

IMPACT REPORT 2022-23



Adolescent and Livelihood Programmes

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Magic Bus Presence



1. About Magic Bus

1.1 Overview

Magic Bus works with young people taking them on a journey from Childhood to Livelihood and helping them move a generation out of the vicious cycle of poverty. Our three most important components include: completion of secondary education, and skill young people to secure jobs. Founded in 1999 by Mathew Spacie, the Magic Bus India Foundation (MBIF) is dedicated to equipping adolescents and youth, aged 12 to 24, with the necessary skills and knowledge to overcome the challenges of childhood and create a future brimming with meaningful livelihoods. Since its inception, MBIF has transformed the lives of two million children and young people. Assisting them in becoming their families' first wage earners.

In the 24+ years of its journey, Magic Bus has spread its reach across districts in 24 states and Union Territories. The livelihood programme is an important intervention of Magic Bus. This year, the livelihood programme reached out to nearly one lakh young people spread across 10 states. Since 2015 onwards, this programme changed more than 2.3 lakh young people's lives by leading their career path towards sustainable job segments through imparting life and employability 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' focus is to implement collaborative, multi-layered programmes with a strong in-school component, leverage its strong community-connect, and technology enabled monitoring platforms, and focus on outcomes as well as impact.

1.2 Organisational Systems and Processes

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. At the field level, District Programme Managers are responsible to manage 4-5 assigned projects. Each project is managed by the Cluster Manager who is responsible for tracking a project's activities regularly. Over 150+ programmes are operated through project offices located across states. Presently, there are 70 project offices and 4 regional offices located in 24 states and union territories with 2600+ payroll employees in the organisation to manage 150+ projects being implemented in different states.

Magic Bus India Foundation is delivering its programmes through two divisions namely Adolescent and Livelihood, which helps us in achieving the organisational mandate of Childhood to Livelihood (C2L). The day-to-day operations run through different verticals with an aim of quality programme delivery to its targeted beneficiaries.

Sustainability and Institutional partnership functions ensure new partnerships and new funding for the organisation. Programme development is an important functionary that ensures design of curriculum to be delivered across the life cycle of the project. It is supported by the training team who trains the trainers with skill sets to deliver quality sessions. The Impact team serves as the custodian of data, monitoring project progress and reporting it to management, operations, and State Program Managers to ensure programme delivery stays on track. The organisation has implemented effective mechanisms to deliver and monitor programmes, continually innovating with technology and rigor to work for improved programme delivery. Organisational systems and processes are regularly tuned to maintain the highest level of accuracy and consistencies in our programmes.

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 of their leaves, attendance, travel etc. are managed through the system. Regarding Finance Management and Control, Magic Bus has detailed guidelines of procurement and finance management. For managing the finances and accounts, Magic Bus uses an Enterprise Resource Planning (ERP) system. All proper books of accounts are maintained for all financial transactions.

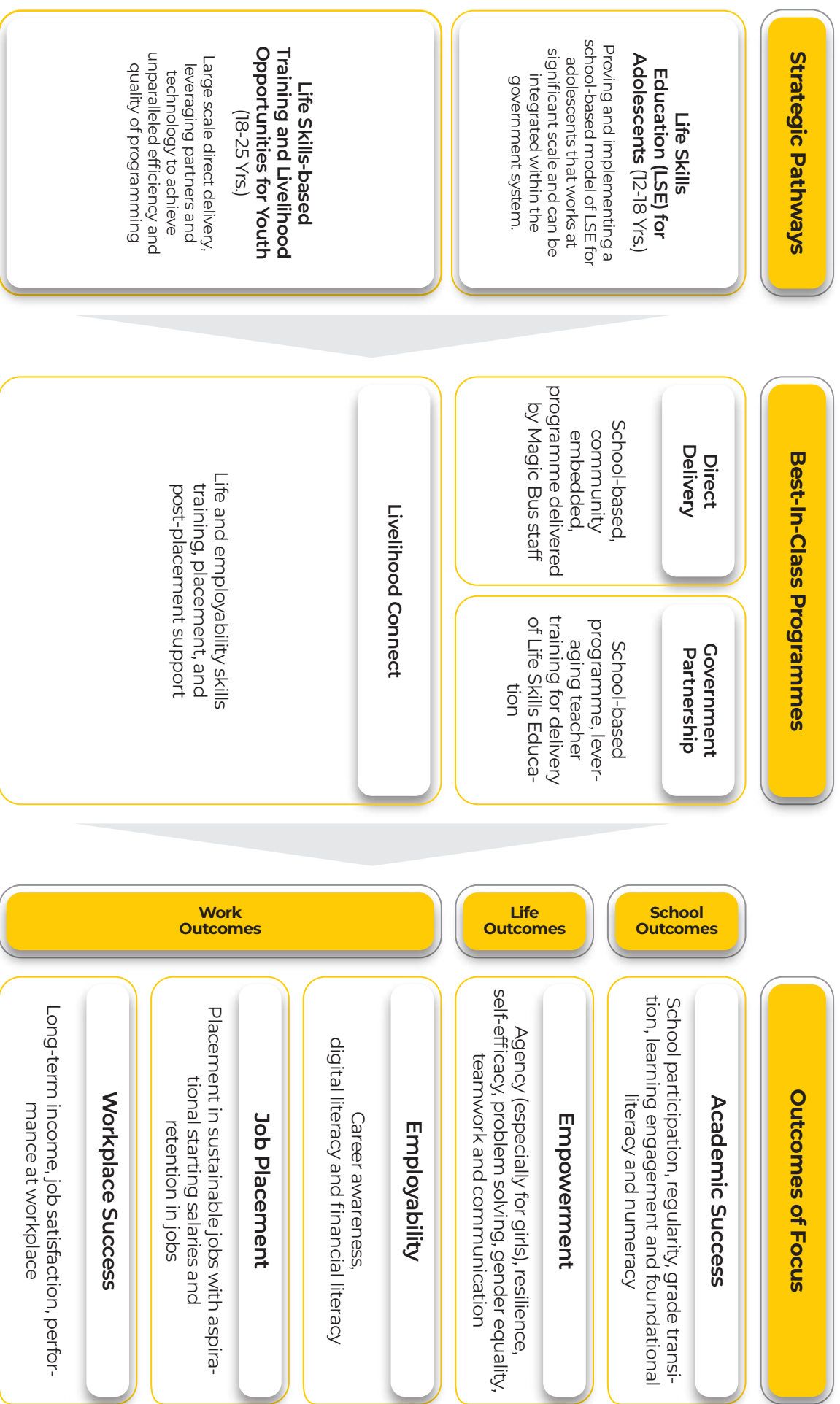
1.3 Theory of Change

The Magic Bus theory of change exhibits five major components that are important for the holistic development of an adolescent during the transition from Childhood to Livelihood.

Thus, Magic Bus has strategically prioritised its ToC into two broad thematic areas, viz. life skills education and livelihood. 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 and Literacy (FNL). On the other side, life skills education focuses on empowering adolescents through building agency, resilience, sensitisation on gender equality, building team work and improvement in communication skills. The other thematic area has its focus on ensuring youth's livelihood through enhancing employability skills, job placement and ensuring job retention.



Theory of Change



Magic Bus's Childhood to Livelihood approach has five core components: These five components cover the journey of a young person from childhood to livelihood. These components are under two thematic areas which are life skills education and livelihood skilling.

I. Holistic Education

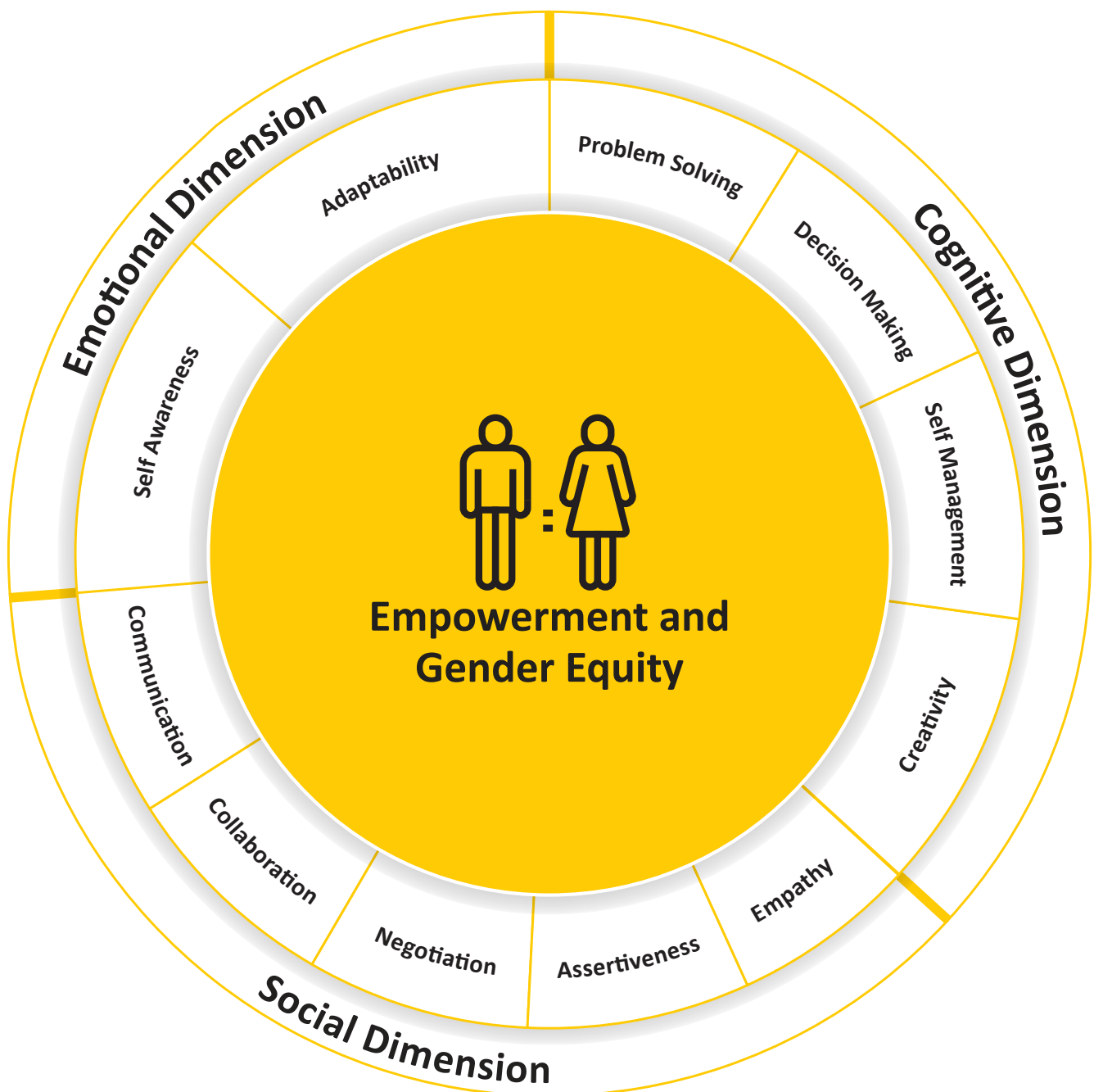
This provides individuals with Education Enhancement that improves their basic literacy, numeracy and their overall grades. This ensures an adolescent's purposeful sequencing of teaching and learning expectations across multiple developmental stages, ages, or grade levels and inculcates habits that contribute to the development of character.



II. Life Skills Framework

Adolescent Life Skills Framework

This covers three dimensions COGNITIVE, SOCIAL, and EMOTIONAL. There are 11 life skills under these dimensions such as **Problem Solving, Decision Making, Self Management, Creativity, Empathy, Assertiveness, Negotiation, Collaboration, Communication, Self Awareness, and Adaptability**. These skills enable young people to become more resilient and lead to higher self-efficacy in the face of destabilisers.



III. Employability Skills Education

This includes financial literacy, digital literacy, spoken English and career awareness that help young people to get a job of their choice. This component, therefore, focuses on Work Readiness, which builds upon the life skills curriculum, and supports adolescents and youth during this preparatory phase for a lifetime of productive economic participation and equips them with skills that are needed for meeting the challenges that lie ahead.

IV. Livelihood Connect

This involves imparting 21st century linked life and employability skills that provide work readiness and confidence among youth to take up fulfilling careers which eventually impact the economic empowerment of their families to move out of poverty. It also includes sector-specific training in Retail, IT, BFSI, e-commerce; placement and post- placement support to help youth to not just get jobs but retain their jobs.

V. Community Engagement



This component of the programme aims at engaging with each of the contexts, building them up 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 supportive of the adolescents' choices and is responsive to their needs.

1.4 Programme Implementation Approaches

1.4A Adolescent

Direct Delivery

The direct delivery programme is a comprehensive initiative, that is specifically designed to be implemented in schools and communities for adolescents, it is delivered through community-based Magic Bus Community Learning Centres. Direct delivery interventions are delivered by dedicated staff members of Magic Bus.

Magic Bus through its adolescent programmes covers a total of **24 states and union territories**, and **72 districts** in India, and reaches out to rural, semi – urban and urban communities. In total, the programme covers **3530 villages, 552 wards, 333 blocks and 2770 schools**. The programme focuses on government, private, and government-aided schools, and has a total of **3,94,206 boys and girls** participating in the programmes.

Magic Bus Adolescent Programme Outreach	Region				India Overall
	East	North	South	West	
States & Union Territories	7	9	5	3	24
Districts	13	19	23	17	72
No. of Villages (Rural)	399	1204	794	1133	3530
No. of Wards (Urban)	72	208	203	69	552
Blocks	32	77	146	78	333
Number of Govt. Schools	330	213	497	930	1970
Number of Private Schools	1	164	3	355	523
Number of Govt. Aided Schools	3	21	81	172	277
Total Number of Schools Covered in Projects	334	398	581	1457	2770
Headmasters (No.)	222	416	581	1482	2701
Teachers (No.)	684	3184	8577	4945	17390
Boys	24551	39348	45556	83240	191047
Girls	31040	40795	53353	76323	199042
Overall Adolescents	55591	80143	98909	159563	394206

*Data includes Non-SCALE and SCALE numbers.

Through adolescents programmes, Magic Bus staff work closely with school officials, community leaders and other stakeholders to ensure that the programme is tailored to meet the specific needs of the adolescents in that particular area. This approach allows for a more targeted and effective delivery of the programme, ensuring that the adolescents who participate in the programme receive the maximum benefits from it.

System Engagement/ Government Partnership

As part of its SCALE Programme (School Completion and Livelihood Enablement Programme), Magic Bus collaborates with the government school system to train teachers to provide life skill education to adolescents in grades 6 to 10. The programme is built on a teacher-led model, activity-based sessions on life skills, as well as by creation of peer support networks and the activation of School Management Committees (SMCs). The strategy is to implement the life skills curriculum in a way that is consistent with respective state's Education Department's definition of life skills, while also creating a stable infrastructure without adding complexity to the existing system. Currently, Magic Bus has partnered with **Maharashtra, Haryana, Rajasthan, Andhra Pradesh, Madhya Pradesh** and **Mizoram** state governments to implement our programme through system officials and teachers. We are impacting 74,786 adolescents till March 2023 who have received 32,847 life skills sessions.



1.4B Livelihood

Livelihood Programme: 21st Century Transferable Life and Employability Skilling Programme

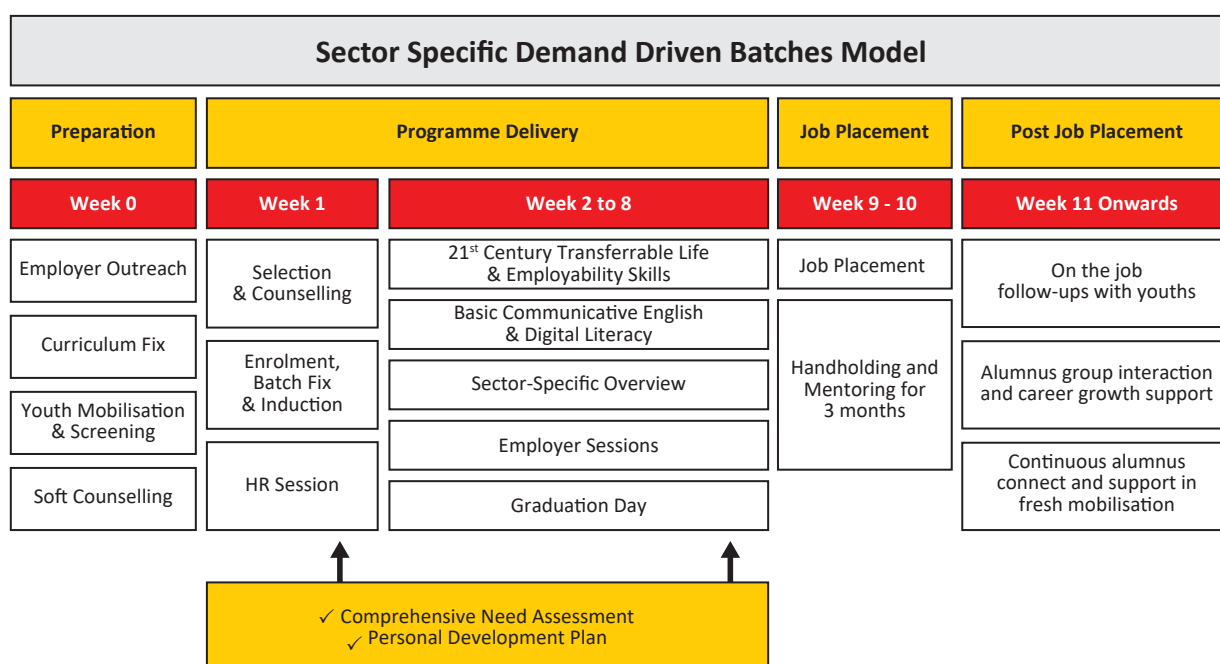
Magic Bus' Youth Skilling programme is meant for young people in the age group of 18 - 25 years.

Magic Bus runs programmes across a range of sectors with employers that have a recruitment need at the entry-level with sustainable roles that are suitable for the young people.

The sectors include:

- Information Technology (IT) and Information Technology Enabled Services (ITeS)
- Retail
- Banking and Financial Services (BFSI)
- Logistics
- Quick Service Restaurants and Hospitality

Livelihood Programme Framework (Model Used in Strategy Project)



Strategic Programmes: Magic Bus' livelihood programme has various components that are adopted through time-bound interventions and evidence-based learning.

Livelihood Portfolio

Type	Centre Based	College Based	
Segment	Under Graduates	Graduates	Science & Engineers Graduates
Programme Framework	21 st Century Transferrable Life & Employability Skills	21 st Century Transferrable Life & Employability Skills	21 st Century Transferrable Life & Employability Skills + Technical Skills
Duration	200 hours / 2 months	24 hours / 8 days	12 weeks / 3 months
Placement Target	70%	95%	60%
Workforce	Grey-Collar	Grey-Collar	White-Collar

- I. **Life and Employability Skill Development Programme for Non-Graduates:** This programme includes those youths who have completed 10th or 12th standard and whose family income doesn't exceed Rs. 2,50,000 per annum. The programmes are implemented through our Livelihood Centres spread across the country. Participants in this programme are not in education, employment or training. The programme duration is of two months at the end of which, Magic Bus connects the trained young people with varied job opportunities. Mobilisation for Magic Bus' Youth Skilling programme is carried out across low-income communities where the Adolescent Programme is also in operation.

FutureX Programme: FutureX is a technology enabled 'Blended Learning' programme to be deployed at scale that will help youths from underprivileged background, understand and grasp concepts through personalised pathways of learning with conversations both bot and human led, to improve life and employability skills assimilation and development. Life and Employability skills developed by the youth will help them move seamlessly into a sustainable job. It is being implemented through five Livelihood Centers aiming at a total of 5000 youth to be trained and placed.

Get Into Programme: It is a sector specific demand-driven employability programme developed with employers to support young people into jobs within that sector. The programme supports youth in the age group of 18-25 years who are not in education, employment or training (NEET) and are looking to move into a sustainable job. The programme equips youth, who are 'work-ready' but do not have the relevant professional skills or experience to enable them to move into the formal labour market.

Skill Impact Bond (SIB) Programme: It is facilitated by National Skill Development Corporation (NSDC) under PPP (Public-Private Partnership) model where various stockholding partners like outcome funders, risk investors, evaluators and other technical partners join together to support the service providing organisation who will bring a high impact on skilling and placement. Magic Bus is one of the first five selected implementing partners under the SIB programme. The key objective of the bond is to bring a shift in the skilling ecosystem in the country. The goal is to move from input-driven skilling to outcome-focused skilling. All candidates, at the end of the course, will mandatorily go through an assessment conducted by a third party.

II. Connect With Work (CWW) Programme for Graduates: It is an intervention with a boot camp approach where college graduates are oriented and skilled for accessing grey and white-collar jobs. It addresses the challenges faced by young graduates and first-time job seekers by skilling them for the 21st century work environment and connecting them with available jobs in local areas. The programme aims to bring young people into the workforce - reduce the joblessness and strengthen the economy by capitalising on the huge young workforce of India by placing them with right employers. The primary objective of this project is to ensure access to job opportunities for young first-time job seekers from underprivileged households, graduated from tier II and III colleges, and place them in grey-collar, entry level jobs after 24 hours of basic skilling. We handhold them for 6 months for their continuous learning and to ensure continuity in jobs. It is being implemented in partnership with more than 500 colleges across the country where Magic Bus staff directly train the graduates for work readiness and place them in appropriate jobs.



III. 21st Century Digital Skilling Programme for STEM Students - AWS re/Start: The programme aims to prepare individuals for entry-level cloud roles in operations, site reliability, and infrastructure support. It is implemented in Mumbai, Pune, Bangalore, Hyderabad, Chennai and Delhi. It is a 12 weeks programme for unemployed youth of 18 to 25 years of age and from STEM subjects background and belonging to underserved communities with a family income of below 3 lakhs per annum. AWS re/Start is a free, full-time skills development programme to jump-start a career working in cloud computing.

The livelihood portfolio of Magic Bus: In 2022-23, Magic Bus could enroll 92,407 young people through 95 Livelihood Centres and 825 colleges spread across 13 states.

Sr. No.	State	Districts	Enrolled	Colleges	Livelihood Centres
1	Andhra Pradesh	5	6001	71	4
2	Odisha	1	131	-	1
3	Himachal Pradesh	1	451	-	-
4	Gujarat	2	373	-	2
5	Karnataka	2	12948	177	18
6	Tamil Nadu	3	25963	69	15
7	Telangana	2	19400	117	12
8	West Bengal	1	1955	20	3
9	Maharashtra	4	17269	267	21
10	Delhi	5	3831	2	11
11	Haryana	1	17	35	-
12	Rajasthan	1	2160	18	2
13	Uttar Pradesh	3	1908	49	6
	Total	31	92407	825	95

Data as on 31st March 2023



2. Monitoring, Evaluation and Learning (MEL) System

2.1 M&E System: Broad Architecture

Magic Bus has envisaged a comprehensive MEL system to manage the programme for impact by creating evidence, learning and reflections. In Magic Bus, MEL function has been termed as Impact Function. The primary purpose of Magic Bus' impact function is to keep track of all the projects and interventions, in terms coverage, quality and impact, and regularly inform all other functions to take corrective measures if any gap is identified. Impact function also keeps track of organisational accountability towards donors, communities and programme standards. The function helps in creating evidences for advocacy and new knowledge building. Key components of impact function are: Programme Monitoring, Evaluations & Assessments and Learning.

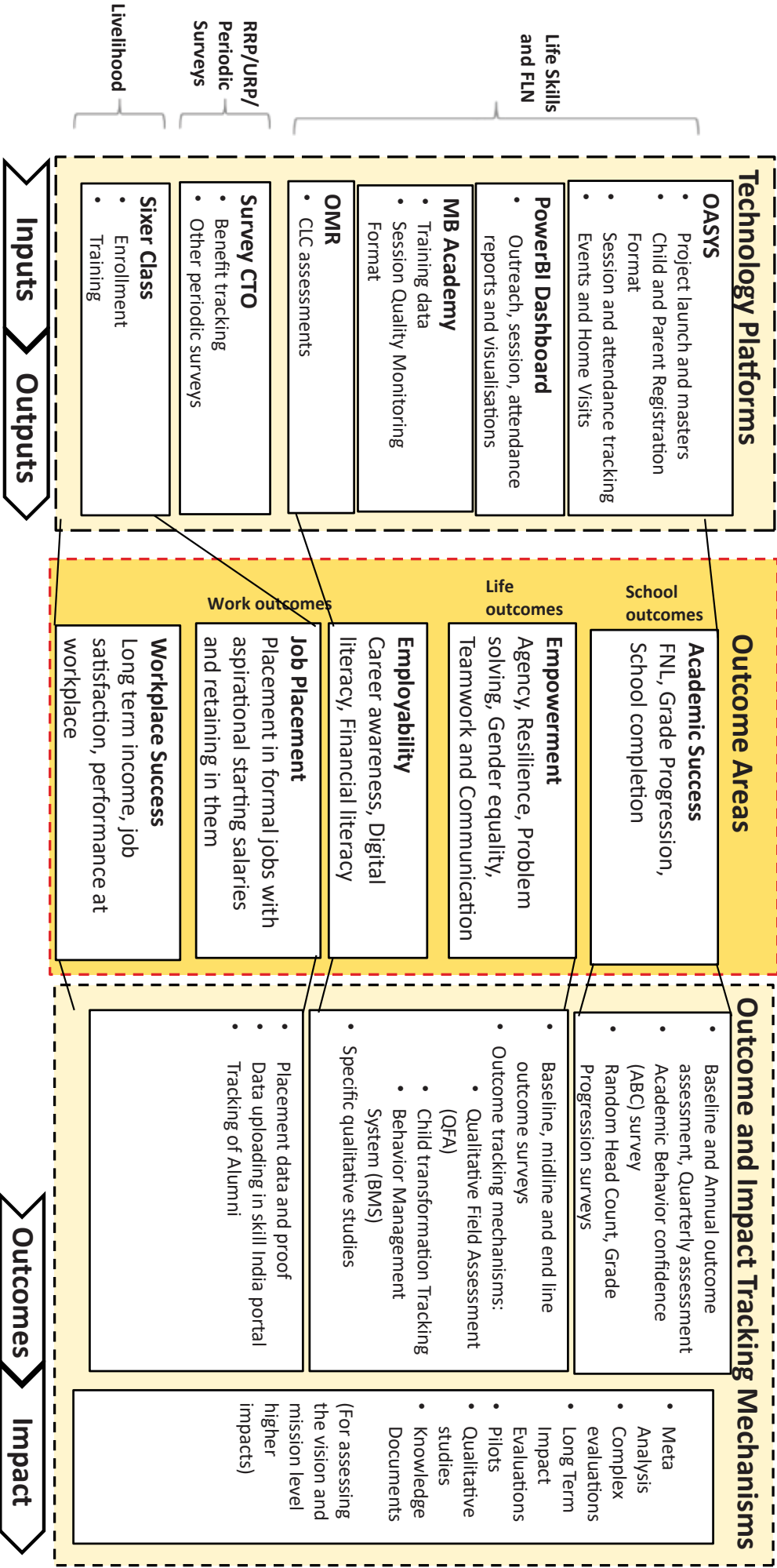
Objectives

- To capture programme results, outcomes and impact
- To ensure programme quality and accountability through fully functional monitoring mechanisms
- To create evidence and knowledge documents
- Effective operationalisation of M&E initiatives across all projects and interventions

The table below provides a broad overview of the M&E system of Magic Bus.

As given in the table below, the system has been aligned with core outcome areas of the programme. Detailed indicator frameworks and tools have been developed to track input, output, outcome and impact. These tools have thoroughly tested for reliability and validity by taking support from experts. The livelihood data is collected through the technology-based application – Sixer Class, where all kinds of data is captured, starting from mobilisation to placement such as personal identification proof Aadhar, education certificates, income data, attendance, certification, placement and 6 months retention.

Magic Bus Monitoring and Evaluation System: Broad Architecture



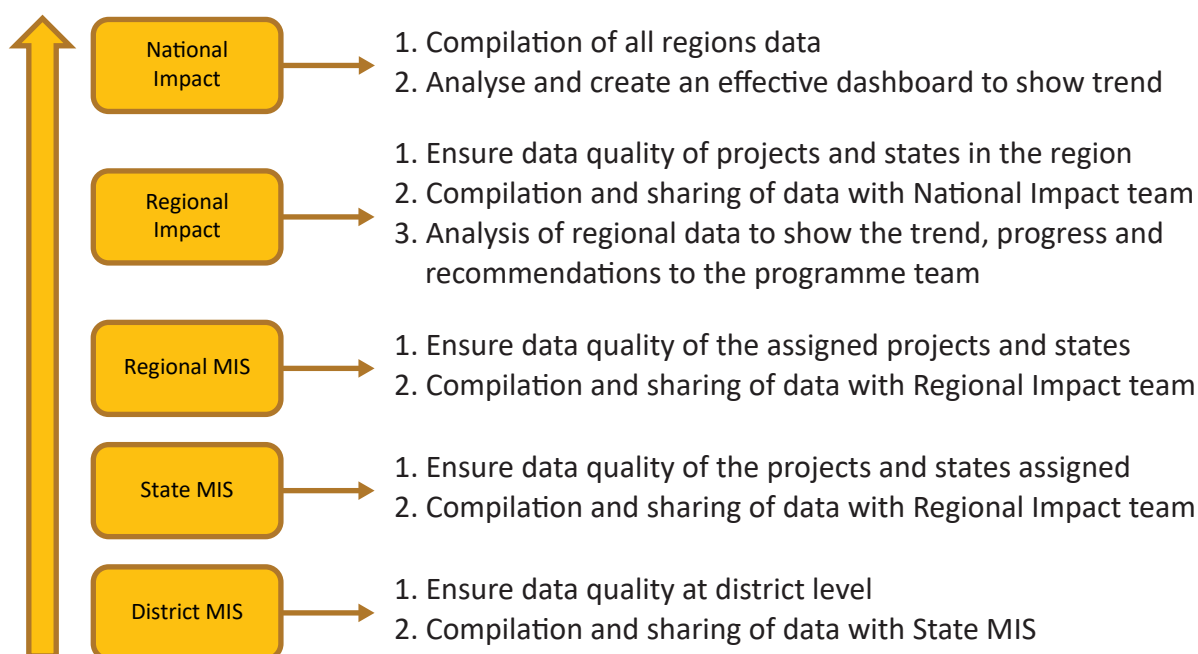
Two broad components viz. Programme Monitoring and Programme Evaluations have been detailed out in the following sections.

2.2 Programme Monitoring

Technology is an integral part of our MEL system. It plays a crucial role in providing high quality monitoring data in a systematic structure. There are multiple platforms being used in Magic Bus to capture and share data. Each plays an independent role in the system: For programme monitoring, Magic Bus has developed the range of technology-based platforms, as follows:

OASYS (Operation Automated System)	PowerBI	Magic Bus Academy (MBA)	SurveyCTO	Sixer Class
MBIF has developed a dedicated 'OASYS' technology platform to record all project information. This is a web and app-based system with access to all the key team members to keep track of day-to-day data.	The system provides a dynamic dashboard that displays all data entered as input in OASYS.	This platform is used for sharing Magic Bus content, courses, tutorials through videos with staff.	This platform is used for need-based data collection and to track some of our short-term activities and projects like distribution of material, COVID response Programme activities, internal assessments, etc.	This is a web and mobile based platform designed to track the skill-based sessions and placement data by the livelihood team. Youths enrolled in the training centres are tracked through a Sixer Class application. The data from this application is further uploaded in Skill India Portal of Govt of India, managed by National Skill Development Corporation.

All the above platforms provide a facility to the MB staff at all levels to enter day-to-day data through an application as well as a web portal system that enables creation of an organisational level MIS. The system utilises computerised procedures; models for analysis, planning, control and decision making; and creating a database. Moving upward to the mid and senior level, staff are provided web credentials to enter relevant data as well as download the reports.



This system helps us to validate and check the data before it goes to different verticals and donors. As given in the figure above, Magic Bus has comprehensive mechanisms to ensure data quality through desk review and field validations by M&E team.

Monthly Outreach and Session Delivery Report

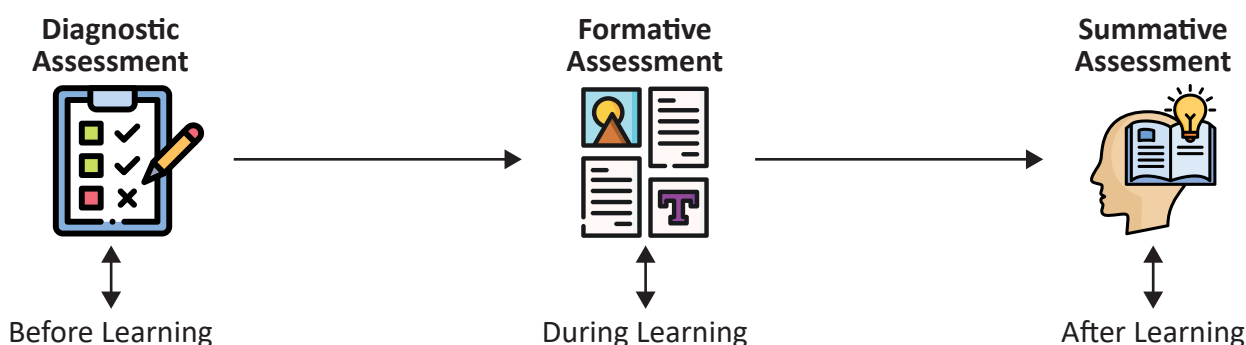
The Outreach Report, issued monthly by the Central Impact team, compiles monitoring data across four regions viz. East, West, North, and South for all programmes: Pandemic Adolescents, Pandemic CLC and Pandemic Parents Programme. This report is a one-stop shop for all the end users reporting numbers to the donors. It is a comprehensive report and provides all the details about the monitoring of the programmes being enforced within Magic Bus India Foundation. At the macro level, the information in outreach report is being monitored for outreach, session planned and delivered, average attendance in sessions, session-wise participation, events, house visits, SMC (School Management Committee) and training information for SCALE and non-SCALE Adolescents Programmes. The report also captures session delivery, adolescents outreach, home visits and training information for Government Partnership Projects.

The report is utilised by various verticals within the organisation, including Impact Teams, Programme Teams, Programme Development Teams, Leadership Team, and Sustainability Teams. It serves as a single source of data verification and consolidation, following rigorous quality checks at each regional level for all projects. The Impact and Programme Teams have been utilising this one-stop resource for tracking activities, events, and house visits across all projects. They monitor whether sessions are being achieved, under-achieved, or over-achieved, and ensure that sessions align with the planned figures. They also track the average attendance in sessions and provide feedback to the ground team for action plans. Furthermore, our CRMs have been reporting sessions delivery figures, average attendance, and training information to the donors from the outreach report on a monthly or quarterly basis.

2.3 Programme Assessments and Evaluations

For the programme assessment, the approach is to track the entire outcome achievements process as well as evaluating the final results in terms of outcomes and impact. For each of the outcome areas, specific approach of evaluations and assessments have been developed.

Assessing and Evaluating School Outcomes



- Evaluation of Foundational Literacy and Numeracy projects: ASER advance tool is used to diagnose the educational attainments of the adolescents before the formal intervention.
- Grade Progression Tracker: This is monitored through a structured tool deployed through SurveyCTO platform and helps us follow their transition to higher secondary education once in a year.
- Academic Behaviour Confidence (ABC): ABC is conducted at the start of the project and with the other period evaluations that captures the confidence of a student on academic aspects like, intrinsic motivation, subject understanding, internalising the concepts, asking questions, participation, etc.

Assessing and Evaluating Life Outcomes

- During the programme implementation, the journey of achieving outcomes is captured through the innovative tools viz. QFA (Qualitative Field Assessment) and Adolescent Transformation Tracking.
 - Mapping Transformation of Adolescent: The change in behaviour is observed on a quarterly basis through a structured tool deployed through SurveyCTO platform - an observational tool. Our internal team conducts these observations and provides feedback to the programme team.
 - Qualitative Field Assessment (QFA): This is done internally by the Impact team. It helps understand the changes in participants' life skills after joining the Magic Bus programme and also enables us to enhance our implementation practices based on the feedback received.
 - Evaluations: For all the projects, third party evaluations (baseline, midline, endline) are conducted to ensure the external validity of Magic Bus' impact.

Assessing and Evaluating Work Outcomes

- Magic Bus recently launched a separate curriculum on Employability Education for higher grades 9 to 12 in November, 2022. It includes sessions on life skills related to communication, work readiness, digital literacy, financial literacy, career progression and coding. It helps students to become ready to evaluate different career options, apply for jobs, etc. once they complete school.

Assessing and Evaluating Livelihood Outcomes

- For assessing the job placement and workplace success, alumni tracking mechanisms are in place. All the youths who have undergone the training are tracked on a periodic basis.

Deepening our Understanding of the Impact

- Complex evaluations and longitudinal studies are conducted in some of the projects to deepen our understanding of the impact and improvise our programme implementation. These complex evaluations are conducted by third party agencies.
- Meta analysis: Every year around 30 to 40 evaluations are conducted by Magic Bus. These evaluations covers a sample of more than 25,000 children. Around 7 to 10 of these evaluations are endline evaluations. Using the meta-analysis methods, overall values on outcome indicators are measured. Meta-analysis provides an assessment of achievements on outcomes and impact indicators at the country level.
- Qualitative Studies: For some of the projects, special qualitative studies are conducted to have deeper insights of the changes.

All these evaluation and assessment processes are managed by the Impact team. For all the standard tools, processes and SOPs have been developed and are being used. All the required reports and analysis are shared with donors and internal staff. In Magic Bus, M&E has not been positioned as a bureaucratic system of reporting and fault finding. Rather, M&E is a platform to discuss the problems openly and reflect critically to learn what changes are required to enhance impact. The culture of using information has been encouraged to maximise the benefit of the system.

In all the above processes, high level ethical standards including confidentiality, informed consent, child protection and, cultural and gender sensitivity are maintained. In all the evaluation processes, there are a standard set of quality protocols. These protocols are strictly adhered in all the processes.

3. Evidence of Impact

3.1 Adolescents Programme Impact

Magic Bus has a robust mechanism to evaluate the programme outcomes. Standard tools on Foundational Literacy & Numeracy (FLN), life skills and Employability Education (EE) have been designed to evaluate the outcome indicators. These tools have been validated by independent experts for reliability and validity. As a standard practice, multiple evaluations and assessments of all the projects and programmes are conducted to measure the changes, outcomes and impact. These evaluations are conducted with support of external evaluation agencies. Magic Bus uses multiple methods to generate evidences for its programme outcomes:

- Structured programme evaluations using before and after, quasi-experimental designs and non-experimental designs
- Mixed methods including quantitative and qualitative methods
- Annual/Quarterly learning assessments
- Programme reviews
- Outcome tracking using innovative tools

To measure the degree of change in the lives and wellbeing levels of adolescents, Magic Bus performs evaluations of its projects every year. These evaluations are conducted by external research agencies to get a perception through detailed set of life skills education indicators.

(a) Impact of Direct Delivery Interventions

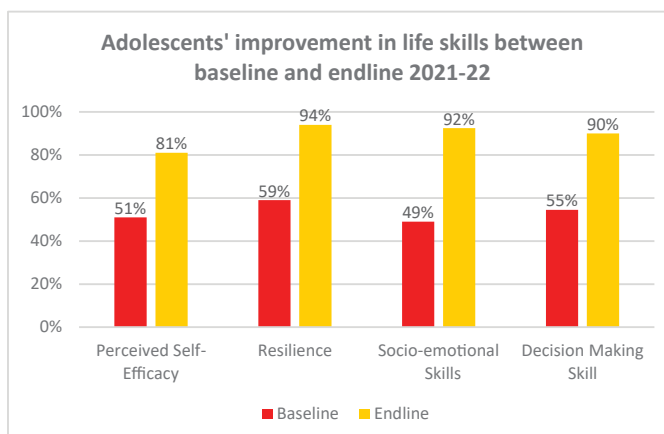
In financial year 2021-22, more than 30 evaluation studies (baseline, midline, endline) were conducted depending upon projects' start and end dates. The key findings, based on compiled figures of seven endline impact evaluations under direct delivery programme, have been provided below in the table and following narratives. It represents the total outreach of 14,000 adolescents in seven projects which is 5% of total Magic Bus outreach.

Key Outcome Indicators of Change	
1.	Perceived Self-Efficacy of adolescents on the Magic Bus Programme improved by 31% (From 51% during baseline to 82% during endline).
2.	Resilience of adolescents on the Magic Bus Programme improved by 34.7% (From 59% during baseline to 94% during endline)
3.	Adolescents on the Magic Bus Programme have improved Gender Attitudes by 21% (From 54% during Baseline to 75% during Endline)
4.	School Regularity of adolescents has increased by 21.8% (From 67% during baseline to 88% during endline)

Elaboration of these changes has been given below:

Perceived Self-Efficacy and Resilience

Programmes taken up by Magic Bus have impacted adolescents in building their Resilience and enhancing perceived Self-Efficacy. In 2021-22, it has been observed from the study of the completed projects that, on an average, Self-Efficacy of the adolescents has improved by 31 percentage points (from 51% during baseline to 82% during endline) after attending the sessions by Magic Bus. Moreover, during this period, Resilience of adolescents has improved through Magic Bus Programmes by 34.7 percentage points (from 59% during Baseline to 94% during endline). Outcome of this substantiates that the effective implementation of the programmes has directly resulted in improving the life skills of adolescents. Increase in Self-Efficacy and Resilience among adolescents has improved their level of decision-making skills by 36 percentage points and Socio-Emotional skills by 43 percentage points.

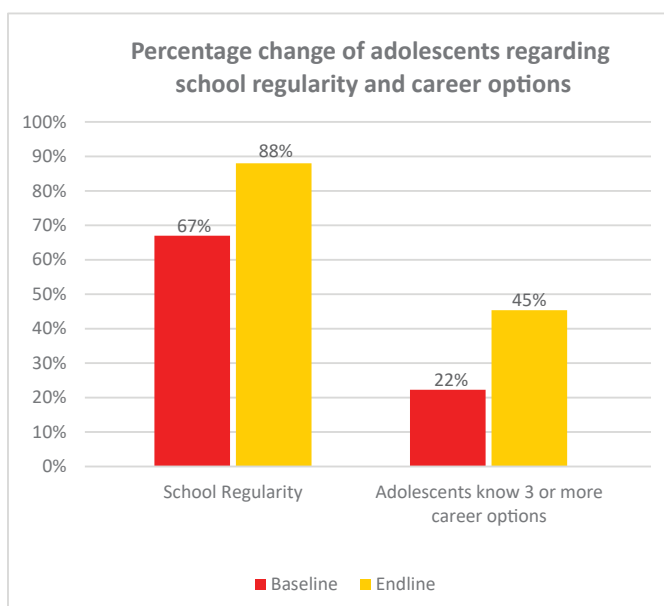


School Regularity and Career Options

During this period, developing life skills among adolescents has motivated them to go to schools and enhanced their regularity in schools. It has been observed that school regularity of the adolescents has increased by 21 percentage points (from 67% during baseline to 88% during endline).

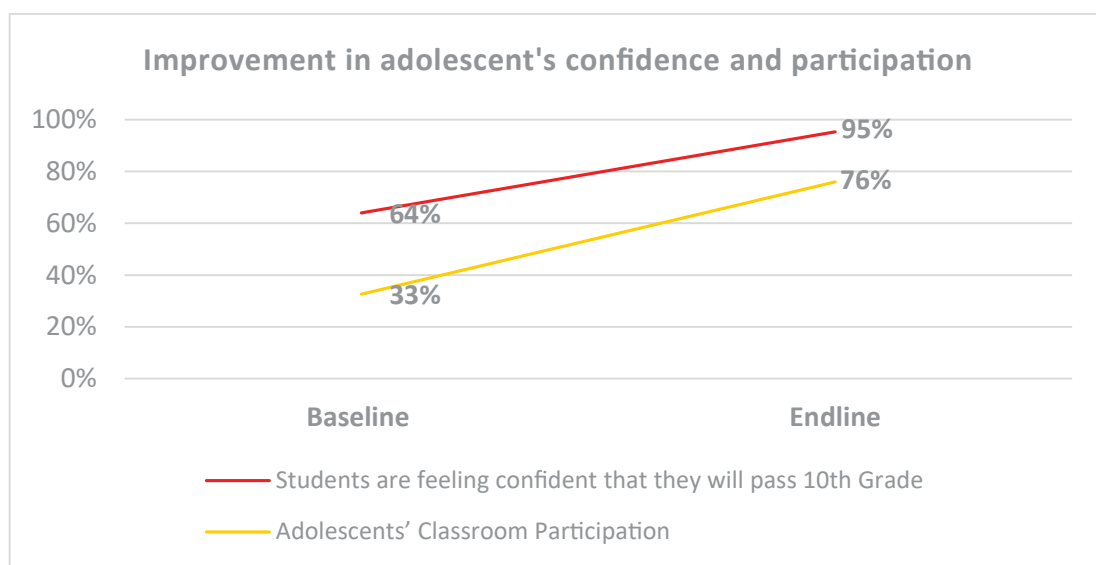
Programme interventions have not only enhanced motivation among the adolescents to become regular in schools, but has also created awareness among them about career options and resultantly, better jobs.

A comparison between baseline and endline has revealed that the adolescents being aware about three or more career options increased by 23 percentage points during endline from baseline.

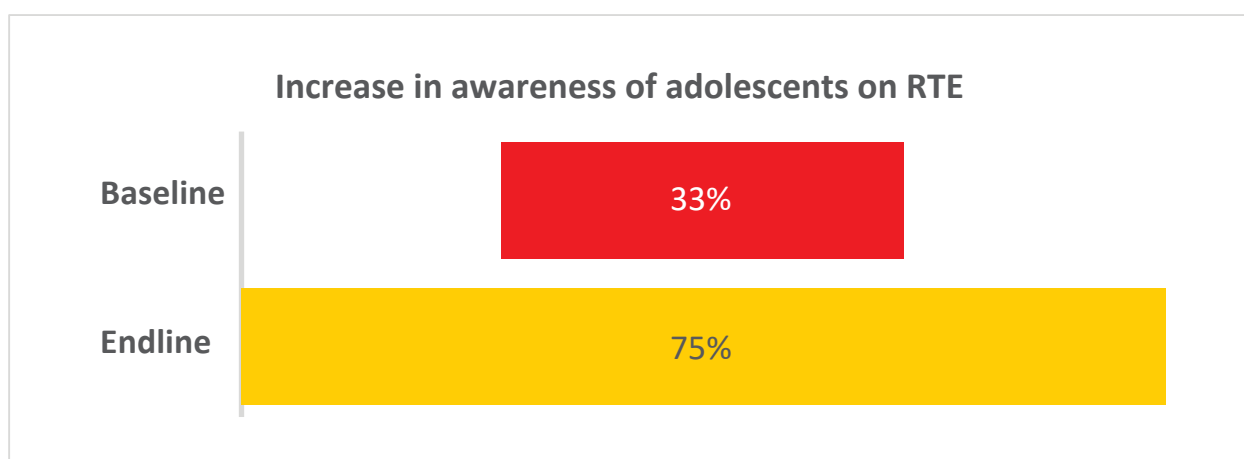


Completion of Education, Classroom Participation and RTE Awareness

Due to life skill programmes, confidence among adolescents has increased. At the end line, 31.3% more students compared to the baseline expressed feeling very confident about passing the 10th grade in their first attempt.

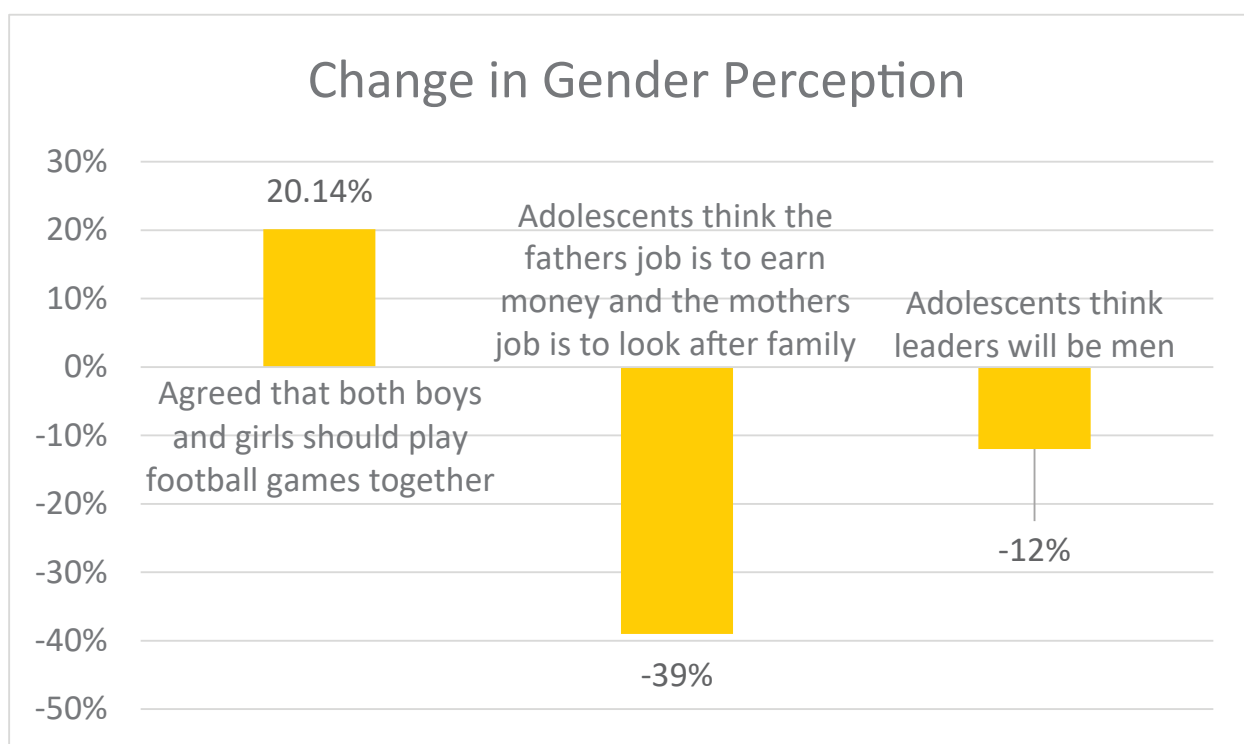


During this period, programme intervention has enabled an increase in adolescent's classroom participation. At the time of endline, 43.3% more students have identified that their participation level in classroom is good as compared to baseline. Increase in classroom participation, in turn, has improved the academic behaviour of the adolescents. Almost all (99%) of students under Magic Bus programmes at the time of endline in 2021-22 expressed high 'Academic Behaviour Confidence'. Besides, the programme has made students aware about the RTE Act, which has increased by 43 percentage points among adolescents from baseline to endline.



Attitude and Gender Perception

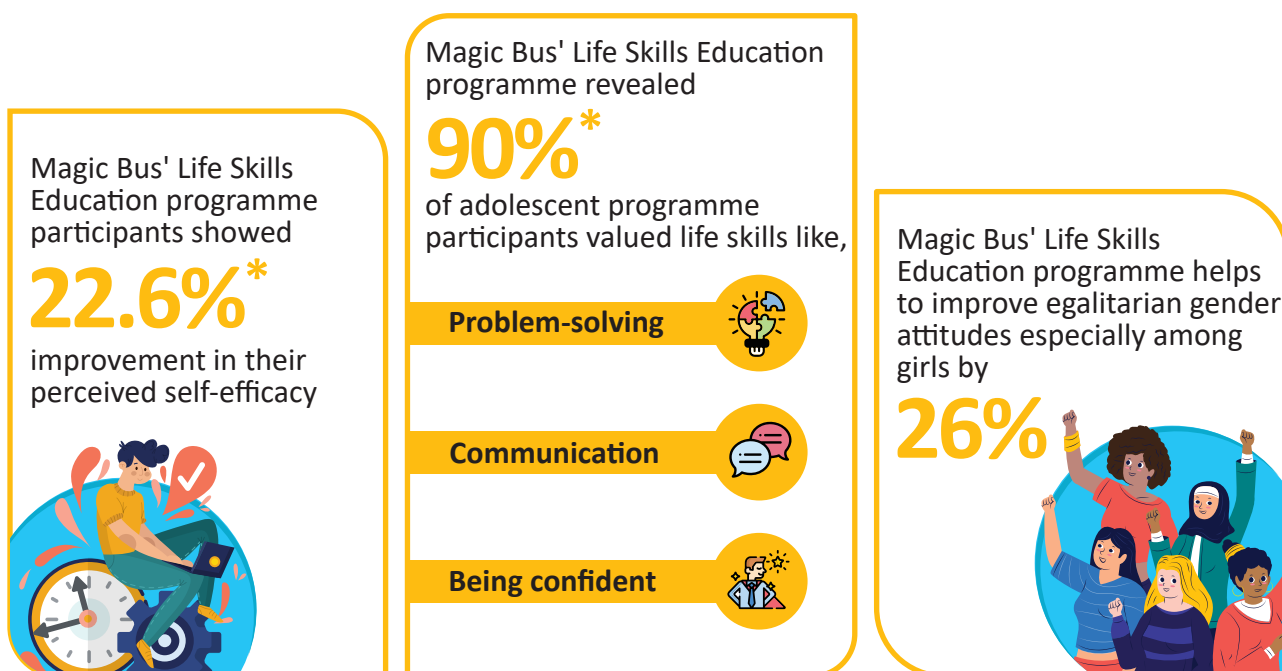
One among the major outcomes of Magic Bus intends to achieve is to delay the marriages of girls. To bring such changes among the students, Magic Bus has introduced special curriculums on gender concept and sensitivity, in a bid to enhance equal opportunities between boy and girl child. From the project evaluations, 87% of the adolescents during endline (in comparison to 67% in baseline) revealed that both boys and girls should play football games together and 94% of adolescents reported at the time of endline (in comparison to 62% in baseline) that families should spend same amount of money for the education of boys and girls. The percentage of adolescents has decreased from 83% during baseline to 44% during endline who believe that the father's job is to earn money and a mother's job is to look after families. Moreover, it has been observed that the percentage of adolescents declined from 43% in baseline to 31% in endline who believe that the leaders should always be men.



Apart from the above overall information about the impact that Magic Bus has been able to generate on changing the behaviour, attitude, perception and education of adolescents, there are several specific instances that Magic Bus can portray how the quality of education of the adolescents has been impacted through life skills programmes. One such evidence has been illustrated below:

Meta Data Analysis Done by an Independent Research Agency (Monk Prayogshala)

Magic Bus provided a research grant to an independent research agency which conducted a study 'Going Beyond School: An Assessment of Socio-Emotional Skills and the Life Skills Programme on school outcomes In India'. This study presents meta-analysis findings from 12 evaluation projects of Magic Bus India Foundation's (MBIF) programmes on developing socio-emotional skills and improving schooling outcomes in India conducted in 2017 to 2019. Some of the key findings are noted below:



- **Socio-emotional skills enable school attendance, especially for girls:** If an adolescents (especially female) scored higher on resilience, then she was 25.8% more likely to be regularly attending school. This shows girls that participate in the programme increase their regularity of attending school.
- **Behavioural parameters are boosted by the programme and boost school attendance:** Adolescents that goes through the programme have a long-term increase in egalitarian gender attitudes i.e., more than eight times the increase observed in the short-term, and corresponding to a 22% increase in the score compared to baseline. Having more egalitarian gender attitudes and improved perceived self-efficacy results in more regular school attendance, an aspiration to study further, and greater awareness of educational policy in India. Adolescents on the Magic Bus programme are six times more likely to attend at least five days of school every week.

Impact of System Engagement (SCALE) Interventions



1281 Teachers and 850 Headmasters

have been trained in 14 and 3 blocks of Maharashtra and Mizoram respectively



Out of 849 schools, 536 schools

created a school vision in collaboration with Magic Bus



Out of 849 schools, 633 schools

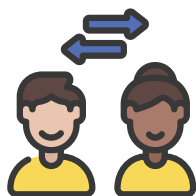
have implemented the Behaviour Management System (BMS)



With Magic Bus' intervention,

53,122 children

have created study corners



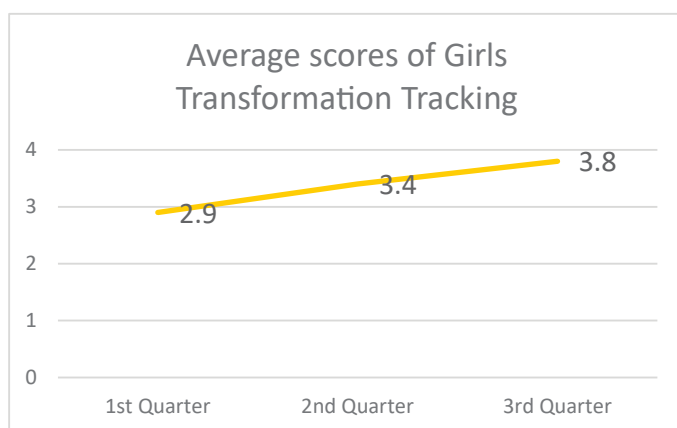
Currently,

414 schools

are having peer-led sessions

(a) Findings from tracking transformation among girl adolescents

Magic Bus India Foundation (MBIF) has a statistically valid and reliable psychometric measure for tracking transformation among adolescent girls to assess how an adolescent progresses in acquiring life skills. This is to ensure that the programme changes dynamically in order to keep in track with the adolescent's development, and provides a more regular point of comparison using observational methods.

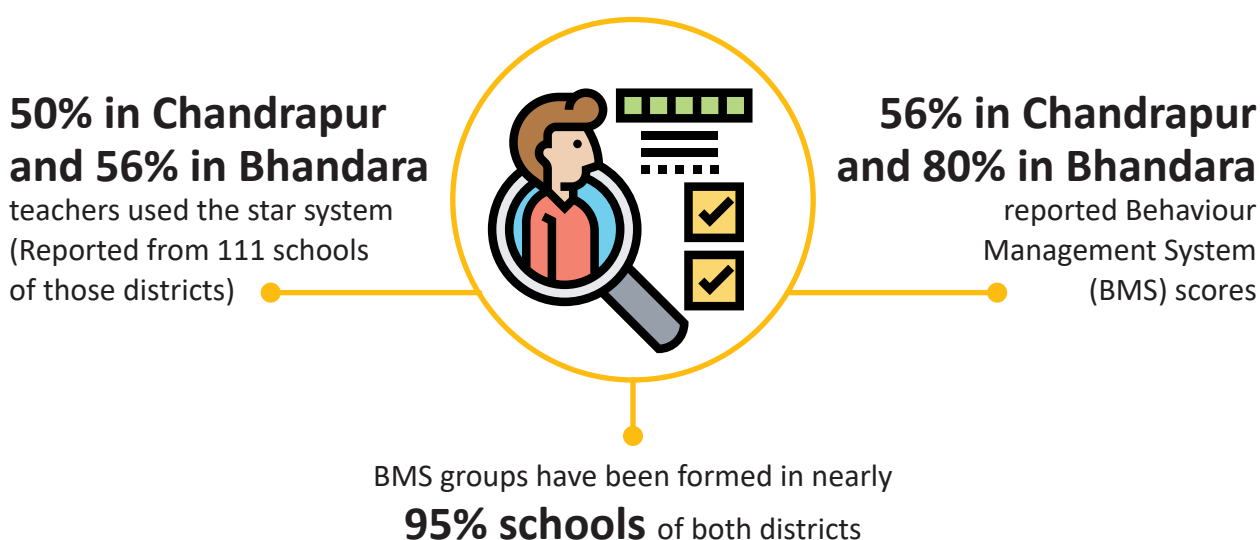


Results

- **320 Girls** tracked for transformation.
- On an average each adolescent girl has been **observed six times** over the period.
- Findings show that there has been a shift in the **acquisition of life skills, which will help them deal in real life.**

(b) Findings from Behaviour Management System (BMS)

The Behaviour Management System (BMS) aims to foster a sense of ownership and responsibility among adolescents through positive enforcement, which includes an award and recognition system in schools. BMS trackers at the teacher's level assist in monitoring the transformation process through BMS. Additionally, BMS trackers at the School Support Officer (SSO) or field delivery staff level enable effective progress tracking at each school level and provide necessary inputs if needed. MB trained teachers, who are class teacher of any class from outreach, were requested to rate groups from their own class. Teachers who are not class teacher for any of the outreach classes, were asked to select any one class randomly. In Chandrapur, 105 teachers reported data in BMS tracker and in Bhandara 18 teachers reported data in BMS tracker. Key results of the intervention are given in the figure below. These achievements are the reflection of an adolescent's motivation to adapt desired behaviour.



(c) Findings from QFA (Qualitative Field Assessments)

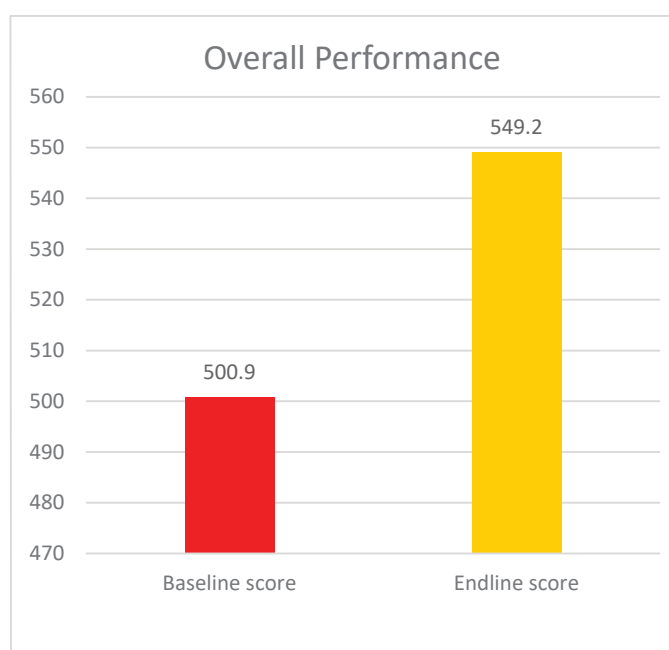
Qualitative Field Assessment (QFA) are conducted to assess programme efficacy and impact. The data was collected through Focus Group Discussions (FGDs) and In-depth Interviews (IDIs) with students, teachers, parents, implementation team members. The results from multiple QFAs showed that the students have a good understanding of the content and could answer application-based questions on life skills. Adolescents showed enthusiasm in sports-based sessions, which was also corroborated by teachers and parents. Teachers also reported improvement in adolescents school regularity, day-to-day behaviour, and participation and leadership skills. Findings also highlighted emergence of study corners, empowered Bal Panchayat and SMCs.

Briefs of Selective Evaluations

I) Findings from a pilot project: Young Warrior NXT (Scale Project in Maharashtra state)

With Support from Young Warrior NXT, a four months (from Dec'21 to Mar'22) pilot was conducted in 11 schools in Sakoli block of Bhandara district of Maharashtra with 1529 adolescents. Under the pilot, two specific life skills viz. Problem Solving and Collaboration were delivered. The purpose of the pilot was to study the impact of life skills on adolescents receiving the inputs through the teacher led SCALE model. In the pilot, students received life skills sessions from the teachers who were trained to deliver the programme in school. A well-structured baseline and endline evaluation was conducted by an independent agency to assess the impact of the pilot.

A comprehensive method on 13 outcome indicators to assess the change between baseline and endline in life skills was used. The findings show, except one, in 12 skill parameters the students have shown substantial improvements.



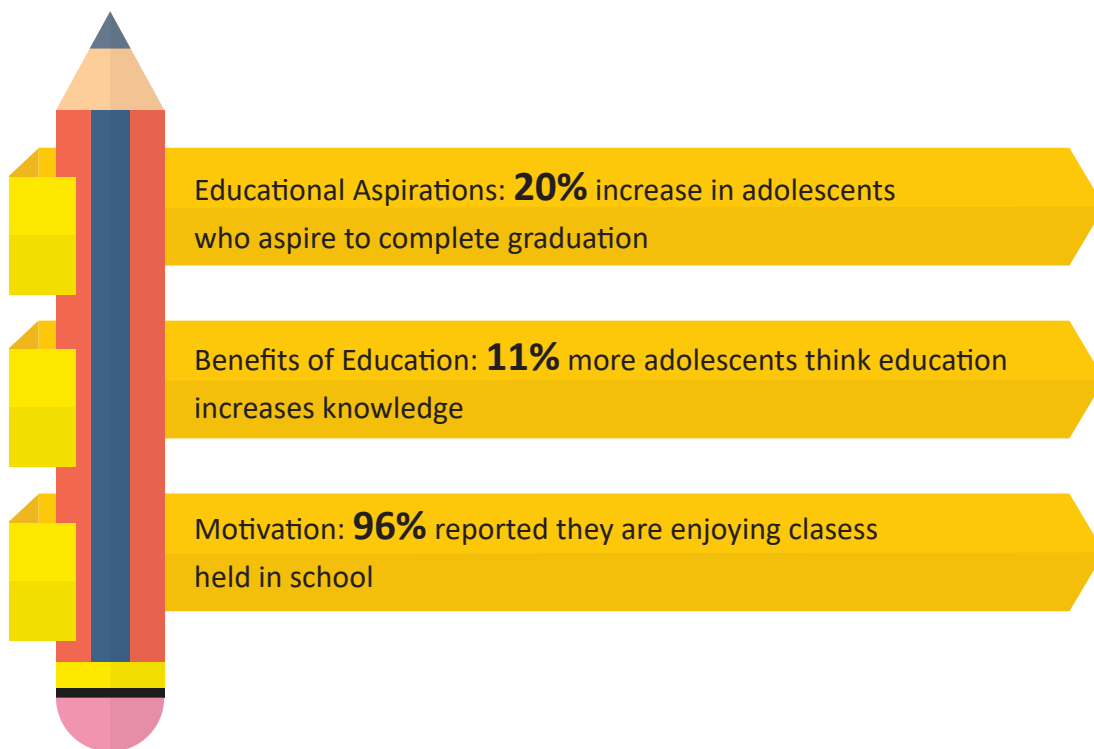
The overall score at baseline level was 500.9. After the teacher led interventions, the score reached 549.2, which is a statistically significant change and it reflects effectiveness of the inputs given to adolescents. Given the inputs received through 35 hours of weekly sessions over a short period of four months, this has proven to be a substantial achievement. It has helped establish that MBIF's teacher-guided approach is an effective and impactful model.

II) Life skills and academic outcomes dipstick study (Funded by TATA Projects)

Magic Bus India Foundation with the support of Tata Projects implemented a holistic education programme in selected schools in Keonjhar district in Odisha, Gadchiroli district in Maharashtra, Visakhapatnam district in Andhra Pradesh and Rangareddy district in Telangana. The programme engaged with adolescent boys and girls enrolled in school grade 6, the head teacher/principal and teachers from the identified government schools, parents of adolescent boys and girls in the intervention area, and other community members such as community leaders and influencers. The project aims at reaching 4800 beneficiaries through interventions run in selected schools. The objectives of the programme are: 1) Improve learning outcomes of adolescents in Mathematics (Numeracy), Reading Comprehension (Literacy) and Science. 2) Provide life skills education to adolescents. 3) Impart Career awareness and soft skills training for higher class students. 4) Strengthen the School Management Committee.

A dipstick study was conducted with adolescent boys and girls using a quantitative research design. Structured questionnaires were administered to collect data on the students' educational aspirations, understanding of schooling, challenges of continuing education, communication skills, the impact of Covid on education and academic behavioural competencies. The study was carried out with a sample of 200 students per state.

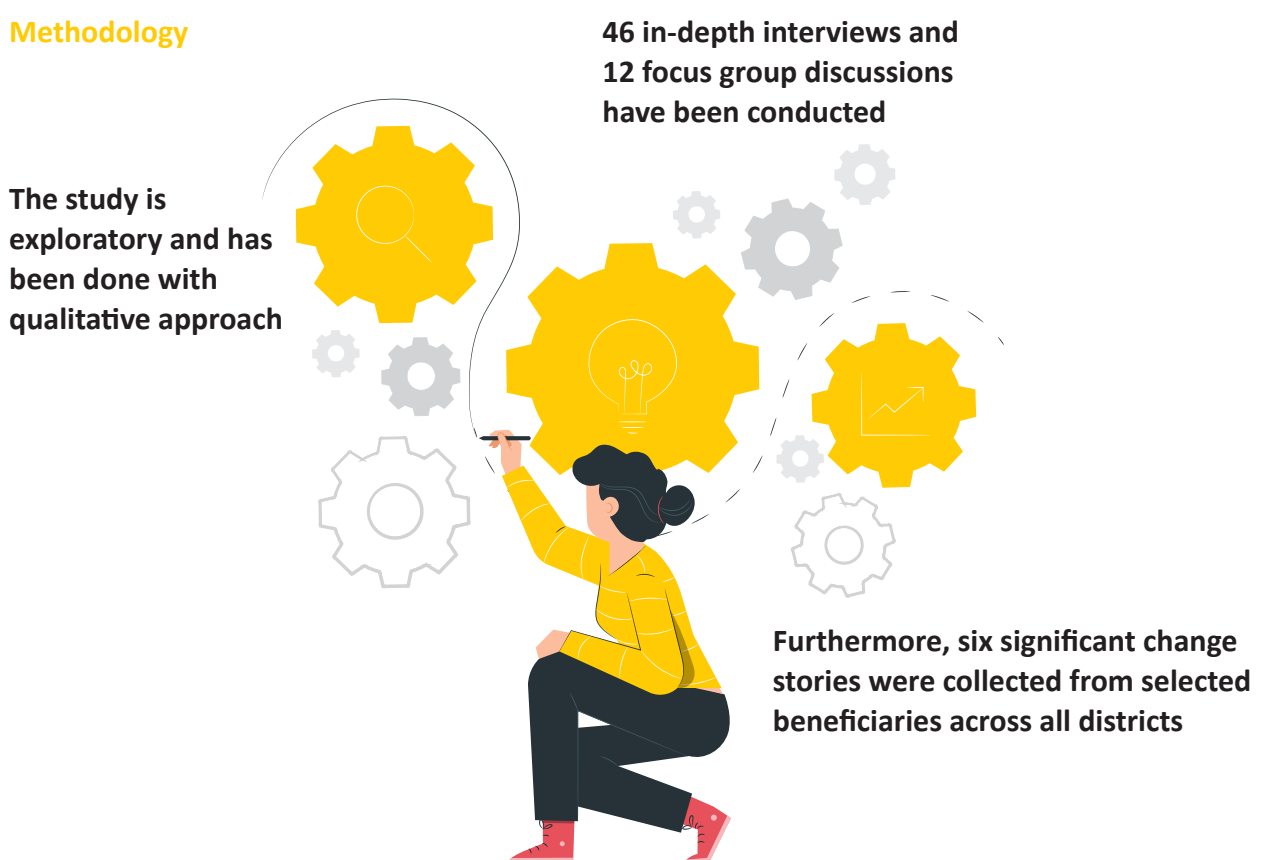
The programme showed a positive impact on students' academic behavioural confidence and increase in their educational aspirations till graduation. The programme exposure also brings a better understanding of the various benefits of being educated. There is a significant increase in the educational aspirations of students as compared to the baseline. The key findings are:



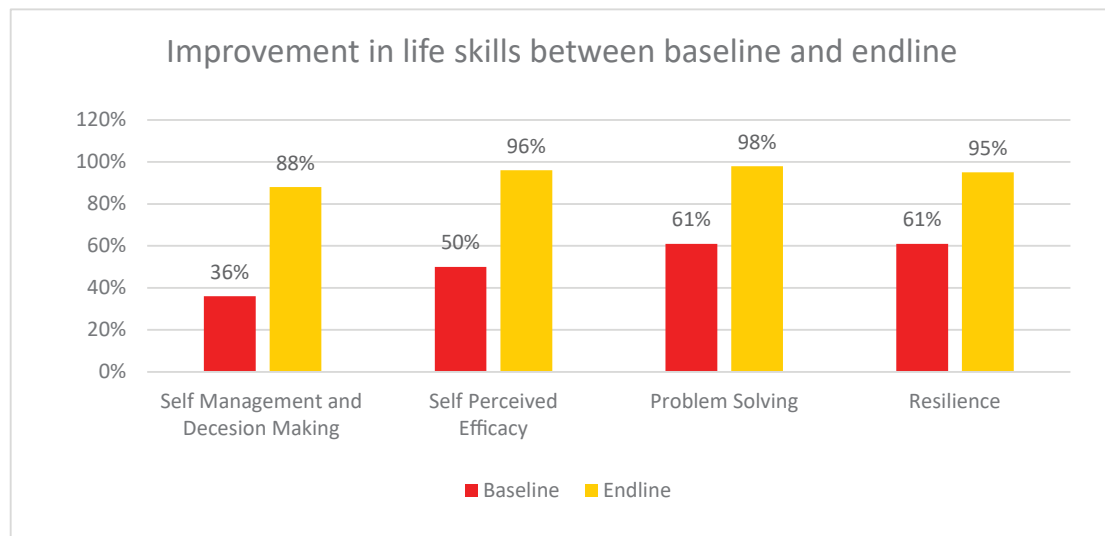
*III) Improving Knowledge, Attitudes and Practices of Nutritional and Healthy lifestyles -
Impact assessment of Shubh Aarambh programme (Funded by Mondelez International)*

Shubh Aarambh was seven+ year initiative. The project was supported by Mondelez International Foundation, as part of its Corporate Social Responsibility. The project was being implemented in four states in India: Madhya Pradesh, Himachal Pradesh, Maharashtra, and Andhra Pradesh. Shubh Aarambh aimed to improve knowledge, attitudes, and practices towards nutrition and healthy lifestyles among school-going adolescents in selected districts across four states in India as part of their overall learning. The project was a continuation of Shubh Aarambh's first phase, which lasted from 2014 to 2017. The second phase began in September 2017 and was completed in March 2022.

Methodology



The Shubh Aarambh project has had a definite impact on the target beneficiaries – boys, girls, parents, teachers, and other community stakeholders through the efforts of multiple organisational efforts, along with Magic Bus Foundation, some of the key findings are displayed in the graphs.



This shows a substantial improvement of the adolescents in life skills. Besides, over time, students began to prioritise both play and academics equally, devoting the same amount of time to each. Furthermore, participation in the project has instilled more self-assurance, confidence, and outspokenness in the adolescents, irrespective of their age or gender.

IV) Building Confidence, Self-belief, Agency and Critical skills in girls through sports - Impact assessment of Sports for Girls programme phase 1 (Funded by Mondelez International – Good Luck Girl)



Sports for Girls is an initiative of Magic Bus which has been supported by Mondelez International. The project aimed to nurture sporting talent of 15000 girls from underserved households. In the process of implementing this programme, Magic Bus identified areas where the intervention has been for more than 12 years. In this programme, coaches were appointed for conducting sport sessions and the community coordinators or community youth were assigned for the girls to build their confidence, self-belief, agency and critical skill. Sport tournaments were organised for the girls in this programme as part of activities.

At the end of the programme, endline assessment was done using a qualitative study. It was planned from the month of July and August 2022 in four locations, namely Baddi (HP), Chandrapur (MH), Kolkata (WB) and Chennai (TN). The study used a qualitative, descriptive method. The target population was from rural and semi-urban communities. All the interviews were recorded and analysed. Thematic analysis was guided by the overall programme objective, which focused on increasing the number of girls being trained and participating in sports, fostering greater community engagement, and enhancing parental support to aspire for a better future for their girls. From each location, 10 in-depth interviews were conducted. The interviewees are six girls, two parents and two other stakeholders like teachers or HMs.

Overall attendance of the adolescent girls was **88%**

An increased number of girls participated in sports and an increased number of parents supported their girls' aspiration to pursue sports

209 Matches were conducted across 4 locations involving

9178 girls

in games like cricket, football, kabbadi, volleyball, etc

2 kabbadi teams of girls

As a results, took part in National Federation Cup, **3 girls** from Kolkata were selected by a **professional football club**, **10 youngsters** from Chennai and attended **National level Karate tournament**

Through this programme, Magic Bus was able to enhance both the social and emotional well-being of the girls who participated in the programme.



V) *Impact assessment of Health and Nutrition programme
(Funded by Nestlé Healthy Kids Programme)*



The Nestle Healthy Kids Programme (NHKP) was initiated with Magic Bus India Foundation's support in 2014. The objective of the programme was to inform adolescents from disadvantaged communities of the importance of health and nutrition. In the time between December, 2019 and November, 2020, the programme covered 20000 adolescents across communities in Ahmedabad and Patna. The programme activities focused on leveraging an activity-based curriculum to impart education, health and socio-emotional learning (with cross-cutting themes on gender and right to play), through inputs on building and developing Core Skills (Teamwork, Communication, Learning to Learn, Managing Self and Problem Solving). The programme further engaged 4000 parents to ensure the health, hygiene, physical activity, nutrition and gender non-discrimination practices are continued at home.

Objectives of the study were:

- To assess the efficiency of the implementation in achieving the desired initiative outputs, inclusion of emergent best practices, and areas of concern in initiative implementation.
- To evaluate the effectiveness of the initiative in achieving planned outcomes and impacts vis-à-vis the programme logframe.
- To gauge the impact of the programme on the lives of the primary stakeholders and their communities.

The study adopted a mixed methodology approach to collect primary and secondary data. Primary data was collected through in-person, individual surveys with the adolescents and interactions with secondary stakeholders through FGDs, and KIIs. Purposive sampling was used to select blocks from Ahmedabad and Patna location where students from the NHKP batch of 2019-20 were surveyed, along with non-NHKP adolescents from similar age groups and demographic backgrounds.

Key Findings

- 91% treatment group respondents, in comparison to 28.1% control group respondents, are aware of Anemia.
- 94.2% and 92.2% of treatment and control groups respectively consume two or more meals daily.
- Regarding the knowledge-seeking behaviour of the adolescents, 92.3% of adolescents from the treatment group and 83.7% of the control group attend school daily.
- Treatment group respondents reported 8% higher class participation rate compared to control group respondents.
- 80.8% of treatment respondents in comparison to 62.1% control respondents, do physical activities to keep their body fit.
- 92.9% of female adolescents in treatment groups showed gender-neutral behaviour, in comparison to 55.4% of adolescents in the control group.
- 72.8% treatment respondents practice positive waste management.
- 20% higher number of adolescents enhanced their resilience and perceived self-efficacy through this programme.

VI) COVID Response – Urban and Rural Recovery Programmes' key achievements

The Magic Bus COVID-19 Impact Survey identifies the ripple effects of lockdown on school education and livelihood among the marginalised populations in India. The key findings anticipate a significant increase in the scale of poverty in India. Magic Bus surveyed the most vulnerable constituents within our nationwide network: the economically disadvantaged, rural populations, those lacking a formal education, and workers in the informal job sector. The team conducted the survey to develop response strategies that Magic Bus might implement in the post-lockdown recovery period. The critical question to be answered – how might the parents/adult income-earners in the household continue to provide for their families, thereby ensuring the well-being of adolescents and the continuity of learning.



While widespread loss of household income due to the pandemic is a generally accepted fact, the survey revealed that many households are borrowing money for sustenance. Reduced income is leading to families resorting to reduced numbers of meals, less consumption of nutritious food, and smaller meal portions. The key findings of the Magic Bus survey are as follows:

Key Findings

- Households reported a 73% decrease in monthly income.
- 41% of households are borrowing money for basic needs.
- 55% of households reported having no income during the lockdown.
- 31% of households reported having only one week of supplies.
- 41% of households indicated that they are unable to afford school fees.
- 83% of adolescents don't have access to online learning resources.
- The unemployment rate among women is 18% as compared to 10% among men.

VI.A) Urban Recovery Programme

Magic Bus initiated a rapid response strategy for urban underserved household who faced immense economic hardships due to loss of income, loss of job, and food security in selected locations. The purpose was to assist households to recover household income to pre-covid level by placing at least one displaced /out of work adult/ youth into entry level jobs in the formal (Banking, Retail, ITES, Logistics, Hospitality etc.) and semi-formal sector (Security, Housekeeping, Packaging, Manufacturing, Store Operations). In the following table, we share the achievements of this programme against the target of completed URP projects.

Funder	State	Location	Youth targeted in project	Actual HH placed in job (till 27 Jan 2022)	Actual Youth placed in job (till 27 Jan 2022)	% Youth covered	Total salary (income recouped)	Project total income target	% Total salary recouped
Aadhar & Blackstone	MH	Mumbai	3000	2532	3093	103	42899910	42384000	101
SH Kelkar	MH	Mumbai	360	363	366	102	4721034	4630680	102
HSBC	MH	Mumbai	217	220	224	103	2952768	2856154	103
Hilton	MH	Mumbai	173	176	179	103	2386070	2230316	107
Schindler	MH	Pune	750	750	750	100	9069000	6108750	148
Godrej	MH	Pune	750	778	778	104	9376456	7491000	125
Godrej	HP	Baddi	750	753	950	127	11501650	8548500	135
Godrej	UP	Lucknow	750	750	750	100	7463250	7437750	100
Godrej	J&K	Jammu	750	750	750	100	8605500	7172250	120
IBS	KA	Bengaluru	150	170	205	137	2975000	2625000	113
Mphasis	KA	Bengaluru	415	468	398	96	8050536	7138830	113
Fossil	KA	Bengaluru	185	194	252	136	3469690	3308725	105

VI.B) Rural Recovery Programme

In the aftermath of the Covid lockdown, many families in rural areas have lost their livelihood and this, in turn, has affected the education of the adolescents of those families. Moreover, a considerable percentage of learning loss has been noticed among those adolescents as schools were also closed. To mitigate such issues, Magic Bus has launched 13 projects in pan-India to recoup the family income of 6254 families. In these projects, income recoupments were done by linking the stakeholders with government programmes like MGNREGA to generate their income. Moreover, these projects aimed to improve life skills of adolescents who belong to those families. Last year, a total of six projects were completed, and endline studies have been conducted for those projects. Recoupment has been measured with the help of an income tracking sheet developed in SurveyCTO, where respondents' income figures have been uploaded with evidence. As per the findings, project wise rate of recoupment has been elaborated in the following table below:

Project Name	District	Received Income % in Evidence Data (16 Aug)	Received + Sanctioned % (A+B/income Target)	HH Count	HH Target	Average Targeted Income or Loss	Received Average (HH Level)
Google Rural Recovery	Aurangabad	188	316	1124	1200	10,309	20,638
Mphasis	Villupuram	132	146	426	600	21,255	39,650
Tata Gadchiroli	Gadchiroli	97	101	320	400	13,244	16,124
Tata Keonjhar	Keonjhar	312	312	414	400	7,405	22,338
Tata Vizag	Vizag	106	119	406	400	20,309	21,194
Von Opel	Ajmer	132	133	528	500	18,173	22,689

COVID Response - Life Skills Findings

- In Mphasis, problem-solving capacity of 82% of adolescents has improved from poor to average.
- On an average 21% of adolescents have become good in decision-making and self-management.
- In Von Opel, there is an increase in adolescents from 33% to 64%, who denote that they can easily identify their problems.
- In TATA Projects, 100% of the adolescents have confirmed that they are re-enrolled.



Case Studies

School Drop-Out (Bernard Lewis project-CLC)

Bernard Lewis project of Magic Bus focuses on delivering life skills sessions and teaching Foundational Literacy & Numeracy to underprivileged children. One of the schools selected for this project is Bhojerhat Sarda Balika Vidyalaya in the Bhojerhat area under Kolkata police jurisdiction. This school has many vulnerable students, including those at risk of dropping out of school.



During a meeting with the Head of the school, Ms. Ujjala Roy, Magic Bus was asked to help to identify and re-enrol students who had dropped out of school due to various reasons, including child marriage. Magic Bus team visited the homes of these students to counsel and motivate students to continue their education. During one such visit, they met Rani Mandal, a 14-year old girl studying in 8th grade at Bhojerhat Sarda Balika Vidyalaya. Despite living in a small, congested, and poorly constructed 80 sq. ft. single room with an asbestos roof, Rani had a big dream. She wanted to become a teacher and support her family and community once she completes her education. But the situations were not favourable to her, and she had become a victim of child marriage, which resulted in a loss of confidence and motivation to continue her education.

Magic Bus team members Amit Ghosh-Life Skills Educator and Diya Gain-Community Coordinator, stepped in to help. They visited Rani's home multiple times to counsel and motivate her to re-enrol in school. With their support, Rani's family agreed to let her return to school, and she is now in the process of re-enrolling. Magic Bus continues to support Rani throughout the process, ensuring that she has access to education and the opportunity to achieve her dreams.

Sports (Mondelez CDM Phase II Project)

Puja Urang, a 15-year-old girl studying in class 9 at Keyada High School (Sonarpur), Baruipur block in South Parganas district comes from a family of five members. Her father, Samir Urang, is a fisherman with a monthly income of 8000, and her mother, Simi Urang, is a housewife. Puja has two siblings, A younger brother studying in the 7th grade and an elder sister who is in her first year of college, respectively. Puja lives in a community at Khodahati Kheyada Sonarpur, where most people earn their livelihood through labour and farming. Puja did not show much interest in studies and felt distracted until she learned about the Magic Bus sports programme for girls from Modhumita of Magic Bus, who introduced her to the joy of football.

Puja was thrilled to hear about the sports programme and wanted to play football. She used to play football with her siblings and friends on the local ground. With the support of the Magic Bus team, Puja had not only become more interested in studies but also started enjoying her school along with her football sessions. Though Puja's father encouraged her to play football, he couldn't afford professional football training. Magic Bus programme provided her with the opportunity to learn football professionally. In her first session, Puja was nervous and lacked confidence, but with time she became more self-assured, physically strong, and learned various football skills such as passing, heading, attacking, scoring goals, and defending.



Puja found the practice matches and fun games the most enjoyable parts of the sessions. She learned about teamwork, supporting others, making the right decisions, and having a positive attitude towards life. Puja's dream is to play more football as a professional and represent her country one day. Thanks to her dedication and hard work, Puja was selected to play in a professional league (KANYASHREE CUP 2022-23) in West Bengal on behalf of J.B. PUR UNITED.

Education (Vestas Project)



M. Dhanasekar comes from a family of first-generation learners who live in a rented house in Vadakkupattu, a small village in the Kanchipuram district of Tamil Nadu. His father works as a daily wage earner, and his mother is a homemaker. As a child, Dhanasekar faced numerous financial difficulties and family problems, which caused him to focus less on his studies.

Moreover, he struggled with mathematics due to his strained relationship with his math teacher. His lack of interest in the subject began to impact his academic performance, and he found it increasingly challenging to keep up with his classmates. Fortunately, Dhanasekar's life took a turn for the better when he was introduced to Magic Bus's Vestas programme that provides life skills sessions and Foundational Literacy & Numeracy training. Through the Community Learning Centre, Dhanasekar was able to improve his mathematics skills and find joy in learning.

Magic Bus's teaching pedagogy made learning fun for Dhanasekar, and gradually, he developed an interest in the subject. He began to understand the subject better, and his performance started to improve significantly. Dhanasekar's newfound confidence and improved academic performance also had a positive impact on his personal life. He became more engaged in his studies and more optimistic about his future. With the support of Magic Bus, Dhanasekar was able to overcome the obstacles in his path and pursue his dreams with renewed vigour.

Case Study: Covid Response - Rural Recovery Programme

Vimla Devi is a blind woman who lives with her husband and two children in a small village of Pili Ghati, Kesarpura of Ajmer District in Rajasthan. Her family was already struggling financially before the pandemic hit. Her husband, the sole earner of the family, used to work as a labourer and earned around Rs. 60,000 to 80,000 per annum, before his physical problems started. His inability to work due to his leg condition made their financial condition even worse. Their children, Hariram and Rajveer, were studying in class 6th and 7th respectively, and their mother's blindness made it even harder for the family to manage.



When the pandemic hit, the family's income was lost entirely, and they were struggling to make ends meet. Vimla Devi's blindness made it difficult for her to address the issues and find solutions to their financial troubles. The family was in dire need of help.

That's when Magic Bus's Rural Recovery Programme (RRP) stepped in to support them. Magic Bus linked Vimla Devi's family to various government schemes, including the Disability Pension Scheme, MGNREGA, PM Kisan Samman Nidhi, Palanhar Yojana, and BOCW Scholarship. With the support of Magic Bus, all four members of Vimla Devi's family were able to enrol in government schemes, and their income was recouped by approximately Rs. 90,000. Vimla Devi's family was also enrolled in PM Awas Yojana for house construction, which would provide them with a benefit of around 1.5 lakh. This will enable them to build a new home and live comfortably, which has been previously a distant dream for them. Vimla Devi is grateful to Magic Bus for their help in making her family financially strong.

Case Study: Project SCALE Chandrapur - Bal Panchayat

The story of the Bal Panchayat from Sonapur school, Gondpipari block in Chandrapur district is truly inspiring. Thanks to the initiative taken by Magic Bus, the establishment of a Bal Panchayat within the school has proven to be a game-changer. The conventional method of selecting students with public speaking abilities and leadership skills was replaced with a democratic election process. The election was carried out via EVMs, making the effect of an election process more pronounced. This process became the most-adopted process for the fair and effective election of Bal Panchayats in many schools from different blocks of Chandrapur.

The Head Master has assigned a separate room for Bal Panchayat's work, which features a separate place for each Minister. The room proudly displays information related to Magic Bus and the Bal Panchayat on its walls. The Bal Panchayat meets twice a month, with special meetings in place, in case students have any concerns. Under the guidance of Bal Panchayats, several innovative initiatives have been launched. One of the most noteworthy initiatives is the Bal Panchayat 'At Your Doorstep' programme, which focuses on study corners and resolving education-related problems faced by students. The Bal Panchayat has also decided that each student will plant a tree and nurture it, and they have prepared a study corner in each classroom. The group has taken on the responsibility of planning and arranging for all the educational events.

The Bal Panchayat presented a resolution regarding drinking water to the Head Master, which was then presented in Gram Panchayat by calling a special session. The Sarpancha and Sachiv of Gram Panchayat took this issue seriously and allocated money from the Gram Panchayat budget for the availability of drinking water. Solar pumps and RO were purchased from this budget, and the drinking water issue was resolved.

The hard work and dedication of Bal Panchayat from Sonapur school, Gondpipari did not go unnoticed. ZP CEO Dr. Mitali Sethi saw the working of Bal Panchayat and appreciated all their efforts. The Community Resource Centre officials like BEO, BDO, KP have also visited the school to see the innovative initiatives and the actual working of Bal Panchayat.



Case Study: SCALE Chandrapur - Community Co-ordinator

Magic Bus under its School Completion And Livelihood Enablement Programme (SCALE) collaborates with the Zila Parishad Upper Primary School in the village of Ambezari village in Jiwati block of Chandrapur. With 102 students enrolled from grades 1 to 8, the school has undergone significant educational reforms and activities ever since Magic Bus intervened. However, when the Covid-19 pandemic struck, local tutor Mr. Yogesh Kotrange faced a significant challenge. He used to conduct tuition sessions for grades 5 and 6 at his home, but his mother's passing led to stigmatisation among the students, and they were scared to visit his house. Determined to overcome this obstacle, Mr. Yogesh turned a vacant community hall into a study hall and offered his classes there. Despite his efforts, the stigma persisted, and the students were still apprehensive.

In June 2021, Magic Bus extended its intervention in the Jiwati block and appointed Mr. Yogesh as the Community Coordinator i.e., volunteer from the community, supporting his venture to impart quality education. With Magic Bus's help, the study hall was improved and decorated with various informational posters, pictures, and bright colours. The students named it the 'Magic Room', and their entire learning process changed there. If they struggled with a particular concept, they created a graphic poster and pasted it on the wall. After visiting the hall two or more times, the once incomprehensible content became easily memorisable.

Mr. Yogesh completed his formal education up to 12th standard in Jiwati and supports his family, including his two younger siblings and his father. He used to work as a daily-wage labourer and used the money he earned to provide electricity for the study hall. He also goes on home visits to ensure that every adolescent has a study corner in their home. As a result of his efforts, around 90% of the students now have an engaging study corner in their homes.

When we asked an adolescent girl about the difference Mr. Yogesh has made in her life, the grade 6 student said he made her serious about her studies and encouraged her to create an informational study corner. At first, she was reluctant, but on his persistence, she found it easier to understand and learn various concepts. This led to an improvement in her grades. She lives with her parents and younger sister. Both her parents work as daily-wage workers and cannot provide much support in her quest for holistic development. Mr. Yogesh filled this gap, ensuring that no child would suffer due to lack of encouragement. His persistent efforts have changed the ecosystem of his village, and Magic Bus recognised his contribution by awarding him the CEO Circle award for the best Community Coordinator.

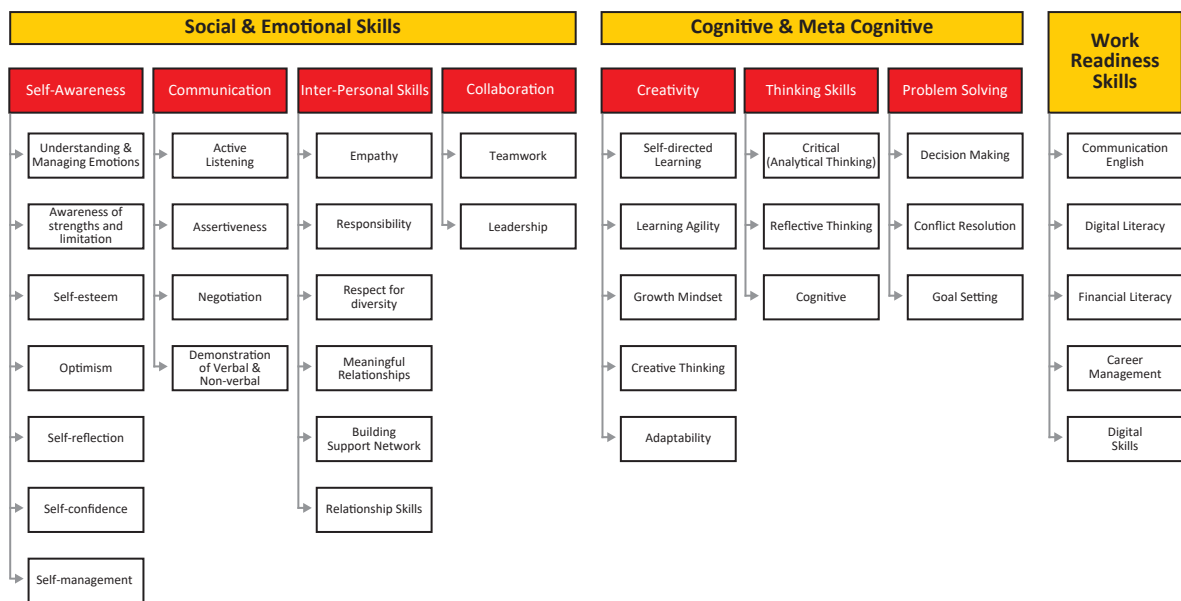


3.2 Livelihood Programme Impact

Magic Bus under its livelihood programme works with young people from economically weaker sections who aspire for stable employment in their life. Through skilling, placement, and continuous handholding, the programme transforms the life and worldview of young people, and helps them sustain in grey or white-collar jobs. To achieve this, Magic Bus adopted the following livelihood content framework to impart life and employability skilling.



Magic Bus Life and Employability Skill Content Framework

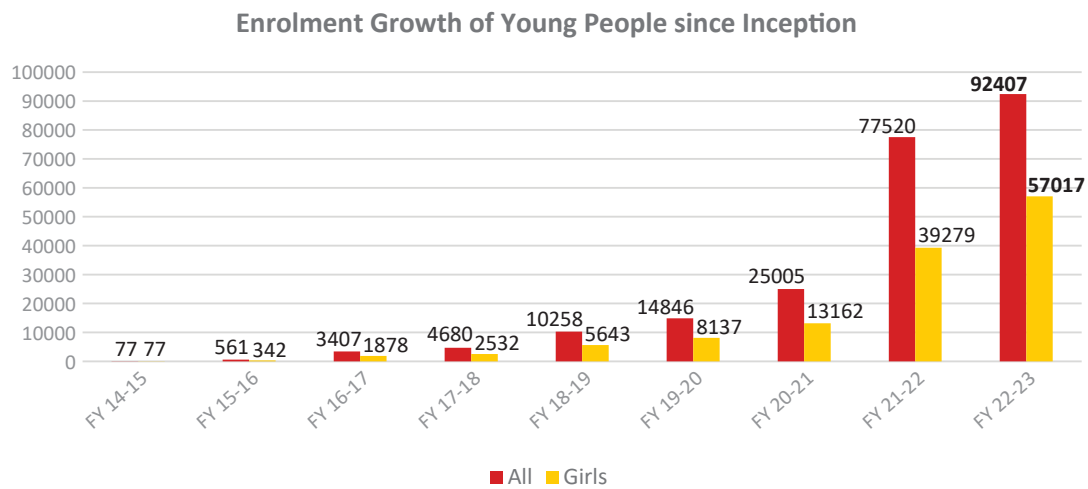


Livelihood Outputs: 2022 - 23

	Youth Enroled as on Mar'23	Youth Placed as on Mar'23	Placement (%)	Average Salary (₹)
MB Life & Employability Skill Development Programme for Non-Graduates	25835	17338*	67.11	13428
MB Connect With Work Programme for Graduates	63859	63859	100	14463
MB Urban Recovery Programme	2713	2713	100	
Grand Total	92407	83910	90.80	

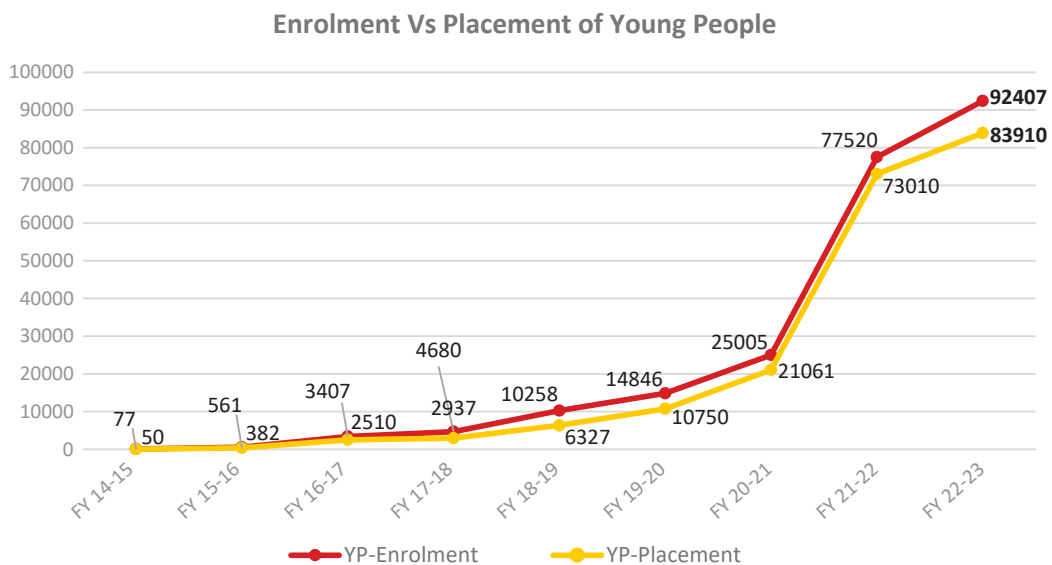
*Placement drive is ongoing

Enrolment Growth Story from 2014-15 to 2022-23

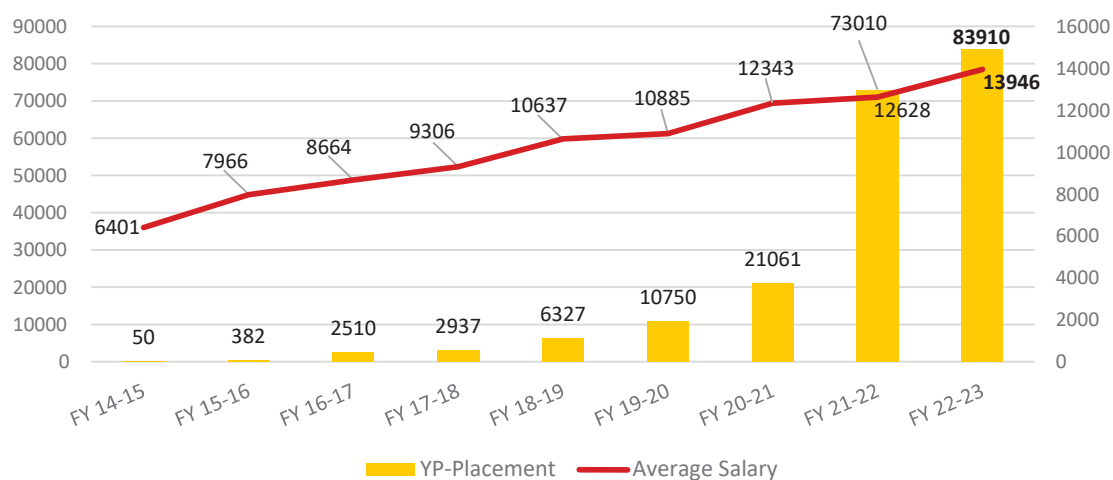


There is significant growth in terms of the number of young people Magic Bus has reached. The great achievements are:

- 1) A high jump in outreach from 25005 to 77520 in 2021-22 when job markets opened up after Covid-19.
- 2) Above 94% of placements in 2021-22 and 91% in 2022-23 (Until the batch enrolled up to March 2023).
- 3) The average salary has increased from ₹6401 to ₹13,428 under the skilling programme for non-graduate youth since 2014-15 and from ₹10,885 to ₹14,428 under the skilling programme for graduate youth since 2019-20.



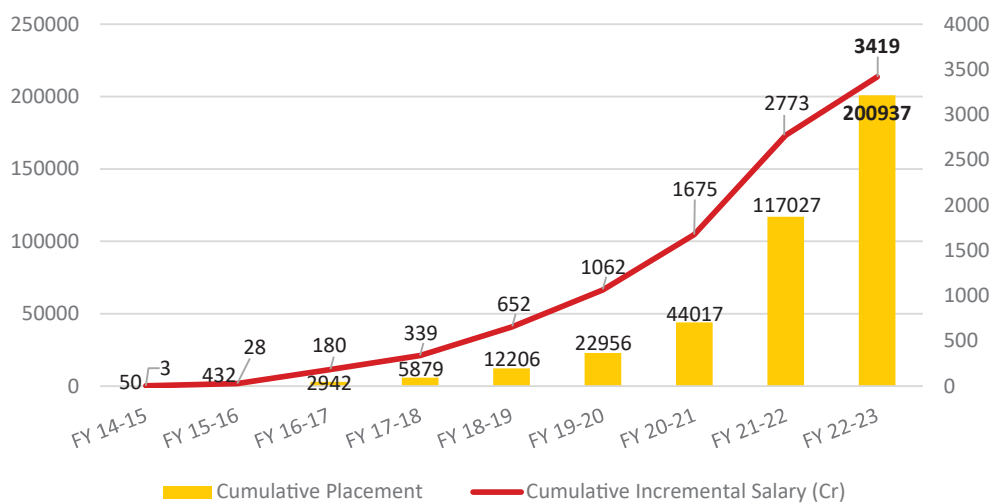
Annual Placement and Salary (INR) Increase Since Inception of the Programme



There is an average 8.42 percent annual growth in salary over the last 7 years.

4) Impact on Placement and Income brought to families since Livelihood Programme's inception

Impact on Placement and Incremental Salary Since Inception (Cumulative)



*Data up to March 2023. Based on the calculation that 10% of placed youth will drop off from job. The cumulative income (salary) brought to families by a total of 200,937 young people is ₹3,419 Crores.

- 5) Gender Inclusion: 56% of the young people undergoing training were girls. Out of 95 Livelihood Centres, 26 are all girls' centers.
- 6) Dropout rate is below 2% of total enrolled youth in 2022-23.
- 7) Social Inclusion: There are 88 young people joined from the LGBTQIA+ section and 348 young people from the persons with disability category.
- 8) Placements in 2022-23 (until December 2022): 57.2% placement in the IT-ITES sector followed by 20.7% in BFSI, 10.9% in Retail, and 9.3% in the Logistics sector.



Placements

Job Roles

Retail

- Customer Service Associate
- Sales Executive
- Cashier

BFSI

- Field Sales Executive
- Customer Service Associate

ITES

- Tele Caller
- Data Entry Operator

IT

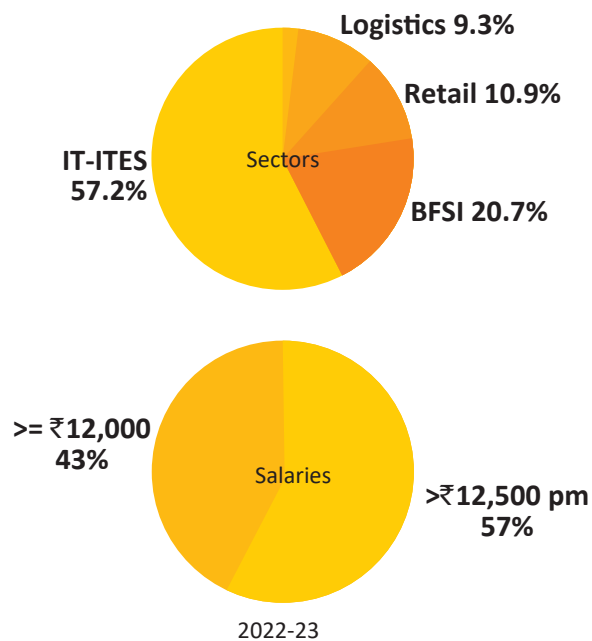
- Technician – IT Support
- Analyst

Quick Service Restaurant

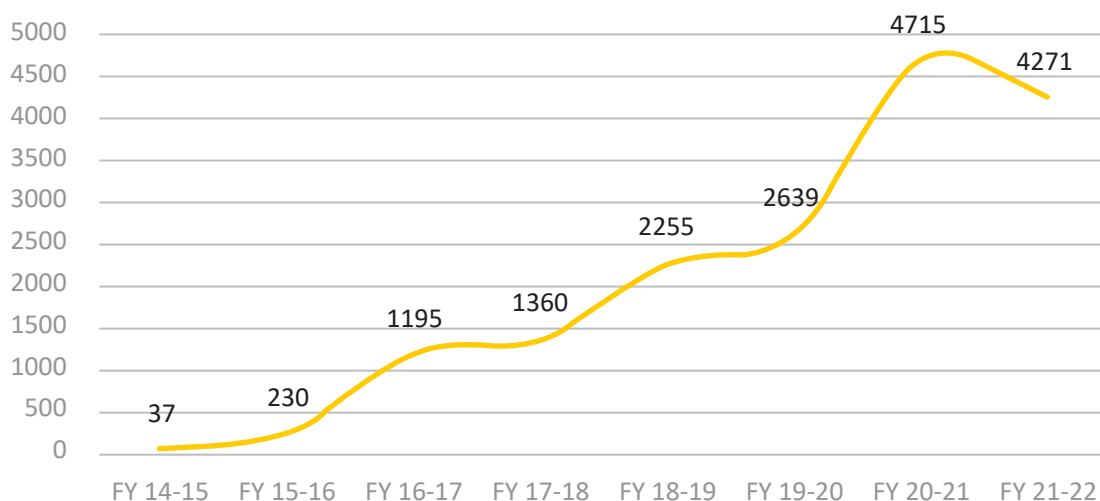
- Crew Member
- Shift Supervisor

E-commerce

- Billing Executive
- Back Office Executive
- Customer Care Executive



9) Employer Growth



There is a significant employer connection for Magic Bus. It has reached 4714 in 2020-21, which is the highest since the livelihood programme started.

10) Impact of SIB programme: SIB is four years project with eight cohorts. It is a female-centric project with a minimum 75% target enrolment of girls. In 2022-23, the first cohort was completed by enrolling 1000 young people. Out of them 953 got certifications and 731 were placed.

11) Impact of Get Into Programmes:



Since 2019
we have reached
out to

9190

young people
of which



52%

are women



65%

of young people
are either offered
jobs, or secured jobs
at the end of the
programme



Young people
are placed in

**high
growth
sectors**

and in aspirational
job roles

Our Impact on Young People

We surveyed 2307 young people from the programme and noted:



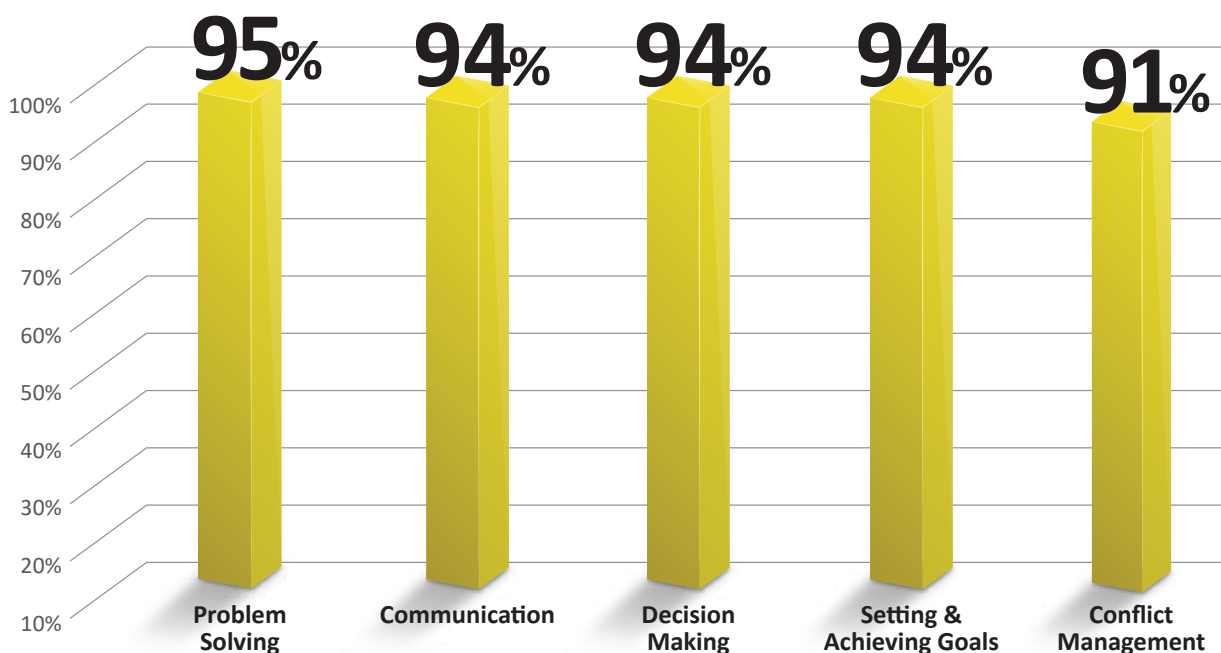
94%

young people feel
well-equipped to appear
for job interviews



97%

young people said they
would recommend the
programme to their peers



Appreciation from Our Employer Partners

We surveyed 235 employer partners across 15 Get Into programme centres and noted:



75%

employers said the greatest benefit of the programme is having access to trained and skilled young people who can be on-boarded immediately after the programme.



99%

employers stated that their company will be interested in recruiting more young people from the Get Into Programme in the future.

The proportion of employers who responded that 'All' and 'Most' young people demonstrated the following skills:



92%

Teamwork:
Cordial with peers and seniors



92%

Hygiene and Dressing:
Comes neatly and appropriately dressed to work



89%

Open to Feedback:
Takes feedback on performance positively



88%

Confidence:
Presents themselves confidently in front of clients

- 12) Employer benefits: Employers get a custom training package. The training curriculum focuses on an employer's business needs. The participants get the necessary practical skills training so they are ready to start work at the end of the programme. The demand-driven programme provides employers the opportunity to meet a diverse group of work-ready young people and they can evaluate them based on things like attitude, work ethic, and team spirit.
- 13) Impact on Young People's Learning: A survey was conducted in 2021-22, assessing the skills of 2307 young people at the start and end of the programme. The following were the results:

	Average start scores	Average end scores	Percentage change in average scores (start vs end)
Communication	2.92	4.65	59.19%
Working with others	3.16	4.82	52.26%
Setting and achieving goals	3.07	4.78	55.57%
Managing feelings	2.98	4.72	58.07%
Confidence	3.15	4.86	54.08%
Reliability	3.22	4.84	50.24%
Job search skills	2.93	4.78	63.08%

'Job search skills' showed the greatest percentage increase in average score from the start to end of the programme, at 63%.

- 14) Magic Bus training helped to build skills: 2298 young people responded as follows:

	A lot (4)	Quite a lot (3)	A little (2)	Not at all (1)
Communications	53%	41%	5%	1%
Working with others	57%	36%	7%	1%
Setting and achieving goals	56%	37%	6%	1%
Problem Solving	57%	38%	5%	1%
Conflict Management	51%	40%	8%	1%
Decision Making	59%	35%	5%	1%
Digital Literacy	52%	38%	9%	1%

95% of the young people stated 'A lot' and 'Quite a lot' to the Magic Bus training helping them to build Problem Solving skills.

94% of the young people stated 'A lot' and 'Quite a lot' to the Magic Bus training helping them to build each of these skills - Communication, Setting and Achieving Goals and Decision Making.

15) The impact of training to make young people ready to apply for jobs and join employment.

	A lot (4)	Quite a lot (3)	A little (2)	Not at all (1)
Understand the skills I possess to find a job	56%	38%	5%	1%
Feel more confident to apply for jobs	59%	35%	5%	1%
Prepared for an interview	60%	34%	5%	1%
Prepared to take up responsibilities in a work experience placement	58%	36%	5%	1%
Decide what I want to do next	57%	37%	5%	1%

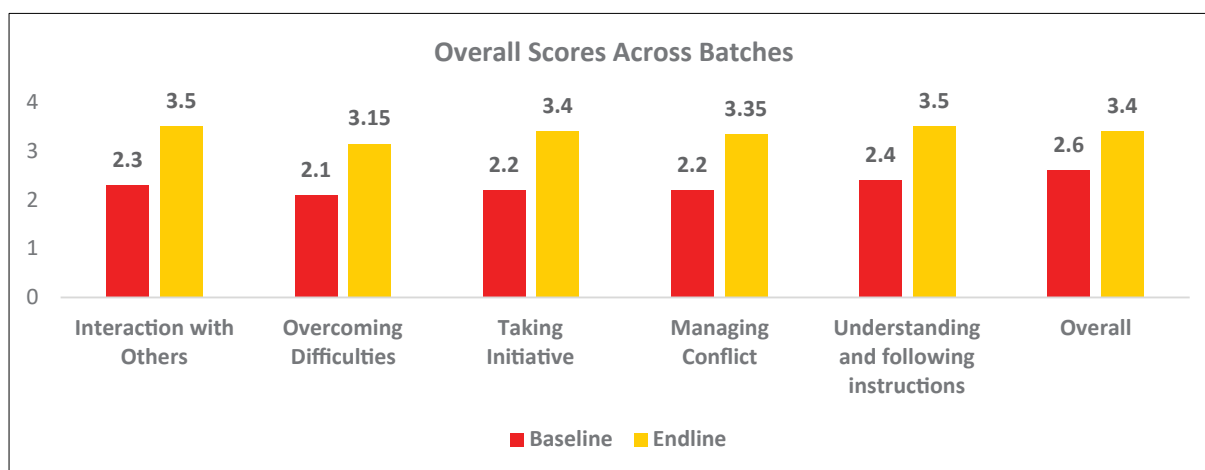
Out of 2307 respondents 94% of the young people stated, 'A lot' and 'Quite a lot' to all of the above statement on being ready to apply for jobs and work. This includes understanding the skills needed to find a job, feeling more confident to apply for jobs, preparing for an interview and deciding what they want to do next.

16) Employers' feedback survey of Get Into programme: Out of 235 responses (71% response rate)

- 92% of the respondents stated that 'All' and 'Most' young people hired from the Magic Bus Get Into programme demonstrate these skills - Teamwork, Hygiene & Dressing.
- 74% respondents stated that they are 'Extremely Satisfied' with young people's performance during their engagement with the company.
- 89 respondents stated additional skills and behaviour will be valuable for young people to demonstrate during their engagement with the company.
- 99% respondents stated that their company will be interested in recruiting more candidates from the Get Into Programme in the future.
- 134 respondents stated that the main benefits of collaborating with the Magic Bus Get Into Programme is that they get trained and skilled candidates who can be on-boarded immediately after the programme.

- 17) FutureX Programme impact through Dream a Dream Assessment done by third-party assessment agency is as follows:

Youth had an average improvement score of 1.2 across all batches.
They showed a significant improvement in each of the five life skills assessed (significant change $\geq .75$ points).



Voices of Young People

"In the initial days my only aim was to get an entry-level job, but I realised the Life Skills are something we can use to make a career ahead. It's not just about getting a job, but also retaining that job and growing in our career which is equally important, and this course has helped us realize this and shown us the right direction" - **Nisha, Delhi**

"The placement week has been an amazing experience for us. We could realise the level of competition which exists in the employment sector. We were sent to brands we had never dreamt of. Through the mentoring at Magic Bus, I cracked the interview and now I am happy to be working at Chai Point" - **Simran, Delhi**

"Life skill training is helping me a lot in my workplace right now. I was able to improve my performance and boost my confidence. It is not every day that we get chances like this, I thank my mentors for helping me develop my language and other skills" - **Arun, Chennai**

"Facing the future was hard for me. Surviving without an aim or goal made me feel like I'm stuck. My mentor's training on Life skills developed me in all aspects. Now I got a job by attending my interview without fear. Focus was all I needed and guidance was all that I lacked. Now I'm a successful employee with a goal in my life" - **Jerome, Chennai**

Voices of Employers

"The Magic Bus graduates have a good hold of the skills they have been taught. Their spirit of not giving up is appreciable. They are competent and they know how to describe their skills and prove themselves as a deserving candidate. The teaching they have received from the trainer of Magic Bus has given a strong foundation to the candidates to start their employment journey."

- Srishti Singh, HR Xevex Technologies Pvt Ltd.

"Thank you Magic Bus for choosing our company and giving awesome candidates, your service towards youth who are not into employment is just mind-blowing service towards the community. The life skills training you are giving to the youths has helped them in learning more about communication, workplace ethics, etc. These candidates easily adapt to workplace ethics and they are quick to learn new things! Thanks for choosing us, we are pleased to welcome more candidates from your programme." - **Santhosh, Allsec Technologies**

Youth Testimonial 1: CWW Programme Chennai

Name: Athvika S | Age: 22 Yrs | Education Background: B. Com.

Athvika is a Trans-woman who comes from a rural background. She came to Chennai for her transition and was not able to return to her hometown. Athvika was determined not to work in the traditional jobs occupied by the trans community as she is a B.Comm graduate with dreams. She was rejected by her family and society, but she did not lose her self-confidence and dreams. Now she is living within the trans community. She enrolled in the programme through a mobilisation drive and secured a job in Zeebron. Now she has become a role-model and inspiration for her community members.



Placement Details

Name of the Company: Zeebron Enterprises Pvt. Ltd.

Sector: Retail | Monthly Salary: ₹10,000

Student's Feedback

"I am very grateful to Magic Bus for this new identity. A person is always remembered for their job, and it often becomes their identity in society."

Youth Testimonial 2: Hyderabad

Name: Prince Ojha | Age: 25 Yrs | Education Background: B.A. Psychology

"My name is Prince Ojha. When I decided to transition to a boy, I faced rejection not only from society, but also from my own family. I left my home eight years ago. Since then I decided I would never beg, but I would stand on my own feet and support myself. But very soon I realized that hunger is the cause of all misery. I decided to find work as a daily wager, and I even tried to be a sales-boy in Haryana. Soon after that I met with a major accident that left my entire body crooked. I completely broke down and gave up on life.



Luckily, that's when Magic Bus came into my life and gave me hope. Since I joined the programme I have learned so many life skills and gained confidence. Now I am undergoing medication and saving up to get transition surgery done. I could not beg anyone for my rights but through Magic Bus I found a platform to build my self-confidence and start my life. I am very thankful to Magic Bus."

Placement Details

Name of the Company: Amazon

Sector: IT/ITES | Monthly Salary: ₹15,000/-

Future Aspirations

"I'm not with my family as they did not support me. But I have the support of the trans community and I want to do something for the welfare of this community as I consider them my family."

Youth Testimonial 3: Chennai

Name: Thanigachalam | Age: 23 Yrs | Education Background: B. Com.

"I lost my job during the pandemic in 2020. After that I attended many interviews but all the companies rejected me because of my disability. So I joined in Magic Bus because I needed a job. After joining Magic Bus my confidence doubled up. I appeared for interviews with the help of placement officers and I got selected as Sales Officer in Maruti Suzuki with a salary of ₹18,000 per month.

I express my sincere gratitude to Magic Bus and Barclays for this training and placement opportunity."



Placement Details

Name of the Company: Maruti Suzuki

Sector: Sales | Monthly Salary: ₹18,000/-

Prince's Trust International Global Award Winners from Magic Bus



Nilam Tambe, Magic Bus Alumna received the Prince's Trust International Global Award for the year 2019



Gulfsha, Magic Bus Alumna received the Prince's Trust International Global Award for the year 2022

3.3 External Programme Audits and Reviews

Transparency, accountability, and effective governance are the key social commitments of Magic Bus India Foundation to its stakeholders. Magic Bus regularly undergoes programmatic reviews and audits facilitated by its funding partners. Here programme reviews and audits refer to the structured process of benefit verification, data validation, and assessing the impact of programme on the ground. These programme reviews and audits are carried out by high-end independent agencies hired by the funding partners. The audits and reviews help the organisation to ensure that the programmes are effective and are meeting the set objectives. During the financial year 2022-23, around 30 programme audits and reviews were conducted by external agencies for adolescent and livelihood programmes.

The audits and reviews typically involve data audits, benefit verification, and programme reviews. Data audits are conducted to ensure that the data which the organisation collects is accurate and complete. Benefit verification is conducted to ensure that the benefits of the organisation's programmes are reaching the intended beneficiaries. Programme reviews are conducted to assess the overall effectiveness of the organisation's programmes. The process involves feedback from their direct beneficiaries who are the students under Adolescent Programmes who are receiving life skills education as well as from other indirect beneficiaries, such as teachers, headmasters, important community stakeholders and programme delivery staff. For the Livelihood Programme, the direct beneficiaries are youth, and the indirect beneficiaries are their family members, employers, community leaders and so on. The beneficiaries are randomly selected by the external agencies to take their feedback.

The audit process also varies depending on the needs of the project. For example, to review digital literacy programmes, the auditor may use digital tabs to understand the learning outcomes of the beneficiaries. In addition to interacting with beneficiaries, the auditor also observes sessions and interacts with direct beneficiaries on the session delivery. Other than interactions, data audits are also conducted. For example, the auditor may verify the Child Parent Registration Format (CPRF) to get a sense of the organisation's total outreach under the adolescent programme and Sixer Class data (MIS) under the Livelihood Programme. The third-party agencies conduct these audits independently with minimal support from the project teams. This support is mainly in terms of mobilising direct and indirect beneficiaries.



Key steps for the programme audit process.

- 1) A committee is formed and discussion with the donor partner is initiated to finalise the modalities.
- 2) Preliminary discussion is fixed with the programme audit agency to understand the methodology, tools used, purpose and objective, data, defining boundaries, and the stakeholders to be involved.
- 3) The internal committee consists of Magic Bus operations, impact and the respective sustainability team engaged in planning.
- 4) The data is shared with auditors in the prescribed formats.
- 5) The focus group discussion is arranged with the centers, schools, teachers, communities, training team and content teams to largely understand the programme and its implementation (mobilisation to post placement, session delivery, documents, process, SOPs, and data management). The projects with higher portfolio value also interact with the content and the training team.
- 6) Beneficiary group interaction is facilitated in the field.
- 7) Financial audits are carried out either virtually or at the HO or RO.
- 8) In Livelihood Programmes, employer interaction, parent interaction and community visits are organised.

Programme Audits Conducted in Financial Year 2022-23

Total MB CSR funded programmes audited in 2022-23	31 (Livelihood Programmes - 15, Adolescent Programmes - 16)
Number of MB CSR donors conducted audits of MB programmes	13 (MB Livelihood - 9, MB Adolescent - 6)
External expert agencies which audited MB programs	Deloitte, E&Y, Sol Ace, Sattva, Impact Dash, Goodera, Oxford, CAF

Uses of Programme Audit and its Reports

- Programme audits ensure commitment and check the social impact it has brought and also, help in the larger context to understand the gaps, and ground-level challenges and suggest a corrective course of action.
- It helps to improvise the processes of implementation and revise the SOPs.
- To keep the programme healthy by ensuring a high level of efficacy.
- To have improved design and delivery of programmes and services.
- Induces the importance of regular monitoring and increasing the effectiveness of the programme/project.
- Good governance and corrective action.

Feedback by Independent Agencies Based on Programme Audits

In the last financial year, using the structured tools, the audit teams interacted with a large number of stakeholders including students, teachers, employers, community members, employers and others. They reviewed the data and reports. They also observed the life skills sessions, livelihood training, community engagement activities, and other interventions.

Based on the critical review of all the information these audit agencies gathered, they found that the Magic Bus programmes are generally well-structured and well-implemented. These programmes have a positive impact on the students or youth who participate in these programmes. The students/youth reported that they have learned several valuable life skills and employability skills. They also reported that they are more confident in their ability to succeed in school and in life. The HMs and teachers also reported that they are satisfied with the Magic Bus programmes. Furthermore, Magic Bus programmes have proven to enhance students' behaviour and academic performance. Community stakeholders have also reported being supportive of the Magic Bus programmes and acknowledging their positive impact on the lives of young people in the communities. Employers have expressed satisfaction with the trained youth deployed by Magic Bus in their organisations.

Findings of such audits allow the funding partners to get a sense of the short- and medium-term achievements of the organisation's programmes. In many cases, it has been found that the direct beneficiaries of Magic Bus are able to articulate very well the usage of life skills in their real-life situations and in workplace. Along with achievements of this kind, the audits also report areas where the organisation's programmes need to be further strengthened.



4. Annexure

4.1 Definitions

- 1) **Adaptability:** Adaptability is the ability to modify our thoughts and behaviour to effectively respond to uncertainty, new information, changed circumstances or different people.
- 2) **Assertiveness:** Assertiveness is a healthy way of communicating. It's the ability to speak up for ourselves in a way that is honest and respectful.
- 3) **Collaboration:** Collaboration is the ability to work interdependently and cooperatively in teams. It is an organised and coordinated activity between two or more people to realise shared goals and outcomes.
- 4) **Communication:** Communication is the ability to express ourselves and respond to people, both verbally and non-verbally, in ways that are appropriate to our culture and situation.
- 5) **Creativity:** Creativity is the ability to engage in the generation, evaluation and improvement of diverse ideas, which can result in original and effective solutions, advancement in knowledge and meaningful expressions of imagination.
- 6) **Decision Making:** Decision Making is the ability to choose between two or more courses of action. It is the ability to identify and analyse the implications and consequences of our decisions.
- 7) **Empathy:** Empathy is the ability to emotionally understand what other people feel, see things from their point of view and context, imagine ourselves in their place and respond appropriately.

- 8) **Negotiation:** Negotiation is the ability to solve interpersonal problems and conflicts, by being assertive and cooperative, using logic and persuasion.
- 9) **Problem Solving:** Problem Solving is the ability to seek, identify and define the problem, generate alternatives or potential solutions, evaluate and choose between these and act on the chosen solution to reach a goal.
- 10) **Resilience:** Resilience is the ability to persist, adapt or transform in the face of change in a way that upholds our basic identity. It is the process of adapting well in the face of hardships, trauma, failure, threats or significant stress, and achieving a sense of equilibrium.
- 11) **Self-Awareness:** Self-Awareness is the ability to see ourselves clearly and objectively through reflection and introspection. It includes recognition of ourselves, our context, our personal qualities, our strengths and weaknesses, our values and beliefs, likes and dislikes, dreams and aspirations, etc., contributing towards our sense of identity.
- 12) **Self-Efficacy:** Self-Efficacy is the belief we have in our own capacity and abilities to meet the challenges ahead of us and complete a task successfully. It reflects confidence in our ability to exert control over our own motivation, behaviour, and social environment.
- 13) **Self-Management:** Self-Management is the ability to regulate our emotions, thoughts and behaviours effectively in different situations. This includes managing stress, delaying gratification, keeping ourselves motivated and setting and working towards personal, academic and career goals.

4.2 Abbreviations

ABC: Academic Behavior Confidence	MH: Maharashtra
AWS: Amazon Web Services	MIS: Management Information Systems
BDO: Block Development Officer	MSDF: Michael & Susan Dell Foundation
BEO: Block Education Officer	NEET: Not in Education, Employment, or Training
BFSI: Banking and Financial Services	NHKP: Nestle Healthy Kids Programme
BMS: Behavior Management System	NSDC: National Skill Development Corporation
BOCW: Building and Other Construction Workers	OASYS: Operation Automated System
CEO: Chief Executive Officer	OMR: Optical Mark Recognition
CLC: Community Learning Centre	POSH: Prevention of Sexual Harassment
CWW: Connect With Work	PTI: Prince's Trust International
ERP: Enterprise Resource Planning	QFA: Qualitative Field Assessment
FGDs: Focus Group Discussions	RRP: Rural Recovery Programme
FLN: Foundational Literacy & Numeracy	RTE: Right to Education
HP: Himachal Pradesh	SCALE: School Completion And Livelihood Enablement Programme
IDIs: In-depth Interviews	SIB: Skill Impact Bond
ITeS: Information Technology Enabled Services	SMC: School Management Committee
IT: Information Technology	SOP: Standard Operating Procedure
KP: Kendra Pramukh	SSO: School Support Officer
M & E: Monitoring and Evaluation	STEM: Science, Technology, Engineering, and Mathematics
MB Academy: Magic Bus Academy	TN: Tamil Nadu
MBA: Magic Bus Academy	UNICEF: United Nations Children's Fund
MBIF: Magic Bus India Foundation	URP: Urban Recovery Programme
MEL: Monitoring, Evaluation and Learning	WB: West Bengal
MGNREGA: Mahatma Gandhi National Rural Employment Guarantee Act	ZP: Zila Parishad







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