

FROM CLASSROOM TO CENTER STAGE



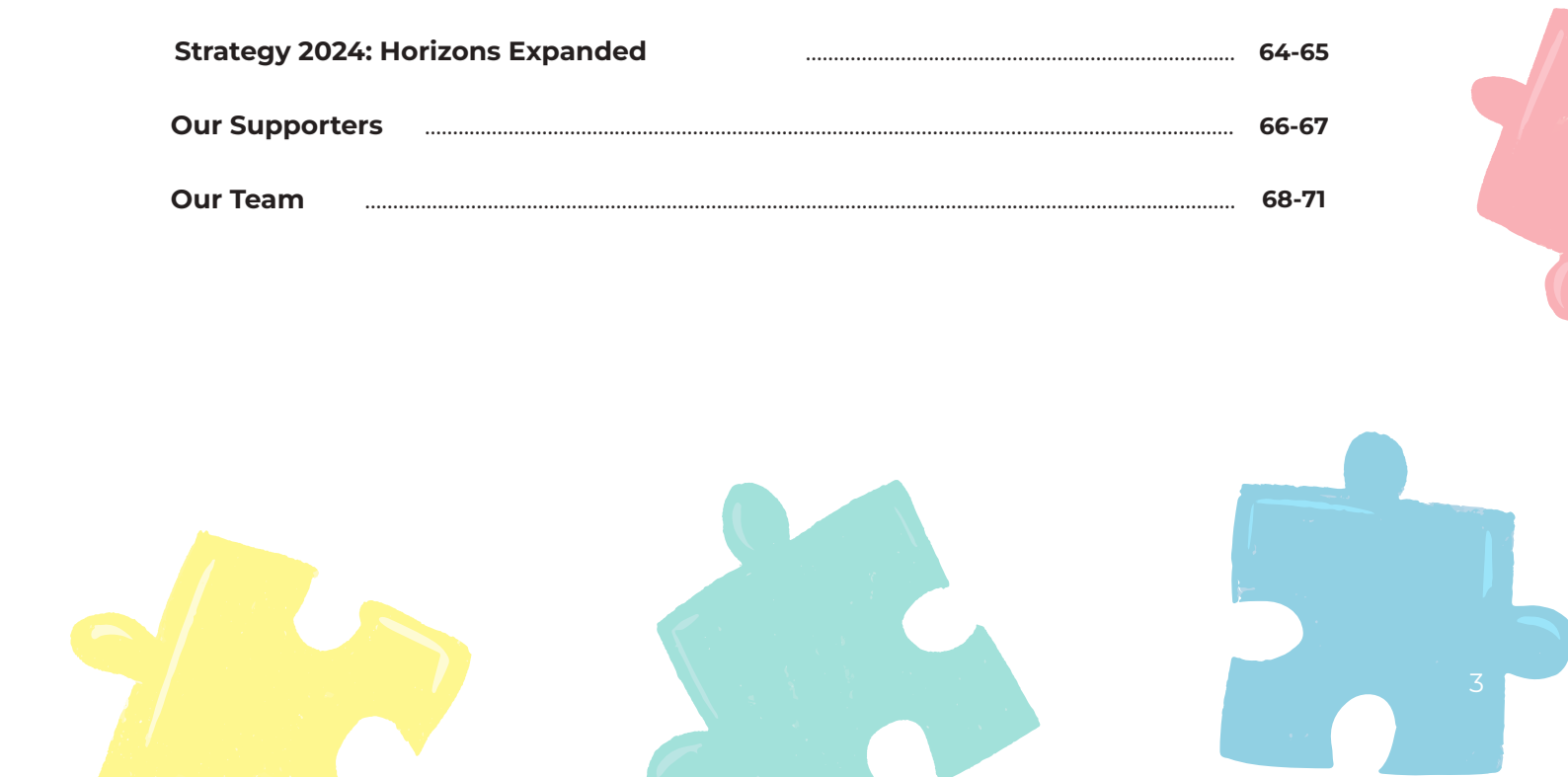
Annual Report - 2023-24





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Founder's Note



Half my month is spent traveling for work, while the other half is cherished at home in Dharamshala, surrounded by nature's beauty — birds singing, breathtaking sunsets, and the moon lighting up the snowy Dhauladhars.

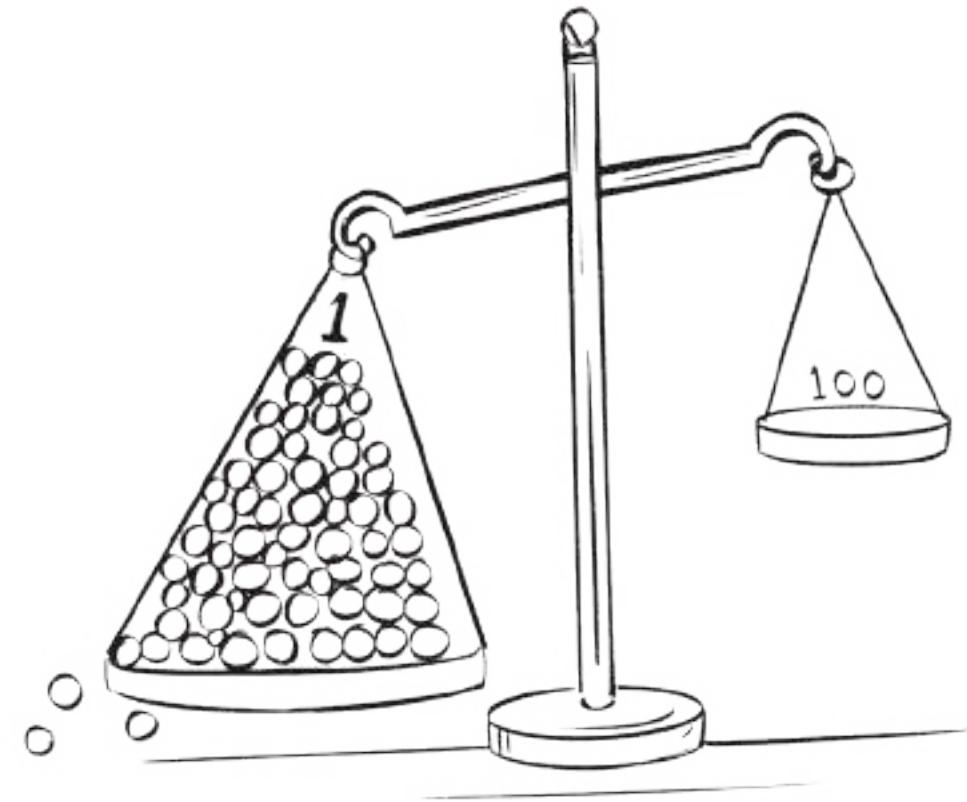
Nature's beauty reminds us that there's a **lot more to living than just surviving**, echoing our journey at Slam Out Loud (SOL) over the past year. It's been a year of surprises and growth, reaffirming that being a non-profit is about more than just survival.

Unexpected moments have enriched our journey like a child scoring an SOL class **100000000000....(infinity)/100** or us designing our learning assessments to focus on "joy." Reflecting on the year, we're grateful for the challenges that made our successes even sweeter. We strengthened our assessments, revamped the fellowship model to full-time across 4 cities, expanded our government partnerships to 2 states, and empowered over 10,000 children to share their voices on more stages than ever before.

In the most challenging moments, I've seen our team of 50 go above and beyond our year plans and mandates to realize our vision of enabling **every child find their voice**. For instance, our State Lead in Punjab, raised funds for Deepak, a 14-year-old from Khanpur village, to perform at the prestigious Kala Ghoda Arts Festival in Mumbai. Our Jijivisha team enabled **35 student performances** across multiple external **prestigious platforms** such as the Pune Kabir Festival, Spoken Fest, Bangalore Creative Circus, Aham Festival, and many more. Throughout the year, we witnessed art flourish through the urban and rural communities we serve, from dance battles and rap music videos to zines and photo series. This happened because our team went above and beyond their functions, creating various impactful projects.



Q) Out of 100, how Many marks will you give Slam Out Loud Classess for this Year



A real student response from an SOL classroom in Delhi

I also extend my gratitude to our partners, especially our funders, for their unwavering belief in the necessity of Social-Emotional Learning (SEL) and the arts. They've been more than backers; they've been invaluable allies, actively engaging in our initiatives by showing up and amplifying the voices of our children at multiple stages. Their trust and commitment have fostered an **ecosystem for our growth**.

We're committed to making the **arts period a safe and brave space** where children can discover their voices and reach their highest potential. Over the next 5 years, we aim to deepen our impact by partnering with state governments, refining our feedback mechanisms, and continuously innovating our programs. We aspire to transcend mere functionality as an organization and embrace our core values of **love, growth, awareness, balance, and a sense of possibility** in a space brimming with belonging. We'd love to invite you and your voice to walk with us on this mission.

Executive Summary

Reflecting on the past year, we're filled with immense pride and gratitude for the strides we've made at Slam Out Loud. This year has been transformative, marked by unexpected surprises, growth, and a reaffirmation of our commitment to empowering every child to find their voice.

Major Wins: Arts for All

Our Arts for All program has been a beacon of creativity and learning, impacting thousands of students across Punjab and Maharashtra and multiple languages. This year, we **secured a significant three-year MOU in Punjab**, underscoring the trust and recognition our program has garnered leading to a multi-year commitment. The program's success lies in its **deep customization and local context** it brings to teacher training. We co-visioned program offerings with state administrations, crafted curriculum modules focused on local art forms, and provided continuous support to teachers. This approach led to increased student engagement and performance in art showcases, with significant metrics to back our efforts.

We worked with over 7209 students across Punjab and Maharashtra collaborating with over 200+ teachers, achieving remarkable growth in SEL competencies. We witnessed 35.91% of students growing at least 25% in **curiosity skills**, 17.88% in their **Analytical thinking skills**, 22.14% in **imagination skills**, 43.64% in **emotional awareness** and 47.12% in their **teamwork abilities**.

The climate-related competencies also saw impressive growth. 39.81% of students showed **increased appreciation for nature**, with 13% growing by at least two levels. Additionally, 36.76% **improved their local sense of environment**, and 46.42% demonstrated greater **personal agency towards climate**.

Major Wins: The Jijivisha Fellowship

The Jijivisha Fellowship has expanded significantly, now reaching four cities and touching the lives of over 3600 children. This year was the first time we experimented with having **full time fellows** (17 selected from a pool of 1000, Our fellows, who undergo over **332 hours of rigorous training**, have been instrumental in bringing this vision to life. They are not just educators but champions of imagination, analytical thinking and curiosity. A standout achievement this year has been our **100% retention rate**; every fellow who started the program completed it. The second standout achievement was our child **Net Promoter Score (NPS) of 90.50**, reflecting our students' overwhelming satisfaction and enthusiasm.

This speaks volumes about the commitment and dedication of our fellows. The

fellowship's key differentiators include **activities beyond the classroom, a rigorous selection process for agency, and an emphasis on showcasing student work**. This holistic approach has resulted in significant growth in SEL competencies among our students. We witnessed 36.6% students growing in their curiosity skills, 16.23% in their analytical thinking skills and 27.02% in their imagination skills by one level (25%= 1 level)

The climate-related metrics for the Jijivisha Fellowship included significant growth in all 3 areas assessed: 49.6% of students grew by at least one level, with 13% growing by at least two levels in appreciation of nature. 30.60% of students improved, with 5.61% growing by at least two levels in local sense of environment and 30% of students showed progress, with 4.72% growing by at least two levels in personal agency towards climate.

New Monitoring and Evaluation Approach

This year, we introduced a robust new monitoring and evaluation approach to better capture and understand the impact of our programs. Our new competency-based assessments focus on **"show, don't tell" principles**, providing clear, demonstrable metrics over traditional perception-based tests. This methodology has given us deeper insights into our students' growth and the effectiveness of our interventions, allowing for more targeted support and improvement. This has been a result of multiple conversations with Indian and Global organizations who work on Socio-emotional learning and beyond and understanding what **gaps currently exists within MEL capture** for socio-emotional skills in Indian context and cycles of **building, testing and iterating** these assessment products with students we work with in the past one year.

Curriculum Support

Our curriculum team has also achieved significant milestones this year. They designed and implemented a **dynamic SEL curriculum that integrates over 25 forms of art** (zine, poetry, storytelling, finger puppets, Madhubani, Warli, stitching, clay modeling, theater play, poster making, pop-up books, rap, diorama, caricatures, comic strip, roleplays, songwriting, dance/movement, vision board, and origami), ensuring lessons are both engaging and educational. By incorporating **student feedback and contextual insights from community visits**, they created lessons that resonate deeply with students' lived experiences.

In essence, this year has been a testament to our unwavering dedication to nurturing the potential within every child. As we look ahead, we remain committed to expanding our impact and empowering even more children to find and amplify their voices. We invite you to delve into the journey of our impact over the past year ahead in this report.



Scan here to donate





The Jijivisha Fellowship

The Jijivisha Fellowship (TJF) is a year-long, full-time initiative where we place exceptional art educators to work directly in affordable private school and low-income school classrooms using arts-based SEL practices. We work closely with students, parents, teachers, school administration and the community to cultivate safe spaces for children.

Selection of schools

Show interest and a keen investment in arts-based SEL learning.



Selection of high-quality arts educators

Background in arts, mental health, and education, combined with a passion for SEL, with an overall selectivity rate of less than 2%.



High-quality, frequent training around arts-based SEL

Over 332 hours of touch point per educator per year including induction, mid-program training, observation debriefs, learning circles, and check-ins.



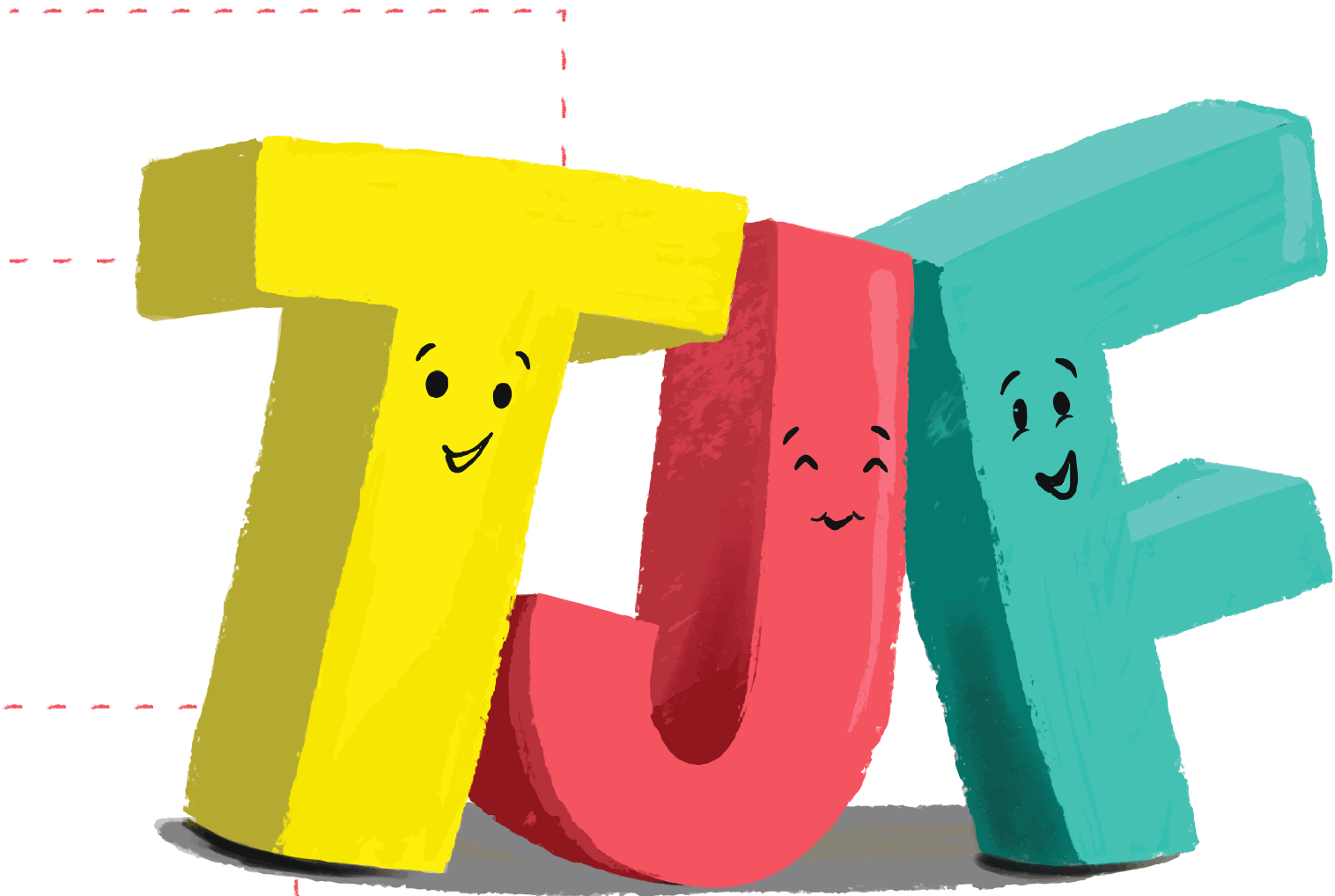
Hyper-contextualized curriculum support

Explicit learning opportunities on our 5 skills rooted in the context of classroom and community while integrating 25 forms of art.



The Jijivisha Fellowship Design

Sculpting Future for Our Children



Post-classroom engagement and platforming

Fellows led over 17 community projects driven across themes such as parent aspirations, social norms and gender. Our students also showcased their passion at 113 performance opportunities unlocked last year, alongside the establishment of parent/school staff circles and safe spaces.

Key Differentiators

TJF this year was built on 3 key differentiators:

Beyond the classroom

Curiosity, imagination, analytical thinking, and agency are skills nurtured not only within the classroom but also within the community, at home, and among children's peers. To intentionally foster SEL growth, TJF implemented **consistent home visits** (with each fellow conducting up to 20 per year), **community projects**, and **parent/teacher circles** centered around SEL.

Why was this approach crucial? Because we discovered that while weekly interactions made some impact, sustained progress required interventions beyond traditional classroom settings. Many of the outcomes we aim for, such as fostering a culture of questioning, thrive best in environments outside the classroom.

Select for agency

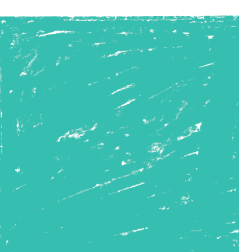
From our rigorous selection process to classroom observations and debriefs, we prioritize **cultivating agency**. While maintaining quality standards, our approach allows ample flexibility for fellows and staff to tailor experiences to local contexts. This results in highly contextualized classroom and fellow experiences— which we aspire to deliver, even at scale consistently.

Consequently, each fellow crafted and implemented **personalized curriculum** and lesson plans. Our staff members provided **individualized support** to fellows, leveraging decentralized decision-making rather than relying heavily on centralized structures.

Show(case) don't tell

Finally, we discovered that showcases are where a LOT of our magic happens. Whether through **class-level and school-level showcases** where students perform and display their art or through exhibitions at prestigious events like the **Kala Ghoda Arts Festival**, showcasing cultivates curiosity, imagination, and critical thinking.

To ensure this transformative experience, we integrate arts and showcasing into our curriculum design guides. Many of our sessions actively involve artistic expression, and we prioritize selecting fellows who actively engage with an artform.



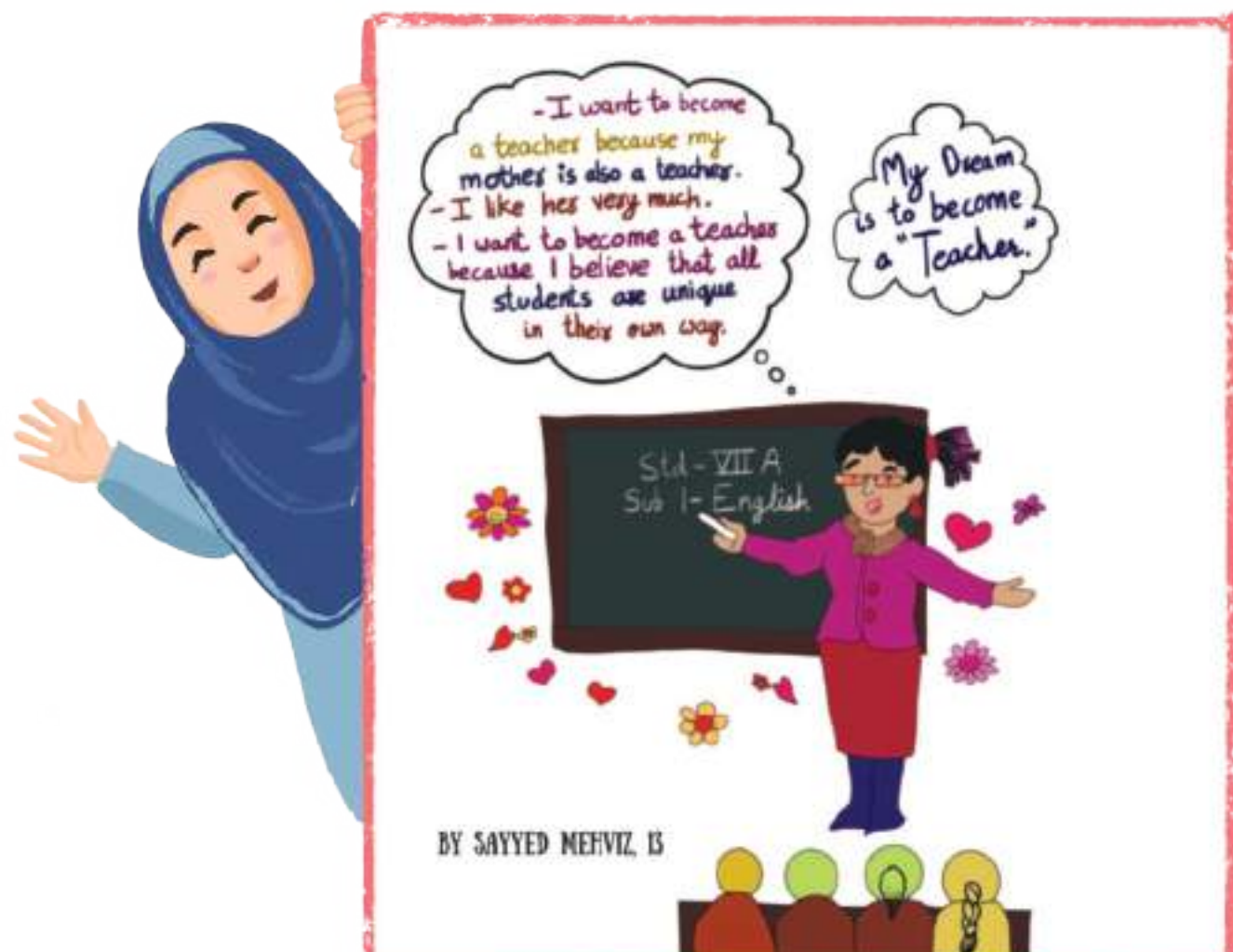
Mehvish's Journey of Growth

When Nivea, a Jijivisha fellow at Ja'fari English High School in Mumbai, first entered her 8-A classroom in July, one of her students immediately caught her attention: Mehvish. Quiet and hesitant, Mehvish often kept to herself. Conversations with her class teacher revealed her struggles with learning difficulties and developmental delays, which hindered her engagement in class activities.

Nivea knew she had to find a way to reach her, so she decided to dedicate time to connecting with Mehvish personally during each session. She ensured Mehvish understood the activities and encouraged her participation, but never pressured her.

Over time, Mehvish's classmates began to respect her learning pace, helping her feel more comfortable and confident in both group and individual activities. One day, during the inaugural classroom open mic event, **Mehvish surprised everyone by volunteering to dance!**

What's even more inspiring is Mehvish's dream. She wants to be a teacher, just like her mom.



It was heartwarming as the entire classroom erupted into applause, cheering her on.

Since then, Mehvish has continued to flourish. She actively seeks guidance after class and eagerly participates, even when feeling less vocal. For her "Best out of Waste" project, she made a pen stand with her mom's help and proudly presented it to the class. But **what's even more inspiring is Mehvish's dream**. She wants to be a teacher, just like her mom. She even penned a story about her ambition in our community project.

Mehvish's journey reminds us that with patience and support, every child can shine.



M&E at Slam Out Loud

In our quest to move closer to the truth on the ground, we designed and tested competency-based assessments focusing on socio-emotional constructs this year. These were built on the principles of “show don’t tell” and offer significant advantages over traditional perception-based/Likert (TELL) tests. An example of this is given below

Traditional SEL Assessment Technique

TELL (Kauffman's scale for creativity)

Instructions: Compared to people of approximately your age and life experience, how creative would you rate yourself for each of the following acts? For acts that you have not specifically done, estimate your creative potential based on your performance on similar tasks.

- | | | | | | |
|-----------------------|--------------------------|-----------------------|--------------------------|-----------------------------------|--------------------------|
| 1. Much Less Creative | <input type="checkbox"/> | 2. Less Creative | <input type="checkbox"/> | 3. Neither More nor Less Creative | <input type="checkbox"/> |
| 4. More Creative | <input type="checkbox"/> | 5. Much More Creative | <input type="checkbox"/> | | |

Drawing a picture of something I've never actually seen (like an alien/Sketching a person or object _____)

Doodling/drawing random or geometric designs _____

Making a scrapbook page out of my photographs _____

Taking a well-composed photograph using an interesting angle or approach _____

Making a sculpture or piece of pottery _____

Hmmm..
how Imaginative
am i?



Let me show
how imaginative
i am



SHOW (SOL's Imagination Assessments)

Slam Out Loud's SEL Assessment Technique

Given below are nine circles. Use your creativity to draw any ideas that come to your mind using these circles. Get as creative and imaginative as possible!



A real student response as received to the prompt.

Below are the more responses across our classrooms.



Measuring Student Growth at SOL



1. Primary data from students

Direct insights from our learners

2. Show, don't tell

Clear, demonstrable metrics



3. Scalable

Broader application potential



4. Language-independent

Pictorial, written and verbal prompts with minimal language dependency



5. Joy

Emphasis on student happiness and engagement

Competency-based Assessments

Higher predictive validity

Measures students' potential to exhibit an ability.

Actionable feedback

Provides specific, actionable feedback to improve behavior or skills.

Standardized

Allows for fair comparisons.

Open-ended and non-leading

Encourages genuine responses

Perception-Based Tests

Lower predictive validity

Based on perceptions rather than actual abilities.

Less actionable feedback

Subjective perception offers limited actionable insights.

Influenced by biases

Affected by respondents' mood, biases (including social desirability & growth), and question interpretation.

What Do We Measure?

Curiosity

- Can I ask relevant questions to bridge an existing knowledge gap?
- Can I ask broader and deep questions towards understanding the knowledge gap better?



Imagination

- Can I represent my idea as an output?
- Can I elaborate on the idea?
- Can I think of ideas that are new/different from my peers?



Analytical Thinking

- Can I make sense of the information given to me?
- Can I draw conclusions/make decisions from the information



Emotional Regulation

- Can I identify my emotions and label them?
- Can I articulate how my emotions impact my choices?



Teamwork

- Can I choose team-working mindsets over solo mindsets to complete a team task?



TJF Impact: Numbers that Sing, Stories that Soar

In the Jijivisha Fellowship last year our assessments and program operations targeted three key SEL competencies: **Curiosity, Imagination, and Analytical Thinking**, and three key climate constructs: **Appreciation of Nature, Local Sense of Environment, and Personal Agency towards nature**. We administered the assessments through pen-and-paper and verbal modes, adhering to a code of conduct for uniform administration. We matched 72% of student data from baseline to endline assessments.

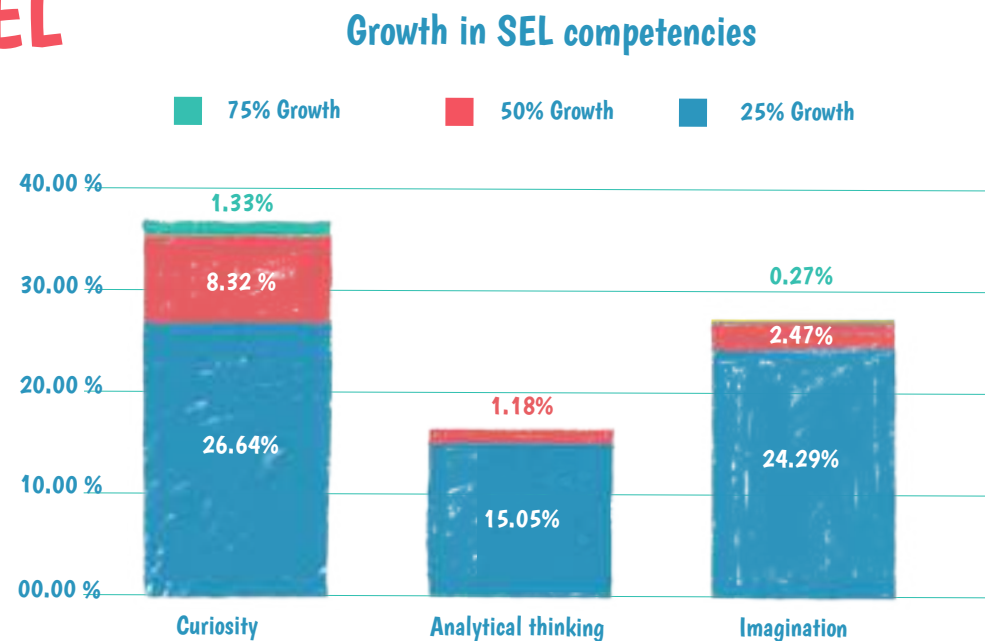
We measured student satisfaction for the Jijivisha Classrooms using a simple and relatable question: “How much marks would you give the Slam Out Loud program last year?” This approach yielded a **Net Promoter Score (NPS) of 90.50** from our student community.



Growth in SEL

Curiosity

We measure curiosity based on a child's ability to ask relevant, sufficient, diverse, and deep questions to understand a topic of interest and seek out information. Across the year, **36.6% of students have grown on at least 1 level (25%) of curiosity.**



Analytical Thinking (AT)

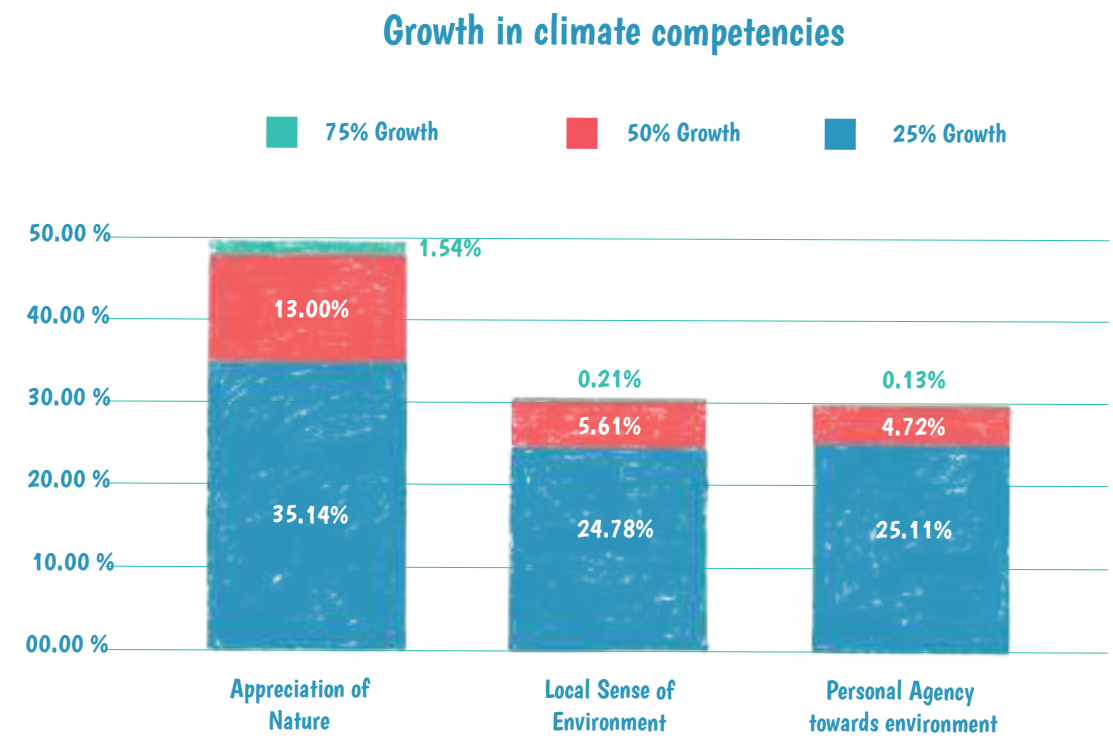
We measure AT by a child's ability to analyze information and make inferences from it. Across the year, **16.23% of students have grown by at least 1 level (25%) in Analytical Thinking.**

Imagination

We measure Imagination by a child's ability to represent a thought/idea as an output of clarity, depth, and originality. Across the year, **27.02% of students have grown by at least 1 level (25%) on Imagination.**

Growth in Climate Constructs

- Our students showed a significant growth of **49.6%** in the **Appreciation of Nature**. 35.14% of students grew by at least 1 level on this construct, with 13% showcasing a growth of at least 2 levels, and 1.54% demonstrating a growth of 3 levels across the year. This indicates an increased ability **to identify, observe, and appreciate** elements of nature locally.
- There was a positive growth of 30.60% in **the Local Sense of Environment**. 24.78% of our total students grew by at least 1 level in understanding local climatic challenges, with 5.61% showing a growth of at least 2 levels, and 0.21% demonstrating a growth of 3 levels across the year. This indicates that students can understand the **first-order and second-order implications of local climatic challenges** around them.
- Personal Agency** grew by 30% across the year. 25.11% of our total student population grew by at least 1 level in identifying **actions to support nature** and address climate change, with 4.72% showing a growth of at least 2 levels, and 0.13% demonstrating a growth of 3 levels.



Our journey this year reaffirms our commitment to fostering creativity, critical thinking, and environmental awareness among students, helping them find their voices and achieve their highest potential.

Tanvi's Jijivisha: Amplifying Community Voices

Tanvi's Jijivisha journey began with a moment of inspiration at our BOL showcase in 2023, where she witnessed firsthand the joy and power of children's voices. Naturally drawn to our mission, her infectious enthusiasm and passion prepared her to step into the role of a full-time fellow.

In her early days, she had ambitious plans for her students, envisioning them creating their own Wikipedia pages. However, guided by reflections and discussions with her City Lead, Jade, she transitioned towards a **student-centered approach**, recognizing the importance of adapting to her students' needs and interests.

Despite initial challenges, including a demanding commute, Tanvi diligently embraced her role. She optimized her time during daily commutes for productive reflection and lesson planning through discussions and collaboration with her co-fellows.

Tanvi's commitment extended **beyond the classroom**. She forged deep connections across the school ecosystem, including teachers, principals, cleaning staff, and security guards. Her efforts secured additional opportunities for her students, like the **Kabir Arts Festival**, and fostered a deep sense of community.

One of Tanvi's standout contributions was the launch of Panchapatra, a bilingual magazine project aimed at amplifying the voices of her community. By providing a platform for families, teachers, and students of Dnyansagar and Kotwal School to share their stories and experiences, regardless of formal education, Tanvi demonstrated our **commitment to inclusivity and empowerment**.



"In the last 10 months, my understanding of access to art and art spaces has changed entirely. I look at the intersection of identity, caste, politics, gender, language, and art so much more differently, I've been dancing since I was 5 and writing since I was 8. I could only practice art the way I did because of the access I had to it. But such a gigantic part of society is consciously and continually removed from art practices. I now see the politics of art so much more clearly and feel such a heightened awareness for how necessary art is for the survival of our stories, pain, legacies, and experiences."

SEL Outside Our Classrooms

Building deep, lasting socio-emotional skills in children takes more than just classroom time; **it takes a whole community.** Curiosity, imagination, and analytical thinking are cultivated at home and among peers as much as in our classes. To nurture these skills, we actively engage our children in **community projects** and **platforming opportunities**, fostering creativity and self-expression while deepening their understanding of SEL.

Some of the highlights of this year include



A Quilt of Stories

Humari Kahaniyon ki Razai | Community Art Project,
TJF Mumbai

Curated by the Jijivisha Fellow Nivea, “Humari Kahaniyon ki Razai” is a heartfelt anthology celebrating the diverse narratives contributed by students, teachers, and parents alike. Each story was stitched together making a literal “Razai” or quilt fittingly titled **“A quilt made out of our stories.”**

The Ja’fari English High School endeavors to feature this anthology in its annual magazine, a publication run by and for students.



Rap-of the Students, for the Students

Sunoh | Community Art Project, TJF Pune

Vishay of Pune is a rap video created by students of Jawahar School, presenting their perspectives on Pune. Jijivisha Fellow Revati integrated music and rap into her classroom to foster student leadership. Recognizing children's natural inclination towards rap while also acknowledging concerns from parents and community members about the content of mainstream rap videos, Revati and her students embarked on creating a rap video that authentically reflects their experiences.

The school plans to establish an after-school club to develop students' rap skills further while transforming the group that conceptualized and shot this video into a production house for more such projects.



Watch Now

YO... Check out
our rap on
YouTube



Scan this QR code
to Watch our Rap

What My Mother Dreams Of

Jaari | Community Art Project, TJF Delhi

Jaari is a poignant photo series celebrating the often untold stories of mothers through visual storytelling. Led by the Jijivisha Fellow Priyanjali, this project features three mothers of our Delhi students. She aimed to explore these **mothers' dreams, emotions, and the sacrifices** they make for their children's growth through images of their immediate surroundings and meaningful objects in their homes.



I have shared my mother's grief about not making the kind of life she wanted for herself for a very long time. Talking to these women made me realise that that grief is not just mine to carry. These women taught me to let go of that grief a little bit by reminding me that it doesn't take more than an honest conversation with ourselves to realise that grief doesn't just equate with suffering. If we look deeper, it also contains our stories of courage of making the toughest choices in the hardest of times even if that means that we go down swinging. These women have taught me to see my grief with pride.



Priyanjali

New Beginnings: The Story of Mumbai and Bangalore

We launched the full-time Jijivisha Fellowship in Delhi and Pune in 2023, leveraging the strong network built by the team in previous years. For successful expansion, we focused on cities with a metropolitan presence, vibrant arts communities, and strong student networks. This approach led us to choose Bangalore and Mumbai for the 2023-24 expansion phase.



Mumbai: Nurturing Voices in the City of Dreams

Aditi, our City Lead, who had five years of experience in the SEL and education space before joining SOL, spearheaded our efforts to establish a strong presence in the city. Aditi worked with 5 fellows (Ira, Sneha, Nivea and Jasmine) placed across 3 schools (JEHS, OPS and RVES) in Mumbai impacting over **930 students** in the city. She facilitated workshops and ensured student showcases in renowned events such as the **Kala Ghoda Arts Festival, MuSo's Peace Carnival, Dasra Philanthropy Week, and Spoken Fest. Students also got to experience the world-class art exhibits at NMACC.**

We also hosted SOL's renowned open mic and two citywide events, including the year-end BOL. Looking ahead to 2024-25, we aim to expand our team to leverage more opportunities and create an impact for 1200 students in the city.

Bangalore: Cultivating Connections in the Garden City



Led by Pragnya, a seasoned theater practitioner and educator, she focused on building relationships with schools and establishing a network of partner organizations. Pragnya worked with 3 fellows (Bratati, Deeksha and Sweta) placed across 4 schools (Elite School, BMES, MHES, GCPS and ASV) to drive impact for over **560 students** in the city. She ensured students showcased their work at the **Bangalore Creative Circus and engaged in SOL community events, such as open mics, climate literacy events, and the year-end BOL.**

Overcoming challenges, such as the scarcity of Kannada-speaking facilitators, remains a priority for the upcoming year as we strive to ensure inclusivity and accessibility in our programs for the schools and communities we work with. In 2024 we aim to impact over 700 students in Bangalore city.

Ira's Jijivisha: Fostering Kindness and Art

Ira joined the Jijivisha Fellowship after her BSc in psychology from KREA University, driven by a strong desire to make a difference in children's lives. As a neurodivergent individual, Ira felt passionately about shifting perceptions of students labeled as "slow" and advocating for kindness and care in their treatment.

Her initial interactions with the school stakeholders were marked by raw authenticity. She shared her own childhood experiences with the school staff, persuading them to shift their perceptions around labeling students within their classrooms.

She opened every class with a simple poem that made students feel confident in their abilities:

**I am a star made of love and sunshine
I have the universe in my mind and galaxies in my heart
I can do whatever I want
My creativity knows no limits
I am magic
I am art**

She created neutral spaces of expression for her students, focusing on self-reflection and alternative actions rather than assigning morality to their actions. She spent time after class understanding her students' emotions, and their struggles at home, and striving to get a complete picture of each child to push them beyond what they believed was possible. When parents labeled their child as "slow" or "incapable," Ira would step in to **advocate for the child**, sharing multiple **stories of the magic** the student exhibited over the past year. By the end of her fellowship, this led to parents and teachers using more **sensitive language** when talking about or to children.

Ira had to work through many of her own challenges and limitations to achieve excellence for her students. Being neurodivergent, she also struggled with overstimulation from the class environment, juggling multiple tasks, and setting boundaries for herself. Her city lead, Aditi, actively helped her break down complex tasks, set parallel deadlines, and integrate her ways of working with the larger cohort.

Reflecting on her experience with Jijivisha, Ira shares with a smile,

"I said 'no art is bad art' not just to my kids but also to myself. Children deserve joy, and what better way to bring them that than through art? This journey has brought these students and me levels of confidence, openness, and joy that would not have been possible without Jijivisha."



Arts for All (AFA) Program

Our at-scale offering, currently running in partnership with the State Governments of Punjab and Maharashtra. We host immersive training spaces for teachers, helping them experience socio-emotional learning (SEL) and build skills to facilitate similar spaces using our contextual arts-based SEL curriculum in government classrooms.



Arts for All Design

Painting Possibilities for Every Child



Co-visioning program offerings with state & district administration

Continuous teacher support through observation and feedback loops for teachers



Crafting a curriculum module for teachers with a focus on the local art forms

Incentives and recognition structures for trained teachers, including visibility to system stakeholders for teachers work and rewards



Government teacher training spaces and spaces for demo lessons

Platforming opportunities and District/State level showcases for students



Key Differentiators

The Arts for All program, operating across 2 states and 2 languages, was built on 3 major differentiators:

Prioritizing Lesson Completion

Given the limited time availability of government school teachers, our top goal was to ensure lesson completion. We achieved this by providing **short-term rewards** (such as commendations), a **centralized push for completion**, and **making lessons easy to implement**. Our curriculum went through several iterations to enhance usability, allowing teachers to break lessons into manageable chunks.

Deep Customization for Local Context

We conducted our training in **local languages** (Punjabi and Marathi) and included **local art forms** (e.g., Warli, and Phulkari) in the curriculum. This approach avoids imposing external pedagogies and aligns with existing state arts curriculum guidelines, making it familiar and accessible for teachers.

Advocating for the Arts

We are committed to being the strongest advocate for the arts in discussions with government administrators. For instance, we are working with the Government of Punjab to establish a **state-wide committee on arts education** and also involve senior administrators and the state education minister in our final showcase events.





Embracing Inclusive Classrooms: A Teacher's Story

Mrs. Amrita Balchandra Jivne, a 6th-grade teacher at Z.P.U.P School, Visasan, Bhadravati, embarked on a transformative journey through Project Abhivyakti. Earlier rooted in traditional disciplinary approaches, Amrita Ma'am embraced innovative teaching methods introduced by the program.

Although she initially had some reservations about the training, she soon found herself deeply engaged and inspired by the power of art to foster self-connection. Implementing techniques such as **call-and-response** activities and **energizers** learned from the training; she witnessed a shift in classroom dynamics. The routine **check-in activities** from the curriculum further build her confidence in the program's approach, reinforcing that a nurturing and inclusive environment can replace coercive measures.

She encouraged her students to discover their potential by taking proactive steps to **connect with them personally** and **adapt her instruction** to their needs. Today, her classroom begins with students gathering in a circle under the shade of a tree.

Beyond the classroom, Amrita Ma'am extended the program's principles at her home, engaging in artistic activities with her daughter to strengthen their bond and let go of any stress. Now a vocal advocate for safe and nurturing classroom environments, she continues to explore her artistic voice through poetry and art.



Mrs. Amrita Balchandra Jivne
Teacher, Z.P.U.P. School, Visasan



Arts for All Impact : Beyond Numbers

In our Arts for All program, we aim to build nine competencies, including six related to SEL and three related to climate. We target key SEL skills such as **curiosity, analytical thinking, imagination, emotional awareness, emotional regulation, and teamwork.** The climate competencies include an appreciation of **nature, a local sense of the environment, and personal agency towards climate.** Assessments were delivered in local languages (Punjabi, Marathi, Telugu, Urdu, and Hindi) through government school teachers, following a code of conduct training for uniform administration.

Project Abhivyakti | Maharashtra

This Arts for All intervention is in partnership with SCERT, Maharashtra, in the districts of Chandrapur and Bhiwandi. We worked with 1660 students in Maharashtra of which we were able to match endline assessments for 73.25% of students.



Growth in SEL

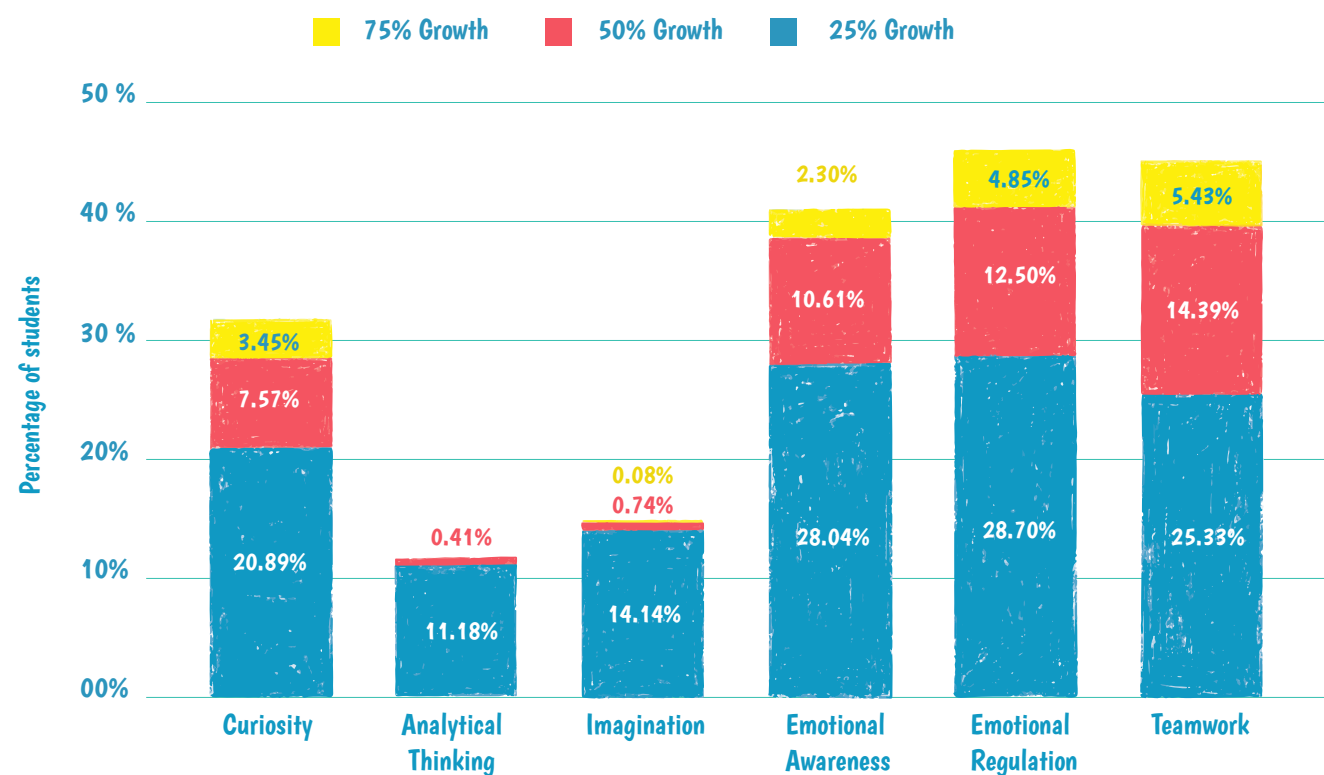
- **Curiosity:** We measure curiosity based on a child's ability to ask relevant, sufficient, diverse, and deep questions to understand a topic of interest and seek out information. Across the year, **32.32%** of students have grown on **at least 1 level (25%)** of curiosity.
- **Analytical Thinking (AT):** We measure AT as a function of a child's ability to analyze information and make inferences from it. Across the year, **14.97%** of students have **grown by at least one level (25%)** in Analytical Thinking.
- **Imagination:** We measure Imagination by a child's ability to represent a thought/idea as an output of clarity, depth, and originality. Across the year, **11.60%** of students have grown by **at least 1 level (25%)** on Imagination.
- **Emotional Awareness:** We measure emotional awareness as a function of a child's ability to identify emotions related to a particular scenario and label them. Across the year, **41.04%** of students have grown **at least by one level (25%)** in Emotional Awareness.
- **Emotional Regulation:** We measure emotional regulation as a function of a child's tendency to choose a constructive response to an emotionally challenging situation. Across the year, **46.13%** of students have grown by **at least one level (25%)** in Emotional Regulation.

- **Teamwork:** We measure teamwork as a function of the tendency of a child to choose team working mindsets over silo mindsets towards a given team task. Across the year, **45.15%** of students have grown **at least by one level (25%)** in teamwork.

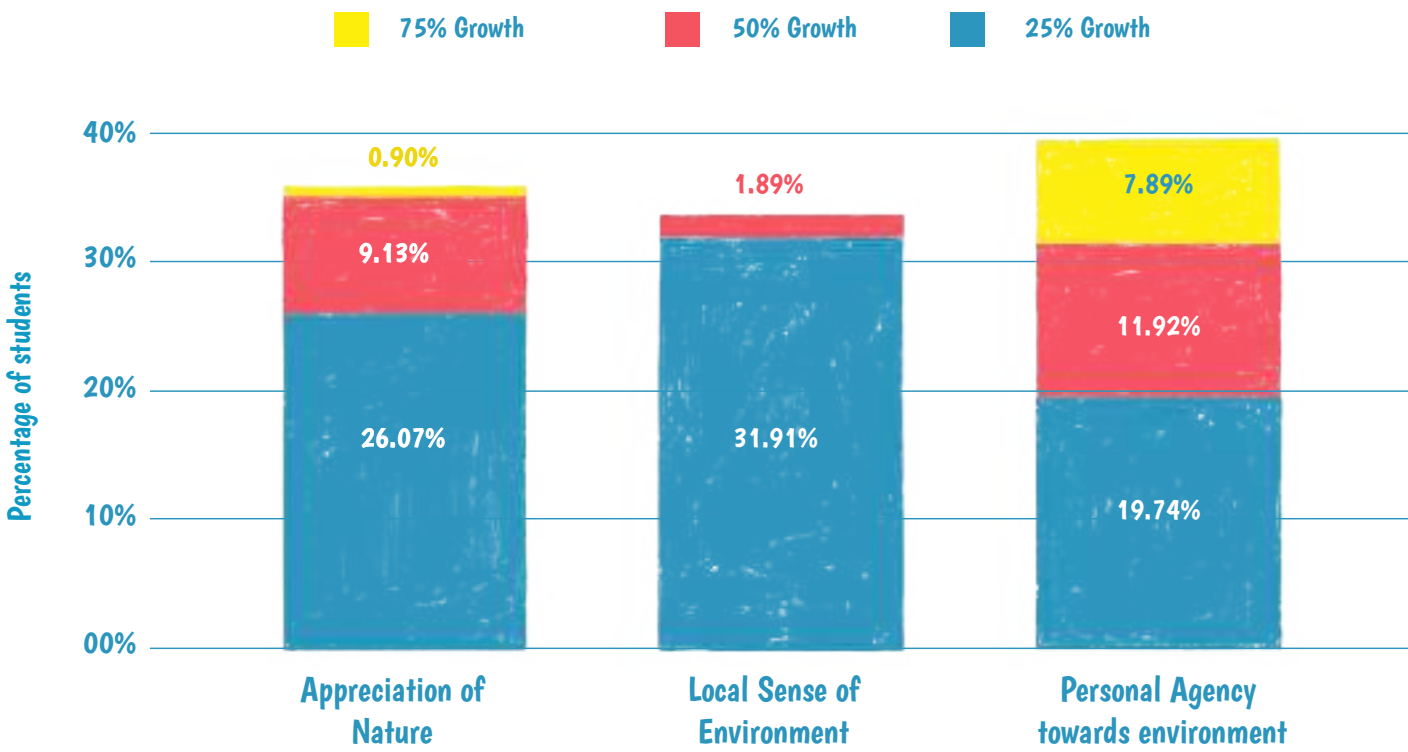
Growth in Climate Constructs

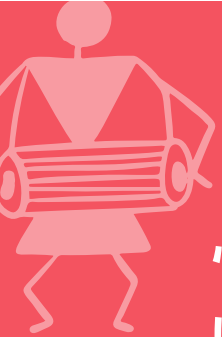
- Our **36.26%** of students showed growth by at least one level in the **appreciation of nature**. This indicates an increased ability to identify, observe, and appreciate elements of nature locally.
- **33.79%** of students have grown by at least one level in the **Local Sense of Environment**. This indicates that students are able to understand the first-order and second-order implications of local climatic challenges around them.
- **39.55%** of our total students showed **personal agency growth** by at least 1 level, in identifying actions to support nature and address climate change.

Growth in SEL competencies



Growth in climate competencies





"I dream of a world where art education isn't a privilege, but a birthright. Project Abhivyakti brings us closer to that dream. It dismantles stereotypes, promotes gender equality, and ignites a love for lifelong learning."

- Pranali Ghonge - Deputy Commissioner, Bhiwandi
Nizampur City Municipal Corporation



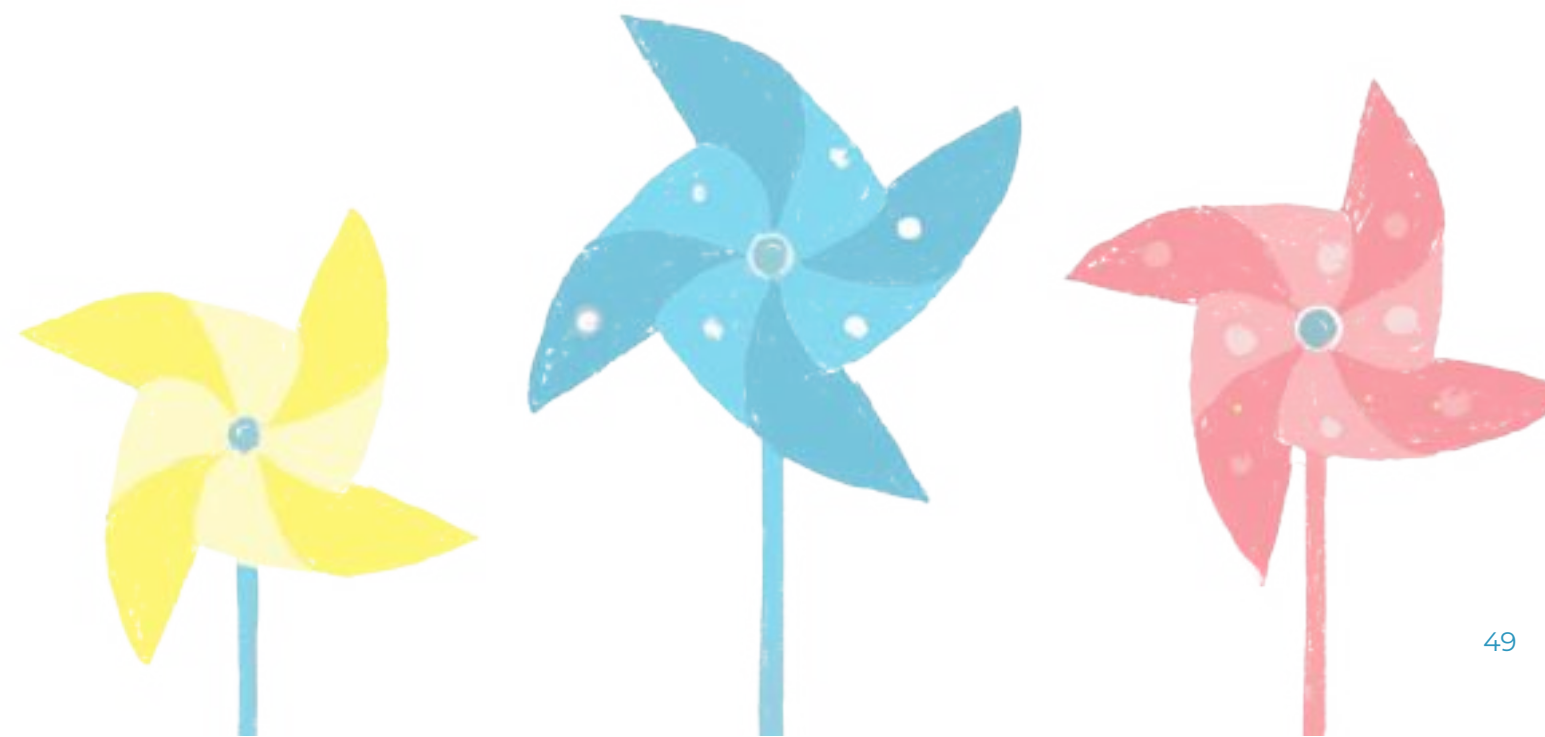
Igniting Creativity and Confidence in our Youth

Art education in my childhood was a pale shadow of what it could be. But Project Abhivyakti has **ignited a spark** in our students, and it fills my heart with joy. This project isn't just about learning a craft. It's about helping our children blossom into confident, expressive young people. Seeing them actively engaged, their faces alight with creativity is a testament to the project's magic.

This program is a **beacon of hope**, especially for children facing challenges. **Art becomes an outlet** for them, a way to express themselves and **find their voices**. Expanding Project Abhivyakti to more schools would be a gift, a chance to empower countless young minds.

I dream of a world where art education isn't a privilege, but a birthright. Project Abhivyakti brings us closer to that dream. It dismantles stereotypes, promotes gender equality, and ignites a love for lifelong learning.

Thank you, SCERT and all the stakeholders, for recognizing the potential in our children. Project Abhivyakti is making a real difference, and its impact will resonate for years to come.



Project Aawaaz | Punjab

This Arts for All intervention is in partnership with SCERT, Punjab, across three districts of Punjab: Rupnagar, Fatehgarh Sahib, and Amritsar (Schools of Eminence). We worked with 7656 students in Punjab and we sample 72.5% of students for baseline and 30% of students for the endline assessments.



Growth in SEL

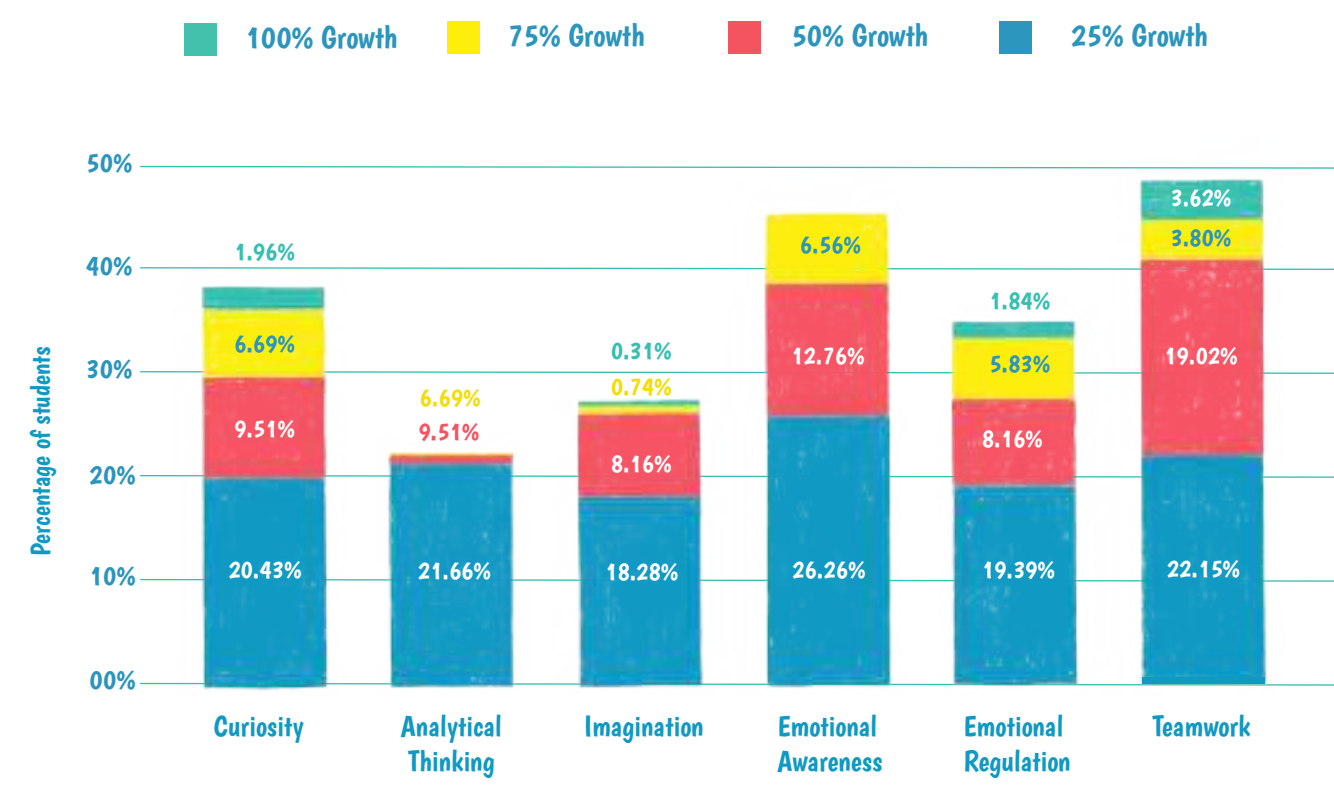
- **Curiosity:** We measure curiosity based on a child's ability to ask relevant, sufficient, diverse, and deep questions to understand a topic of interest and seek out information. Across the year, **38.59%** of students have grown on at least 1 level (25%) of **curiosity**.
- **Analytical Thinking (AT):** We measure AT as a function of a child's ability to analyze information and make inferences from it. Across the year, **27.48%** of students have grown by at least one level (25%) in **Analytical Thinking**.
- **Imagination:** We measure Imagination by a child's ability to represent a thought/idea as an output of clarity, depth, and originality. Across the year, **22.58%** of students have grown by at least 1 level (25%) on **Imagination**.
- **Emotional Awareness:**We measure emotional awareness as a function of a child's ability to identify emotions related to a particular scenario and label them. Across the year, **45.58%** of students have grown at least by one level (25%) in **Emotional Awareness**.

- **Emotional Regulation:** We measure emotional regulation as a function of a child's tendency to choose a constructive response to an emotionally challenging situation. Across the year, **35.21%** of students have grown by at least one level (25%) in **Emotional Regulation**.
- **Teamwork;** We measure teamwork as a function of the tendency of a child to choose team working mindsets over silo mindsets towards a given team task. Across the year, **48.59%** of students have grown at least by one level (25%) in **teamwork**.

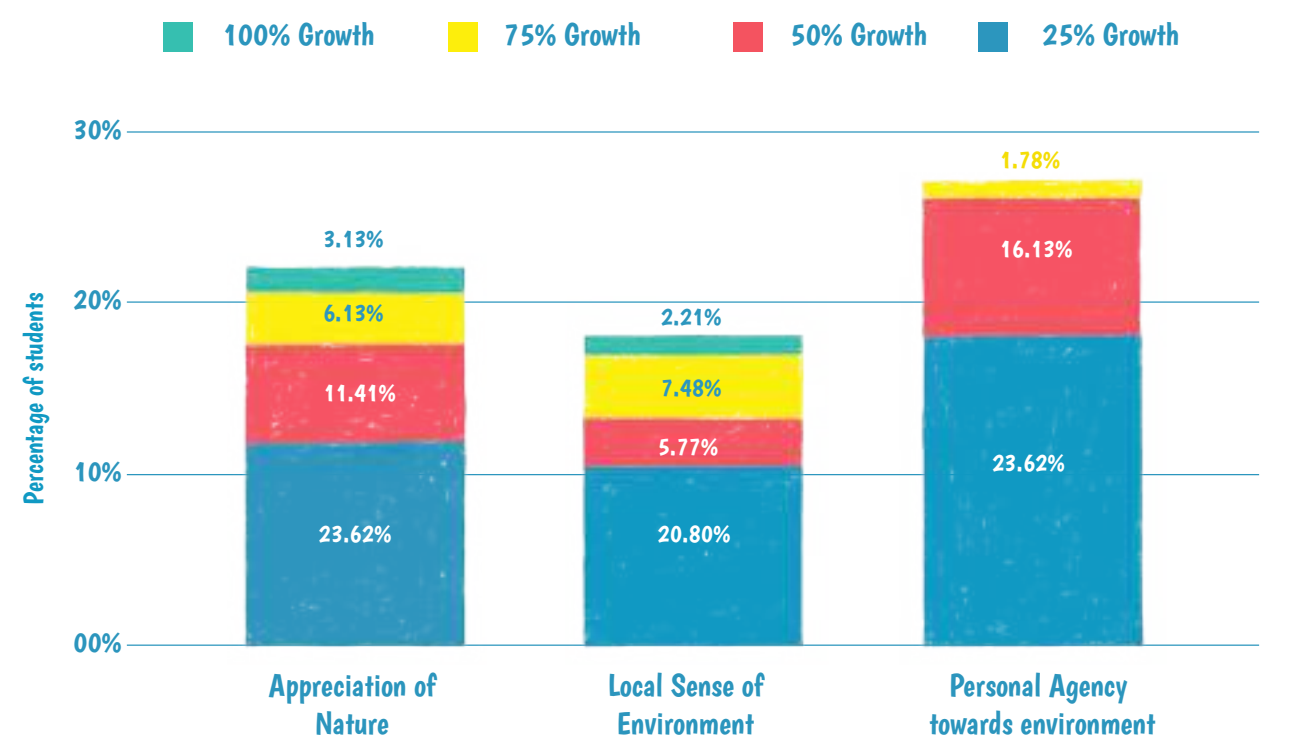
Growth in Climate Constructs

- Our **53.99%** of students showed growth by at least one level in the **appreciation of nature**. This indicates an increased ability to identify, observe, and appreciate elements of nature locally.
- Overall, **36.26%** of students have grown by at least one level in the Local **Sense of Environment**. This indicates that students are able to understand the first-order and second-order implications of local climatic challenges around them.
- **39.55%** of our total students showed **personal agency** growth by at least 1 level, in identifying actions to support nature and address climate change.

Growth in SEL competencies



Growth in climate competencies



Deepak's Flight of Dreams

Deepak, a 14-year-old student from Khanpur village in Punjab, was considered an average academic performer. However, he had a strong passion for environmental conservation. Project Aawaaz* gave him a platform to creatively express his concerns by crafting poems about mother nature.

His exceptional performance at the end-of-program showcase caught the attention of **Punjab's Education Minister**, setting the stage for a **performance at Asia's largest Art and Culture festival**, the Kala Ghoda Art Festival. He prepared diligently for this monumental event with support from his teacher, Sunita Ma'am.

His genuine smile and profound performance resonated with the audience in Mumbai, attracting the festival's organizing committee's attention and validating his talent and aspirations. Inspired by this experience, he pledged to use his poetry to advocate for a more environmentally conscious future.

Upon his return, Deepak was hailed as a **local hero**, capturing headlines and admiration from his entire village.



His mother, Anju Rani, expressed her pride and gratitude, saying,

"I always had confidence in my child, but I never imagined he would shine so brightly. I'm thankful for the opportunities Slam Out Loud provided him. I hope more kids from communities like us get such chances."

Deepak,
Student, Project avaza Punjab

Stages of Growth: Our year in Performances

Arts for All Program



Kala Ghoda Arts Festival

Asia's largest street arts festival that happens in Mumbai where our students from Bhiwandi used the power of Poetry to talk about Gender Justice.

Kala ka Karwaan

A collaborative effort between Slam Out Loud and the EVOCA Foundation where our students presented their original poetries on topics like "Siksha ki Kalpana", "Blackboard", and "Chalk and Blackboard".

Pune Kabir Festival

Organized by the Baithak Foundation, this festival pays homage to Kabir's timeless wisdom, where our students and teachers learned to create poetry inspired by the theme "What is enough?" "Kafi kya hote hain?"



Navratna Festival

Chandrapur's biggest culture fest saw our students learning to use voice modulation for telling stories and practiced writing their own stories of life.



Bhiwandi District Showcase

In collaboration with BNCMC, SOL organised and interschool showcase, BOL, where our students performed dramas, dance, poetries, storytelling and puppet shows on topics like climate action, gender justice and emotional wellbeing. The event was graced by the presence of Additional Commissioner, Deputy Commissioner, Administrative officer, Cluster resource people, principals, teachers and parents.

The Jijivisha Fellowship

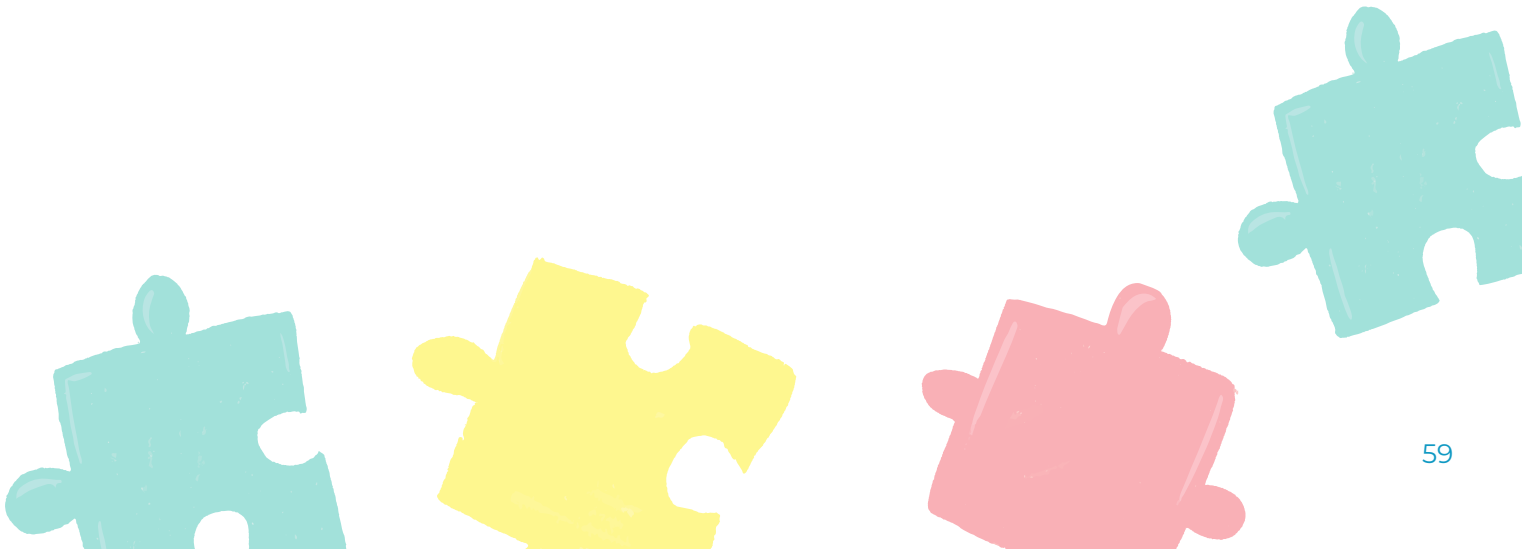
The Jijivisha Fellowship, on the other hand, engaged over 500 students in over 80 classroom showcases, 16 school-level showcases, and 4 city-level year-end showcases across Mumbai,Pune,Delhi and Bangalore. The rigorous rehearsals and feedback loops from these spaces also gave our students the creative confidence to perform at many external events throughout the year where they shared their talents and addressed critical topics like environmental sustainability, gender and personal expression.



Events Where Our Students Shined



These performances were more than just showcases; they were milestones in our students' journeys of growth and self-discovery, celebrating their creativity and the power of their voices.



Slam Out Loud Curriculum

At the heart of our programs lies a curriculum meticulously crafted to nurture social-emotional learning (SEL) skills while providing safe environments for creative expression. Here's a glimpse into 2024 across:

The Jijivisha Fellowship

Tailored Lessons

Fellows planned and delivered over **270 lessons**, each tailored to their classrooms' specific needs and context.



Dynamic Experiences

These lessons facilitated active learning and provided exposure to different art forms and opportunities for **artwork showcases and student leadership**. Take a glimpse into these classroom experiences through:



Art Integration

Lessons integrated a **diverse range of art forms**, enriching students' artistic exploration



Inclusive Planning

By incorporating insights from students' backgrounds and community visits, fellows ensured lesson planning resonated deeply with **students' lived experiences**.



Differentiated Instruction

Fellows addressed their students' unique learning needs through differentiated lesson plans, catering to **different kinds of learners** within the same classroom.



Watch Now



Scan this QR code to Watch



Watch Now



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Arts for All (AFA)

Improved Interaction

Our curriculum provided space for **increased teacher-student interaction** outside formal academic spaces. Through interviews with teachers and students, we discovered that this approach made teachers more approachable, thus making students feel more comfortable asking questions and discussing ideas.



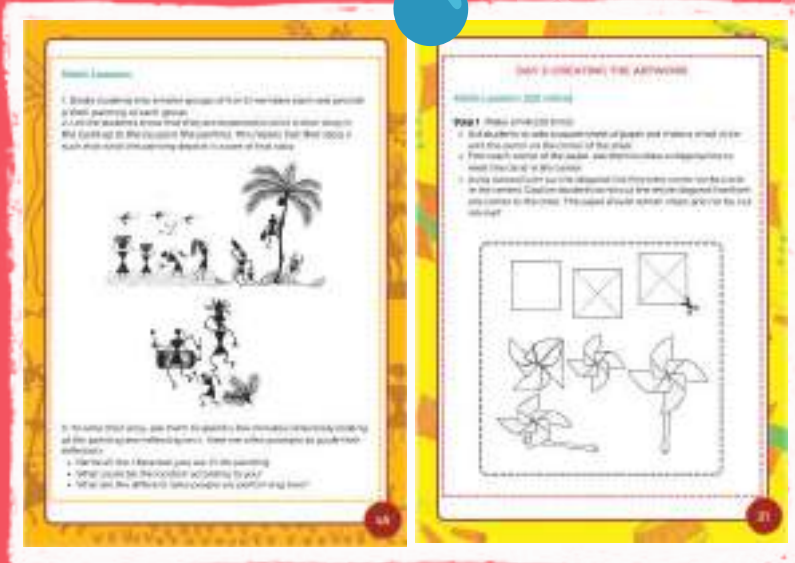
Pedagogical Impact

Our curriculum's pedagogical practices were **adopted outside of SOL lessons**, with teachers integrating techniques such as meditation, check-in practices, and visualization/ideation tools into other subject areas.

Cultural Enrichment

Our curriculum strengthens students' connection to their cultural heritage by introducing **art forms like Warli in Maharashtra and Boliyaan, Phulkari, and Firki in Punjab**

An illustrative representation of regional art forms in the curriculum



We hold close a few principles while designing our curriculum and lessons

Contextualized Learning

At TJF, we decentralized agency to art educators within classrooms to develop and deliver lessons aligned with students' needs and context. In AFA, we integrate local art forms and insights from our ground studies, ensuring that lessons resonate with the child's cultural context.



Explicit SEL Instruction

Every lesson in our curriculum focuses on building targeted SEL skills, including curiosity, imagination, analytical thinking, emotional awareness, emotional regulation, and teamwork. Through a series of connected activities, students receive dedicated time and attention to develop these essential skills.

Amplifying Student Voices through Showcases

Each lesson provides a platform to showcase student artworks and learnings to their peers, empowering them to strengthen their voices through art. These classroom-level showcases foster a sense of confidence and self-expression among students, promoting their overall development. We supplement them further with school-wide and city-wide



Strategy 2024: Horizons Expanded

Key learnings

Reflecting on our journey last year, we have identified three key learnings that have been instrumental in driving the success of our programs:

1. The importance of local context

Our success in both The Jijivisha Fellowship (TJF) and Arts for All (AFA) programs has been significantly driven by our ability to adapt to local contexts. In TJF, fellows tailored over **270 lessons** to their specific classroom needs, incorporating insights from students' backgrounds and community visits. In AFA, we integrated **local art forms** like Warli in Maharashtra and Boliyaan in Punjab, strengthening students' connection to their cultural heritage. This approach has led to increased engagement and deeper impact.

2. The power of consistency and repetition

Our focus on consistent metrics, clear tools, and repeated emphasis on what success means has been crucial. By providing easy-to-use curriculum guides and maintaining a steady focus on our core SEL competencies, we've seen significant growth across various skills. For instance, in Punjab, **38.59%** of students showed growth in curiosity, while **48.59%** improved in teamwork. This consistency in approach and measurement has allowed us to track progress effectively and refine our methods over time.

3. Empowering agency at the classroom level

We've learned that empowering the individuals delivering lessons in the classroom is paramount to our success. In TJF, we encouraged fellows to develop deeply personal projects, resulting in innovative community initiatives like the **"Humari Kahaniyon ki Razai"** in Mumbai. In AFA, we've seen teachers adopt our pedagogical practices beyond SOL lessons, integrating techniques like **meditation and check-in practices** into other subject areas. This focus on agency has led to more authentic and impactful learning experiences.

Way forward

As we look to the future, Slam Out Loud is poised for significant growth and deepening of impact

1. Scaling our programs

The Jijivisha Fellowship is set to expand to **22 fellows**, allowing us to reach more students across our target cities. This growth will enable us to refine our model further and create a larger pool of skilled arts educators.

For Arts for All, we're transitioning to a **cascade model in Punjab**, with 50 master trainers working with up to 1500 teachers. This approach will significantly amplify our reach and impact, potentially touching the lives of tens of thousands more students.

2. Strengthening evaluation and monitoring

We recognize the need for more robust **third-party evaluations** to validate our impact and provide insights for improvement. We plan to partner with respected research institutions to conduct comprehensive studies of our programs' effectiveness.

Additionally, we aim to deepen our Monitoring and Evaluation (M&E) capabilities. This will involve refining our assessment tools, expanding the scope of our data collection, and investing in advanced analytics to derive more nuanced insights from our work.

3. Expanding leadership and partnerships

To support our growth, we plan to **expand our leadership** team, bringing in experienced professionals who can guide our strategic direction and operational excellence.

We also aim to expand the reach of our content through partnerships with governments and other non-profits. By sharing our curriculum and methodologies, we can influence arts education practices beyond our direct programs.

4. Continued focus on context and agency

As we scale, we remain committed to our core principles **of contextual relevance and empowering agency**. We will continue to refine our curriculum to reflect local contexts and empower our fellows and partner teachers to adapt our methods to their specific classroom needs.

In conclusion, Slam Out Loud stands at an exciting juncture. With our proven model, dedicated team, and ambitious growth plans, we are well-positioned to make an even greater impact in the coming years. By focusing on scaling thoughtfully, strengthening our evaluation processes, and staying true to our core principles, we aim to empower more children than ever to find their voice and reach their full potential through the transformative power of arts education.



Our Team

None of this would have been possible without the incredible **SOLmates** who, with their resilience, smiles, and passion, work towards building these spaces for 1000s of students year-on-year.

Last year saw us grow to **50 member** team where:

10 new full-time people joined SOL, with more than 19% growth than the previous year

51% SOLmates grew in their roles (from Associates to Managers to ADs)

33% of our women workforce (based on biological sex) grew into a leadership position at SOL, and this number is already on the rise for the ongoing fiscal year

1000+ video calls logged (including anniversaries, birthdays, and goodbyes)



Former SOLmates



But that’s not it. We take pride in ensuring each SOLmate has avenues to learn, express, and represent our work in the arts and education ecosystem according to their interests, such as:



We’re continuing to discuss our culture and belonging as a team this year, focusing on our core values of love, growth, awareness, balance, and a sense of possibility as a remote-first organization. We offer incentives like **paid period leave, robust healthcare including unlimited mental and physical telehealth support, and insurance coverage of up to 5L on accidents.** Last year alone, we supported our team by covering over Rs. 1 Lakh of expenses for surgeries, specialty consultations such as mental health, etc., per SOLmate, and providing a wellness off.

Here’s to continuing to build creative spaces that enable every individual to have a voice that empowers them to change lives!

What ifs that give me the liberty to question, imagine,
Strengthen my faith in various possibilities
give me all the reason to believe that what's there in a mind
holds the potential to really exist

– Snippet from “What if,” by Supriya, a student poet



To be an artist is to believe in life.

- Henry Moore



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