

Background- This note attempts to present a brief collation of the findings of select research studies undertaken on the impact of life skills/leadership skills/21st century skill building programs implemented across the world. As at Avanti fellows we are working on defining and developing the Goal of the Girls' Leadership program, it is important that we take insights from the programs that have been implemented before, the impact they have had, the ways in which the impact and outcomes have been assessed, and the goals they set out to achieve at the time of formulation of the programs.

Snapshot of the research findings- The table below shows the key findings that different research studies have brought out in respect to the outcomes and impact of the programs for building personal traits/soft skills/leadership skills.

Name of the research institute/university	Year in which research was conducted	Main objective of the research	Key life skills/soft skills measured	Intervention	Key findings	My reflection	Link
NBER Working Paper Cambridge	2012	What achievement tests measure, what they fail to measure (<i>soft skills</i>) and	BIG FIVE- Openness to Experience, Conscientiousness, Extraversion, Emotional Stability, Agreeableness ¹		1. <u>Reduction in detention</u> (<i>having to repeat the same grade</i>) in class 10 in Portugal. 2. Improved academic	Personality traits are measured through performance on tasks but it is also mentioned that performance on task depends on other factors like incentives, etc.	https://www.nber.org/system/files/working_papers/w18121/w18121.pdf

¹ Conscientiousness- efficient, organized, dutiful/not careless, ambitious, self directed, decisive/not impulsive
 Openness to experience- Imaginative, artistic, has wide interests, open to feelings, curious and has values
 Extraversion- Shows warmth (friendliness), sociable, confident, excitement seeking, energetic, enthusiastic
 Agreeableness- forgiving, straight forward, warm, not stubborn, empathetic, modest
 Neuroticism/ being Emotionally stable -absence of rapid mood changes, preventing anxiety, depression, vulnerability to stress, etc.

		importance of these in life.			motivation and engagement can lead to <u>improved academic achievement</u>		
University of Chicago Consortium on Chicago School research	2014	Teaching Adolescents To Become Learners : Role of Non Cognitive Factors in shaping School Performance	Five Categories of Non academic factors- a. Academic behaviours b. Academic perseverance C. Academic mindsets D. Learning strategies E. Social Skills ²		1. Non cognitive factors have <u>direct impact on the academic achievement</u> of the students in school and also later in labour market. 2. Nobel Laureate, James Heckman has established relationship of <u>factors like motivation, self regulation, time management to have impact even one enters the labour market.</u>	Most important findings- a. Academic behaviours play most central role in academic achievement- 1. Attendance 2. Doing homework 3. Participating in classroom activities/discussions. b. Academic persistence- How much students continue to focus on the bigger goals immaterial for the temporary temptations; self	https://www.kipp.org/wp-content/uploads/2016/11/Teaching_Adolescents_to_Become_Learners.pdf

² **Academic behaviours**- Going to class, doing homework, organizing materials, participating, studying

Academic perseverance- Grit, delayed gratification, self discipline, self control

Academic mindsets- Attitudes or beliefs one has about oneself in relation to academic work- I belong and I am worthy of being in this academic community; my ability and competence grows with my efforts; I can succeed at this; This work has value for me

Learning strategies- Goal setting, metacognition, time management, spotting errors, using strategies to recall information/facts,

Social Skills- Cooperation, assertion, empathy, responsibility,

					<p>3. Two widely cited psychologists, Duckworth and Seligman (2005), suggest that academic performance depends in large part on students' selfcontrol or Conscientiousness,</p> <p>4. Racial, ethnic and Gender inequalities in performance can be reduced by working on students attitudes and behaviours.</p> <p>5. Career readiness</p>	<p>control Impacts academic behaviours</p> <p>Academic perseverance can be improved by improving academic mindsets and learning strategies</p> <p>c. Academic mindsets- Growth mindset, positive sense of self worth</p> <p>They impact academic behaviours. Has highest impact on improving achievement in girls, racial identities</p> <p>d. Learning strategies- study skills, metacognitive learning, goal setting, time management has direct impact on academic perseverance, academic behaviours and achievements</p> <p>E. Social skills- more indirect- reduces disruptions, improves</p>	
--	--	--	--	--	--	--	--

						academic behaviour - Weakest evidence	
3. Contemporary Issues in Education Research-Significance Of Life Skills Education	2017	Importance of life skills education and the benefits of imparting life skill education in the curriculum i.e. developing social, emotional & thinking skills in students for them to become dynamic individuals	<ul style="list-style-type: none"> a) Thinking skills b) Social skills c) Emotional skills 		<ol style="list-style-type: none"> 1. Helpful in motivating, providing practical, cognitive, emotional, social and self-management skills for life adjustments 2. Effective psychosocial intervention strategy for promoting positive social, and mental health of adolescents 3. Provide adolescents with tools that help them adapt better to challenges of changing life situations and empower them to become fully functioning contributors to the host society 	<p>The research paper has highlighted the importance of teaching life skills education as part of the curriculum with the use of innovative tools.</p> <p>It further talks about life skills education providing a supportive system for adolescents & helping in overall development of students</p>	https://files.eric.ed.gov/fulltext/EJ1126842.pdf

					in particular and the world in general.		
4. Jai Narain Vyas University, Jodhpur IJRAR- International Journal of Research and Analytical Reviews	2019	The transition to adolescence can be a turning point bringing a lot of challenges that can be difficult to cope with. Life skills education contribute to individual development of adolescents during this period which is an ideal time for intervention due to the plethora of changes	The research paper highlights the ten core life skills laid down by the WHO: Self awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem solving, Interpersonal relationship skills, Effective communication, Coping with stress & Coping with emotions		<p>The paper has reviewed and highlighted the following impact of specific life skills:</p> <ul style="list-style-type: none"> • Critical thinking abilities further impacts responsible career and future planning • Life skills training promotes physical and mental health, pro-social behavior and decrease in self-destructive behaviours • Enhances psychosocial competencies • Improves social development, emotional and social adjustment, 	Integrated life skills education curriculum has a positive impact on physical and mental health which play an integral role in academic performance too. This can further lead to effective future/career planning and making informed choices.	http://ijrar.com/upload/issue/ijrar_issue_2054_3579.pdf

					suggesting an increase in compatibility of children and public health.		
5 Impact Evaluation of Social and Economic Programs in Bosnia (USAID)	2019	Impact assessment of life skills program in primary schools of Bosnia	World bank's ten life skills framework was considered for evaluation		No significant (statistically relevant) impact of the life skills intervention on the key life skills (except decreasing depression/anxiety)	This research study has many important tools for assessment of outcomes- Life skills scale- has making decisions in everyday scale, critical thinking in everyday life, communication scale, social relationship scale , emotional management scale, social responsibility scale Rosenberg Self esteem scale/tool, violence manifestation and exposure questionnaire, cognitive behaviour checklist,	https://www.measurebi.com/uimages/Final20Report2C20Life20Skills20Program.pdf

<p>6. Empowering adolescents with life skills education in schools – School mental health program: Does it work? - Indian Journal of Psychiatry</p>	<p>2010</p>	<p>Studying the implementation and impact of the NIMHANS model of life skills education program</p>	<ul style="list-style-type: none"> ● Critical thinking and creative thinking ● Decision making and problem solving ● Communication skills and interpersonal relations ● Coping with emotions and stress ● Self-awareness and empathy 		<p>The researcher measured the impact of the program in specific areas. The key findings of the study were:</p> <ul style="list-style-type: none"> - Improved classroom behavior - Improved confidence - Improved relationship between students and teachers - Improved leadership skills - Academic achievement - Improved concentration - Substantial improvement in classroom interaction 	<p>The paper has studied and highlighted the positive impact of life skills education on mental health of adolescents and their overall growth. The study has also used different tools of assessment to measure the impact of NIMHANS model of life skills education program: <i>Rosenberg Scale of Self-Esteem, Preadolescent Adjustment Scale, Generalized Self-Efficacy Scale, Strengths and Difficulties Questionnaire – Self-Report Version & Class Room Indicators</i></p>	<p>https://journals.lww.com/indianjpsychiatry/Fulltext/2010/52040/Empowering_adolescents_with_life_skills_education.10.aspx</p>
---	-------------	---	---	--	---	--	--

					n		
7. An Exploratory Study On Life Skills Intervention And Its Impact On The Study Skills Among Young Adolescents - International Journal of Innovations in Engineering and Technology (IJIET)	2018	Assess the effectiveness of life skill training on enhancing study skills among school going adolescents.	The study takes the three core set of life skills listed by WHO to study the impact of life skills intervention among adolescents (thinking skills/social skills/coping/negotiation skills)		The study concludes that a well implemented life skills intervention enhances study skills among adolescents & life skills are an effective method to improve the social and emotional competence, positive behavior, and educational improvement of adolescents. The paper also criticizes that life skills education is not properly implemented in schools and there is lack of trained life skills educators	The study has taken the life skills education impact in CBSE schools. It reiterates the importance of a structured and relevant life skills education intervention for it to be effective and the need for trained life skills educators to achieve the desired output of the intervention	http://ijiet.com/wp-content/uploads/2018/07/2.pdf
8. Life skills in non-formal contexts for adolescent girls in	2018	The program aims to find out the what and					https://www.cmi.no/publications/file/6495-life-skills-in-non-

developing countries- CMI Report		how of life skills education and the intended outcome of the same					formal-cont exts-for-ad olescent.pdf
-------------------------------------	--	--	--	--	--	--	--