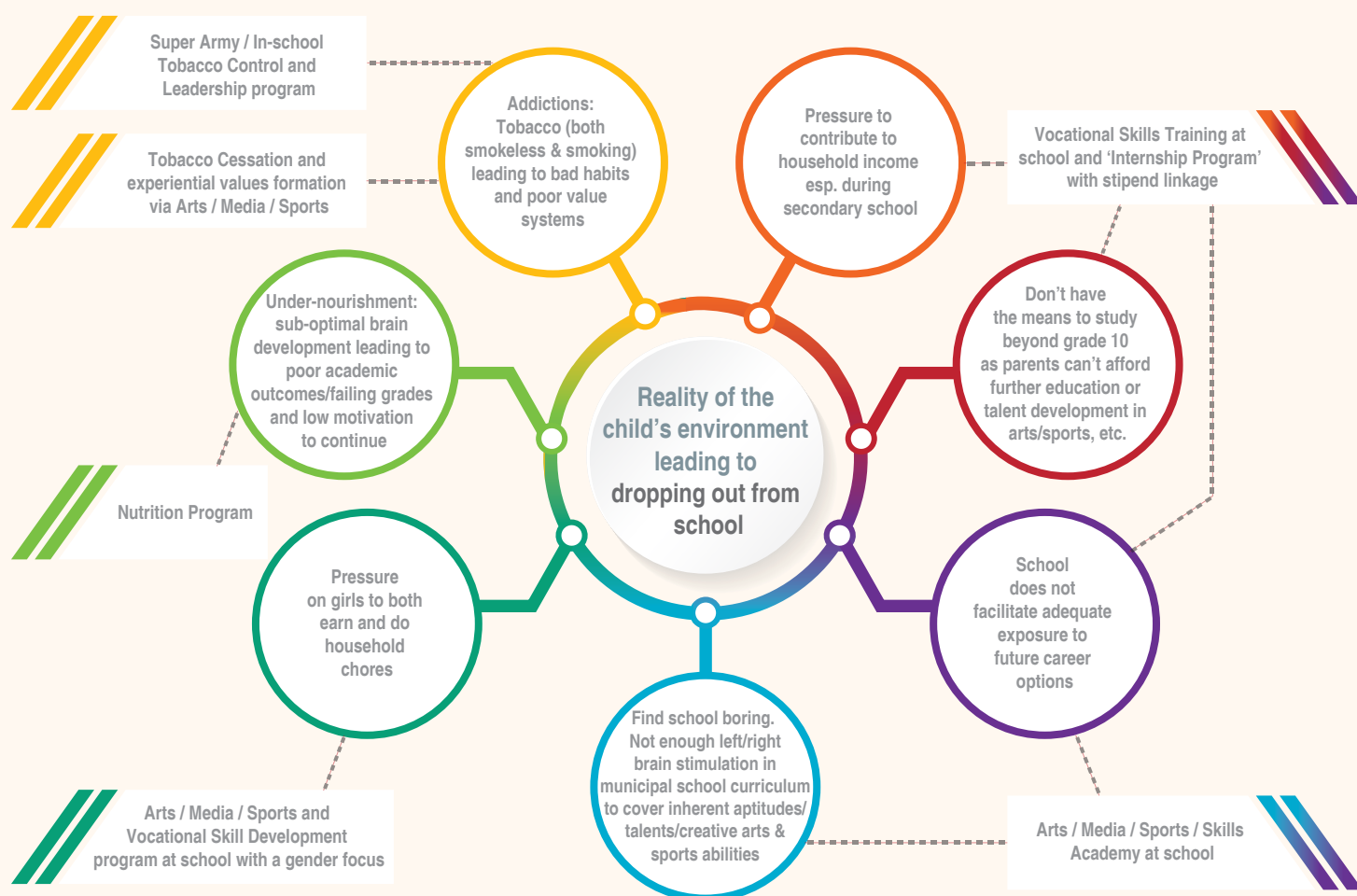


# SBF MODEL

## IDENTIFYING EFFECTIVE INTERVENTIONS

Salaam Bombay Foundation's programmes are uniquely created to address the challenging environment which low-income adolescents face. Salaam Bombay Foundation intervenes on all the triggers which cause at-risk, neglected adolescents to drop out of school, so they're not denied the chance to have a bright future. The result: motivated, confident adolescents equipped with the tools to make better decisions for their health, education and livelihood.





## INTRODUCTION :

### THE REAL IMPACT OF THE SBF MODEL IN KEEPING AT-RISK CHILDREN IN SCHOOL

Salaam Bombay Foundation (SBF) believes that **a child in school has a future**. 36.37% of children in India drop out by the 8th grade<sup>1</sup>. Salaam Bombay works with these "at-risk" children between the ages 12 to 17, identifying the reasons for drop out and tackling those triggers. The Foundation uses child-friendly innovative tools of development with the aim of encouraging adolescents to remain in school and pursue their education, while keeping them future-focused and motivated. Project Résumé - our Arts, Sports, Media and Vocational Skills Training academies and initiatives - helps these adolescents develop both life and technical skills needed to conquer their challenges on multiple fronts, learn skills that enable them earn part-time without dropping out of school and increase their chances of securing sustainable income generating careers in the future. According to the National Sample Survey<sup>2</sup> (NSS) findings, many students who discontinue education do so because they are 'not interested in education' as they find school "boring" and "uninspiring". Therefore, SBF's programmes are integrated within and before/after the daily school schedule, making it the highlight of the school day and motivating adolescents to come to school. The Super Army - our tobacco control programme - develops refusal skills to keep them away from substance abuse, tobacco in particular and hones their leadership skills that they may act as agents of change. The model ensures outcomes on three fronts :

- ◆ Staying in school and continuity of education
- ◆ Career exposure and orientation
- ◆ Purposeful part-time or opportunity based income generation for supporting higher education and supplementing household income

We have received and recorded several case studies of the lives changed and success accrued by implementing the SBF programmes across 61 schools in 2017-18 and almost 5,000 students who are engaged with us annually in Mumbai. To quantify the effects of our model within the monitoring and evaluation process of SBF programmes, a Logical Framework Approach (LFA) was formulated<sup>3</sup>. The LFA also aimed to identify various outcomes the model has had across SBF programmes. Outcome indicators were further identified which corresponded to the triggers (of school dropouts).

A survey method tool was used for our alumni (Project Résumé graduates) and the existing students who are a part of the programme. Our findings have been analysed and presented in the following pages.

**Overall, we found that 92% of the alumnus since 2012-13 are still pursuing education. Additionally, the full-year school attendance in 2017-18 of SBF adolescents was 85%<sup>4</sup>, against just 72% for those outside of the programme.** Thus, SBF initiatives add value and keep at-risk youth engaged and interested in school.

## IMPACT :

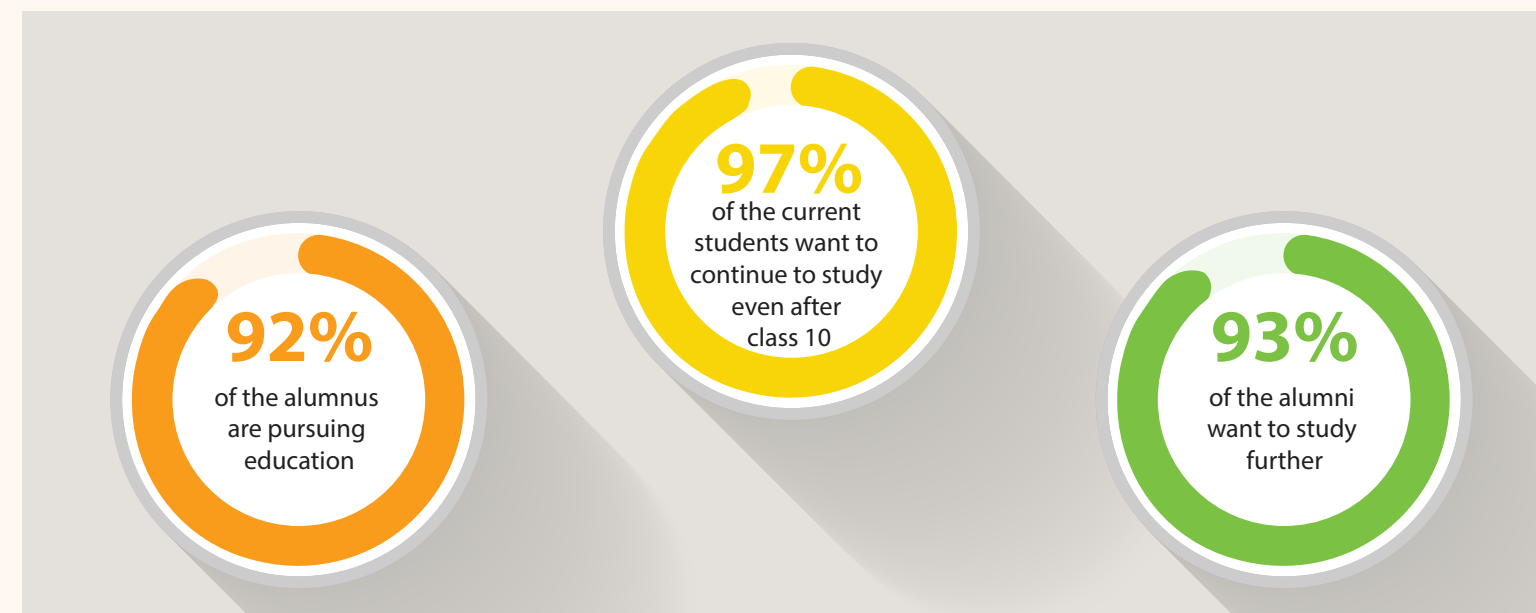
Capturing the impact of this holistic approach is one of the main aims of the annual monitoring and evaluation process of SBF. It aims to capture impact through a scientific research approach. These impact objectives have been outlined below

### Impact objectives of Project Résumé :



## RESULT :

The results illustrated the long term impact objectives achieved by the SBF model



<sup>1</sup> Educational Statistics at a Glance (2014): Ministry of Human Resource and Development

<sup>2</sup> 'Education in India': NSS 71st round (2014)

[http://mospi.nic.in/sites/default/files/publication\\_reports/nss\\_rep\\_575.pdf](http://mospi.nic.in/sites/default/files/publication_reports/nss_rep_575.pdf)

<sup>3</sup> LFA designed and implemented in conjunction with Sattva, an organisation focused on scalable solutions for social impact (<http://sattva.co.in>)

<sup>4</sup> Number derived from a set of 32 SBF schools in Mumbai



The monitoring and evaluation process of 2017-18 has considered alumni who have graduated from Project Résumé between 2012-13 and 2016-17, along with second and third year students of the current batch across 61 schools. A scientific randomised sampling technique of 95% confidence and 5% margin of error<sup>5</sup> was followed.

For current students (second and third year only), the sample was further divided through a weighted measure (according to the population size of each sub group) into academy / vocational skills training and gender.

For alumni, the weighted measure considered the additional factor of year of graduation from the academy / vocational skills training along with population size of each sub group (academy / vocational skills training) and gender.

## SBF STUDENTS SHOULD BE ABLE TO PURSUE HIGHER STUDIES

92 % ALUMNI ARE PURSUING EDUCATION

Batch	Alumni Contacted	Percent Share Pursuing Education
2012 -2013	20	65%
2013 -2014	17	76%
2014 -2015	73	89%
2015 -2016	62	94%
2016 -2017	160	98%
Total	332	92%

## ALUMNI ARE PURSUING AGE-APPROPRIATE EDUCATION

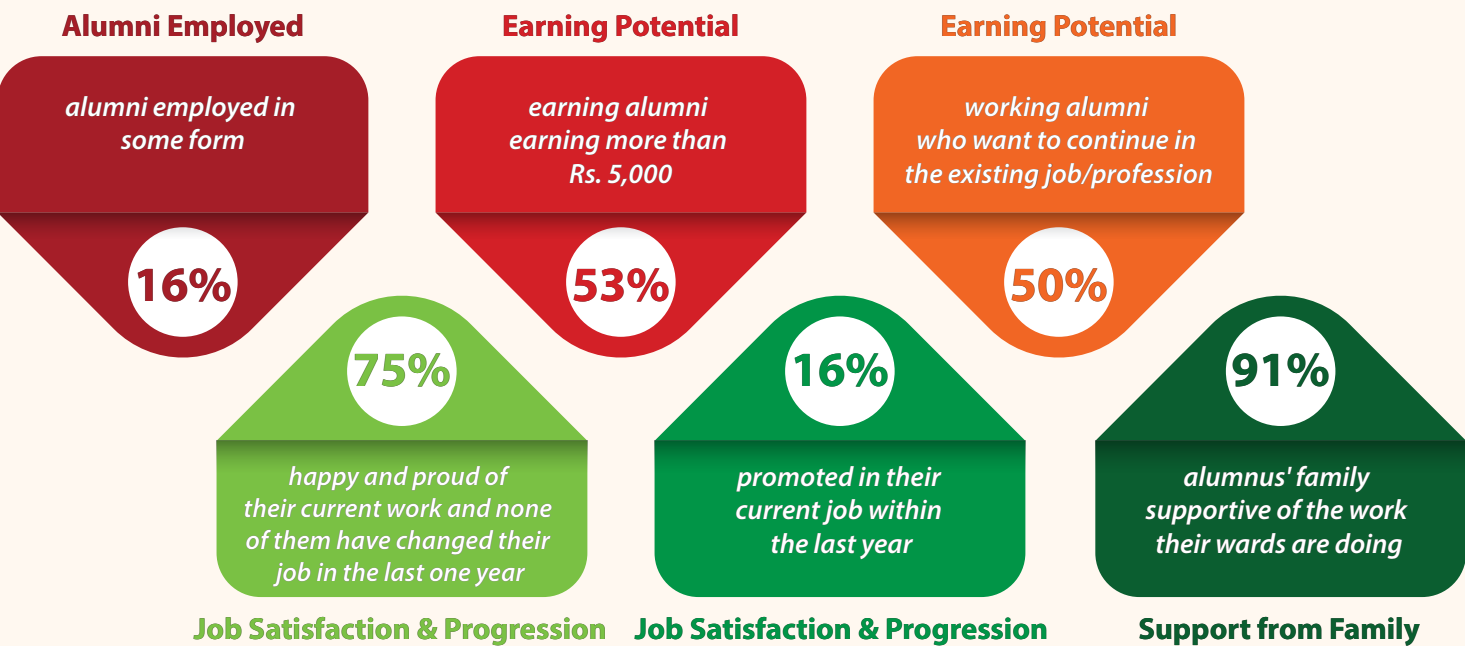
Data from the last 5 years reveals that about 87% of the alumni are pursuing age-appropriate<sup>6</sup> education. These numbers validate the efficacy of the in-school programmes derived from our model.

Batch	Alumni Contacted	Alumni Studying	Expected Educational Status	Alumni on Track	Percent Share on Track
2012 -2013	17	13	Pursuing degree and/ or equivalent	9	53%
2013 -2014	11	10	Pursuing degree and/ or equivalent	9	82%
2014 -2015	53	50	Pursuing HSC and/ or above	44	83%
2015 -2016	60	56	Pursuing HSC and/ or above	46	77%
2016 -2017	160	156	Pursuing SSC and/ or above	155	97%
Total	301	284		262	

## SBF STUDENTS SHOULD BE ABLE TO EARN IN FUTURE

### OPPORTUNITIES FOR EMPLOYMENT ALONGSIDE SCHOOLING

NSS data suggests that 19.3% students drop out of their schools due to 'financial constraints'<sup>7</sup>. To tackle this, our students are involved in some form of income generation ensuring that they do not discontinue their education due to the lack of financial resources. The SBF model also makes it mandatory that while the student is participating in income-generating activities, education remains his/her top priority.



<sup>5</sup> The Research Advisors (2006). Krejcie & Morgan in their 1970 article "Determining Sample Size for Research Activities" (Educational and Psychological Measurement, #30, pp. 607-610)

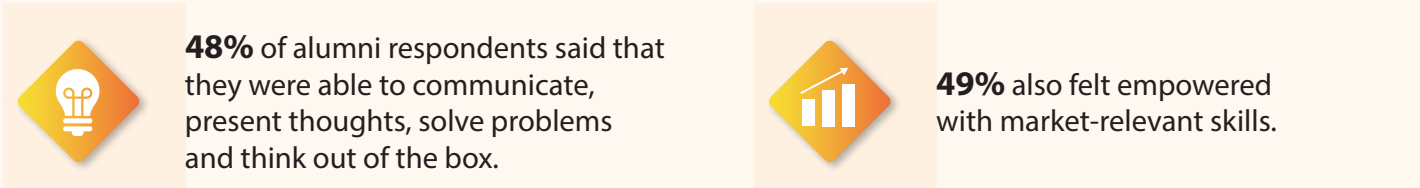
<sup>6</sup> Age which is "appropriate" to the class (standard) defined by The Ministry of Human Resources and Development ([http://mhrd.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/west-bengal\\_rte-rules.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/west-bengal_rte-rules.pdf))

<sup>7</sup> [http://mospi.nic.in/sites/default/files/publication\\_reports/nss\\_rep\\_575.pdf](http://mospi.nic.in/sites/default/files/publication_reports/nss_rep_575.pdf)

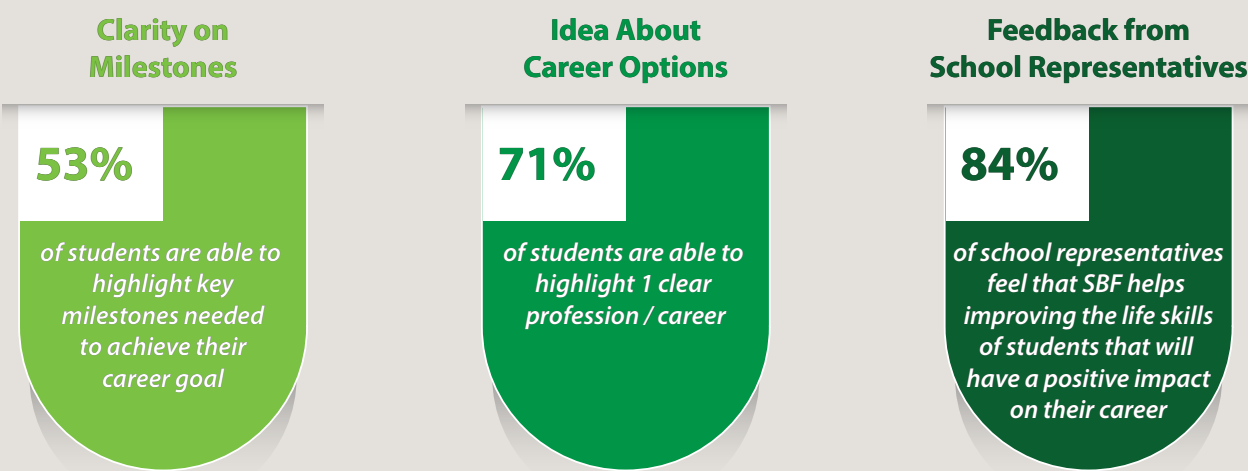
# SBF STUDENTS SHOULD BE AWARE OF CAREER OPTIONS

With SBF's holistic approach, horizons of students are broadened and career aspirations built by exposing them to vocational skills sports, media and arts. We enable students to not just accrue tangible but also qualitative skills, ensuring that students' approach towards life has a multi-faceted focus.

The model equips students with tangible skills that lead to broader career aspirations as well as qualitative development. Thus, students are better prepared for the future due to the holistic multi-faceted focus of the model.



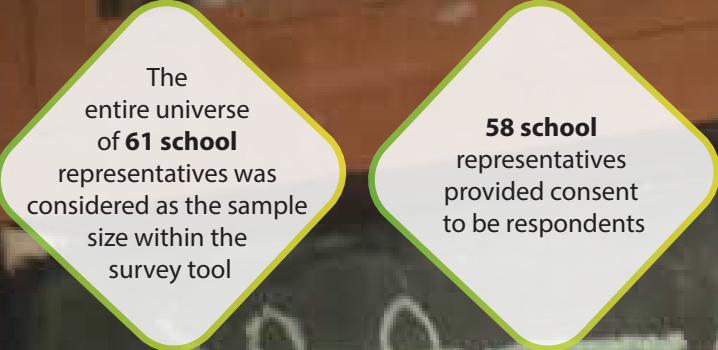
## SBF STUDENTS HAVE AN IDEA OF CAREER OPTIONS AVAILABLE



## CONCLUSION :

Secondary education is a significantly neglected area and very few interventions are designed to cater to the needs of adolescents. The SBF model and the results highlight that if we can fully understand the triggers that lead to drop-outs and develop corresponding effective solutions around each trigger, it can have positive outcomes. However, to address it on a large scale, such initiatives should also be supplemented by policy-level shifts that focus on adolescent development. To reach out to a larger population of this vulnerable group, philanthropic initiatives should prioritise this segment as one of the key focal areas towards overcoming structural inequalities.

# ANNEXURE - SAMPLE SIZE



Alumni Survey (n = 2452) Sample Size = 322		
Year	Academy and Segregation of Sex (M/F)	
	Skills	Arts, Media, Sports
2013 (n = 149)	-	20 (10/10)
2014 (n = 127)	-	17 (10/7)
2015 (n = 532)	39 (18/21)	33 (15/18)
2016 (n = 462)	45 (15/30)	18 (9/9)
2017 (n = 1182)	117 (50/67)	43 (18/25)

Current Students (n = 1802) Sample Size = 317			
Academy	Total	Sex	
		M	F
Skills (n = 1093)	193	83	110
Arts (n = 163)	29	10	19
Media (n = 188)	33	13	20
Sports (n = 358)	62	51	11





There are programmes that work with pre-college and pre-school age groups. But, SBF believes that it is when a child reaches the age of 14 that pressure builds up to drop out of school for reasons such as boredom, financial constraints, the need to attend to domestic chores, uncertainty about the value of education, etc. That is why we work with adolescents between classes 7 and 9, who are particularly vulnerable<sup>8</sup> to leaving school

## THE SBF DIFFERENCE

We at SBF have identified the most pressing triggers for students not completing their schooling, and developed the SBF model to provide solutions to these, establish self-worth, develop life skills and broaden the horizon for these adolescents



A CHILD IN SCHOOL HAS A FUTURE

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<sup>8</sup> Education For All Towards Quality with Equity India  
[http://mhrd.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/EFA-Review-Report-final.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/EFA-Review-Report-final.pdf)