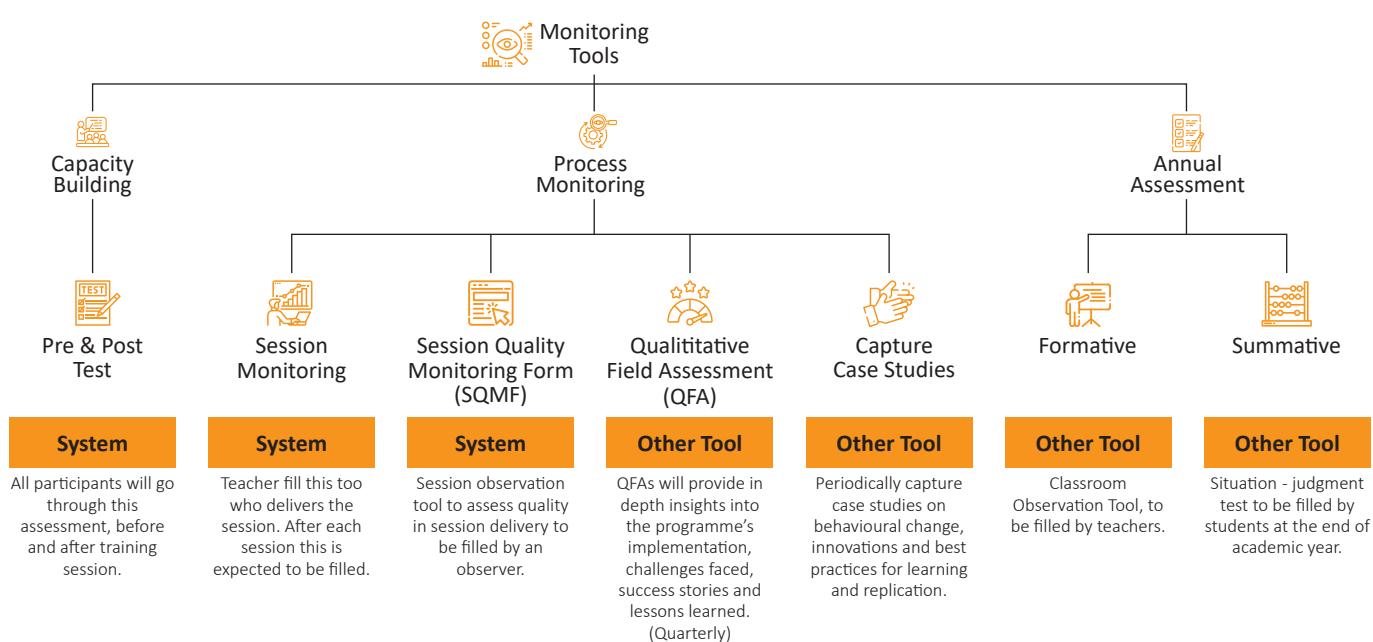


### Programme Monitoring

- 2) **Session Quality Monitoring:** To ensure the delivery of high-quality sessions, a Session Quality Monitoring Format (SQMF) is in place. This involves periodic classroom observations by the programme staff, government officials and master trainers to assess preparation of facilitator, session delivery, pedagogical techniques, student engagement, and the observer's feedback.
- 3) **Qualitative Field Assessment (QFA):** The Qualitative Field Assessment (QFA) provides in-depth insights into the programme's implementation, challenges, success stories, and lessons learned. The QFA process includes in-depth interviews (IDIs), focus group discussions (FGDs), and observations with key stakeholders, such as students, teachers, and parents. The Magic Bus Team conducts these activities, ensuring comprehensive data collection through various methods. Once completed, the findings from the QFAs are compiled into detailed reports. These reports are shared with relevant stakeholders, highlighting areas of success, challenges, and recommendations for programme improvement.
- 4) **Periodic Status Review:** Review meetings are conducted to discuss the progress of the project and identify areas for improvement. These meetings play a crucial role in ensuring data-driven decision-making and providing guidance for mentoring support. These meetings involve active participation from District Officials, Magic Bus Team, and other stakeholders utilizing the captured data from monitoring tools. The discussions are guided by the data, providing a comprehensive understanding of the programme's updates.

## Evaluation and Assessment Framework

- 1) **Student Evaluations and Assessment:** The objective of the Student Evaluation and Assessment is to measure the effectiveness and impact of the programme through change in life skill linked competencies of the adolescents. The annual assessment is conducted at school-level and assessed by the teachers. A key achievement has been the effective implementation of annual assessments based on the Situational Judgment Test (SJT).
- 2) **Life Skills Training Assessment:** Life Skills Training Assessments is to assess the change in knowledge and skill levels of the master trainers and teachers as result of the life skill training. Pre and post-training assessments are conducted to measure the knowledge gained and skills developed by teachers. The collected data and feedback are analysed to identify areas for improvement, and a report summarizing the findings and recommendations is prepared.
- 3) **Baseline Evaluation:** State specific baselines are part of overall evaluation framework. Baseline evaluations are conducted by a third-party agency to measure students' level of life skills at the start of the programme. This comprehensive survey establishes baseline values for key indicators. At the end-line, change in baseline values will depict the programme contribution. The evaluation includes a 360-degree assessment involving students, parents, and stakeholders, using a mixed-method approach comprising desk reviews, quantitative surveys, and qualitative interviews. In collaboration with external agencies, Magic Bus has successfully completed baseline evaluations in four government partnership states: Haryana, Andhra Pradesh, Madhya Pradesh, and Mizoram.



Data collected through the session monitoring tool is analysed and weekly dashboards are shared with the Magic Bus team and government teams. This data serves internal purposes for programme improvement and decision-making. At the government level, Magic Bus engages with stakeholders to provide updates on the programme's status in the field, facilitating effective monitoring and collaborative decision-making.

Annual assessments and rapid assessment findings provide evidence of programme impact. These findings also help in fine-tuning strategies and taking mid-course corrective measures. Qualitative data and case studies collected through QFA process provides deeper insights on benefits being perceived by the different stakeholders.

### 3.3 Livelihood Programme - M&E

The effectiveness of programme implementation correlates directly with the teams' internalization and passionate execution. To ensure timely execution, Magic Bus introduced the Annual Action Plan during the annual manager's meeting, allowing the programme team strategize their implementation plans and set targets within defined timeframes.

Additionally, to enhance the programme quality and efficacy, Magic Bus introduced three key audacious initiatives which facilitated in planning and execution.

No.	Initiatives under Livelihood M&E	Outcome
1)	<b>Annual Action Plan:</b> To improve programme effectiveness and reduce stress, each year December marks the completion of batch launches for the financial year.	In 2023-24, all batches were launched before December 31, 2023
2)	<b>Demand-Driven Batches:</b> All batches in the metro cities transitioned to a demand-driven approach, which ensured the absorption of 60% of youth in every batch post completion of the training. The training also incorporated sector specific orientation for the young people. To achieve this, teams collaborated with reputed employers through Letters of Intent (LOI) to ensure immediate placements post-training.	100% batches launched as demand-driven in all metro cities
3)	<b>60+60 Mode of Operandi:</b> 60 days of training followed by 60 days of placement time. It is mandated that all youth who graduate from the programme must be placed within 60 days of completing the training.	65% of youth were placed within 45 days of completing the training

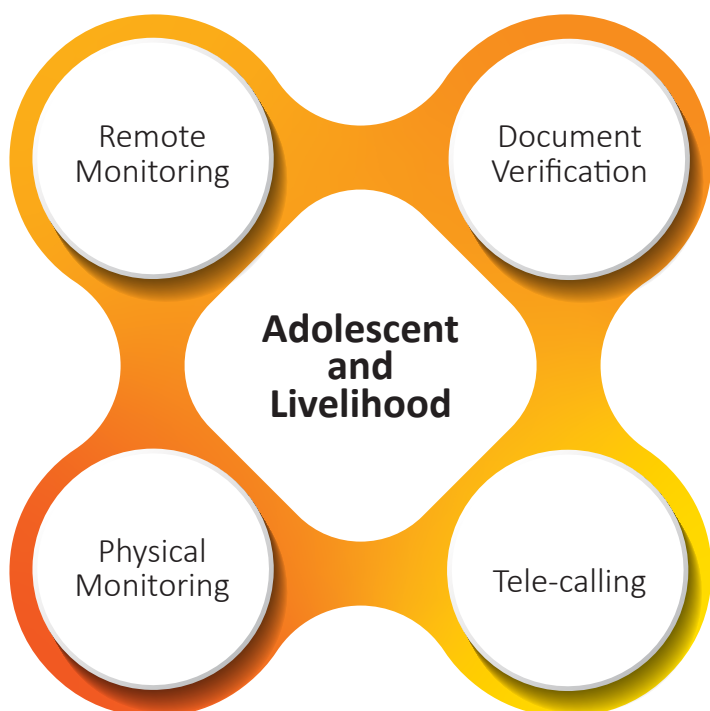
Magic Bus leverages its MIS (Management Information System) named Sixer Class to monitor the entire life cycle of youths, consistently tracking their journey from enrolment to training, placement and retention.

- **Data Entry:** Authorised personnel security input all relevant information regarding operations, projects, and personnel into Sixer Class for each stage viz. Mobilization, Enrolment, Attendance, Placement, Retention.
- **Validation Checks:** Data entered into Sixer Class undergoes validation checks to ensure accuracy and completeness.
- **Reporting:** Sixer Class generates regular reports to monitor key performance indicators (KPIs) and aid decision-making processes.
- **Basic Document Collection of the Candidates.**
- **LMS (Learning Management System) for the candidates, where youths can engage in self-learning**
- **Centre Dashboard:** The Centre dashboard displays the status of activities, including enrolled candidates, placements, ongoing batches, and more. Users with access to multiple centres can select the desired centre from the dropdown list to view its specific status.



### 3.4 Good Governance Practices

Magic Bus meticulously adheres to governance practices to ensure that all activities at its programmes align with defined processes. This comprehensive approach encompasses various aspects, including student enrolment, session planning, training delivery, documentation verification, youth placement, post-placement verification, and centre visits. By rigorously following these protocols, Magic Bus maintains operational integrity, enhances programme effectiveness, and upholds its commitment to delivering impactful services to its programme participants.



The M&E system at Magic Bus has enabled the organisation to assess programme performance, make informed decisions and implement timely corrective actions. This has in turn led to better achievement of outcomes and impact.



## Chapter 4

### 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 2023-24, as established from different evaluations, Magic Bus was able to create substantial impact on the lives of adolescents and youth through different programme interventions.

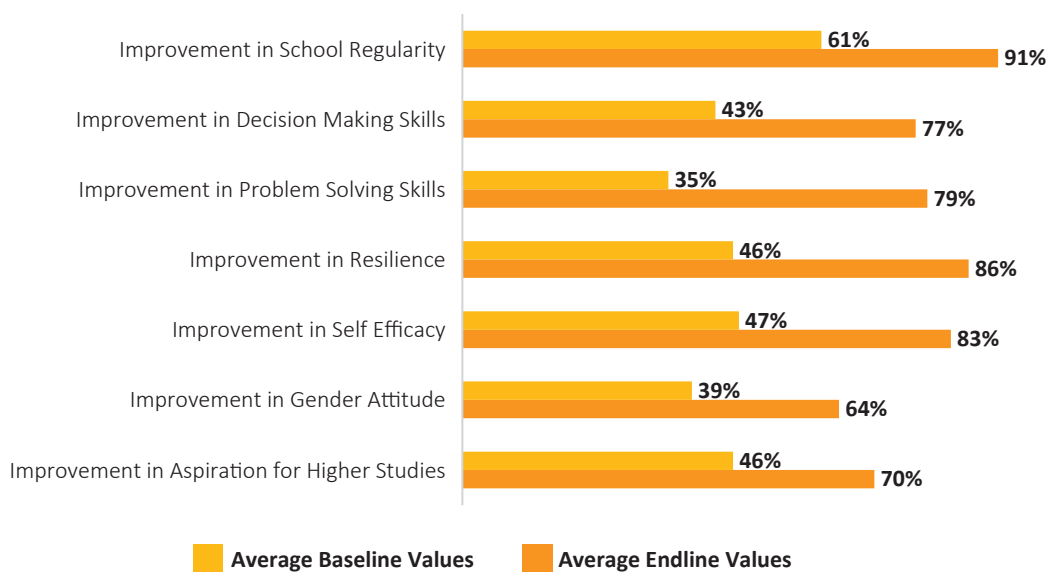
#### 4.1 Direct Delivery Programme: Impact

##### 4.1.1 Life Skill Outcome

The consolidated results from 16 major end-line evaluations covering 80,000 adolescents across different projects conducted over the year elaborates the impact and outcomes at the programme level. A comparison between the baseline and end-line values to examine and infer the programmes' success was carried out.

The figure below shows remarkable improvements in all the indicators. On an average, a 40% improvement in adolescents' life skills has been observed from baseline to end-line, depicting that adolescents in the Magic Bus programmes are capable of improving their resilience, self-efficacy and overall motivation. The programme inputs have also influenced adolescents to aspire to a better education. In this regard, there has been a 30% increase in school regularity from baseline to end-line, and 24% rise in proportion of the adolescents at the time of end-line, aspiring to better education in the future.

Average Baseline and Endline Values of the Important Outcome Indicators



## 4.1.2 Foundational Numeracy and Literacy

Under the Community Learning Centres, there are 3 types of assessments viz. Diagnostic, Formative and Summative. The purpose of the diagnostic test/baseline is to identify students (Class 6-8) need remedial learning, based on their FNL levels. The purpose of quarterly assessments is to know where the students have reached in their learning to make course corrections. The purpose of an Annual/Summative Assessment is to evaluate what students have learned throughout the year. It measures student performance against all the learning objectives for that year.

Methodology for Annual Assessment:

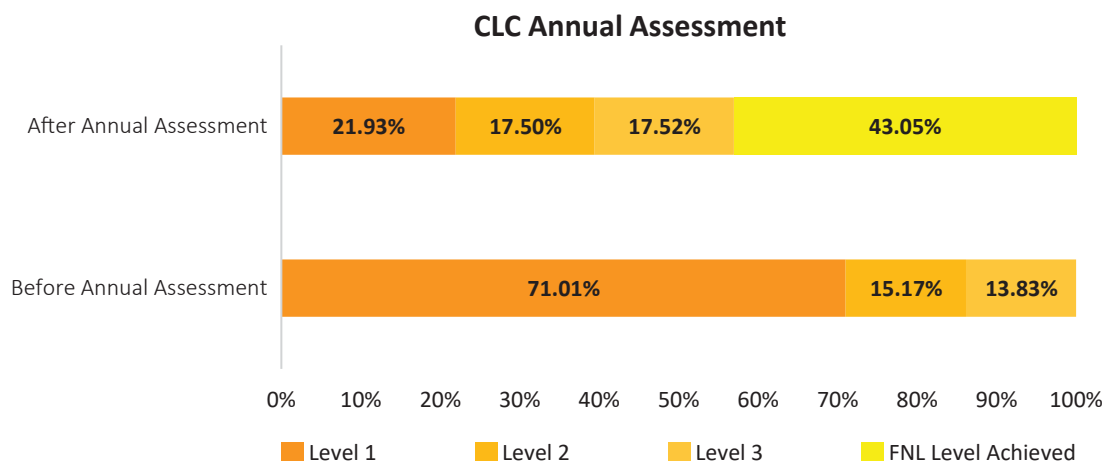
- At the end of the project year- annual assessments are conducted.
- This is a one-time activity.
- The annual assessments are done in a MCQ format on OMR sheet.
- Understanding the need for remedial learning within a classroom and recording student performance.

A total of 32,238 adolescents were enrolled in 150 Community Learning Centres across 27 districts in India.

Location	Female	Male	Grand Total*
South	7,387	4,537	11,924
West	7,555	7,407	14,962
East	2,176	1,925	4,101
North	596	655	1,251
Grand Total	17,714	14,524	32,238

\*This consists of two rounds of data from the annual assessment.

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, 43% adolescents have acquired skills that are appropriate for their grade level and achieved FNL level as per annual assessment. More than 36% 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 22% children moved within level 1 and will need regular and effective inputs at the CLCs.

<sup>5</sup>Competencies of grade 1 & 2

<sup>6</sup>Competencies of grade 3 & 4

### 4.1.3 Grade Progression

Grade Progression (i.e. transitioning from one grade to above grade) tracking is an essential part of the M&E system which ensure that 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 depicts the details of adolescents who have progressed from one grade to the next in secondary school from AY 2022-2023 to 2023-2024.

Grade Progression	Enrolment in 2022 - 2023	Progression to 2023 - 2024	Percentage
7th to 8th Grade	53,556	53,137	99.2%
8th to 9th Grade	46,338	46,022	99.3%
9th to 10th Grade	26,219	25,801	98.4%
10th to 11th Grade	2,063	2,044	99.1%
11th to 12th Grade	1,223	1,222	99.9%
Total	1,29,399	1,28,226	99.1%

Overall, 99.1% adolescents who were part of Magic Bus programme in the academic year 2022 – 23 have moved through grades in the academic year 2023 – 24. It indicates that most adolescents are successfully moving forward in their academic journey and progressing to other grades. The correlation coefficient between the data provided is 0.95. This means that there is a strong positive correlation between the enrolment in 2022-2023 and the progression to 2023-2024. The findings suggest that Magic Bus is implementing impactful strategies and interventions to address various factors contributing to drop out.

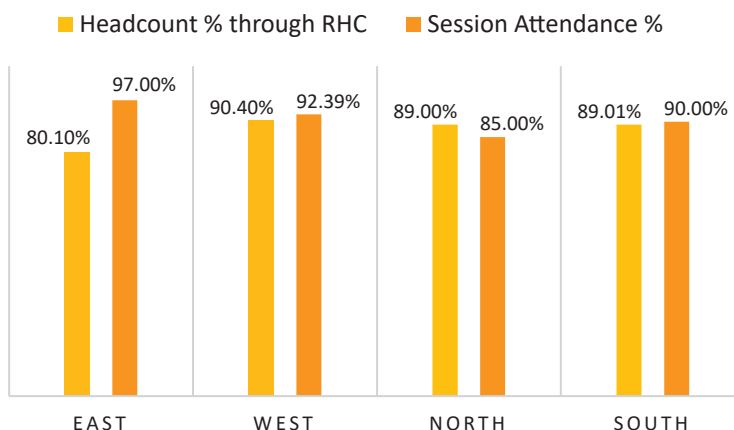
### 4.1.4 Random Head Count

To capture whether the adolescents registered in Magic Bus programmes are regularly attending school, a Random Head Count format /tracker has been established. The Random Head Count (RHC) Survey across the programmes in all the regions is administered monthly to track and decipher school attendance patterns and regularity. The assessment abides by the following process to get the intended information for analysis.

- The survey is planned for the non-Magic Bus session day.
- This survey applies to the school programme only.
- The Random Head Count format has been developed in SurveyCTO, and the team has been oriented toward filling the format at the SurveyCTO platform.
- The resource person YM/LSEs fills the format on any of the random days of school visits when Magic Bus sessions are not happening.
- Every next month, the data will be downloaded, and the M&E team shares the status.

Nationally, a total 850 schools were covered through RHC surveys. The national average of the headcount rate of Magic Bus-registered school children arrived at around 87%, whereas 91% of the attendance was noticed in Magic Bus sessions. The regional distribution of the RHC attendance on session and non-session day has been depicted in the graph.

REGION WISE DISTRIBUTION



<sup>7</sup>Competencies of grade 5

<sup>8</sup>The table includes data of projects who at least completed 1 year project cycle in 2023- 24

Magic Bus sessions help address barriers that prevent adolescents from attending school. While other factors can also influence attendance, the correlation between Magic Bus attendance and school attendance as shown in the graph suggests that Magic Bus sessions play a significant role in improving adolescents' educational outcomes.

#### 4.1.5 Qualitative Field Assessment

Qualitative Field Assessment aims to identify any gaps in the implementation process to ensure the achievement of the project's desired outcomes. In the year 2023-24, a total of 84 qualitative field assessments were conducted by Impact team members. For this assessment, a combination of Focus Group Discussions (FGDs) and In-depth Interviews (IDIs) were conducted to gather comprehensive insights. The assessment relied on the narratives provided by the adolescents, parents, Magic Bus Programme team staff, teachers, principals, government officials, etc. who are considered the most reliable stakeholders for gathering information about the programme. Their experiences and perspectives provided valuable insights into the programme's impact.

Findings suggest positive perceptions of parents and adolescents towards Magic Bus sessions as well as ability among adolescents to apply learnings in real life situations. Use of Magic Sheets, use of study corner, positive feedback from teachers & other stakeholders were observed among adolescents which helped them gain confidence and internalized the principles and values taught through the Magic Bus programme. This highlights the effectiveness of the Magic Bus programme in instilling positive behavioural changes and fostering personal growth among the adolescents. As one of the adolescent from a programme in Chandrapur, Maharashtra mentioned,

*...Previously when I didn't understand anything, I used to hide in the back of the class and avoid eye contact with the teacher. Then after one of the sessions, when Didi was explaining the session to us, she also told us how we can find solutions to our problem using mobile phone. This solution helped me clear my doubt and also helped me gain my confidence again....*

## 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 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 their interest with studies	
Life Skills and Its Application and Impact on Their Lives	Adolescents	Adolescents are actively developing their ability to recall Life Skills sessions and homework tasks	<ul style="list-style-type: none"> <li>Adolescent s 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>Magic Bus field teams want to have at least 3 years of program me 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 skills were identified by parents	



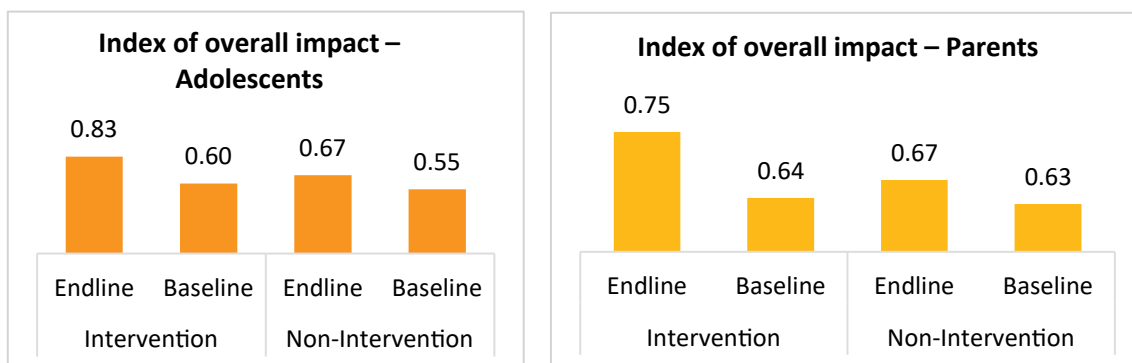
## 4.2 Evidence of Impact from Adolescent Programme

### 4.2.1 End-line Study of an Adolescent Programme from 9 locations across India

In year 2023-24, 9 locations from 8 states were selected for the end-line evaluation of a programme which covers 14,00,000 adolescents across 21 states and UTs. The objective of this evaluation was to assess the effectiveness of the programme in educating adolescents and communities about health & nutrition practices as well as change in their life skill levels.

This evaluation followed before and after, quasi-experimental design. The evaluation assessed the change of essential values from baseline to end-line of both intervention and non-intervention groups. A sample of 3,121 adolescents, including intervention and non-intervention was covered across 9 locations viz: Leh, Dholpur, Khandwa, Vidisha, Wayanad, Ramanathapuram, Gadchiroli, Mamit, Raichur. Along with this, parents were also surveyed to get their views about the programme.

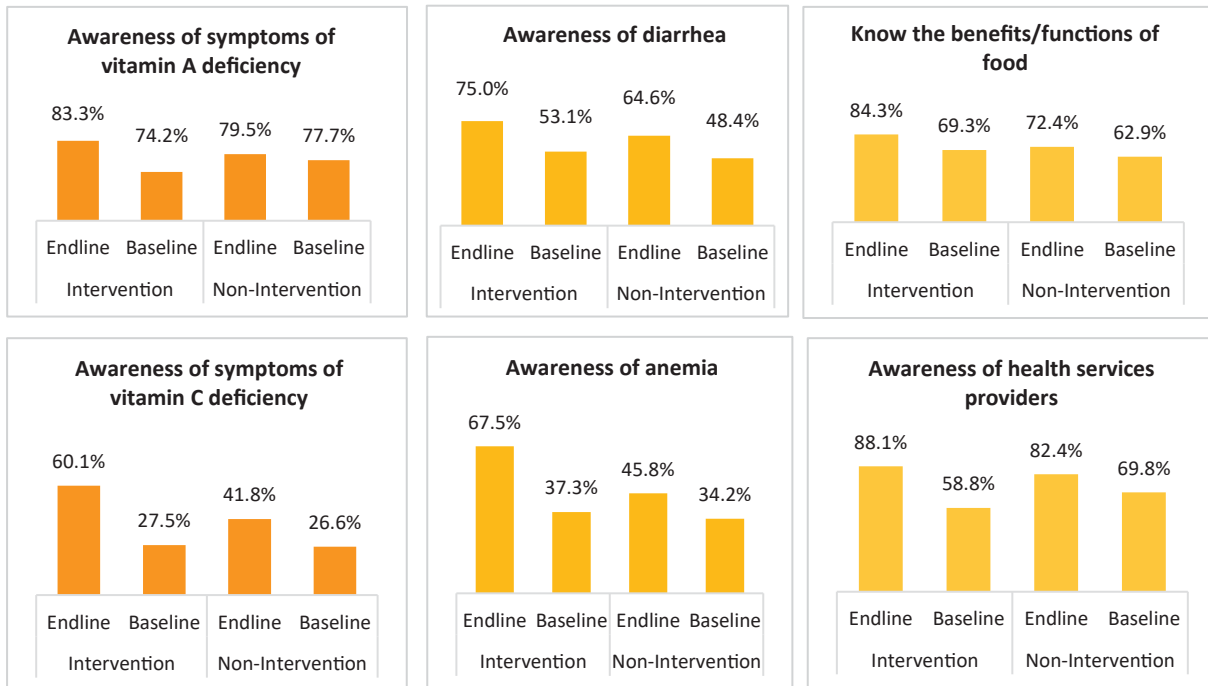
The evaluation revealed a substantial impact of the programme, by showing increase in end-line values over the baseline values. For the intervention group the index value rose from 0.60 in baseline to 0.83 in end-line. However, the rise in index value had been observed from 0.55 to 0.67 in the comparison group. Similarly, there is an impact of the programme on the parents' group as there is an improvement in the index for intervention groups while improvement was not so remarkable for the parents in comparison groups.



In Life skills, significant improvement (9%) was observed in perception of the adolescent while managing difficult situation in life calmly and with ease. More than 97% of adolescents in the intervention group feel that they would be able to work or perform in a team, which was only 38.9% in the baseline.

Regarding Health, Nutrition and Hygiene awareness, adolescents showed sufficient improvement from baseline to end-line. All the indicators related to health awareness have shown positive trend from baseline to end-line.





Similarly, there is an increase in end-line values in key hygiene outcome indicators, noticing that their awareness on cutting of nails, practising regular personal hygiene, always using toilets, etc. had increased remarkably. Besides, improvement among sizeable portion of adolescents regarding gender attitude and perception were observed. 17% more adolescents believed in equal opportunities to be given to girls as well as boys and 11% more adolescents agreed that both girls and boys should attend school.

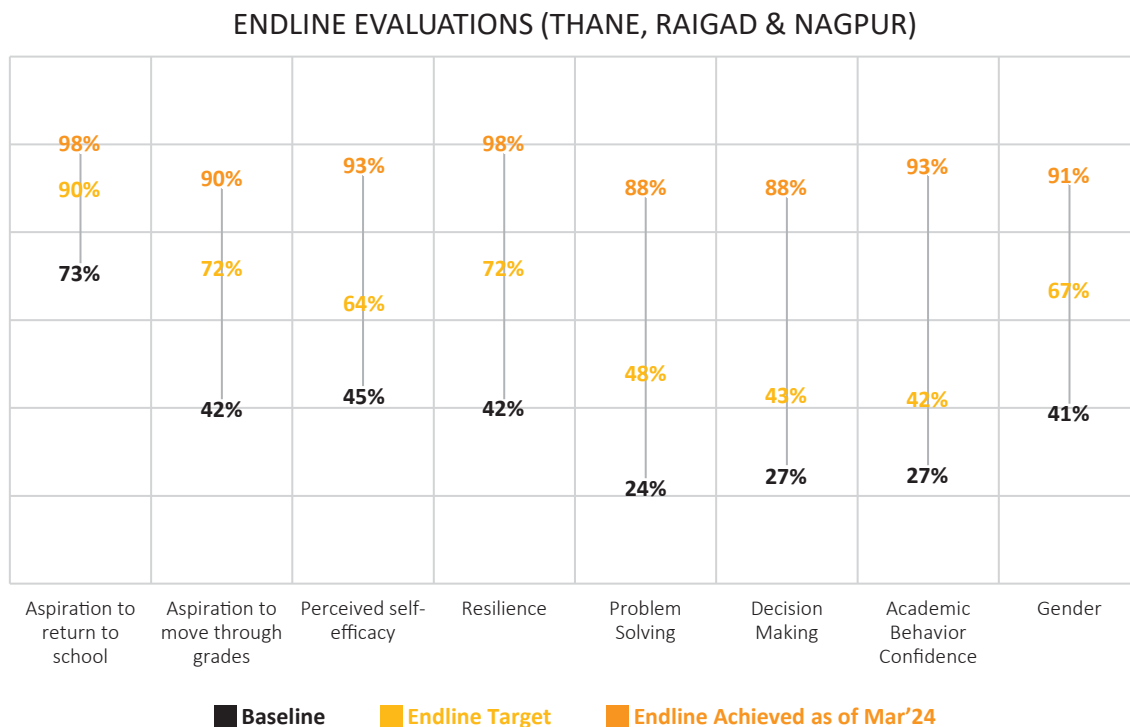
In conclusion, the programme fosters discipline, communication skills and career aspirations among adolescents. The intervention has overall impacted the educational engagement of adolescents and has shown improvements in acquiring decision making and problem-solving skills. There has been a significant increase in awareness among adolescents and parents regarding important nutrients and health issues. The programme has effectively raised awareness about various health aspects, including micronutrients and hygiene practices, contributing to the community's overall well-being. Finally, the overwhelming belief in the long-term benefits of the programme and the strong parental belief in the continuation of positive behaviours suggest lasting positive effects on participants' lives.





## 4.2.2 End-line Studies in Maharashtra

In Thane, Raigad and Nagpur districts in Maharashtra, a five-year programme benefitting adolescents from grade 6th to 10th (cohort model) was implemented by Magic Bus India Foundation.



At every programme location, baseline and end-line evaluations were conducted by independent research agencies to assess the life skills level using standardised tools. In the last year of the programme implementation, end-line study was conducted across locations mentioned above. As given in the graph above, end-line values are much above the baseline and target values.

Findings of the end-line study showed that the implementation of Life Skills Education was successful. The adolescents and community stakeholders alike were very appreciative of the outcomes. Across locations, the adolescents have reported to observe a change in their well-being (for example, self-esteem and self-confidence) and the same was agreed by the parents and teachers. Further, the programme has encouraged them to become more focused on their education and careers, especially among girls, and are able to set higher aspirational goals.

Adolescents reported to have implemented the knowledge they had learnt via these sessions. Students have also claimed that by taking part in the programme, they had improved in two or more areas, such as improved teacher-student relationship along with their peers, improvement in classroom conduct, boosting self-confidence and more.

## 4.3 Government Partnership Impact

### 4.3.1 Life Skills Teachers' and Master Trainers' Training

Participants' progress and learning outcomes during the Life Skills training for teachers and master trainers was assessed using a Training Pre-Post Assessment Tool and a Training Feedback Form. For a meaningful and comprehensive analysis, responses from participants who completed both pre-test and post-test was analysed to track individual participants' progress and learning outcomes, establish comparisons, and provide an understanding of the effectiveness of the trainings.

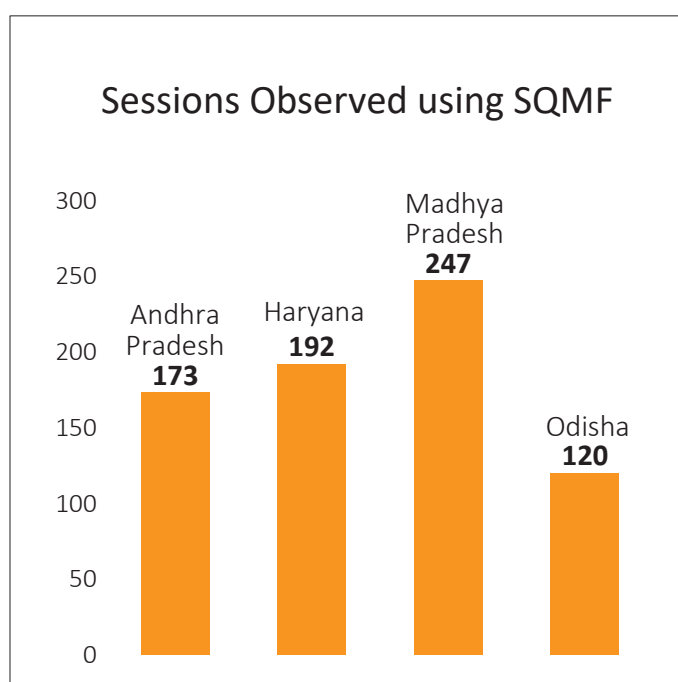
Training	Andhra Pradesh	Assam	Haryana	Madhya Pradesh	Odisha	Total
Total Responses	903	5642	961	3864	3620	14990
Mean Score (Pre-Test)	9.08	9.80	9.84	8.07	7.27	8.81
Mean Score (Post Test)	10.17	10.30	10.86	9.09	8.12	9.71
% participants showing improved scores	56%	51%	58%	55%	90%	62%

A total of 14,990 participants responded to Pre and Post Training Assessment across six states. The mean score for pre-test was 8.81, while in the post-test mean score improved to 9.71. Further, 62% of the respondents reported an improvement in scores from the pre-test to the post-test.

Facilitator ratings were analysed using the Training Feedback Form to assess participants' perception of the facilitators' effectiveness. The responses indicated that the facilitators were largely well-received, with participants expressing agreement with statements on facilitators' use of gender-neutral statements during sessions, communication, ability to clear doubts, and ability to explain difficult concepts.

### 4.3.2 Quality of Life Skills Session Delivery

A total of 732 life skills sessions were observed for quality of session delivery using the Session Quality Mentoring Framework (SQMF) tool across Andhra Pradesh, Haryana, Madhya Pradesh, and Odisha. Life skills session duration was observed to be around 43 minutes. This session observed more than 90% teachers have assigned Magic Sheet at home tasks. About 84% of these sessions, Life Skills sessions were allotted a specific time in the school timetable. 85% of the adolescents were reported to be able to recall the message of the previous life skill session conducted. Overall, more than 95 per cent of teachers conducted the main activity as per the session plan.



### 4.3.3 Qualitative Field Assessment (QFA)

Qualitative Field Assessment were carried out using FGDs and IDIs in two districts of Haryana – Gurugram and Panchkula to understand the application of life skills sessions among children through live experience and identify challenges and gaps in the implementation of the programme.

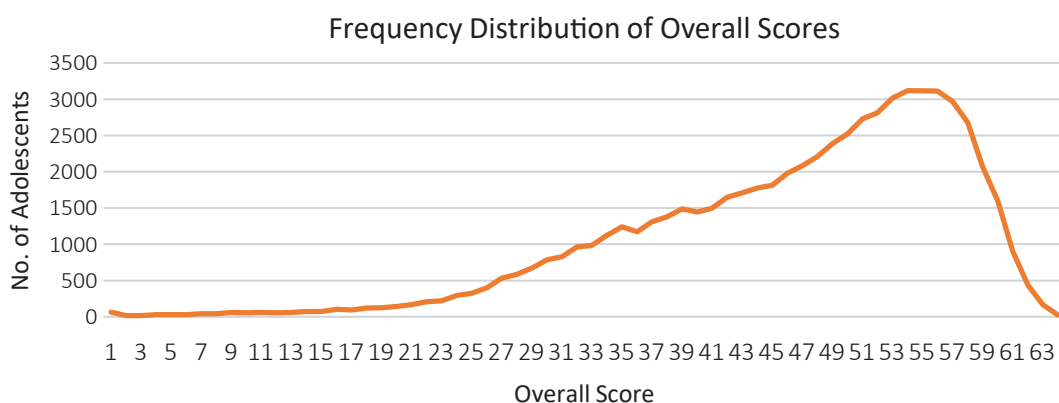
The first quarter of programme delivery set grounds for introduction of life skills curriculum in schools through an activity-based approach by teachers. The play-based method was appreciated by students and teachers, which according to them, allows all students to participate in the session. Children were found to be able to recollect life skills sessions and activities. While teachers found it challenging to encourage all students to complete magic sheets, they displayed continued efforts with attempts such as organizing exhibition to display Magic Books and projects created by students. Lack of teaching staff in school is a concern raised by parents, teachers, and HMs, which often burdens teachers. Conducting activity-based sessions with a larger group of students (around 60 – 80 at a time) was a challenge for teachers.

### 4.3.4 Haryana Annual Assessment

Life Skills programme, in its pilot phase, is being implemented by the Haryana School Shiksha Pariyojna Parishad (HSSPP), Government of Haryana, in partnership with Magic Bus India Foundation, for adolescents in Classes 6 to 8, aiming to equip them with essential life skills vital for navigating the challenges of the 21st century.

To understand the extent to which the programme goals have been met, and to provide evidence of adolescents' learning, an assessment plan was designed and conducted at census with adolescents from Grade 6 to 8 in the intervention schools across Gurugram, Panchkula, and Yamunanagar districts to assess adolescents' proficiency at life skills for Year 1 of the curriculum delivery. The annual assessment tool was a self-administered tool based on Situation Judgement Test (SJT) questions. Items were developed, mapped to competencies, and the competencies were aligned to a rubric based on a learning progression. A Tool Validation Workshop was held with the Testing and Assessment Department, SCERT to review the tool as per recommendations shared by the SCERT, Haryana. The pilot, consultation with SCERT, and statistical and qualitative analysis of data led to the tool finalisation that was administered and assessed for life skills assessment.

The annual assessment of life skills measured the competencies targeted in year 1 of the 3-year intervention. 65,768 adolescents took the annual assessment. This was 81% of all adolescents in grades 6, 7, 8 in the districts of Panchkula, Yamuna Nagar and Gurugram. The mean score of students who took the annual assessment of life skills was 72%. A threshold score was set at 60% on the assessment. 78% adolescents crossed the threshold score of 60% on the assessment. In absolute terms, 51,295 adolescents crossed the threshold score of 60% on the life skills assessment.



Further, from the table below, of all the schools that delivered the life skills intervention:

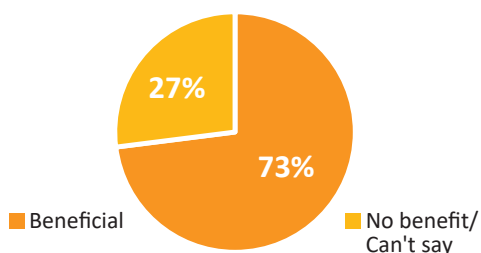
- 54% schools had >75% adolescents crossing the threshold score.
- 37% schools had between 50% - 75% adolescents crossing the threshold score.
- 9% of schools had <50% adolescents crossing the threshold score.

	No. of Schools	Recommendation
Schools with >75% adolescents crossing threshold score	304 (54%)	Maintain good performance
Schools with >50% and <75% adolescents crossing threshold score	210 (37%)	Need additional focus
Schools with <50% adolescents crossing threshold score	49 (9%)	Need high focus
<b>TOTAL</b>	<b>563 (100%)</b>	

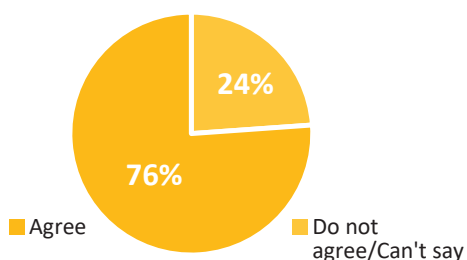
The mean score was 8% higher (5.5 score points in absolute terms) in schools that received the programme versus schools that did not receive the programme. Additionally, the difference between the percentage of adolescents crossing the threshold score in schools that received the programme versus schools that did not receive the programme is 20%. The odds of adolescents getting an advanced score on the test were 3.7 times higher when they received 13 sessions of intervention than when they received no sessions of intervention.

Adolescents also responded on perceived benefits of the life skills programme. Of the 65,768 adolescents that responded to the survey questions, 73% adolescents stated that they found the life skills programme to be “beneficial”, while 27% students reported “no benefit” or “can't say”. Further, 76% adolescents agreed that they wanted their siblings and other school adolescents to also receive the life skills programme with the statement, while 24% adolescents disagreed or couldn't say.

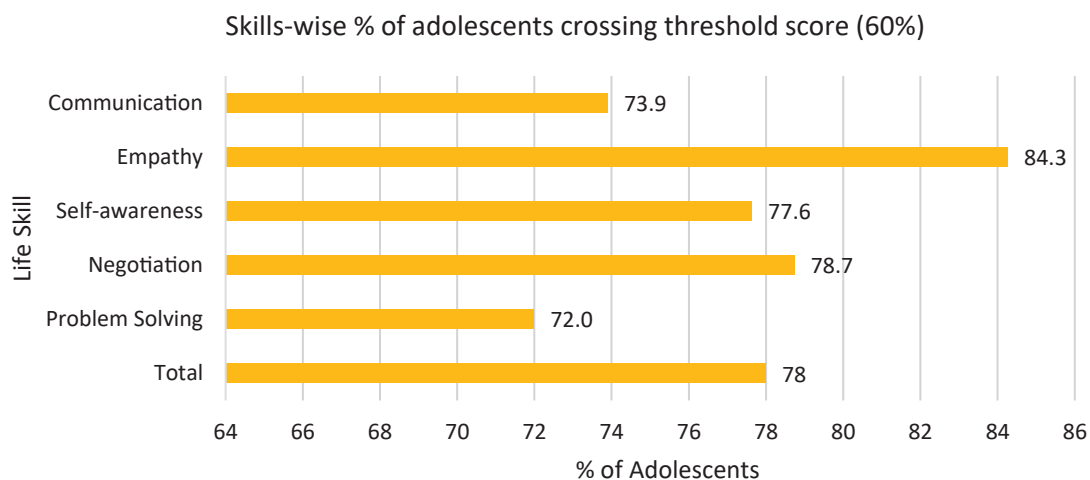
Whether Life Skills programme has been beneficial



Whether recommend life skills programme to sibling/peer?



The skills-level breakdown of adolescents who scored above the threshold score was as follows:

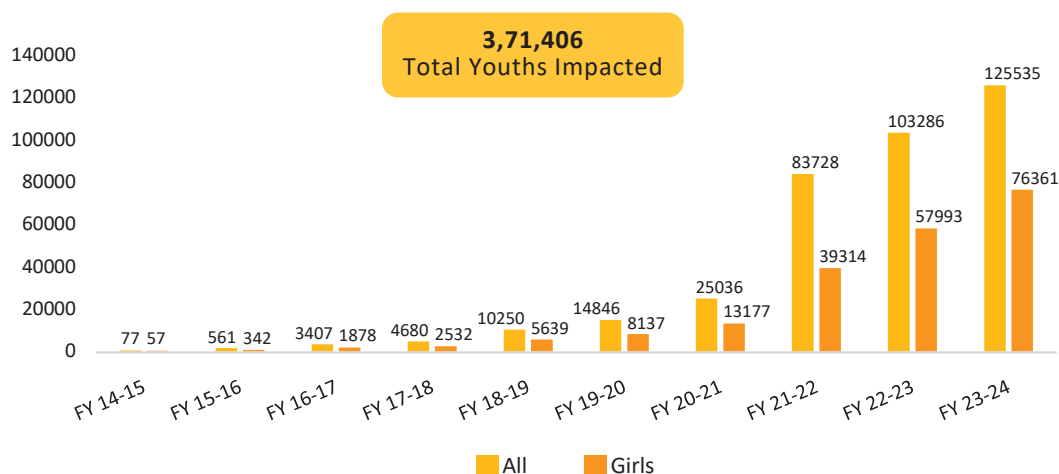


The annual assessment of life skills in the three intervention districts of Haryana at census helped to evaluate students' understanding of life skills as per the curriculum. It has helped to report assessment scores at student level, grade level, and school level, and in identifying schools that need high focus in session delivery for year 2 of curriculum delivery.



## 4.4 Livelihood Programme Impact

### 4.4.1 Youths Outreach Since Inception of Livelihood Programmes (2014-2024)



- For FY 2023-24, 1,25,535 youths were impacted through the Life and Employability Skills Development Programme.
- An average 61% total outreach was women.
- High demand for graduates.

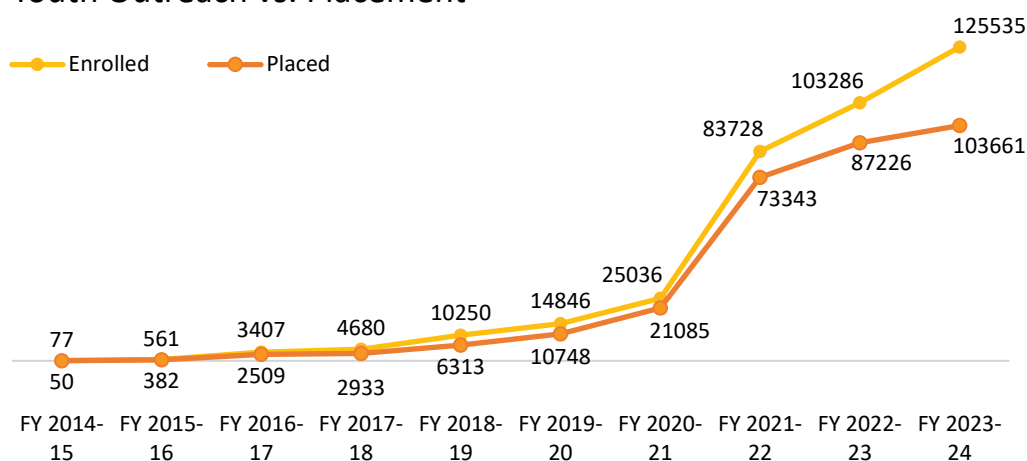
Programmes	Total Outreach	Women Outreach
Standard Skilling Programme for Undergraduates	34,136 (27%)	23,214 (68%)
Connect With Work for Graduates	88,522 (71%)	51,960 (59%)
Digital Skilling Programme for STEM (Science, Technology, Engineering & Mathematics) Graduates	2,877 (2%)	1,187 (41%)
<b>Total</b>	<b>1,25,535</b>	<b>76,361</b>

### 4.4.2 Youth Enrolment and Placement

Magic Bus enhances the lives of youths by offering them skills and job opportunities, thereby contributing to broader societal progress and nurturing a more inclusive and prosperous future for everyone.

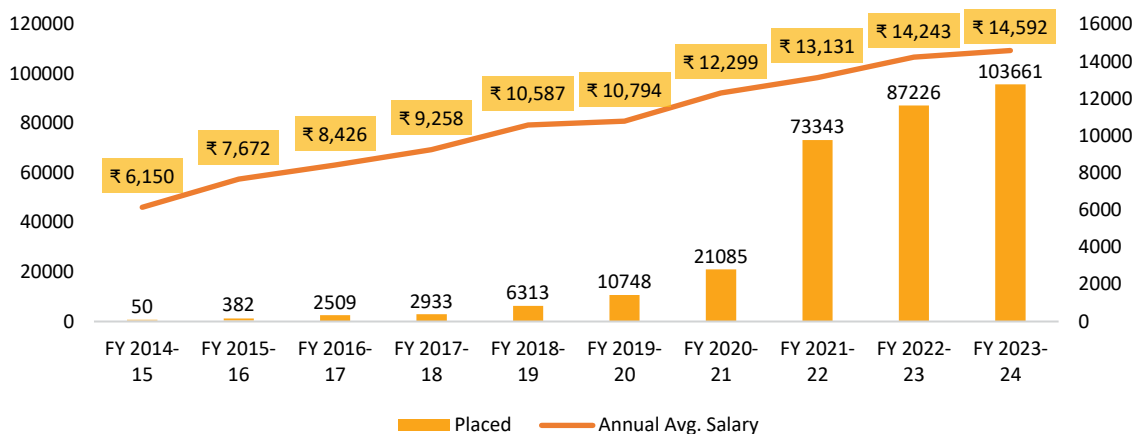
Over the last four years, Magic Bus has maintained an impressive success rate in placing skilled youths, with an average of 82% securing employment upon graduating from the programme. This high placement rate reflects the efficacy of Magic Bus' effective skill development initiatives and dedication to empowering youths for sustainable employment and economic autonomy. These endeavours signify Magic Bus' ongoing contribution to a brighter future for both individuals and communities.

## Youth Outreach vs. Placement



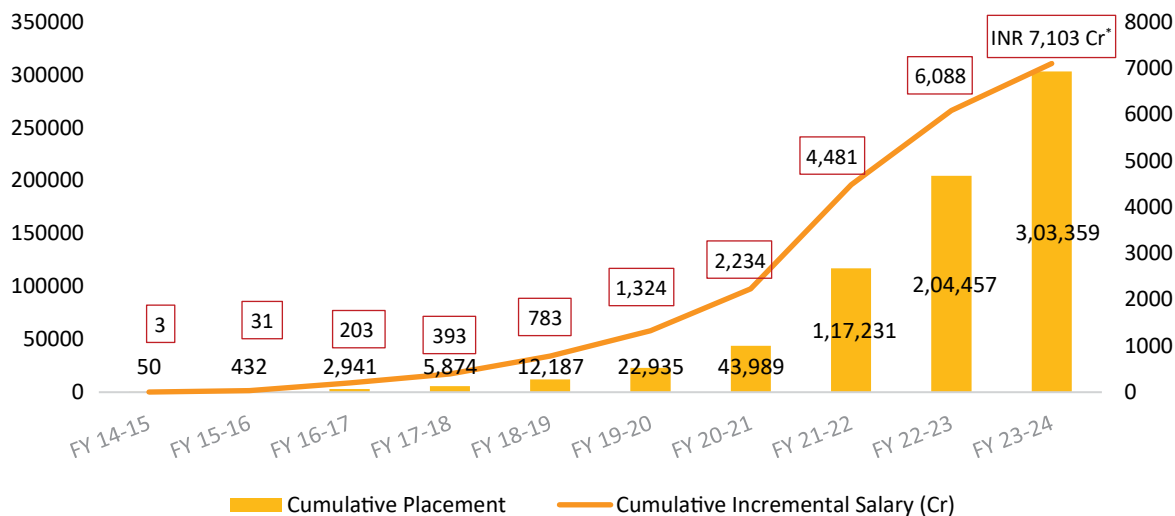
- 82.5% (1,03,661) of youths were successfully placed in FY 2023-24.
- Post COVID, i.e., 2020 onwards, a remarkable growth has been achieved by Livelihood Programme, impacting 3,37,585 youths' lives, which is 91% of the total youths' outreach over the last decade.
- Average growth rate of 187% has been observed in youth outreach over a decade.
- Average growth rate of 93.11% has been observed post-COVID, increasing from 25,036 in 2020-21 to 1,25,535.

### 4.4.3 Annual Placement and Average Salary (INR) increase since the Inception of the programme



- An average of 10% annual growth has been observed in the average salary being offered to youth.
- The average salary multiplied nearly 2.4 times over the last decade.

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



\*Data is calculated as \*8% annual increment in average monthly salary.

Over the last 10 years, Magic Bus’ Livelihood Programmes placed 3,03,359 youths and impacted their lives by bringing a cumulative income of INR 7,103 cr. to their families. As noticed in various research studies, income to the family by young people directly improves the family's financial conditions. This money is utilized for daily consumption purposes, education of siblings, health requirements of family members and so on, which helps in achieving a dignified life. This enhances the agency of young people by improving their status in the family.

#### 4.4.5 Gender Inclusion

Magic Bus prioritizes the enhancement of young women's workforce participation, emphasizing initiatives aimed at facilitating their enrolment and advancement in the labour market.

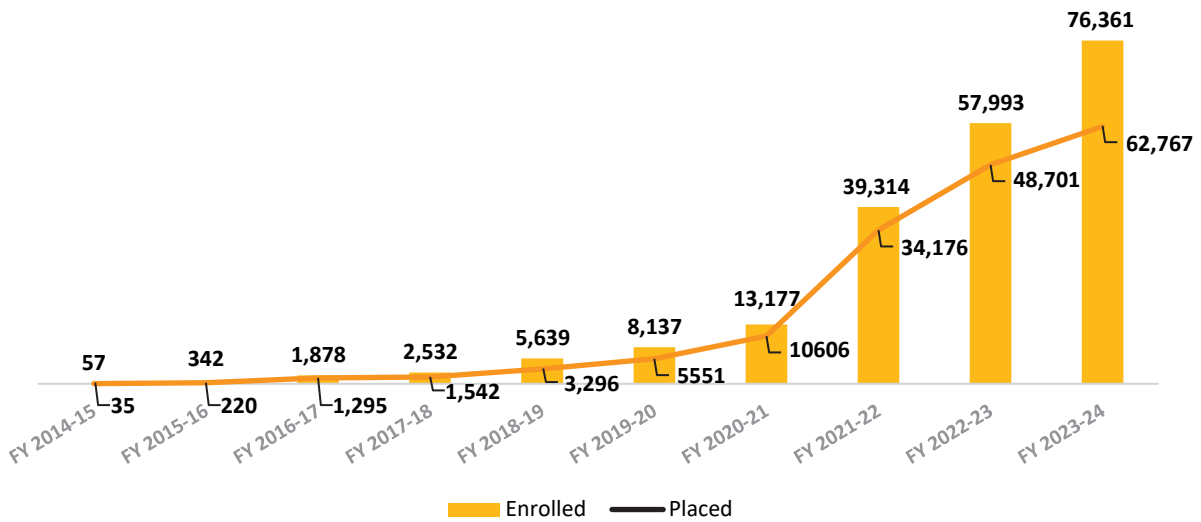
The fiscal year of 2023-24 saw a total outreach of 76,361 female youths, representing a significant milestone as they accounted for 61% of the overall outreach, underscoring Magic Bus’ commitment to fostering gender-inclusive empowerment. This has jumped from 56% to 61% this year.





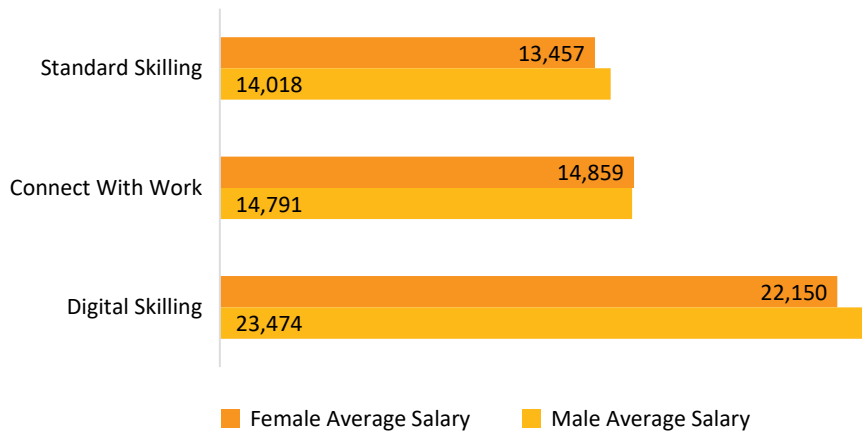
### 4.4.6 Female Youth Outreach vs. Placement in the Last Decade

As evidenced by Magic Bus’ endeavours, we have reached out to a significant number of female youths across various Life and Employability Skill Development Programmes. This dedication extends beyond mere outreach figures, as it translates into tangible outcomes through placements. Magic Bus’ commitment to not only reaching out to, but also successfully skilling and placing young females in employment opportunities, underscores its mission to empower women economically and enhance women workforce participation.



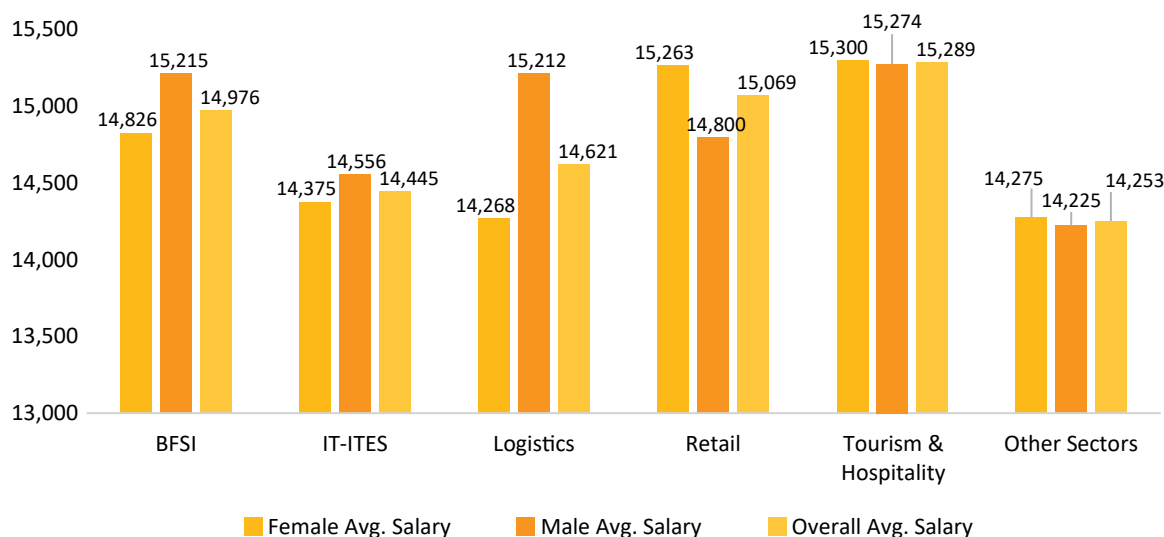
- 82% (62,767) of female youths were successfully placed in FY 2023-24.
- Since inception, a total of 2,05,430 female youths were reached out and trained through the Skilling Programmes, which contributed 55% of the total youths enrolled.
- Since its inception, a total of 1,68,189 female youths secured sustainable employment opportunities, constituting 82% of the total female youths enrolled
- 75% of female youths were placed in FY 2023-24 successfully.
- 166% of average growth has been observed over the last 10 years in female enrolment.
- 112% of female enrolment average growth is achieved from 13,177 females enrolled in 2020-21 to 76,361 female enrolment in 2023-24.

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



- Insignificant difference between the average salaries offered to male and female youths post-completion of the programme. In the realm of Standard Skilling, the difference is less than 3%, while in Digital Skilling, it stands at approximately 6%. This showcases that the Livelihood Programme is addressing the existing gender differences in employment by reducing the difference between male & female salaries.
- It is evident that the gender gap in salaries among graduates (Connect With Work programme) is nil, indicating that the Magic Bus Life & Employability Skilling Programme is significantly contributing to and enhancing the skills of young women while negotiating for their salaries. Similarly, the salary difference (3%) between males and females for undergraduate youth was also significantly brought down.

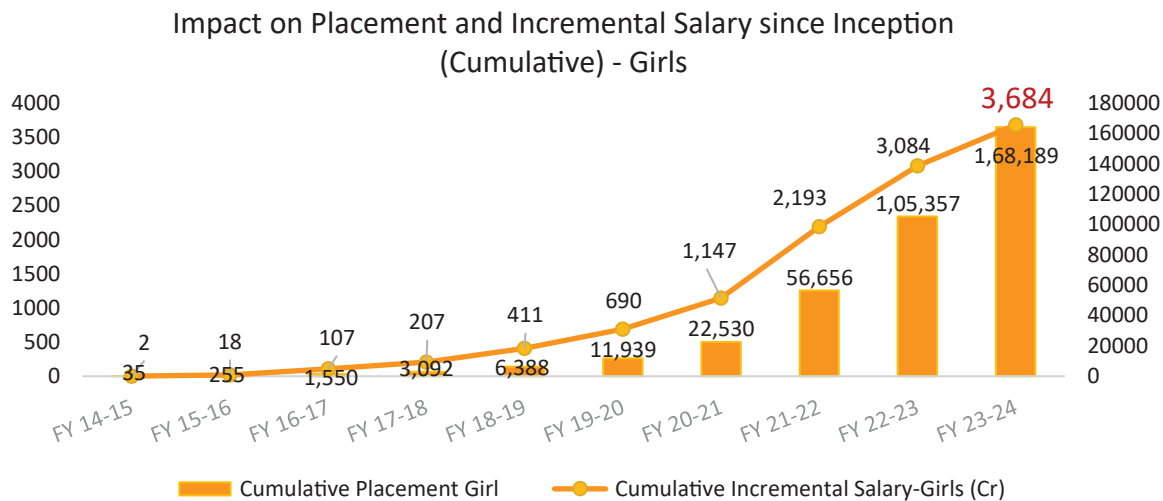
#### 4.4.8 Sector wise Female Average Salary (per month in INR)



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

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

Over the last 10 years, Livelihood Programmes have placed **1,68,189** young girls and impacted their lives by bringing a cumulative income of **INR 3,684 Cr.** to their families.



\*Data is calculated as \*8% annual increment in average monthly salary



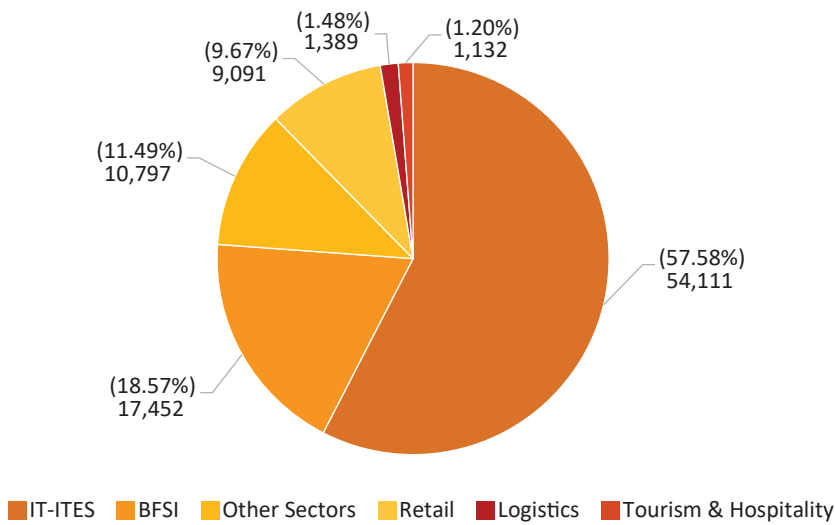
International studies on women economic empowerment observed that income to the family by young women directly improves the families' financial conditions. This improves their status in the family and society by helping them to make their own decisions on life choices and career progression. The money brought to family by women is mostly utilized for daily consumption purposes, education of siblings, health requirements of family members and so on, which helps them in achieving a dignified life and contributing to the well-being of the family and enhances their agency.



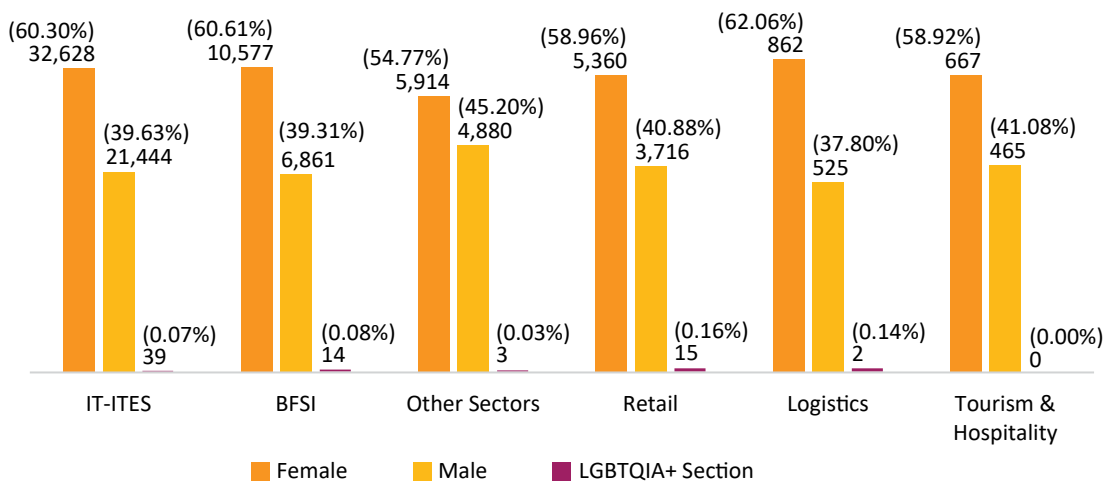
### 4.4.10 Sectorial Placement for FY 2023-24

The placement of youths trained through Magic Bus’ Livelihood programmes predominantly occurs in key sectors such as IT-ITES, BFSI (Banking, Financial Services, and Insurance), Retail, Logistics, Quick Service Restaurants, and Hospitality. This strategic focus aligns with the evolving job market demands, ensuring that participants are equipped with relevant skills to thrive in these dynamic industries. By facilitating placements in these sectors, Magic Bus not only addresses current employment needs but also cultivates pathways to sustainable careers for young individuals, contributing to both personal and economic growth within communities.

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



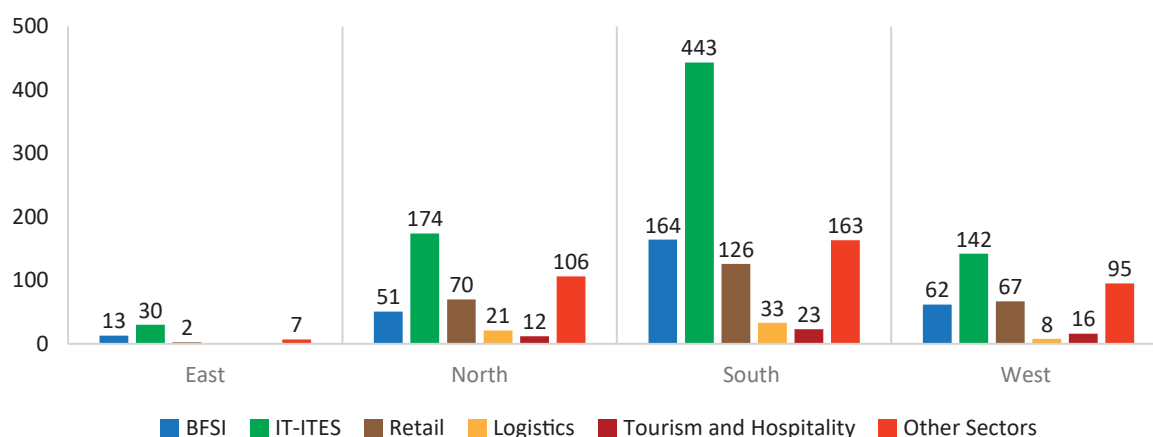
#### Gender-wise Sectorial Placement of Young People



- Placement in 2023-24: 54,990 (58%) youths placed in the IT-ITeS sector, followed by 17,738 (19%) in BFSI sector, 9,387 (10%) in the Retail sector, 10,908 (11%) in other sectors, 1,400 (1%) in Logistics and 1,220 (1%) in Tourism & Hospitality sector.
- Women are outnumbering in all the sectors. Comparison between the placement by Magic Bus versus the latest data from Indian labour market research in 2024, the male-to-female ratio for entry-level positions in various sectors is given below:

Sector	Magic Bus Placement Ratio Male:Female	Placement Ratio as per Indian Labour Market Research 2024 Male:Female
IT-ITeS	40:60	60:40
BFSI	40:60	55:45
Retail	41:59	70:30
Logistics	38:62	80:20
Tourism & Hospitality	41:59	70:30

Zone and Sector-wise Employers Count



- A total of 1,828 employers employed skilled youths from Magic Bus after the completion of the programme.
- 789 employers from the IT-ITeS sector, 290 employers from BFSI sector, 265 employers from the Retail sector, 62 employers from the Logistics sector, 51 employers from the Tourism and Hospitality sector, and 371 employers from other sectors pan India.

### Repeat Employers

Magic Bus has consistently pursued its mission of equipping skilled youths with the readiness to enter the workforce seamlessly. Through fostering robust relationships with employers, Magic Bus has achieved significant success in onboarding committed employers who repeatedly demonstrate their dedication to hiring youths. This collaborative effort has been instrumental in bolstering Magic Bus' ability to effectively facilitate employment opportunities for the youth, thereby advancing its mission of empowerment and sustainable livelihoods. 12% of the total employers who are committed to Magic Bus employed 78% of the total youths placed in FY 2023-24.

## 4.5 Entrepreneurship Development Programme Impact

### 4.5.1 Geographical Reach

- 3 Regions: South (Mysore), North (Jaipur) and West (Thane & Palghar)
- Entrepreneurship Outreach: **442** new aspiring entrepreneurs of which **84%** are women, including **110** women who were mobilized under the Young Women’s Fellowship Programme (YWFP)

### 4.5.2 Financial Leverage

- Entrepreneurship Development Programme mobilized over **INR 35 lakh** funds through different government schemes which helped our aspiring entrepreneurs to start and grow their enterprises. These funds were mobilized through Chief Minister Employment Generation Programme (CMEGP), Prime Minister Employment Generation Programme (PMEGP) and Pradhan Mantri Formalisation of Micro Food Processing Enterprises (PMFME) schemes

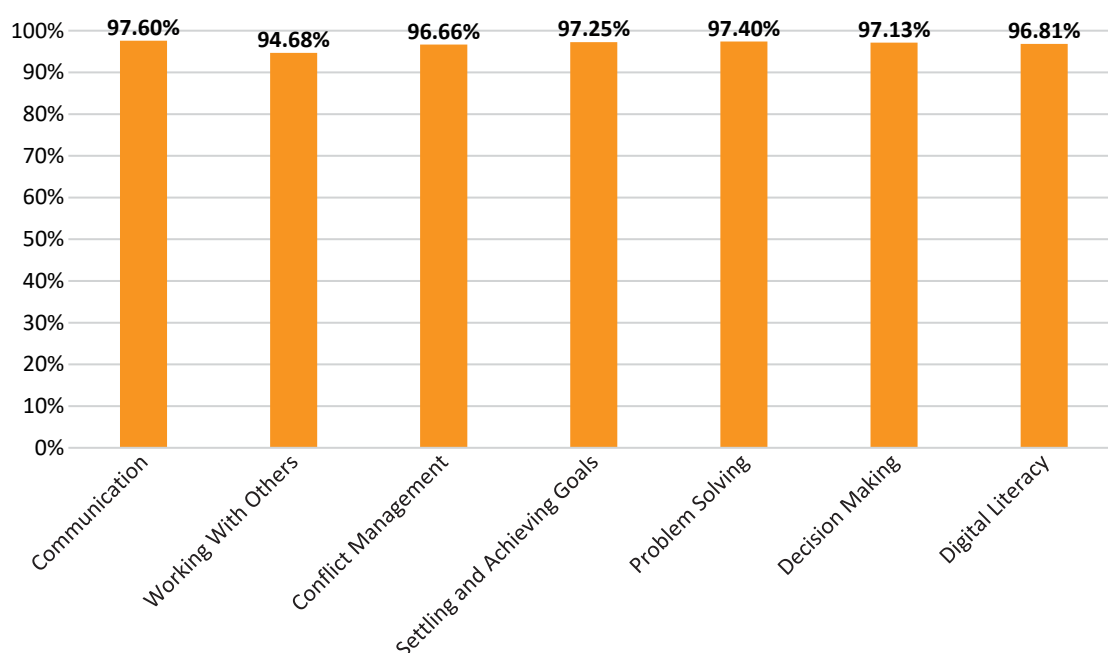
### 4.5.3 Job Creation

- **174** entrepreneurs created job opportunities for **118** youth from their local communities

### 4.5.4 Partnership & Scale

Magic Bus has partnered with local NGOs and Government Institutions to mobilize and fund aspiring entrepreneurs in 3 states. Our preliminary discussion with Self Help Groups (SHGs) can provide a way to scale up our EDP to thousands of aspiring women entrepreneurs in Thane and Palghar districts.

**2,876** young people who completed the Life and Employability Skilling programme with Magic Bus reflected on their skills post-training.



More than 97% of young people feel that their skills related to communication, working with others (teamwork), conflict management, problem-solving, and decision-making have improved post attending the training programme.

Self-Assessment of Skills by Young People: At the beginning of the programme and the end of the programme based on the survey conducted.

Skills Assessed	Beginning Score	End Score	Improvement
Communication	36%	80%	44%
Working with Others	39%	84%	45%
Setting and Achieving Goals	37%	83%	46%
Managing Feelings	37%	83%	46%
Confidence	38%	85%	47%
Reliability	39%	84%	45%
Job Search Skills	34%	83%	48%
Average Score	37%	83%	46%

### Impact of training on Young People to make them job ready

Skills Assessed	A lot	Quite a lot	A little	Not at all
Understand the Skills I possess to apply for a job	61.05%	36.23%	2.52%	0.20%
Feel more confident to apply for jobs	67.62%	29.54%	2.68%	0.16%
Prepared for an interview	63.81%	32.77%	2.91%	0.51%
Prepared to take up responsibilities in a work experience placement	64.44%	33.60%	1.73%	0.24%
Decide what I want to do next	59.01%	38.16%	2.56%	0.28%
Average Score	63%	34%	2%	0.28%

### 97% of young people feel more confident to apply for jobs after attending the training programme with Magic Bus



## 4.6 Impact of Magic Bus: Stories of Change

### 4.6.1 Ensuring Clean Drinking Water to School Children in Timarni, Madhya Pradesh - A Volunteer Initiative

Shivani Rathore, a committed Community Youth Leader (CYL) working alongside Youth Mentor (YM) Sanjay Pawar in Khalwa block's Timarni community in Khandwa district, quickly identified a critical issue at the Timarni school, i.e., a severe shortage of drinking water due to a broken motor pump. This was forcing students to carry water from home or leave school to find water, which was disrupting their learning.



**Shivani Rathore,**  
Community Youth Leader, Khandwa District



**Sanjay Pawar,**  
Youth Mentor, Khandwa District

- Shivani notified Magic Bus Youth Mentor Sanjay Pawar and together they approached the village sarpanch and school officials.
- Despite the school's financial limitations, Shivani and the school principal initiated the repair of the water pump.
- Shivani also drafted a detailed request letter to the village sarpanch, diligently following up to keep the issue a priority.
- Her perseverance paid off when the pump was fixed, restoring access to clean drinking water for the adolescents.

The successful resolution of this problem significantly boosted morale within the school community, with students and teachers feeling more empowered to voice their concerns.



## 4.6.2 Empowering Disengaged Students: A Case Study of Pinky and Ria

Pinky and Ria's journey highlights the transformative impact of personalized support and encouragement in engaging disengaged students. Through collaborative efforts between educators, families, and community members, Pinky and Ria transitioned from reluctant students to enthusiastic learners. Their story underscores the importance of empathy, persistence, and holistic intervention in empowering marginalized students to realize their full potential.



Pinky and Ria, two sisters studying in classes 7 and 9 respectively at a government Hindi medium school in Garden Reach, Kolkata, faced numerous challenges in their educational journey. Coming from an underserved family background, they struggled to find interest in their studies despite their mother's desire for them to attend school regularly. Shy and lacking confidence, they felt unloved and isolated, finding solace only in each other's company.

The turning point came when Magic Bus Life Skill Educator (LSE) noticed Pinky and Ria's prolonged absence from school.

Realizing the importance of education, Pinky and Ria's mother expressed her desire for them to attend school regularly, despite the girls' lack of interest. Leveraging their rapport with the girls, the life skills educator and academic educator engaged them in dialogue, understanding their perspectives and fears. Through gentle encouragement, they persuaded Pinky and Ria to attend school for at least one day. With their consent, the girls returned to school, albeit reluctantly.

The introduction of Life Skills Education (LSE) sessions and Community Learning Centre (CLC) activities sparked Pinky and Ria's interest in learning. Gradually, they began attending classes regularly, enjoying the interactive sessions and forming friendships with their peers. As their confidence grew, they became the most frequent attendees at both school and CLC sessions. The supportive environment fostered by the educators helped Pinky and Ria overcome their initial reluctance and thrive academically and socially.

Pinky and Ria's journey highlights the transformative impact of personalized support and encouragement in engaging disengaged students. Through collaborative efforts between educators, families, and community members, Pinky and Ria transitioned from reluctant students to enthusiastic learners. Their story underscores the importance of empathy, persistence, and holistic intervention in empowering underserved adolescents to realize their full potential.

### 4.6.3 The best thing that happened in my life is landing my first job, and I am super excited

Vasantha migrated from Andhra Pradesh to Bengaluru with her mother, to stay with her grandparents. Being a single mother, family faced financial issues due to which Vasantha couldn't continue higher studies. She has always admired her mom and wanted to help her in every possible way. After completing boards, she started searching for job to support her mother.

One day, during the community drive conducted by Magic Bus team, she came to know about the programme at Magic Bus. Vasantha was unsure about the programme as she had come across many other organizations who promised her jobs but could not provide her employment. After visiting Bommanahalli centre and interacting with the Magic Bus staff, she got a sense of satisfaction. Post completion of training, she got selected in Chai Point as a Trainee Assistant, with a salary of Rs.18,000/-.



**Vasantha**  
Livelihood Programme Participant, Bengaluru

Vasantha says: “The best thing that happened in my life is that I got my first job, for which I am super excited. I joined Magic Bus with the hope of learning computer. But other than that, I learned the most important thing, and that is life skills. I learned the importance of life skills and employability skills. Interview preparation and self-introduction helped me a lot to get the job. Computer and life skills now helped me to stabilize my finances and help my mother. All the trainers were very good, but mostly, I like Pratima Ma’am and Chaithanya Ma’am because they are very friendly, and they motivate everyone. Pratima Ma’am is my favourite. She has always treated me as her little sister. To me, Magic Bus is the place which has worked magic in my life, by uplifting self-confidence and making me financially strong.”

## 4.6.5 Being dependent to an independent girl

Sushmita - Born and brought up in Doddaballapura in rural Bangalore, predominantly comes from a middle-class family. The locality she comes from does not have a set-up of huge companies or opportunities for people in terms of career.



Post-completion of her PUC, Sushmita started searching for job. Despite multiple efforts, she was unsuccessful in getting into a job due to lack of skills. She was suggested to join Magic Bus Livelihood Skilling Programme by one of her friends who had already completed training in Magic Bus. She realized the depth of how the programme could add value to her life and prove the way ahead.

The training programme changed her perspective about how she could make things better for herself irrespective of the people and the environment that she belongs to. The training approach enabled her to face job interviews and enhanced her communication skills.

Today, Sushmita is working as a technical associate in data collection at a private limited company in Bangalore. Based on her performance, within 2 months of joining, she got promoted as a 'Software Developer Trainee'. She feels extremely happy in supporting her family financially, and takes pride in being able to contribute towards their well-being. This is helping her build confidence and strength from within.











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