



# Going to School in India

Annual Report  
2025



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## Executive summary



### Girls are the centre of our universe

There was a lot that was new this past year and it all has to do with the fact that girls and young women are the beating heart, the focal centre of everything we do, around which all other moving parts revolve.

With girls as our sun we're delighted to be in a solar solar system of writers, designers, partners, evaluators who are helping us get it right. From new stories to measuring skills, to seeing the skills she learns through football and does he indeed, become an ally to her at school, at play and one day soon when she dares to be an entrepreneur, how to design for inclusion and how to teach online safety through our stories?

With vision and support from Echidna Giving we were excited to begin a Gender Audit with One Future Collective leading the external audit and Anupama Kapoor joining us as Gender Lead, to make sure we put it all into action. Annie Jacob joins us as MEL Lead to help us think through how we measure and how we communicate impact, effectively.

We had three measurement streams we we wanted to know more about, the skills she learns through football, does he become an ally to her (and with boys now included in the program and all government schools being co-ed, this was a good time to begin thinking this through) and what is the impact of our sticky TV beyond reach and ratings?

While we maintained our commitment to girls and increased how we measure what she's learning in a myriad of new ways, we also, launched two new projects in new places.

We went back to Bihar, after three years, with support from Ashraya Hastha Trust we're back in Kishanganj with Climate Change Enterprise Education at school and in the same communities, the Youth Venture Fund that supports young entrepreneurs to start-up to solve for Climate Change in the same school communities. Next year, our hope is that we've built a bridge from Climate Change Education in Grade 12 to our Green Business Schools, tours of sustainable enterprise options in Kishanganj. This year was good. Next year, that's going to show us if we were able to build the bridge from school to sustainable enterprise of her choice.

We signed an MOU with the Government of Bihar to be able to implement during school hours and to bring football as a part of the skills program. This MOU enables to work in all schools in Kishanganj and to to expand the 360 degree climate change education to enterprise program to eight districts.

At the same time, supported by Barclays, we brought a new integrated LifeSkills Programme to young people in Mumbai, Pune, Delhi, Chennai and Kishanganj. Through all new content, young people completed research on guilds, the skills you need to get a job now and the skills you'll need when we're fully immersed in AI. What changes, what remains the same, what is perennial? Through board games inspired by the design of Guess Who, young people charted the life skills they'll need for the future of work.

We were delighted to be a recipient of TheirWorld Innovation Award recognising Going to School's innovation in Education.

While we took a whole new approach to making television content, where girls and boys research, write, use technology to script, film, edit, teams of young people made their own movies with us just following

along to support them in using technology. As this annual report goes to print, the film-teams of young people are hard at work making their own sticky TV and soon, they'll be screening their films in the communities in which they made them, so we can measure that deep community change (more than reach, we're in interested in much more than reach).

For the Climate Change Enterprise Action Fund in Mumbai and Bengaluru, we worked with Dalberg to write and design a report for the cities, as to what do they need to do to support women from low-income groups to start-up to solve for climate change, what skills, support, finance, and more does she need to know she can make a difference?

With a new five year plan, our focus on girls, skills, sport, enterprise and climate change has never been more clear. As we take the approach of an octopus, reaching far in eight directions all at once, we're excited that it's all coming together.

*Mumbai. Pune, Maharashtra. Bengaluru. Raichur, North Karnataka. Delhi. Chennai. Kishanganj, Bihar. Goa.*

**Lisa Heydlauff**  
Director, Founder  
Going to School

A group of girls are playing soccer on a green artificial turf field. They are wearing red and blue vests over their school uniforms. One girl in the foreground is kicking a yellow and blue soccer ball. The field is enclosed by a tall green safety net. In the background, there are buildings and trees under a clear blue sky.

# The Outdoor School for Girls.

Life Skills. Digital Skills

Mumbai. Goa. Bengaluru. Raichur, North Karnataka. Kishanganj, Bihar.  
42,573 girls & 31,841 boys are in the Outdoor School.

The Outdoor School for Girls runs at school. Three days a week at school she learns powerful skills through stories, games and homework assignments that she completes at home, offline, in her community.

When she comes back to school with her research we meet her there with laptops, tablets, to enable her to practice and perfect her digital skills.

The program runs in Government Schools through MOUs with state and city Governments that enable us to reach young people during school hours and on alternate days, for the first time in an educational skills program, introduce football at school for girls.

While the program is called the Outdoor School for Girls, we had a lot of parents, teachers, Governments and boys themselves ask to be a part of it.

Our Schools are co-ed, so we said yes of course.

We didn't change the name of the project to maintain our commitment to girls as our beating heart.

We included boys in all parts of the program, they play football separately to give girls a chance, and through variations on themes, we worked to include a big picture and micro-implementation of skills for her.

The Outdoor School for girls is designed to equip girls (and boys) with life skills, digital skills, sustainable entrepreneurial skills to solve for climate change, STEM and STEAM skills and explores the impact of television on her and changing the minds of her community, mums, dads, grandparents, as well as measures the skills she learns through playing football (as well as everything else that she races through with us in one academic year).

The Outdoor School is designed for Grade 6-10 Government Schools, in local

languages, delivered through print and technology

Echidna Giving supports the Outdoor School for Girls to deliver girls life skills, through the Gender Audit and our Gender lead, Anupama Kapoor, we're excited to be able to make sure that girls are the focal point of everything we do and that we are able to report on boys becoming allies to girls at school, play, and soon at work, as well as the life skills he learns.

BT supports the Outdoor School to teach girls digital, tech skills integrated with life skills, sustainable entrepreneurial skills and her ability to explore new digitally powered green careers and enterprises all new roles for women at work in our changing world of work. This year in addition, online safety was written into the content through a partnership with YLAC. Inclusion through an exciting partnership with Motivation India enabled us to design surveys for girls and boys to map the visible and invisible barriers to inclusion at school, at play and traveling from home to school.

Oracle supports the Outdoor School to teach girls life skills, digital skills, STEM and STEAM skills and in addition to Mumbai and Bengaluru, supports the Outdoor School to run in Raichur, North Karnataka, an Aspirational district. While girls and boys used their life skills, research, documentation, problem-solving, to research, write, script, star in and edit their television series, every step of the way young people used technology along with her new life skills, to bring it all together. This was a life-skills and tech enabled way to empower girls with futuristic life skills using technology to be able to document, write, edit, and finally even survey. As the girls films are getting ready to be screened in communities, girls are getting ready to use their research skills to run surveys pre and post to understand what communities felt about their television shows, and if their minds changed about what girls can do. Oracle supported STEAM skills to enter in

stage left in a big way in the Outdoor School in Mumbai and Bangalore, that besides all new content to teach STEAM engineering skills and build STEAM solutions, STEAM hackathons brought over 20 Oracle volunteers and 200 children together, on a Saturday, to solve quick fire rounds of STEAM challenges led by a master robot RJ and some very helpful and sometimes not helpful mad professors. There was dancing, music, it was a wonderful day of 'mad science'.

Earlier in the year, we put into place the pieces to be able to measure the impact of the media beyond just the ratings. We are fascinated by what changed for her. We are equally intrigued by what changed for her parents, community, that is everyone around

her. The M&E team designed a survey to be run with Mums, Dads, Grandparents before they watched the television series, and after. We ran these surveys in communities in Bengaluru and Mumbai, before they watched the series on air, and then after. We doubled-up by doing community screening to make sure they saw it. We then did it again, this time with two cinemas, on Saturdays in Bengaluru and Mumbai, where BT volunteers came out in large numbers to help us survey the children before watching and then after. Oracle Volunteers came out to watch the movies and run the surveys with over 200 participants. There was dancing and fun after the movie and survey, and of course, a delicious sustainable lunch (no plastic!).





# Where we started.

Baseline insights into the skills girls, boys had, understood before the program began.



### Life skills - Thinking skills.

Across grades and cities, girls consistently show stronger thinking skills around gender norms (GN) and climate change (CC). These gaps are most visible in Bengaluru and Mumbai, and they widen in the higher grades, where confidence, not just knowledge, starts to matter.

Boys show small and uneven advantages in school-retention (SR), and school-to-work transition (SWT) thinking skills, but these leads are narrow and shift by grade and location. There's no clean, repeatable pattern.

Sports-related thinking skills tell a mixed story. In Bengaluru, girls clearly move ahead in Grades 9 and 10, while in a few other cases, boys hold marginal leads.

By location, Bengaluru shows the widest GN and CC gaps in favour of girls. Mumbai reflects strong girl advantages across multiple domains, particularly in Grades 7 and 10. Raichur remains the most balanced, with smaller and more evenly shared gender differences.

### Life skills - Relationship skills.

Girls tend to lead in school-to-work transition (SWT), sports, and climate-change relationship skills, especially from Grades 8–10. This advantage is most consistent in Mumbai, where girl leadership in relationship skills is clearly visible across domains.

Boys are more likely to edge ahead in school-retention (SRT) relationship skills in the lower grades, but these gaps are small and narrow quickly as students grow older.

Gender-norms relationship skills (GNRS) show a more mixed pattern. Girls lead in many higher-grade settings, while in Raichur, boys occasionally pull slightly ahead.

Bengaluru stands out for wider gender gaps—particularly in SWT (Grade 8) and sports (Grade 9)—while Raichur again shows a steadier, more balanced profile.



## Sustainable Enterprise Skills.

Across the programme, girls generally lead in school-retention (SRT) and sports-linked sustainable enterprise skills, especially in Grades 8–10. This pattern is strongest in Mumbai, where girl advantage is clear and consistent.

Boys take the lead in a few areas, mainly climate change (CC) and gender norms (GN), most notably in Raichur. These gaps, however, are smaller and less stable than in other skill sets.

School-to-work transition (SWT) enterprise skills remain largely balanced between girls and boys across locations.

Overall, Mumbai shows the strongest girl advantage, Bengaluru reflects steady gains for girls in higher grades, and Raichur continues to show the most even sharing of skills.

## Digital skills.

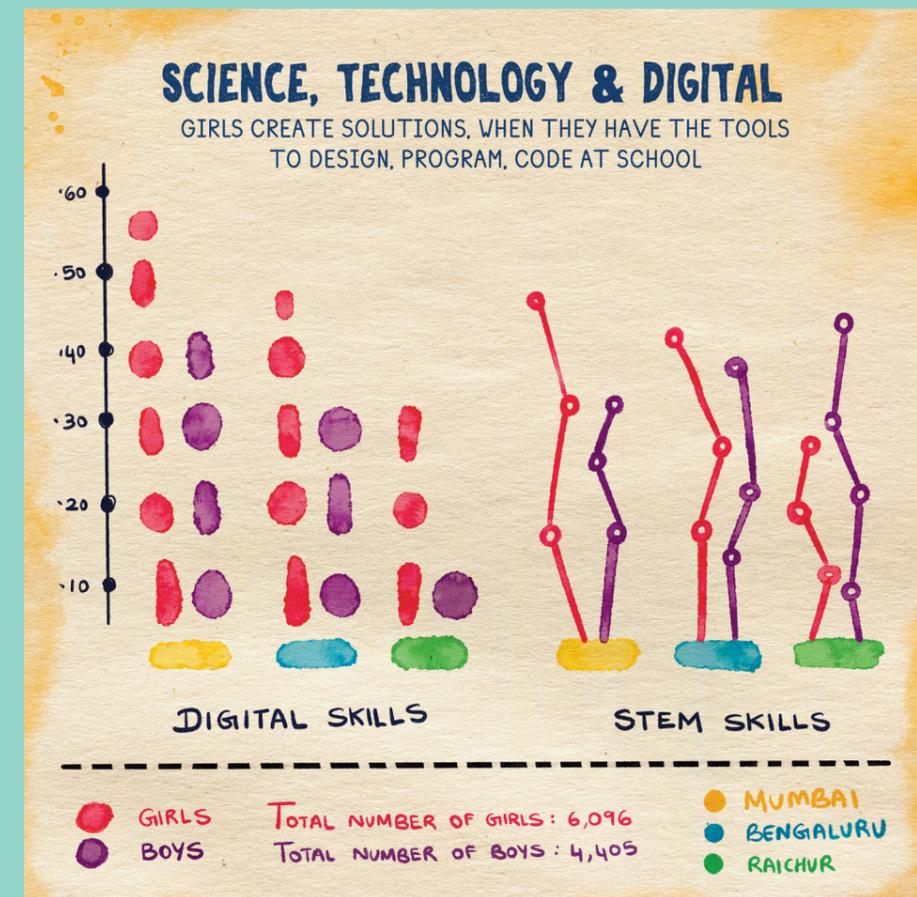
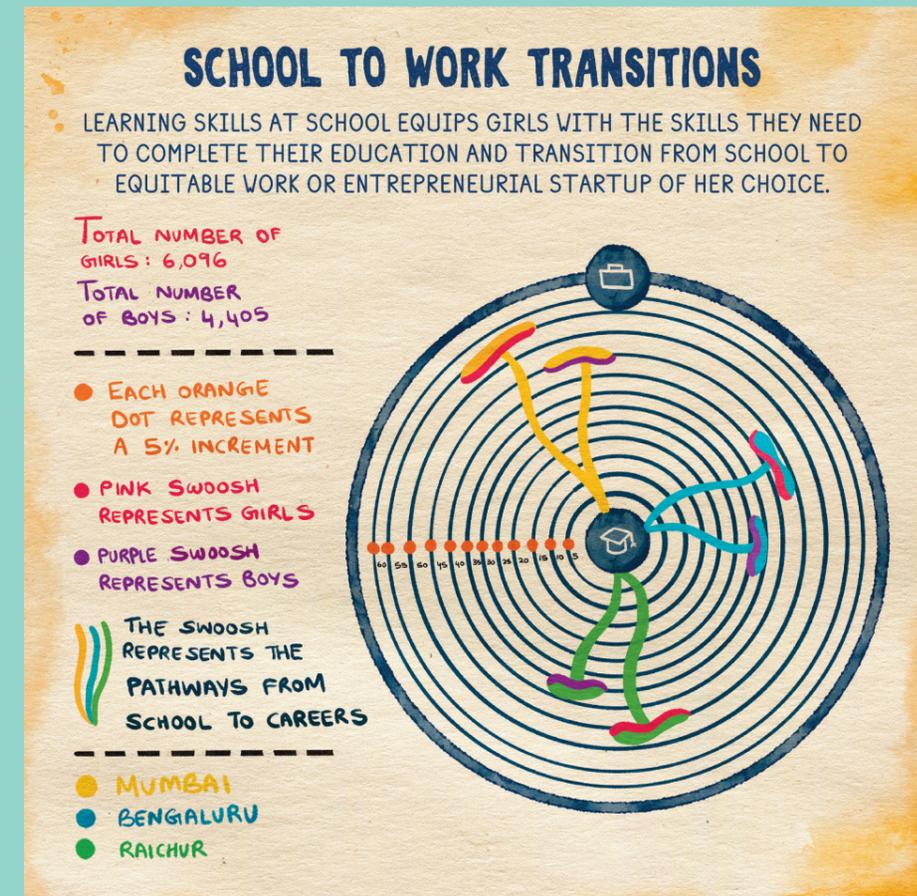
Clear gender patterns emerge in the higher grades. By Grade 10, girls lead boys across most digital skill areas in all cities, most strongly in Bengaluru sports (+0.17) and Mumbai school-retention (+0.07). Raichur stays comparatively even.

Grade 9 is more fragmented. In Bengaluru, girls lead in school-retention while boys pull ahead in gender norms and sports. In Mumbai and Raichur, boys tend to lead in gender norms, while girls perform better in sports.

In Grade 8, boys consistently outperform girls in climate-change digital skills across all cities, with the widest gap in Bengaluru (+0.08). Girls show small advantages in sports in Mumbai and Bengaluru.

In the lower grades (5–6), differences are mostly modest, except in Bengaluru, where girls edge ahead in sports and boys in climate change.

Overall: girls strengthen their lead in school-retention and sports as they move into higher grades, boys retain an edge in climate-change digital skills, Mumbai shows the widest gaps, and Raichur remains the most balanced.



## STEM skills.

Girls generally move ahead in STEM in Grades 8 and 10, especially in school-retention, school-to-work transition, and gender-norms domains. Mumbai's Grade 10 gender-norms STEM shows a strong girl advantage (+0.14).

Grade 9 often flips the pattern. Boys lead in several locations, most notably in Bengaluru's school-retention STEM (+0.24) and in climate-change STEM across all cities.

Grade 7 sits in the middle. Girls lead in gender-norms STEM in Mumbai and Raichur, while boys hold small advantages elsewhere. In Grades 5–6, gender gaps remain narrow.

By location, Mumbai shows the widest swings, Raichur stays steady and balanced, and Bengaluru falls in between. By domain, gender norms produce the strongest girl-led leads, while climate-change STEM is more often boy-led in the lower grades and evens out over time.

## Gender norms related skills.

Girls generally lead across most gender-norm-related skills, particularly in digital and STEM domains. Mumbai and Bengaluru show stronger overall gender-equity learning than Raichur.

Grade 10 stands out. Raichur boys record the highest male scores in gender attitudes (0.70) and STEM (0.65), even as girls across all locations continue to perform strongly, especially in digital and attitude-based skills.

In Grade 9, girls dominate almost every domain. Raichur girls lead in relationship skills (0.53) and STEM (0.58), while boys, especially in Bengaluru, lag.

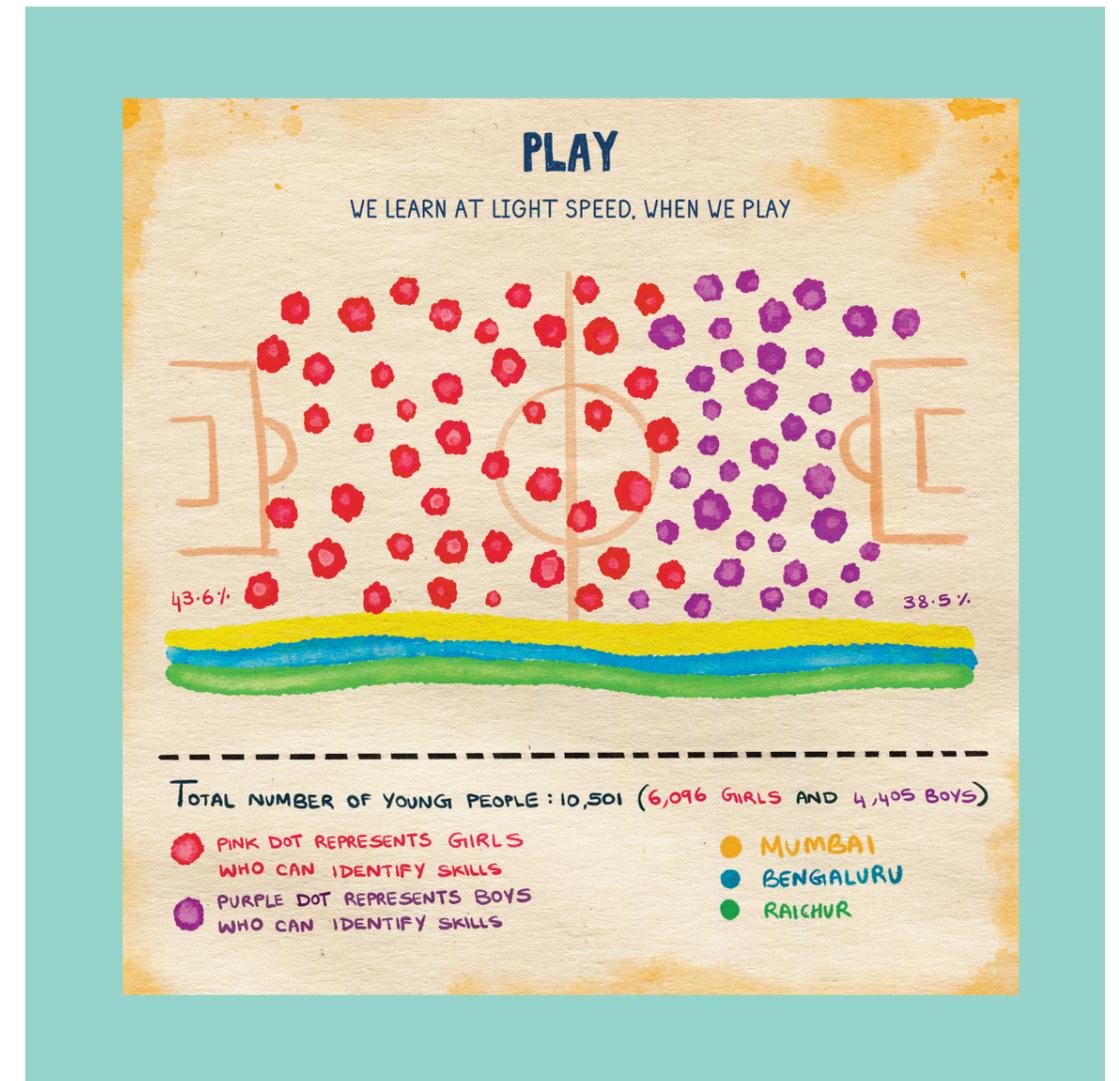
By Grade 7, digital skills are strong across genders and locations, but relationship skills remain weaker, particularly in Raichur.

## Climate change-related skills.

Girls generally lead in climate-change relationship skills, especially in Grades 5–8 across locations. Boys tend to perform better in climate-change thinking skills in the higher grades, particularly Grade 10 in Bengaluru and Raichur.

Digital skills present a mixed picture, with leadership shifting by grade and city. STEM climate skills are more often boy-led in higher grades, though gaps are usually moderate.

Bengaluru shows some of the largest girl advantages in thinking and digital skills, Mumbai demonstrates strong girl leads in relationship and digital skills in the middle grades, and Raichur remains relatively balanced, with slight boy advantages in STEM and thinking skills.



## Play / Sport-related skills.

Girls tend to lead in sports-related relationship skills (PLAY-RS), leadership and entrepreneurship (PLAY-LES), and digital skills (PLAY-DS), especially in higher grades and most strongly in Bengaluru and Mumbai.

Boys occasionally edge ahead in thinking (PLAY-TS) and STEM (PLAY-STEM), but these leads are small and inconsistent rather than systemic.

By location, Bengaluru shows the strongest girl advantages, Mumbai leans toward girls in thinking and relationship skills in Grades 8 and 10, and Raichur remains the most balanced.

## Boys as allies.

Allyship skills improve steadily with age. Boys show clear growth from Grades 5 to 10, suggesting increasing reflection and engagement over time.

By location, Raichur boys consistently lead on one measure of allyship, while Mumbai boys perform strongest on the other, particularly in the higher grades. Bengaluru boys start slightly behind but show strong gains by Grade 10, narrowing the gap.

The two allyship measures are moderately reliable across most grades, indicating they capture related but distinct dimensions of allyship. Lower consistency in Grade 10 suggests older students may interpret allyship scenarios more critically, or more variably, than younger peers.





# Impact

Mid-line insights for the Outdoor School's impact on girls, boys, skills acquisition.

## Life Skills

(Sports/Football, Problem Solving, Aspirations & Retention – 3 key life skills highlighted)

### 1. Sports / Football (Life Skills through play)

Across all four locations, football-led life skills showed strong baseline-to-midline gains. Mumbai and Goa recorded over 100% improvement for both girls and boys.

Girls gained consistently strong (49–111%), indicating football as a powerful confidence and participation lever, especially in Goa and Mumbai.

Boys outperformed girls marginally, particularly in Mumbai (132%). However, the gender gap narrowed at midline, pointing to football as an equalising platform.

### 2. Problem Solving

Problem-solving skills nearly doubled in Mumbai and Goa. Boys showed the sharpest gains (up to 128% in Mumbai and 121% in Goa).

Girls demonstrated steady and meaningful growth across all locations (55–109%). Goa girls emerged as top performers at midline.

Raichur showed balanced progress. Boys and girls improving at comparable rates, highlighted the program effectiveness even in lower-resource contexts.

### 3. Aspirations & Staying in School

Aspirations increased significantly across locations, especially in Goa and Mumbai, where both girls and boys showed 85–115% growth.

School retention improvements were strongest in Mumbai and Goa, crossing 115% growth, reinforcing the link between life skills and continued education.

In Bengaluru and Raichur, girls showed equal or higher retention gains than boys, indicating a positive shift toward sustained schooling for girls.

## Digital Skills

(Digital & Technology; AI, STEM & Data Literacy – 2 key skills)

### 4. Digital & Technology Skills

Digital literacy improved substantially across all locations. Mumbai and Goa lead this trend, where both girls and boys show 80–102% gains.

Girls in Goa and Mumbai showed particularly strong progress, effectively closing the baseline gender gap by midline.

Bengaluru recorded modest but steady gains, suggesting scope for deeper digital immersion.

### 5. AI, STEM & Data Literacy

AI/STEM skills showed one of the strongest overall growth trajectories, especially in Mumbai (111–125%) and Goa (102–115%).

Girls' gains were nearly on par with boys across all locations, reinforcing evidence of girls catching up fast in advanced digital skills.

Raichur's consistent 69–73% growth demonstrated that complex STEM concepts can scale effectively beyond metro contexts.

## Sustainable & Entrepreneurial Skills

(Entrepreneurial Mindset; Climate Change – 2 key skills)

### 6. Entrepreneurial Skills

Entrepreneurial mindset showed dramatic improvement in Mumbai, Goa, and Raichur, exceeding 95–116% growth for both genders.

Girls' entrepreneurial gains in Goa (104%) rivalled boys, indicating growing confidence among girls to imagine income-generating futures.

Bengaluru showed slower growth, suggesting entrepreneurial exposure may need reinforcement in urban contexts.

### 7. Climate Change Awareness

Climate change awareness was one of the highest-growth areas, especially in Mumbai (144–154%) and Goa (138% for both genders).

Girls showed equal or near-equal gains to boys, highlighting climate education as a gender-neutral entry point into sustainability leadership.

Raichur's steady growth confirmed relevance of climate learning even in agrarian and semi-urban settings.

## Other Findings

### Boys as Allies

In several skills (problem-solving, climate change, STEM), boys' faster gains coexisted with strong girls' progress, creating opportunities for peer-led learning and allyship models.

## Girls & Entrepreneurship

Girls in Goa, Mumbai, and Raichur showed sharp entrepreneurial growth, signalling a shift from aspiration to agency — many girls saw entrepreneurship as a viable future path.

### Skills learned through Football

Football acted as a gateway skill, accelerating not just physical confidence but also problem-solving, aspirations, and school retention, especially for girls.

In Goa and Mumbai, football-linked programs showed simultaneous gains across life, digital confidence, and aspirations, suggesting strong spill over effects.

### What Stood Out Most

Mumbai and Goa consistently emerged as high-impact locations across skill buckets.

Gender gaps reduced sharply by midline, particularly in digital, STEM, and life skills, underscoring the program's role in enabling equity.

Next, the Endline Survey will be run in February 2026, and we'll be able to evaluate the change from baseline-midline-endline.

# Bridging the Gap: Impact of Skills-Led Empowerment for Youth

A midline assessment of youth across Mumbai, Goa, Bengaluru, and Raichur reveals massive skill development gains. The data highlights a narrowing gender gap and the role of 'gateway skills' like football in driving academic retention and future aspirations.

## High-Growth Impact Areas

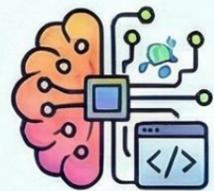
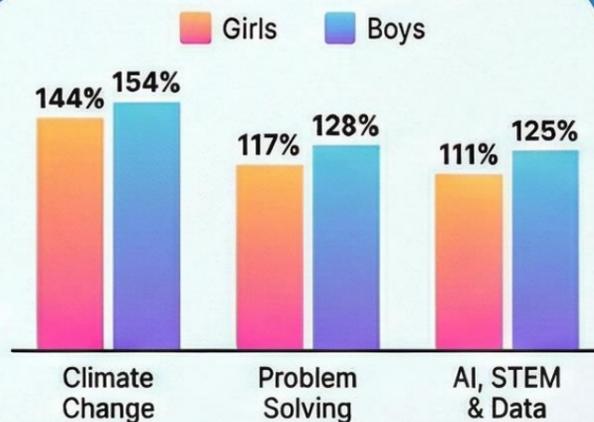


**Mumbai & Goa**

### Leading Skill Gains

These locations consistently recorded over 100% improvement across life and digital skill categories.

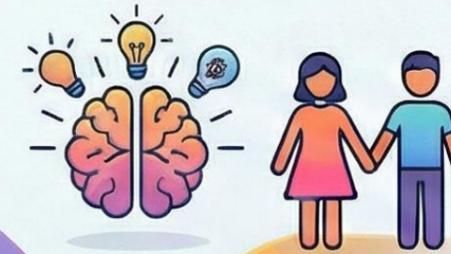
### Key Skill Growth Comparison (Mumbai)



### Digital & AI Skills Double

Advanced digital and STEM skills showed 102-125% growth in top-performing urban hubs.

## Gender Equity & Gateway Skills



### Closing the Gender Gap

Midline results show girls rapidly catching up to boys, especially in STEM and Digital Literacy.



### Football as a "Gateway Skill"

Sports participation accelerated confidence, problem-solving, and school retention for girls.

### Shift to Entrepreneurial Agency

Girls in Goa and Raichur showed nearly equal entrepreneurial mindset growth as boys.

[Mid-Line Data: Read more](#)



# Five Fridays for Volunteering.

Bengaluru.

## BT & Equinix Volunteers went the distance.

There's always so much that needs to be done. One of the questions we had for ourselves this year was, How to design a hands-on meaningful volunteering experience for volunteers and children that had results you could see, feel, understand?

'Five Fridays for Volunteering' came from that. The idea that if we could get two teams of committed volunteers, from two partners, Equinix and BT, to come out every Friday, for Five Fridays, then problems might just be solved, things would be built, children would have time with role models who have tech jobs of the present and can chat about the future. And we'd all learn from each other, see what it's like to go to school now, change just a little bit from the chaos, the collaboration.

Did it happen?

Yes.

Every Friday teams of Equinix and BT volunteers turned up. On Children's Day they turned up the volume. And through commitment across time, the volunteers perhaps unknowingly each built the framework for what could become an integrated APP that would be a storytelling app, parent-child communication tool, fix-it for school app and a tracking on how we're all doing with infrastructure, emotions, learning, skills, mental health.

The four teams used their tech skills and their builder skills. They leveled the ground to make a level playing field, planted trees, fixed the drains and water supply, overflow of water, installed solar. As they drafted and designed the tech with young people they also built the infrastructure in the school in which the tech, if you will, could play.

The last day, our kind-Shark Tank, had all of the volunteer teams and their children's teams pitching to a team of Sharks who asked good questions.

It was the sharks who asked us to put the APPs together so we could scale this across all schools in Bengaluru.

As the year comes to an end, and Five Fridays too, it's perhaps one of the quietest reminders of how to get things done, to work together.



“

“Finale Day at Shri Renuka Government High School truly felt like a celebration. As judges, we reviewed the work of four different teams, and every team brought something unique to the stage. What touched me most was the confidence the students showed while explaining their ideas. Many of them may have been nervous at the start, but today they spoke with clarity and pride. Choosing the winners was not easy because each team showed effort, creativity, and teamwork. This programme has given students a platform to believe in themselves, and that itself is a big win.” Nitin Arora – Senior Manager, Equinix IT



“

“Being part of the Shark Tank finale was a wonderful experience. The energy in the school was amazing, and the excitement of the students was contagious. As judges, we evaluated four teams, and each presentation reflected learning, hard work, and collaboration. What stood out was how students accepted feedback, explained their thinking, and supported each other as a team. Announcing the winners was difficult because everyone deserved appreciation. This experience showed how the right guidance and encouragement can help students discover their potential.” Nikhil N – Senior Manager, Equinix IT

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“Finale Day was truly special. Watching students from four teams present their work with confidence was very inspiring. As judges, our role was to listen, ask questions, and select the winning teams, but honestly, every student on that stage was a winner. The way they used technology, shared ideas, and spoke fearlessly showed how much they had grown during this programme. It was heartwarming to see students enjoy the moment and believe in their abilities. Experiences like this stay with children and help shape their future.” Shikha Raghav – Data Engineering Director, BT



# 360 degree Climate Change Communities.

From School to sustainable enterprise of her choice, Kishanganj, Bihar.



We so excited to be back in Bihar. Through the visionary support of Ashraya Hashta Trust, we're back in Bihar, in Kishanganj bringing Climate Change Enterprise Skills Education to schools for young people in Grade 6-12. And, excitingly in the same communities, building a bridge from school to sustainable enterprise of her choice, building 360 degree communities that design and act to take on Climate Change, we've kickstarted the Green Business School and Sustainable Enterprise Support for young aspiring Climate Change entrepreneurs age 18 and older.

This is how it works.

We've designed sustainable enterprise skills curricula, graphic novels, adventures, all women-led that are then printed, and read at school by young people in Grade 11 and 12. Young people read the graphic novels and have five day action-research projects they complete through visiting and mapping new sustainable enterprises that solve for Climate Change, such as founding an organic honey company, an integrated organic farming and farmer information, tech, fix-it company or a solar servicing and Upcycling enterprise.

Young people read the stories, and then go for five day adventures outside of school to research the efficacy of these businesses where they live in Kishanganj, Bihar.

Meanwhile while Grade 11 and 12 are digging deep to find out more about what works with green enterprises (and what doesn't), young people in Grade 6-10 are learning integrated life skills and sustainable enterprise skills through stories, games and action-research projects in their communities.

At the same time, in the same 'school communities' young people age 18 and older, have been completing Green Business Schools. Young people sign up to Green Business Schools which are like a tour de force of the vertical they are

excited about - solar, scrap, organic farming, sustainable packaging to replace plastic (leaves, rice sacks, up cycled cardboard). Young people take off on a guided tour of seeing these enterprises in action, meeting entrepreneurs and doing their own research on integrated business models, Plan A + B + C + D, businesses that solve for climate change, so all producer companies, and while they solve for Climate Change and produce something to solve for it, these are also businesses that they might like to start.

After young people have completed as many green business schools as they are interested in, they then go into research teams with Going to School teams, to research and write and create cash-flows, for all of the integrated businesses they'd like to start.

These business plans are then read by experts. They give us feedback. We go back to the the drawing board and fix the leak.

Then young people in closed-door sessions have deep conversations with sector experts about their businesses.

What happens next?

The committee decides if they should be supported. Meanwhile young people apply for subsidies, support, and then with everyone helping, they start-up.

Going to School teams visit every month to monitor and report on impact and to help with any challenges they might be having. Next year, we'll have young people going from Grade 12 to Green Business Schools and Starting up. And! Young people who have been supported by us, going to schools to talk to young people while we race to make their graphic novel stories the new stories that young people are reading and studying and visiting, while they're in school.



## Top 10 exciting integrated businesses that can solve for Climate Change.

**1. Temple Flower Waste Repurposing & Banana Leaf Packaging Enterprise** Converting sacred temple flowers into eco-friendly mosquito repellents and organic textile dyes, while providing sustainable banana leaf packaging solutions for the food service industry and replacing harmful plastic fruit trays with biodegradable paper alternatives.

**2. Hydroponic Farming, Mushroom Farming & Composting Enterprise** Premium hydroponic vegetables, button and oyster mushroom cultivation, with integrated vermicompost production.

**3. Fix-It Integrated Multi-Service Repair & Technology Solutions** Comprehensive repair services from bicycles to tractors, mobile phones to solar panels, with IoT-enabled predictive maintenance and technician training programs.

**4. Solar + Agriculture + Recycling – Integrated Renewable Energy & Farming Enterprise** Rooftop solar installation with subsidies, solar pump solutions, panel recycling, and agricultural advisory with organic fertilizer and biogas production.

**5. Banana Power – Farm to Products Integrated Banana Enterprise** Multiple banana varieties cultivation, fiber extraction for textiles, and banana chips manufacturing with

zero-waste utilization.

**6. Upcycled Paper & Packaging Enterprise** Handmade paper from agricultural waste including rice straw, bagasse, and water hyacinth, plus upcycled notebooks and sustainable cardboard packaging.

**7. Circular Materials & Sustainable Packaging Enterprise** Plastic-free packaging alternatives including leaf-based plates, bagasse containers, bamboo cutlery, upcycled bags, sanitary pads, and pet products.

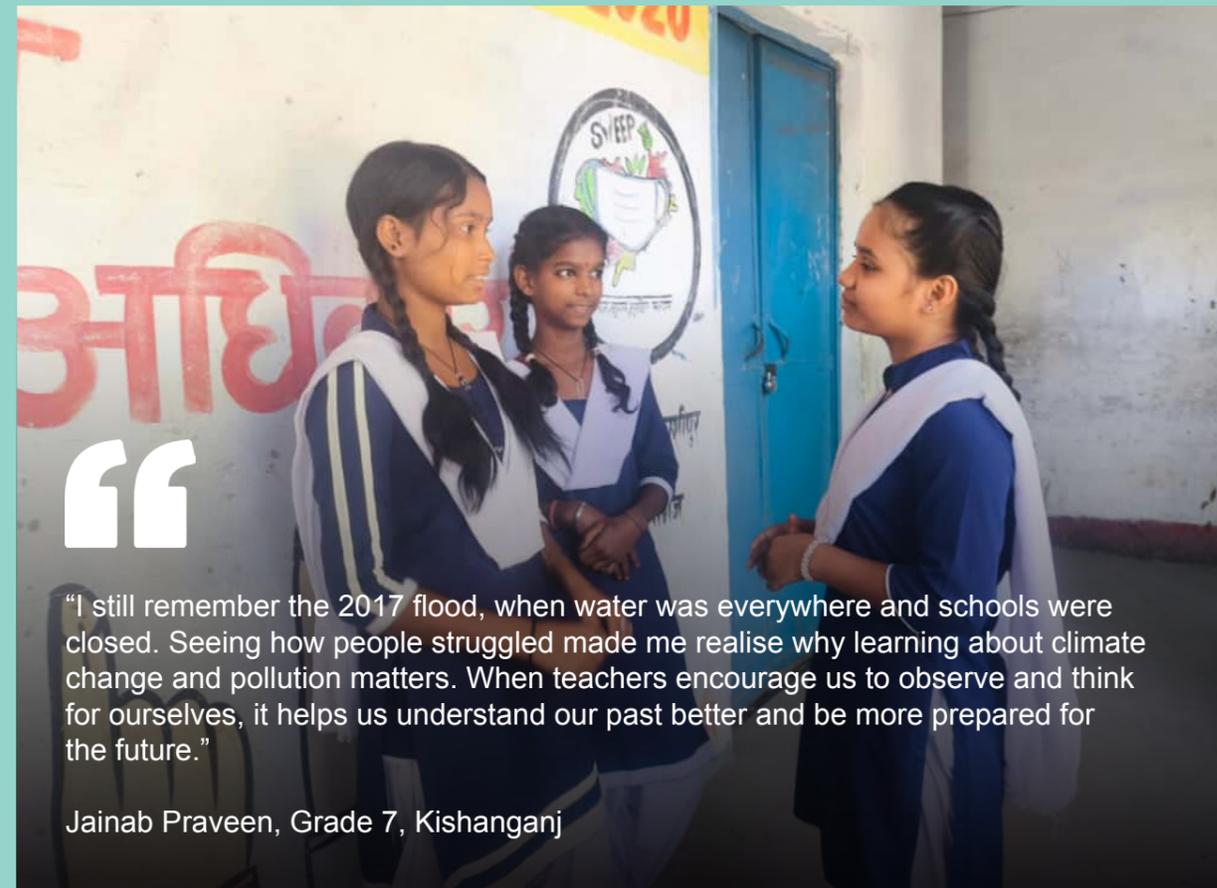
**8. Solar Agri-Processing & Clean Farming Enterprise** Solar-powered drying facilities creating value-added dried products, instant mixes, and specialty items, supported by organic bio-fertilizer production.

**9. Green E-Fix-It – Rural Technology & Clean Energy Hub** Agricultural drone services, pump and machinery rental with repairs, digital advisory, EV charging infrastructure, and biogas systems with biomass production.

**10. Vertical Forests, Farms & Sustainable Agriculture** Vertical forests for urban cooling, vertical farms for premium produce, climate-controlled greenhouses, water conservation systems, urban composting, community gardens, and sustainable agriculture training for rural farmers.



**Pitch it! 18 young entrepreneurs presented their enterprises for support at the Dr. Kalam University to an audience of 200 children.**



“

“I still remember the 2017 flood, when water was everywhere and schools were closed. Seeing how people struggled made me realise why learning about climate change and pollution matters. When teachers encourage us to observe and think for ourselves, it helps us understand our past better and be more prepared for the future.”

Jainab Praveen, Grade 7, Kishanganj



“

“From Viola’s story, I learned that being udhamī means thinking for others, not just for yourself. When we made field notes and learned how leftover food can become compost, it felt like a small idea, but one that actually helps people, animals, and the land.”

Doli Kumari, Grade 8, Kishanganj



# LifeSkills

Barclays' Life Skills programme brought life skills for the future of work to school in Mumbai, Delhi, Chennai, Pune and Kishanganj, Bihar.





## **Barclays LifeSkills Programme.**

*Mumbai. Pune. Chennai. Delhi. Kishanganj, Bihar.*

Barclays LifeSkills Programme was designed to be implemented in Government Schools in local languages. Most Government Schools in India do not have functional computer labs. Going to School has been running LifeSkills programs in Government Schools for more than 15 years. With the understanding that while equipping young people with LifeSkills, Digital Skills and Ai was the goal; the delivery of the programme in Government Schools, during school hours, would therefore need to be both in print (offline) and later that same week, to add in digital and AI skills learning, when Going to School teams brought laptops and tablets to school for young people to use.

## **LifeSkills Curricula (Content) & Implementation.**

Going to School created bespoke content for the Barclays LifeSkills Programme.

A series of scrapbooks, games, were designed and tested with young people, translated into local languages Hindi, Marathi, Tamil, printed and given to young people at school.

The LifeSkills programme was delivered in person, during school hours.

Going to School teams went to school every other day of every week that schools are open, teams go to school to introduce the LifeSkills challenge for that week. Challenge one for example, asks young people to make a map of their own LifeSkills and write down what they'd like to do when it comes to going to work. Then for homework, taking their scrapbooks home, young people were asked to interview their families to identify the skills they use for work. And also to ask their families, "What work would you like me to do when I finish school?" Documenting if that is the same, or different, from what their families wanted them to do. Then back at school on day two of that week, Going to School teams give young people laptops and tablets, to be able to further map, research and design, and share the life skills they identified. Using their digital skills.

The next Challenges move from identifying Guilds, and the skills, values that have made Guilds successful across time, and then adding in research with Ai.

The curricula provided a foundation in the LifeSkills young people will need for the future of work and how to use their LifeSkills to navigate an ever-changing workplace with Ai. The curricula challenged young people to identify the jobs that will be replaced by Ai, the jobs that will be ameliorated by Ai and the jobs that will never be replaced by Ai, the perennial future of work.

The LifeSkills program was implemented in Government schools in four cities, Delhi, Mumbai, Pune, Chennai and one rural district, Kishanganj, Bihar.

## Skills @ Work

Young people decided what they wanted to do in terms of work, mapped their life skills and talked to their families about the life skills they use to do the work they do.

LifeSkills that young people identified and we measured.

*Self-awareness, critical thinking, creative thinking, analytical reasoning, emotional regulation, empathy, civic responsibility, time management, active listening, documentation, confidence, relationship management, curiosity, inquiry, learning from failure, innovation skills, observational skills, building rapport, communication, constructive feedback, attention to detail, and art-design-presentation.*

### LifeSkill. Self-Awareness.

Self-awareness emerged as a central life skill that young people identified in conversation with their families about the work they do. This is the life skill families value and would like young people to learn. The interlined life skills of critical thinking, creative thinking and analytical reasoning were also identified playing an important role in how young people reflect on who they are, their identities, and the skills they have and can hone to achieve their career-futures.

Kishanganj recorded the highest combined self-awareness ( $\approx 35\text{--}37\%$ ), showing strong introspective tendencies in both genders, with girls scoring higher. This reflects the ability of young women in particular to apply critical thinking and analytical reasoning when considering their own identity and future career pathways.

Delhi also ranked high ( $\approx 38\%$ ), showing a nearly balanced gender distribution. Here, both girls and boys demonstrated creative thinking and problem-solving, linking their sense of self to possible new possible career choices that they might not yet have heard of. Young people in Delhi in this program exhibit an open minded approach to new kinds of work, despite what their parents want for them, illustrating readiness, adaptability, even excitement of a world of work with AI. Delhi, India's capital, it would seem would of course provide the context, and visible experience of these new careers and therefore young people would reflect the same as they see potential, while Kishanganj, Bihar, a rural district, has very few employment options or careers and so young people can't yet see a 'new' future of work for themselves.

Mumbai presented a notable gender gap, with boys showing significantly higher self-awareness than girls. This points to stronger outcomes in critical and analytical reasoning among boys in India's maximum city, where perhaps the family values of boys and men working, mean that girls need more support to engage deeply with reflective skills that are vital for career readiness, making a school to work life plan.

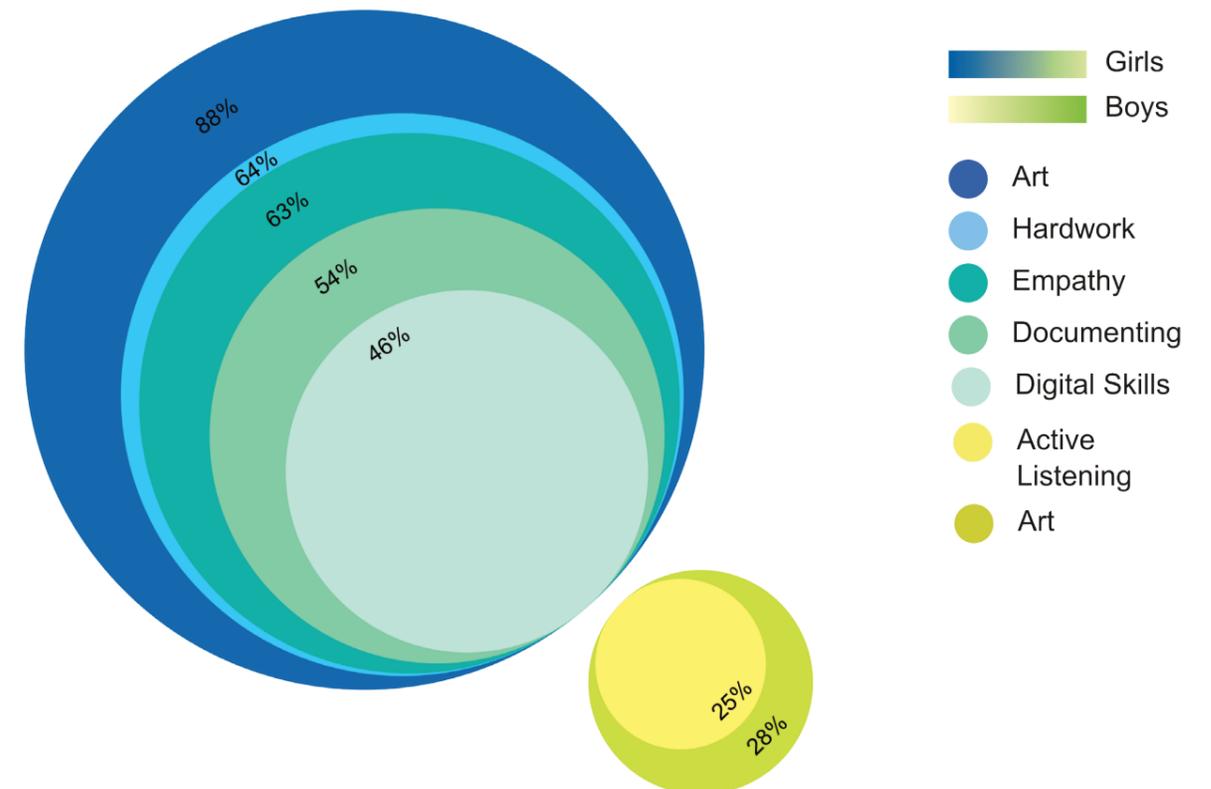
Pune showed the lowest overall self-awareness ( $\approx 8\%$ ). This could be context the schools we are implementing in the medium is Marathi, and that is the requirement when implementing in Government schools, yet many of the young people are not fluent in Marathi. The gap in reporting of strong self-awareness in Pune indicates a need for

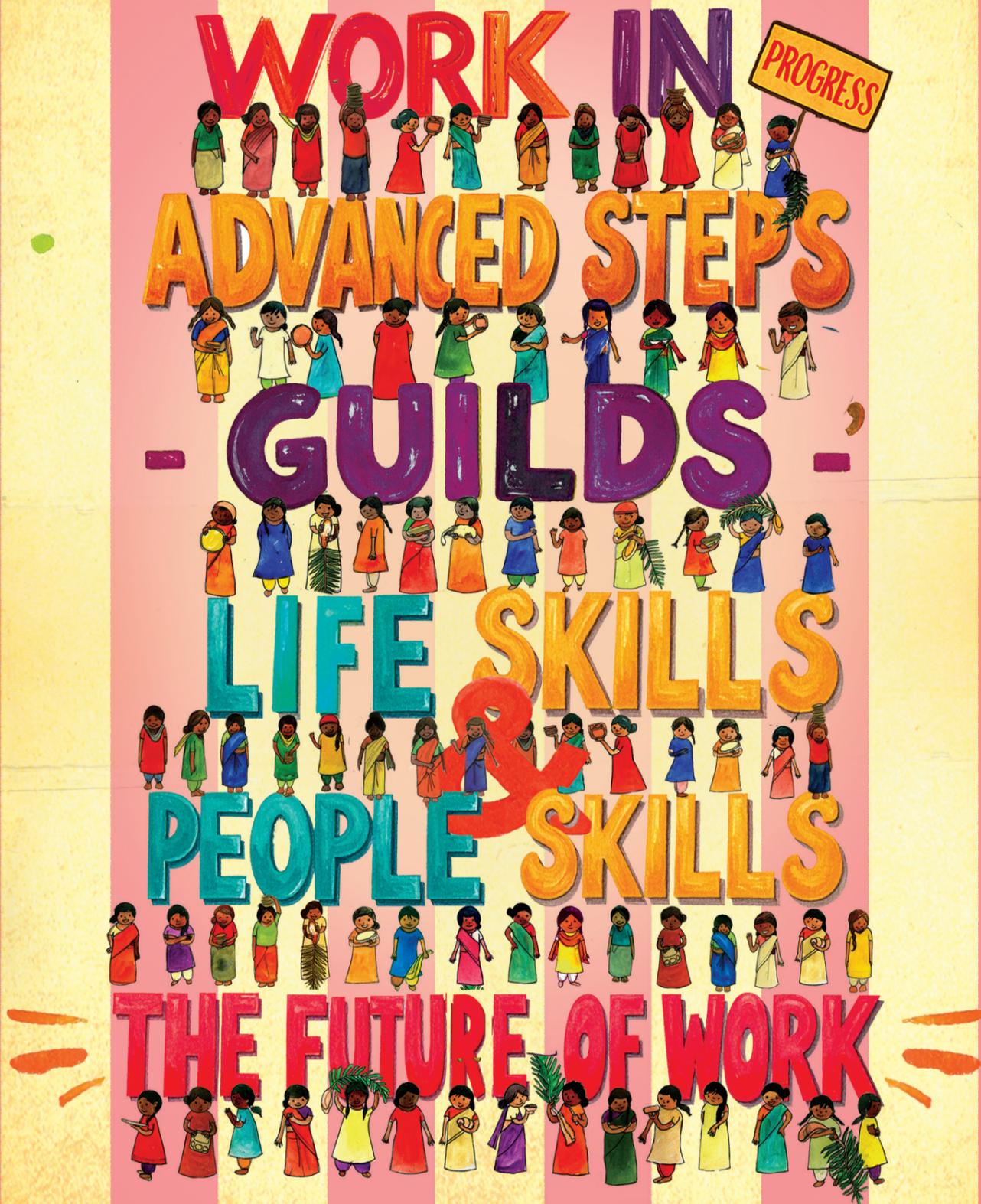
Going to School to create specific life skills and career curricula for Pune, in multiple languages, so that young people can better understand their own strengths in relation to work and hope for a better report on life skills for Pune in the next report.

Across all locations, more girls than boys were assessed (827 vs. 539). While boys demonstrated a higher percentage of mastery (64.7% vs. 57.6%), girls had a greater absolute number of individuals who achieved mastery. However, girls also appeared more frequently in the "Not Mastered" category, suggesting that while more girls engage with the programme, boys demonstrate stronger proportional outcomes. These gender-based differences in reflective skills highlight the importance of supporting both girls and boys to build emotional literacy, critical self-reflection and analytical reasoning as part of career readiness and in the case of Pune, to introduce location specific career examples and multi-lingual content.

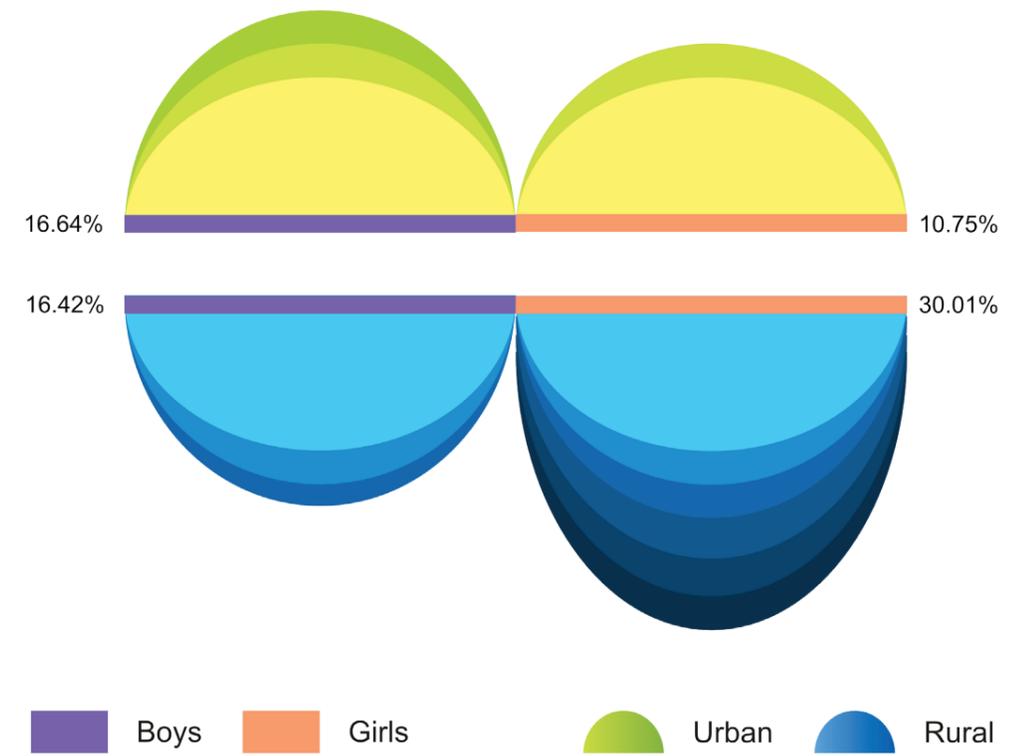
### Life Skills Overall.

Girls consistently outperformed boys in nearly every category. Girls exhibit notably higher counts in skills such as Art (88), Empathy (63), Hard Work (64), Documenting (54), and Digital Skills (46), suggesting broader exposure or recognition of these competencies in their environments. In contrast, boys are only represented in two categories, Active Listening (25) and Art (28), indicating either limited observation or genuine gaps in skill development opportunities. The dominance of girls across diverse skill sets like Communication, Caring, Inquiry, and Creativity points to a more holistic nurturing of interpersonal and cognitive abilities, while the absence of data for boys in most categories raises questions about gendered expectations from families, sampling scope, and/or instructional emphasis from our teams.

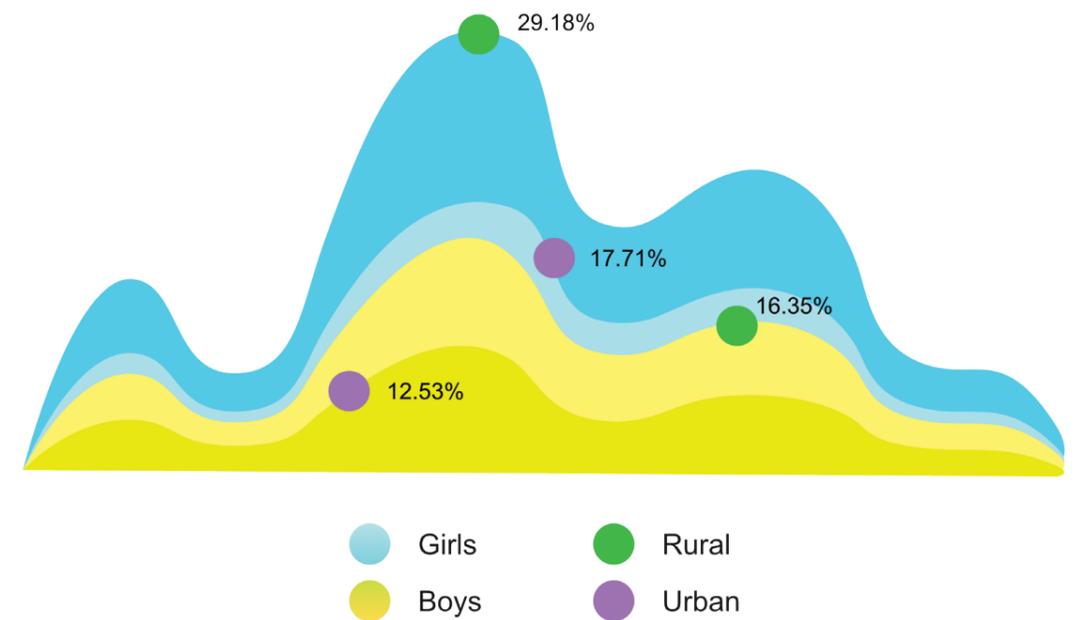




Urban and rural (girls & boys) percentage of each that identified guilds correctly



Urban, rural, girls, boys, percentage of each that learned digital skills correctly



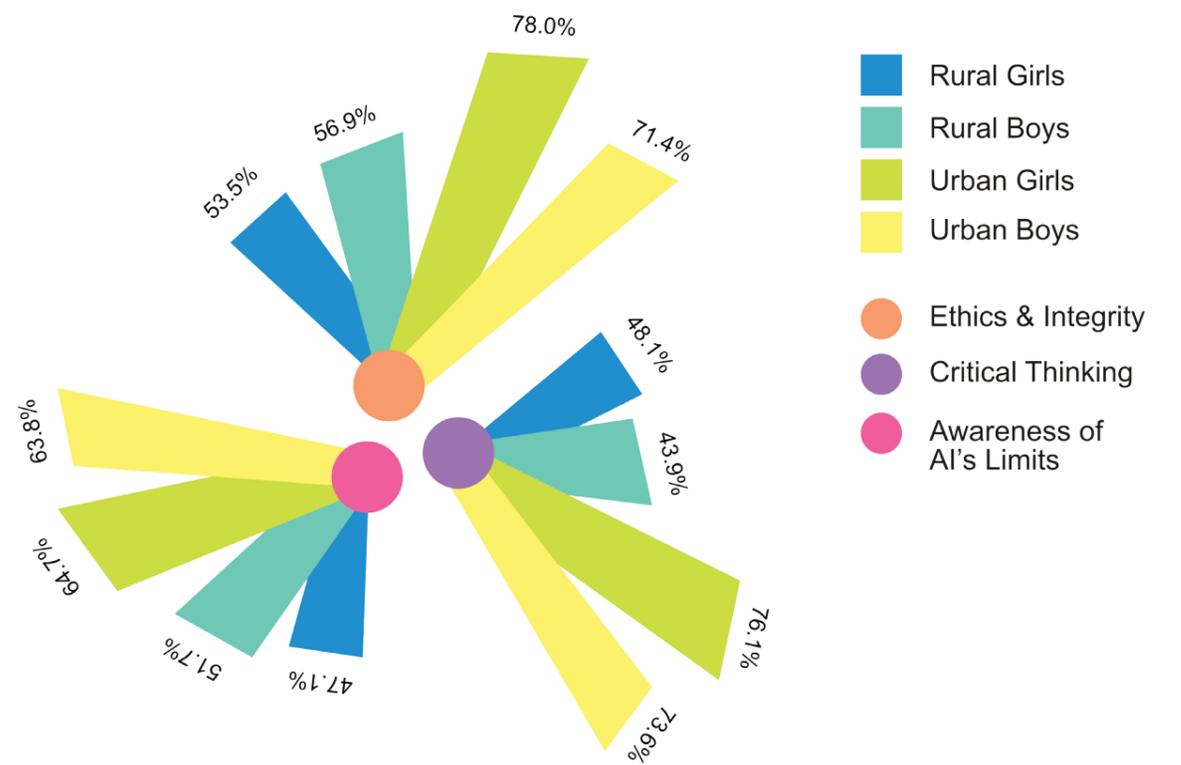
# THE FUTURE of WORK

*What will AI do to the Future of Work?*  
*What are the careers that will survive AI?*

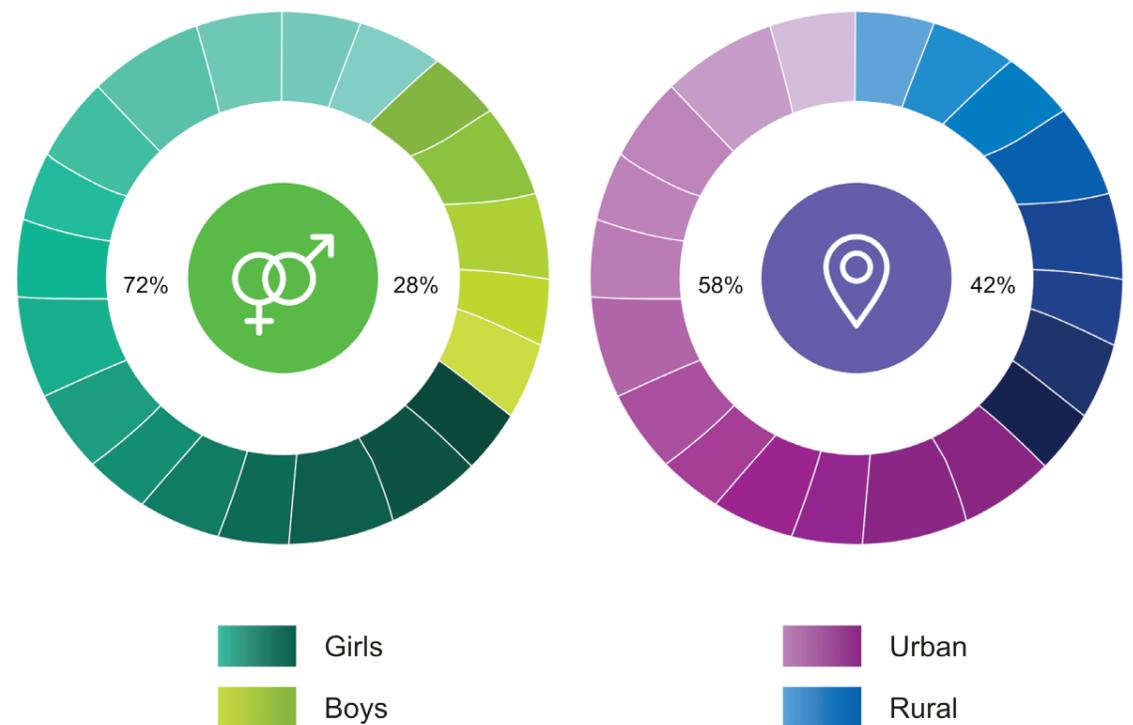
*What will we always need?*

*Let's do our Research and find out!*

Correct AI Understanding by Gender and Location



Who Leads in Ethical and Critical AI Use?





Aanchal, age 14, goes to school in Grade 9 in New Delhi. Aanchal told us that the Barclays Life Skills programme helped her see her future in a bright new light. She explains, “I’ve always loved to cook but I never thought it could be a job and a job that is future-proof when it comes to being replaced by AI.” Seemingly in awe of her own discovery, Aanchal adds that her parents always said “pursue whatever you wish for”, but it was only through researching ‘being a chef’ as one of the four choices she had for the future of work that she realised what she enjoys doing at home can be a future-proof career.

Aanchal did her research. She searched online. She ordered her information. She found a chef she could go interview and she did just that. Aanchal told us about the life skills her action-research and interview have discovered. “Chefs have to make quick decisions, if something burns, doesn’t seem right, they need to quickly make a change, make it again, find another way, they need to communicate clearly with their team, you are not a Chef alone, everyone has a part to play and it all falls apart if communication also falls apart.” Aanchal was fascinated by the specific roles and responsibilities of each team member. “It’s like what a well-run office must be,” Aanchal imagines.

To do her ‘Chef’ research Aanchal used her digital skills and learned how to use AI prompts, website verification, and how to identify keywords effectively. “I love to cook and it was surreal to me using AI for the first time was the most exciting part of this project, I mean imagine researching what you know you already like and using AI? And then finding out AI can’t replace what you love doing.” Aanchal pauses to put her thoughts together: “Cooking skills cannot be replaced by AI because cooking requires customisation according to what people want to eat, taste.” Still, she sees AI as a useful partner for chefs through “recipe suggestions, trusted brands and correct temperatures.” For Aanchal, becoming a chef is future-proof, creative and deeply personal: “You’ll always have to be human to be a good chef.”

Aanchal, Grade 9, New Delhi

“

You’ll always have to be human to be a good chef.





# The Climate Enterprise Action Fund.

Building Climate Solutions from the Ground Up. Supporting Women to Start up in the City to solve for Climate Change.



JP Morgan.

*A synopsis of what we've learned and the report we're finalizing to share.*

Over the past year, we've witnessed something remarkable in Mumbai and Bangalore. Amidst the chaos of urban India — the traffic, the infrastructure gaps, the mounting pressures of climate change — women are stepping forward with solutions. Not theoretical ones, but practical, everyday enterprises that are reshaping how our cities manage waste, mobility, water, and energy.

This work began with a simple question: what do women actually need to start climate-focused businesses in Indian cities? Not what we think they need, but what they tell us they need. The answer, as it turns out, isn't simple at all. It's layered, interconnected, and deeply tied to the realities of women's lives in urban India.

## The Skills Gap

First, there's the question of skills. The women we work with aren't starting from zero — they bring resourcefulness, community knowledge, and often years of informal sector experience. But translating that into viable green enterprise requires a specific kind of business literacy. Through our Green Business Schools, we've learnt that teaching isn't enough. Women need to experience business models, to see them work, to understand not just the 'how' but the 'why' behind sustainability.

What does this look like in practice? It's women learning to research markets, not just products. Understanding financial planning as a tool for independence, not just accounting. Developing business plans that account for the messy realities of urban supply chains, unreliable infrastructure, and seasonal demand. It's practical, it's hands-on, and critically, it's designed to meet women where they actually are — not where textbooks assume they should be.

## The Support Ecosystem

But skills alone don't create successful businesses. Women face a labyrinth of challenges that male entrepreneurs simply don't encounter in the same way. Mobility constraints. Caregiving responsibilities that don't pause for business meetings. Social norms that question their right to be in certain spaces, doing certain work. Family dynamics that can either enable or stifle their ambitions. This is where ongoing support becomes not just helpful, but essential. We've built a model that provides women with problem-solving guidance during critical moments — when a supplier falls through, when family pushback threatens to derail everything, when the gap between plan and reality feels insurmountable. Equally important, we connect women to each other. The peer networks that form through this programme become support structures that outlast any formal intervention. These aren't just networking opportunities; they're communities of practice where women share solutions, resources, and crucially, the emotional labour of building something new whilst navigating everything else life demands.

## The Finance Challenge

Then there's finance — perhaps the most obvious barrier, but also the most complex. Women entrepreneurs face what economists politely call 'credit constraints'. In reality, it's a system that systematically undervalues women's economic potential. Banks want collateral women don't have. Government schemes exist but remain frustratingly inaccessible. Grants come with requirements that assume levels of formalisation many women haven't achieved yet. Our approach has been to create pathways, not shortcuts. We help women build the financial literacy and documentation they need to access formal financing. We connect them to schemes and grant opportunities, yes, but more importantly, we help them understand what funders are actually looking for and how to position their busi-

nesses accordingly. Some women access small grants to start. Others secure loans for expansion. What matters is that finance becomes achievable, not mythical.

## Market Linkages: The Make-or-Break Factor

Here's what we've learnt: you can have the best-trained, best-funded entrepreneur in the world, but if they can't access markets consistently, the business will fail. For women in climate enterprise, market access is doubly challenging. Green products and services often require customer education. Supply chains for raw materials can be unreliable. And breaking into established networks — waste management systems, corporate procurement, government contracts — requires connections women are often systematically excluded from.

We've focused on building bridges. Connecting women to procurement officers in corporates, to municipal bodies managing waste and mobility, to digital commerce platforms that can expand their reach beyond their immediate neighbourhoods. It's not glamorous work, but it's transformative. When a woman running a composting business secures a contract with a housing society, that's not just one sale — it's proof of concept that opens doors to ten more societies. When a mobility entrepreneur partners with a delivery company, that's steady revenue that allows her to hire, to invest, to grow.

## What We're Really Building

This work is about more than individual success stories, though those matter enormously. We're trying to shift something more fundamental. When women become visible as entrepreneurs, as climate solution providers, as job creators — not despite their other responsibilities but alongside them — it challenges assumptions about who belongs in economic life.

When communities see women running successful businesses, it changes what's possible for the next generation of girls.

And for cities themselves, these women-led enterprises represent a different model of climate action. Not top-down mega-projects, but decentralised, community-embedded solutions that respond to local needs. A network of small waste management enterprises is more resilient than a single municipal contract. Women-run mobility services understand the safety concerns other providers ignore. Green businesses rooted in neighbourhoods adapt faster when conditions change.

The climate crisis demands urgent action, yes. But it also demands the kind of thoughtful, embedded, people-centred solutions that emerge when we invest properly in women's economic agency. Skills, support, and finance aren't just inputs into a programme model — they're recognition that women's potential to address climate change is limited primarily by structural barriers, not by capability or ambition.

What we're learning in Mumbai and Bangalore is that when you remove those barriers systematically — when you provide the right combination of business skills, ongoing support, access to finance, and market linkages — women don't just participate in the green economy. They help create it. And in doing so, they're building climate solutions that our cities desperately need, whilst reshaping what's possible for women in urban India.

This is only the beginning. But it's a beginning worth investing in.

# Our Financials.

Inflow of Funds (FY 2024-25)	Amount in INR in Lakhs
Donation/Grants from Corporate	515.31
Donation/Grants from Foundation	240.85
Donation/Grants from Government Funders	-
Contributed by Individuals	
Income from Investments	11.47

## GOING TO SCHOOL FUND BALANCE SHEET AS AT MARCH 31, 2025

SCHEDULE	Amount in INR	
	AS AT 31.03.2025	AS AT 31.03.2024
<b>SOURCES OF FUNDS</b>		
TRUST FUND	20,83,850	49,07,015
FIXED ASSETS FUND	75,13,763	1,01,90,123
EARMARKED FUNDS	1,76,68,298	3,02,85,720
<b>TOTAL</b>	<b>2,72,65,911</b>	<b>4,53,82,858</b>
<b>APPLICATION OF FUNDS</b>		
FIXED ASSETS	75,13,763	1,01,90,123
CURRENT ASSETS, LOANS AND ADVANCES		
Current Assets	2,18,52,827	3,36,55,631
Loans and Advances	15,68,276	31,79,317
<b>(A)</b>	<b>2,34,21,103</b>	<b>3,68,34,948</b>
Less: CURRENT LIABILITIES		
Sundry Creditors	26,93,255	5,81,479
ESI and PF Payable	8,575	12,226
TDS Payable	9,67,125	10,48,508
<b>(B)</b>	<b>36,68,955</b>	<b>16,42,213</b>
Net Current Assets (A-B)	1,97,52,148	3,51,92,735
<b>TOTAL</b>	<b>2,72,65,911</b>	<b>4,53,82,858</b>

### ACCOUNTING POLICIES AND NOTE ON ACCOUNTS

As per our report of even date attached

For Adeesh Mehra & Co.  
Chartered Accountants  
Firm Regn. No. 008582N

*Adeesh Mehra*

Adeesh Mehra  
Proprietor  
M.No.87366

Place : New Delhi  
Dated : 18th August 2025



For Going To School Fund



*Hemant Khandelwal*

HEMANT KHANDELWAL  
Managing Trustee

Place : New Delhi  
Dated : 18th August 2025

## GOING TO SCHOOL FUND INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED MARCH 31, 2025

SCHEDULE	Amount in INR	
	FOR THE YEAR ENDED 31.03.2025	FOR THE YEAR ENDED 31.03.2024
<b>A. INCOME</b>	<b>6</b>	
<b>Income towards Earmarked Funds</b>		
Grants received from Companies under CSR	5,15,30,720	9,10,27,074
Other Specific Grants	2,30,29,500	1,47,83,400
Interest Income	-	40,057
	<u>7,45,60,220</u>	<u>10,58,50,531</u>
<b>Income towards General Fund</b>		
Other Income	10,55,670	1,96,365
<b>Interest Income</b>		
Interest Income	11,47,329	21,80,971
Less: Transferred to Earmarked Funds	-	40,057
	<u>11,47,329</u>	<u>21,40,914</u>
<b>TOTAL</b>	<b>7,67,63,219</b>	<b>10,81,87,810</b>
<b>B. EXPENDITURE</b>		
<b>Expenses towards Earmarked Funds</b>		
-Administration Cost	1,94,29,112	2,11,49,621
-Program/Workshop Cost	6,00,54,514	8,34,68,835
-Depreciation	31,85,421	28,87,785
	<u>8,26,69,048</u>	<u>10,75,06,240</u>
<b>Expenses towards General Fund</b>		
-Administration Cost	16,89,077	45,87,285
-Program/Workshop Cost	39,91,826	38,13,590
-Depreciation	1,08,723	2,43,618
	<u>57,89,627</u>	<u>86,44,493</u>
<b>TOTAL</b>	<b>8,84,58,674</b>	<b>11,61,50,733</b>
Excess/(deficit) of income over expenditure for the year	(1,16,95,455)	(79,62,923)
Less: Transferred to Earmarked Funds	(81,08,828)	(16,55,709)
Less: Transferred to Earmarked Funds Balance transferred to trust fund	(35,86,627)	(63,07,214)

### ACCOUNTING POLICIES AND NOTE ON ACCOUNTS

As per our report of even date attached

For Adeesh Mehra & Co.  
Chartered Accountants  
Firm Regn. No. 008582N

*Adeesh Mehra*

Adeesh Mehra  
Proprietor  
M.No.87366

Place : New Delhi  
Dated : 18th August 2025



For Going To School Fund



*Hemant Khandelwal*

HEMANT KHANDELWAL  
Managing Trustee

Place : New Delhi  
Dated : 18th August 2025

# Our Supporters.



Ashraya Hashta Trust supports Going to School's Climate Change Education Programme in Schools in Kishanganj, Bihar. Made possible through an MOU with the Government of Bihar to implement in Government Schools. In the same school communities, Ashraya trust supports the Youth Venture Fund to support young people age 18+ to start enterprises that solve for Climate Change.

*Kishanganj, Bihar.*



Barclays LifeSkills Programme runs in Government Schools in Delhi, Mumbai, Pune, Chennai and Kishanganj, Bihar, bringing LifeSkills for the present and future of work to young people in Government Schools.

*Mumbai, Pune, Delhi, Chennai, Kishanganj, Bihar.*



BT supports Going to School's The Outdoor School for Girls to equip girls (and boys) with digital skills through stories, action-research and technology. With alternate days of football in this life skills programme, girls and boys learn dynamic schools outside, at school and online.

*Bengaluru, Mumbai.*



The British Asian Trust support's Going to School's Outdoor School for Girls to bring life-changing digital skills to girls and boys in Government Schools.

*Bengaluru, Mumbai.*



Echidna Giving supports Going to School to equip girls and boys, as allies to girls, with life skills across all of Going to Schools programmes.

*Bengaluru, Raichur, North Karnataka; Mumbai, Pune, Delhi, Chennai, Goa, Kishanganj, Bihar.*

## EQUINIX FOUNDATION

Equinix foundation supports girls (and boys) learning digital skills through the Outdoor School.

*Bengaluru, Mumbai.*

## J.P.Morgan

JP Morgan supports the Climate Enterprise Action Fund to equip women with the sustainable enterprise skills they need to start-up to solve for Climate Change in the city.

*Bengaluru, Mumbai.*

Oracle supports Going to School's The Outdoor School for Girls to equip girls with life skills through stories, games, action-research and girls making their own sticky TV.

*Bengaluru, Mumbai, Raichur, North Karnataka.*



OFSS supports girls to learn STEAM, STEM and Digital Skills through the Outdoor School through curricula, practice and STEAM hackathons.

*Bengaluru, Mumbai.*



The Government of Bihar partnered with Going to School to implement Be an Entrepreneur and Get a Plan from 2012-2023. Excitingly the Government of Bihar supports Going to School programme implementation again, for the next five years, for eight districts in Bihar, beginning in Kishanganj.



The Government of Karnataka supports Going to School to implement the Outdoor School for Girls, skills and football, in Bengaluru, Raichur and five new rural districts for the next three years.

Going to School  
INDIA

