

Creating Tomorrow's Problem Solvers

Impact Report 2024 - 2025

Entrepreneurial Mindset Programme / Northeast India

2 Schools → 11 Schools → 30 Schools

Grades 6 - 8 | Age 11 - 15 years

Prepared by [Kidspreneurship India Pvt. Ltd.](#)
In partnership with [Chillibreeze Solutions Pvt. Ltd.](#)



This report presents the impact of Kidspreneurship's flagship **Entrepreneurial Mindset Programme (EMP)** implemented across **11 schools in Northeast India**, reaching **almost 1,300 students**. Drawing on quantitative assessments, qualitative observations, stakeholder feedback, and student outcomes, the report examines how experiential learning strengthens the knowledge, skills, mindsets, and behaviours that prepare young people to thrive in school, work, and life.

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CHAPTER 01

Message from the Founders

Why we do this work



Every child begins life with curiosity.

They ask questions fearlessly, imagine boldly, and dream without limits. Yet somewhere along the journey, many children begin to fear mistakes, hesitate to share ideas, and slowly learn to seek the "right answer" instead of asking better questions.

At Kidspreneurship, we believe entrepreneurship is not about starting businesses. It is about nurturing a way of thinking. It is about raising children who notice problems, care deeply about people, think creatively, work collaboratively, communicate confidently, and believe they can create meaningful change in the world around them.

Over the past year, we have had the privilege of witnessing this transformation across schools in Northeast India through our partnership with Chillibreeze Solutions. What began as a pilot in two schools in 2024 has evolved into a growing movement that has reached more than 1,300 students across eleven schools in 2025, with expansion to thirty schools already underway in 2026, reaching almost 2000 students.

The impact has gone far beyond classrooms.

We have watched hesitant children become confident presenters. Quiet observers become empathetic innovators. Ideas sketched on paper evolve into prototypes, products, and community solutions. Teachers have embraced project-based learning, school leaders have witnessed shifts in student confidence and ownership, and parents have seen their children return home with greater curiosity, resilience, and purpose.

This report captures those stories alongside measurable evidence. It presents both the numbers and the human experiences behind them, illustrating how entrepreneurial

mindset education can strengthen the very competencies young people need to thrive in an increasingly complex world.

None of this would have been possible without the unwavering support and commitment of the Chillibreeze leadership and team, visionary school leaders, dedicated educators, supportive parents, and most importantly, the incredible children who reminded us every day that innovation begins with curiosity.

As we look ahead, our ambition extends beyond expanding to more schools. We hope to contribute to a future where entrepreneurial mindset education becomes an essential part of every child's learning journey - not just to create more entrepreneurs, but to nurture more thoughtful problem solvers, compassionate leaders, and confident changemakers.

We invite educators, governments, philanthropies, CSR leaders, and partners to join us in building that future together.

Because every child deserves the opportunity to believe:

“I can imagine. I can create. I can solve it. I can make a difference.”

Swati Gauba
Founder & Thinker in Chief

Tanya Sarin
Co-Founder & Chief Learning Officer

CHAPTER 02

Executive Summary

Building young problem solvers · creating future changemakers



Building Young Problem Solvers. Creating Future Changemakers.

The Kidspreneurship Entrepreneurial Mindset Programme continued its expansion across Northeast India during the 2024 -> 2025 -> 2026 academic years through our partnership with Chillibreeze Solutions Pvt. Ltd. What began as a pilot initiative has evolved into a growing movement that is empowering children with the skills, confidence, and mindset needed to thrive in an increasingly uncertain world.

Rather than teaching entrepreneurship as business creation alone, the programme nurtures essential skills and mindsets such as curiosity, creativity, empathy, resilience, critical thinking, collaboration, financial awareness, communication, and problem-solving through experiential, project-based learning.

Over the course of the year, students worked on real-world challenges, transformed ideas into prototypes, presented their solutions confidently, participated in

marketplace experiences, and reflected on their learning journey. Teachers were equipped with new pedagogical approaches, while schools witnessed greater student ownership, engagement, and innovation.

The findings from our pre- and post-programme assessments, classroom observations, student portfolios, teacher feedback, and project outcomes demonstrate meaningful, consistent positive movement in entrepreneurial mindset across participating schools, alongside strong end-of-programme knowledge of core entrepreneurship concepts.

Together, these results reinforce a simple but powerful belief:

When children are given opportunities to observe deeply, think creatively, solve meaningful problems, and learn through action, they develop the confidence to become changemakers in their communities.

► **Watch the impact film**

See the programme through the eyes of the students, teachers and communities who lived it. This short film captures the Kidspreneurship × Chillibreeze Entrepreneurial Mindset Programme in action across Northeast India.

Watch here: [Student Voices](#)

Watch here: [CSR in Education](#)

Highlights at a Glance

- **Expanded Reach**

Reached almost 1,300 students across 11 schools in Northeast India in 2025, with programme expansion to almost 2000 students across 30 schools in the current ongoing academic year 2026.

- **Learning Through Doing**

Students designed, built, tested, improved, and presented solutions to authentic real-world challenges through hands-on innovation projects.

- **Increased Student Engagement & Confidence**

Teachers consistently reported noticeable improvements in student attendance, classroom participation, confidence level, public speaking, initiative, and willingness to share ideas.

- **Stronger Problem-Solving Skills**

Students demonstrated greater ability to identify community problems,

empathise with users, generate multiple solutions, and iterate based on feedback.

- **Entrepreneurial Mindset Development**

Assessment findings showed positive growth across key competencies including Curiosity, Creativity, Observation, Communication, Collaboration, Empathy, Resilience, Leadership, Financial Literacy and Value Creation

- **Teacher Transformation**

Educators adopted more experiential, inquiry-led, and project-based teaching practices that encouraged student ownership and active learning.

- **School Culture Shift**

Participating schools reported greater student engagement, stronger collaboration, and increased opportunities for innovation beyond traditional classroom instruction.

- **Community Impact**

Market Days, student showcases, and project presentations created meaningful opportunities for parents, educators, and local communities to celebrate student innovation.

Key Outcomes

↓ 40%

40% fewer students rated themselves at the lowest confidence level. Shy learners grew into confident presenters, developing the belief that "I can do it."

54% → 69%

Teamwork and empathy showed the strongest improvement. More students learned to listen actively, collaborate effectively, and design solutions with others in mind.

Money-smart

Students developed stronger financial literacy. By the end of the programme, they were more confident in budgeting, pricing, setting goals, and applying money concepts to real-world situations.

83%

83% of students scored 60% or higher in the end-of-programme knowledge assessment, demonstrating a strong understanding of core entrepreneurship concepts.

6 Real Ventures

Six student-led ventures progressed from ideas to working solutions. From plantable seed-paper diaries to a community garden built from recycled materials, students transformed creative ideas into meaningful impact at the Junior Pitch Tank.

Assessment measured key outcomes at a glance

Indicator (2025 cohort)	Baseline	Endline	Change
Mindset self-rating (scale 1 - 4)	2.64	2.81	+0.17
Overall mindset score rate	65.9%	70.3%	+4.4 pp
Positive responses (rated 3 or 4)	54.5%	62.8%	+8.3 pp
Most negative “1” responses	15.5%	9.3%	–6.2 pp
Knowledge score rate	73.7% (/20)	75.3% (/25)	see Ch.14
Students scoring ≥60% on endline knowledge	—	83%	—

All figures from the 11-school pre/post assessment dataset. Knowledge baseline and endline used different instruments and are reported as separate snapshots (see Chapter 14).

The programme journey

Teacher Training → Student Learning Experiences → Design Thinking Projects → Prototype Development → Reflection & Feedback → Marketplace Experience → Student Presentations → Assessment & Growth

The long-term vision remains unchanged:

To equip every child — not merely to succeed academically — but to become a curious thinker, compassionate leader, confident communicator, resilient problem solver, and lifelong changemaker.

CHAPTER 03

Why Entrepreneurial Mindset Matters

Preparing children for a rapidly changing world



Today's children are growing up in a world that is more interconnected, technology-driven, and unpredictable than ever before. Artificial Intelligence is reshaping industries, climate change is demanding new ways of thinking, and careers are evolving faster than education systems have traditionally been able to respond.

Success in this new world will depend not only on academic knowledge but also on the ability to ask meaningful questions, solve complex problems, collaborate with others, adapt to change, and create value for society.⁵

Entrepreneurial mindset education develops exactly these capabilities.^S It empowers children to become curious learners, resilient problem solvers, empathetic leaders, and responsible citizens who are prepared not only for future careers but also for lifelong learning and positive community impact.

A New Definition of Entrepreneurship

Entrepreneurship is not about teaching children to start businesses.

It is about teaching them to identify problems worth solving.

Whether a child becomes a scientist, teacher, engineer, artist, entrepreneur, civil servant, or healthcare professional, the ability to think creatively, take initiative, communicate effectively, collaborate with others, and transform ideas into action will remain essential.

At Kidspreneurship, entrepreneurship is viewed as a mindset rather than a profession — a way of approaching challenges with curiosity, empathy, creativity, and purpose.

Why India Needs Children with an Entrepreneurial Mindset

India is home to the world's largest youth population, with over 250 million school-going children.^S While the country has made significant progress in expanding access to education, employers consistently highlight a growing gap between academic achievement and workplace readiness.^S

Young people are expected to navigate increasingly complex careers, rapidly changing technologies, and challenges that require interdisciplinary thinking. Yet many education systems continue to reward memorisation more than creativity, initiative, or problem-solving.

India's continued economic and social progress will depend on developing a generation capable of creating opportunities rather than waiting for them — individuals who can innovate within organisations, strengthen communities, and contribute meaningfully to the nation's development.

Entrepreneurial mindset education complements traditional academics by helping students connect classroom learning with real-world application, preparing them to become active contributors to society and capable citizens for the nation.^S

Why Northeast India

Northeast India represents one of India's most culturally rich and environmentally significant regions.⁵ Home to diverse communities, indigenous knowledge systems, and abundant natural resources, the region holds immense potential for innovation rooted in local contexts.

Many schools in the region are already fostering strong values of community, resilience, and environmental stewardship. By introducing entrepreneurial mindset education, students are encouraged to build upon these strengths — identifying local challenges, designing practical solutions, and creating value within their own communities.

Rather than viewing geographical distance as a limitation, the programme positions it as an opportunity for innovation, enabling young people to become changemakers who address challenges unique to their region while contributing to broader national and global development.

The Skills That Matter Most

The future belongs to individuals who can continuously learn, adapt, and create.

Children will require a combination of cognitive, social, emotional, and entrepreneurial competencies to navigate an increasingly dynamic world.⁵

Our programme intentionally develops:

- Curiosity and lifelong learning
- Creative thinking and innovation
- Critical thinking and problem-solving
- Empathy and human-centred design
- Communication and storytelling
- Collaboration and teamwork
- Financial awareness and value creation
- Resilience and adaptability
- Leadership and initiative taking abilities
- Ethical decision-making

These capabilities enable children not only to succeed professionally but also to contribute positively to their families, communities, and society.

Responding to the Age of Artificial Intelligence

Artificial Intelligence is transforming how information is created, accessed, and applied. As routine tasks become increasingly automated, uniquely human capabilities will become even more valuable.⁵

Children will need to learn not simply how to use technology, but how to ask better questions, think critically, evaluate information, collaborate across disciplines, and apply creativity to solve problems that machines cannot.

As part of its wider model, Kidspreneurship treats AI as a tool for exploration and ideation, helping students generate and test ideas, while keeping human creativity, empathy, ethics and judgement at the centre of learning. The emphasis is on preparing children to work alongside AI thoughtfully, not to depend on it.

A note on the Northeast context. In the 2024 - 25 Northeast India implementation, the programme was delivered deliberately hands-on and largely offline. Many participating schools face real infrastructure constraints, limited devices and connectivity, so digital and AI tools were intentionally not central to delivery. Learning happened through workbooks, kits, physical prototyping, Market Days and face-to-face facilitation. This was a conscious, context-appropriate choice: the entrepreneurial mindset was built through doing, using locally available materials, rather than through technology. AI-enabled features remain part of the programme's future roadmap (see "Looking Ahead"), to be introduced as and where infrastructure allows.

While AI is not integrated into classroom delivery in the Northeast, it remains an integral part of the wider Kidspreneurship approach, and for students who do have access to such tools in their personal capacity, the programme offers guidance on using them thoughtfully and to their advantage: as an aid to explore ideas, research, and create, while keeping their own creativity, judgement, and ethics firmly in the lead.

Contributing to the Sustainable Development Goals

The programme supports multiple United Nations' Sustainable Development Goals (SDGs) by strengthening children's capacity to become active contributors to sustainable development.

SDG	How the programme contributes
SDG 4 — Quality Education	Promotes experiential, inclusive, competency-based learning
SDG 8 — Decent Work & Economic Growth	Builds future-ready employability and entrepreneurial competencies

SDG	How the programme contributes
SDG 9 — Industry, Innovation & Infrastructure	Encourages innovation and design thinking from an early age
SDG 10 — Reduced Inequalities	Expands opportunities for children across diverse communities
SDG 11 — Sustainable Cities & Communities	Inspires students to solve local community challenges
SDG 12 — Responsible Consumption & Production	Encourages sustainability through product design and resource awareness
SDG 17 — Partnerships for the Goals	Demonstrates collaborative impact across schools, communities and CSR partners

Source: [United Nations — The 17 Sustainable Development Goals](#)

Supporting India's National Education Policy 2020

The programme is closely aligned with the vision of the [National Education Policy \(NEP\) 2020](#), which advocates a shift from rote learning towards competency-based, multidisciplinary, and experiential education.

Key areas of alignment include:

- Experiential and project-based learning
- Competency-driven assessment
- Design thinking and innovation
- Vocational exposure and entrepreneurship
- Critical thinking and creativity
- Foundational life skills
- Holistic development
- Integration of technology
- Local context and real-world problem solving
- Student portfolios and reflective learning

Through this alignment, schools are able to strengthen implementation of NEP recommendations while creating engaging learning experiences for students.

CHAPTER 04

Partnership for Change

Building an ecosystem that empowers every child



Building an Ecosystem That Empowers Every Child

Transforming education requires more than an innovative curriculum, it requires a shared commitment from everyone who influences a child's learning journey.

The success of the Kidspreneurship Entrepreneurial Mindset Programme in Northeast India is the result of a collaborative ecosystem where educators, school leaders, parents, implementation partners, and local communities worked together with one common purpose: preparing children not only for examinations, but for life.

Each stakeholder played a distinct yet interconnected role. Together, they created learning environments where children were encouraged to ask questions, experiment with ideas, learn from failures, collaborate with others, and discover their potential as future changemakers.

This collective effort demonstrates how meaningful partnerships can amplify educational outcomes and create sustainable, long-term impact.

Our Impact Ecosystem



At the centre is the Child, surrounded by Kidspreneurship, Chillibreeze, School Leaders, Teachers, Parents and Community. Together we build future-ready children.

1. Kidspreneurship

Designing Learning for the Future

Kidspreneurship served as the programme architect, designing an experiential learning ecosystem that combines entrepreneurial skills and mindset development, design thinking, creativity, financial literacy, and real-world problem solving.

Our role extended beyond curriculum delivery. We partnered closely with educators and implementation teams to ensure that learning remained engaging, contextual, practical, measurable, impactful and scalable.

Key contributions included:

- Designing the Entrepreneurial Mindset Programme
- Developing project-based learning experiences
- Creating assessment frameworks and impact measurement tools
- Training educators in experiential pedagogy
- Providing resources to trainers for effective classroom delivery
- Providing implementation guidance and ongoing mentoring
- Analysing programme outcomes and documenting impact
- Continuously refining the curriculum based on classroom insights

Rather than delivering isolated workshops for selective students, Kidspreneurship focused on building sustainable capacity within schools so that entrepreneurial thinking could become part of everyday learning that impacts each and every student.

2. Chillibreeze Solutions

Turning Vision into Regional Impact

As the programme implementation partner, Chillibreeze played a pivotal role in transforming a shared vision into meaningful action across schools in Northeast India.

Their deep understanding of local communities, long-standing relationships with schools, and commitment to educational transformation at grassroots level enabled the programme to reach children across diverse learning environments.

Beyond programme coordination, Chillibreeze championed a culture of innovation by supporting school leaders, empowering teachers, facilitating communication, and ensuring consistent implementation across participating schools.

Their leadership transformed the initiative from a curriculum intervention into a regional movement focused on nurturing confident, capable, and socially responsible young learners.

3. School Leaders

Creating a Culture Where Innovation Can Flourish

School leaders served as catalysts for change by creating an environment where innovation, creativity, and student voice were actively encouraged.

Their commitment extended beyond providing classroom access. They embraced project-based learning, encouraged teacher participation, celebrated student achievements, and integrated entrepreneurial thinking into the broader school culture.

By fostering psychological safety and encouraging experimentation, school leaders enabled students to develop confidence, ownership, and a stronger sense of purpose.

Their leadership demonstrated that sustainable educational transformation begins with a shared vision at the institutional level.

4. Teachers

From Knowledge Providers to Learning Facilitators

Teachers were the heart of programme implementation.

Rather than simply delivering content, they became facilitators of inquiry, mentors to young innovators, and coaches who encouraged students to explore, question, collaborate, and reflect.

Throughout the programme, teachers embraced new instructional approaches including:

- Inquiry-based learning
- Design thinking
- Project-based learning
- Collaborative classroom practices
- Reflective assessment
- Student-led presentations

Many educators reported increased student engagement, improved classroom participation, greater ownership of learning, and stronger collaboration among students.

In turn, teachers themselves experienced professional growth as they adopted learner-centred pedagogies aligned with the future of education.

5. Parents

Extending Learning Beyond the Classroom

Parents played an essential role in reinforcing entrepreneurial mindsets beyond school.

By encouraging conversations at home, supporting project creation, attending exhibitions and Market Days, and celebrating effort rather than perfection, families helped children apply classroom learning in authentic, everyday contexts.

Many parents observed noticeable improvements in their children's confidence, creativity, communication, and willingness to take initiative.

Their involvement strengthened the connection between school learning and real-life experiences, creating a more holistic environment for child development.

6. Community

Learning That Creates Local Value

The programme encouraged students to look beyond the classroom and engage with real challenges within their own communities.

Through community observations, interviews, prototype testing, Market Days, and presentations, students interacted with local stakeholders, gathered feedback, and experienced the process of creating value for others.

These authentic experiences helped children understand that innovation begins with empathy and that meaningful solutions emerge when people work together.

Community participation transformed learning from an academic exercise into a shared experience where students, families, educators, and local partners celebrated creativity, collaboration, and positive social impact.

Stronger together

Every successful student project represented the contribution of many hands:

A school leader who believed in innovation

A teacher who encouraged curiosity

A parent who nurtured confidence

A community member who shared valuable feedback

An implementation partner who ensured access and consistency

A curriculum partner who designed meaningful learning experiences.

Together, these partnerships created more than successful classroom activities. They built an ecosystem where children felt empowered to imagine possibilities, solve meaningful problems, and believe that they can make a difference.

**Lasting educational transformation is never the work of one organisation.
It is the outcome of a community united by a shared commitment to every
child's potential.**

CHAPTER 05

The Programme Journey

A Year of Learning, Creating and Growing



The Kidspreneurship Entrepreneurial Mindset Programme (EMP) is a multi-level, progression based programme, designed as a year-long experiential learning journey for each level that combines classroom learning, hands-on creation, real-world problem solving, reflection, and assessment.

Rather than relying on traditional instruction alone, students actively explored challenges, designed solutions, built prototypes, collaborated with peers, presented their ideas, and reflected on their personal growth.

Every component of the programme was intentionally connected to develop entrepreneurial mindset competencies while strengthening academic learning, creativity, communication, and confidence.

For students **across Grades 6-8, Level 1 of EMP** - the **Thinkpreneur Comprehensive Programme** provided a structured pathway from curiosity to innovation, culminating in student-led showcases where ideas were celebrated and solutions were presented to authentic audiences.

Programme Snapshot

Element	Detail
Duration	One academic year
Cohort	Grades 6, 7 & 8 (age 11-15)
Curriculum	Level 1 — Thinkpreneur Comprehensive Programme
Learning model	Weekly experiential classroom sessions integrated as a compulsory subject for all students in the school timetable, combined with project-based learning, industry challenges, reflection, assessment, and community engagement

The Student Journey

Teacher Training → Weekly Learning Sessions → Workbook Activities → Hands-on Projects → Industry Challenge 1 → Prototype Development → Industry Challenge 2 → Market Day → Pitch Presentation → Reflection → Portfolio Submission → Impact Assessment.

The Student Journey



A hands-on, real-world learning journey that builds **skills**, **confidence** and **purpose**.



Teacher Training

Empowering educators with tools, pedagogy and confidence to build foundational skills as innovators.



Classroom Sessions

Engaging sessions by school teachers that introduce concepts, spark curiosity and build foundational skills.



Workbook Activities

Interactive activities that reinforce learning and build critical thinking.



Hands-on Projects

Creative collaborative projects that turn real-world challenges into solutions.



Industry Challenge 1

Real-world challenge to apply learning and develop problem-solving mindsets.



Prototype Development

Students ideate, design and build prototypes to test solutions to life.



Industry Challenge 2

A second challenge to refine ideas, solutions and think bigger.



Market Day

A fun showcase where students set up stalls and experience real market interactions.



Pitch Presentation

Students pitch their ideas with confidence to peers and industry experts.



Reflection

Guided reflection helps students evaluate their journey, learnings and growth mindset.



Portfolio Submission

Students compile their work, learnings and achievements in a personal portfolio.



Impact Assessment

We measure growth, skills and real-world impact to celebrate progress.



Every step builds skills.

Every experience builds a future.

Together, we shape tomorrow's changemakers!



Teacher Training & Capacity Building

Empowering Educators to Become Facilitators of Innovation

Recognising that sustainable impact depends on empowered educators, Kidspreneurship invested significantly in teacher capacity building throughout the programme.

Support extended well beyond an initial orientation and continued throughout the academic year.

Teachers received:

1. Live Training Bootcamps

Interactive workshops introducing entrepreneurial mindset education, experiential pedagogy, and programme implementation.



2. Ready-to-Use Teaching Resources

Comprehensive lesson plans, facilitator guides, presentation decks, and recorded training videos that enabled teachers to confidently conduct classroom sessions.

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Mindset Matters

Session 10:
The Mindset Framework & The Entrepreneurial Competency Framework

Module 5

THINKpreneur Lesson Plan

Lesson Details:

What the teacher says	What the teacher does
1. Flipped Learning (10mins) Ask questions to assess prior knowledge / learnings from the video / student queries - What is a mindset? - What makes it important? - Share an example of a situation where you think your mindset helped you to succeed. - What do you think are the most important ingredients required to think like an entrepreneur? - What are the different types of mindsets that one can have?	Start the session with a stretching exercise to understand what mindset is - - Ask students to stretch their arm on one side, as much as they can. - Ask them to stretch a second time and challenge them to stretch a little bit further than the previous time. In majority of the cases, people are able to go further than what they did the first time, which they thought was their limit. So, what changed? What helped you to stretch more, when nothing changed physically? What helped you to go beyond your limits was your mindset. Mindset is how you view yourself, others and challenges/problems - Discuss the questions through a group discussion and invite student answers

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Module 5

THINKpreneur Lesson Plan

2. Worksheet (10mins)

Hand out the session worksheets. Students can do worksheets 1 & 2 in class and worksheet 3 can be assigned as homework.

Worksheet 1: Crack The entrepreneurship Code - Students learn about the crucial role of mindset in entrepreneurship.

The ingredients required to think like an entrepreneur are -

- Skills** - These are the practical abilities that an entrepreneur needs to have in order to succeed. Examples of skills include financial management, marketing, and communication.
- Knowledge** - This refers to the information and understanding that an entrepreneur has about their industry, market, and business in general. Examples of knowledge include industry expertise, business planning, information about competition, budgeting etc
- Mindset** - This refers to the set of attitudes, beliefs, and values that an entrepreneur has. There are many different kinds of mindsets such as growth, open, curious, problem solving, creative and many more.

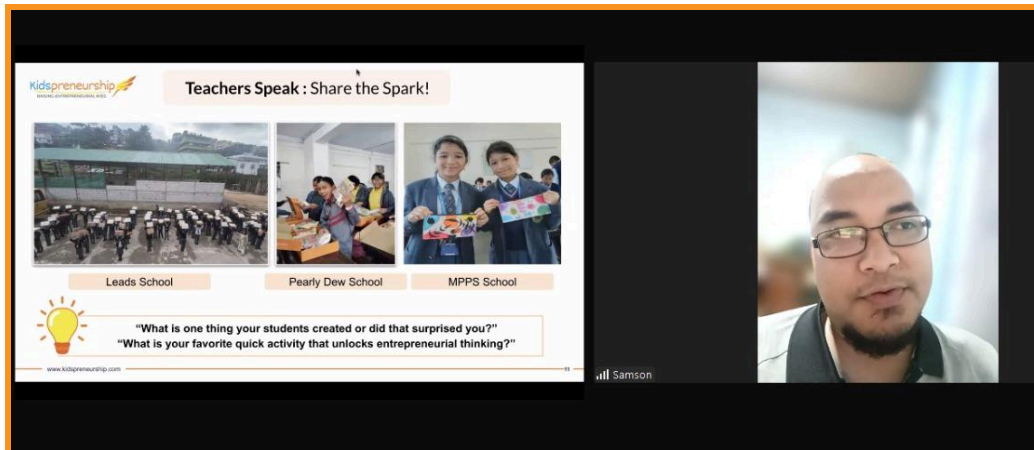
Using the whiteboard, show an example of using skills, knowledge and mindset through an example. While setting up a lemonade stand, you would need to have -

- The knowledge about how to make a lemonade, the ingredients, the flavours that customers like
- The skills of attracting and serving your customer
- An open, resilient mindset so that you take feedback from customers positively and make your lemonade better

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3. Monthly Professional Learning Circles

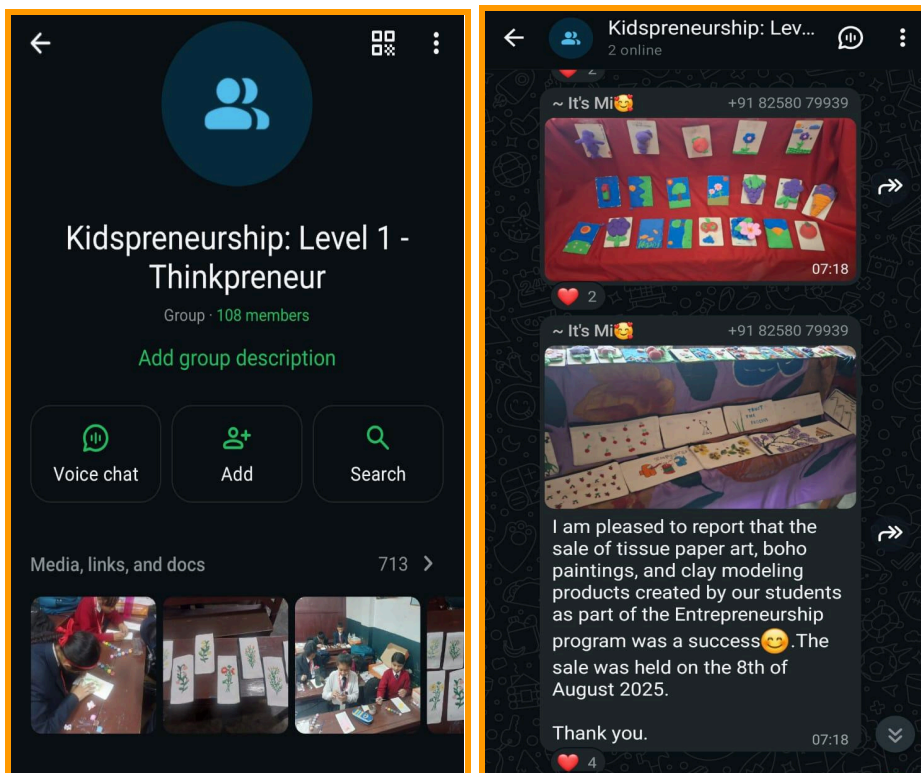
Regular online meet-ups created opportunities for teachers to share classroom experiences, discuss challenges, exchange ideas, and learn from one another.



4. Continuous WhatsApp Support

A dedicated support community provided real-time guidance, implementation assistance, resource sharing, and ongoing mentoring throughout the programme.

This blended model ensured that teachers felt supported at every stage of implementation while continuously strengthening their facilitation skills.



Student's Weekly Learning Experiences



Students participated in structured weekly sessions designed around inquiry-based and experiential learning rather than passive instruction.

Each session encouraged students to:

- Observe real-world problems
- Ask meaningful questions
- Work collaboratively
- Build solutions
- Test ideas
- Present findings
- Reflect on learning

Through regular practice, students gradually developed confidence, ownership, and the ability to apply entrepreneurial thinking across different contexts.

Learning by Doing

Every participating student received a comprehensive learning package consisting of:

- Student Workbook

- Project Worksheets
- Innovation Templates
- Reflection Sheets
- Activity Resources
- Hands-on Learning Kits

The learning experience encouraged students to think, design, create, test, improve, and communicate their ideas through structured yet engaging activities.

Rather than focusing solely on theoretical understanding, students learned by actively applying concepts to authentic situations.



Project-Based Learning | Creating Solutions That Matter

Students completed:

Six Hands-on Innovation Projects

Students completed six hands-on innovation projects, each challenging them to apply classroom concepts while developing creativity, problem-solving, collaboration, and communication. Students moved through the complete innovation cycle:

Observe → Imagine → Design → Prototype → Improve → Present





Two Industry Challenges

Students worked on authentic challenges inspired by real industries and community contexts.

These experiences encouraged learners to:

- understand customer needs
- conduct research
- generate ideas
- develop practical solutions
- receive feedback
- iterate based on observations

By engaging with real-world scenarios, students experienced how innovation creates meaningful value for others.

Speaker Introduction

Hi! I'm Siddharth
Co-Founder : GAME
(Greening Advertising
Media Entertainment)

Kidspreneurship
RAISING ENTREPRENEURIAL KIDS

LIGHTS. CAMERA. ECO-ACTION!



Market Day

Learning Entrepreneurship Through Experience

Each participating school organised its own Market Day, providing students with an opportunity to showcase and, where appropriate, sell products or solutions they had created.

The experience extended learning beyond the classroom by allowing students to:

- interact with customers
- explain product value
- communicate confidently
- receive authentic feedback
- understand pricing
- appreciate teamwork
- celebrate creativity

For many students, Market Day became their first experience of transforming an idea into something that created value for others.



Student Showcase & Grand Finale

The programme culminated in a high-energy celebration of learning where students confidently presented their projects, innovations, and entrepreneurial journeys.

Rather than being evaluated solely on academic knowledge, students demonstrated their ability to:

- identify meaningful problems
- explain their thinking
- present innovative ideas
- communicate with confidence
- respond to questions
- reflect on lessons learned

These showcases highlighted not only the quality of student work but also the remarkable growth in confidence, creativity, and leadership over the course of the programme.





Reflection as a Learning Tool

Reflection was intentionally embedded throughout the programme to help students and educators make sense of their experiences.

Student Reflections

Students documented:

- what they learned
- challenges they encountered
- improvements they made
- skills they developed
- goals for future projects

Teacher Reflections

Educators reflected on:

- classroom engagement
- student participation
- observed behavioural changes
- teaching practices
- opportunities for continuous improvement

These reflections provided valuable qualitative evidence alongside quantitative assessment findings.

Measuring Growth

Assessment for Learning, Not Just of Learning

To understand programme effectiveness, all participating students completed structured pre- and post-programme assessments.

The assessment framework measured growth across key entrepreneurial mindset competencies, enabling schools and programme teams to evaluate changes in student knowledge, skills, attitudes, and behaviours over time.

Findings from these assessments form the basis of the impact analysis presented in later chapters of this report.

Student Portfolios

Throughout the year, students documented their learning journey through projects portfolios.

Each project portfolio captured:

- project work
- research
- prototypes
- reflections
- photographs
- presentations
- feedback
- learning milestones

These project portfolios provided rich evidence of student growth while encouraging ownership, self-reflection, and continuous improvement.

Ongoing Mentoring & Programme Support

Implementation was strengthened through continuous mentoring provided by the Kidspreneurship team.

Support included:

- live online mentoring sessions
- classroom implementation guidance
- regular check-ins
- problem-solving support
- programme monitoring
- teacher coaching

- quality assurance

This collaborative model ensured consistency across participating schools while enabling teachers to confidently facilitate entrepreneurial learning.

A complete learning ecosystem

The strength of the programme lies not in any single activity, but in how each component reinforces the next. Teacher capacity building equips educators to facilitate engaging experiences; weekly sessions spark curiosity; projects encourage experimentation; industry challenges connect learning with the real world; Market Days build confidence; reflections deepen understanding; portfolios document growth; and assessments measure meaningful impact.

CHAPTER 06

Growing the Movement

Expanding opportunity across Northeast India



Meaningful educational transformation begins with a single school, a handful of committed educators, and a shared belief that every child deserves the opportunity to develop the skills and mindset needed to thrive.

What started as a pilot in two schools has rapidly evolved into a growing regional movement. Over three academic years, the Kidspreneurship Entrepreneurial Mindset Programme has expanded its reach across multiple districts in Northeast India, bringing together schools, teachers, students, and communities around a common vision of nurturing future-ready learners.

This growth reflects more than increasing numbers—it represents growing confidence among educators, stronger partnerships with schools, and a collective commitment to experiential learning and entrepreneurial mindset education.

Growth at a Glance

Our growth journey — from pilot to regional movement

Academic Year	Schools	States	Students	Teachers
2023-2024	2	1	150	3
2024-2025	11	3	~1,300	25
2025-2026*	30	4	~1950	70+

**Programme implementation ongoing. 2025-26 figures are enrolment/targets, not assessment outcomes.*

- **Schools: 2 → 11 → 30.** From a small pilot to a rapidly expanding network committed to experiential, entrepreneurial learning.
- **Students: 150 → 1,300 → 2,000+.** Thousands of young learners have experienced project-based education that nurtures curiosity, confidence, creativity, and problem-solving.
- **Teachers: 3 → 25 → 50+.** A growing community of educators trained and supported to facilitate inquiry-led and project-based pedagogy.
- **Districts: 1 → 3 → 5.** The programme has steadily expanded its geographic footprint, enabling more schools and communities to benefit from high-quality entrepreneurial education.

Our Regional Footprint

The programme now spans multiple locations across Northeast India, demonstrating that high-quality innovation and entrepreneurship education can be successfully implemented across diverse school contexts. As implementation continues, the regional footprint is expected to grow further.

Current Presence

- **Shillong, Meghalaya**
- **Aizawl, Mizoram**
- **Kohima, Nagaland**
- **Senapati, Manipur**
- **Additional partner schools across expanding districts in Northeast India**

CHAPTER 07

Measuring What Matters

Assessing growth beyond academic achievement



Education is increasingly being recognised not only for the knowledge children acquire but also for the competencies, behaviours, and mindsets they develop.

Traditional assessments often measure what students can remember. However, the abilities that enable young people to succeed in school, work, and life, such as curiosity, resilience, empathy, communication, creativity, and problem-solving, are rarely assessed in a structured and measurable way.

The Kidspreneurship Entrepreneurial Mindset Programme was therefore designed with an integrated assessment framework that evaluates the holistic development of every learner.

Rather than focusing solely on academic performance, the framework captures how students think, create, collaborate, communicate, and apply learning to real-world situations.

This approach enables schools to understand not only **what students know**, but also **who they are becoming**.

Our Assessment Philosophy

From Measuring Knowledge to Measuring Growth

Our assessment framework is built on a simple belief:

The true impact of education lies not only in what children learn, but in how they grow.

Accordingly, assessment is viewed as a continuous process that supports learning, reflection, and improvement rather than merely evaluating outcomes at the end of a programme.

Evidence was gathered from multiple sources throughout the academic year to provide a comprehensive picture of each student's development.

A Holistic Framework for Student Growth

The programme assessed student development across four interconnected dimensions.

1. Knowledge - What students understand

This dimension evaluated students' understanding of key concepts and frameworks introduced during the programme, including:

- Entrepreneurship fundamentals
- Design Thinking
- Financial literacy
- Innovation
- Customer understanding
- Sustainability
- Business concepts
- Value creation

Students demonstrated their understanding through discussions, worksheets, quizzes, projects, and presentations.

2. Skills - What students can do

Knowledge becomes meaningful only when it is applied.

Students were therefore assessed on their ability to:

- solve problems
- generate ideas
- conduct research
- build prototypes
- communicate effectively
- work collaboratively
- present confidently
- apply feedback
- think critically
- plan and execute projects

These skills were observed throughout classroom activities and project work.

3. Mindsets - How students think

Entrepreneurial mindset is not a single competency but a collection of attitudes that influence lifelong learning and behaviour.

The programme assessed growth in mindsets such as:

- Curiosity
- Initiative
- Creativity
- Empathy
- Growth
- Resilience
- Confidence
- Ownership
- Responsibility
- Optimism
- Adaptability

These characteristics influence how students approach unfamiliar situations, respond to setbacks, and create value for others.

4. Behaviours - What students consistently demonstrate

While knowledge and skills are important, sustainable impact is reflected through observable behaviours.

Teachers documented behavioural changes such as:

- asking thoughtful questions
- volunteering thoughts and ideas
- collaborating with peers
- listening actively
- taking initiative
- completing responsibilities
- experimenting with solutions
- demonstrating persistence
- reflecting on mistakes
- helping others

These observations provided valuable evidence of how learning translated into everyday classroom practice.

Multiple Sources of Evidence

Rather than relying on a single assessment tool, the programme collected evidence from multiple perspectives.

Student Assessments

Pre- and post-programme assessments measuring knowledge, confidence, and entrepreneurial mindset.

Teacher Observations

Structured observation rubrics capturing behavioural and competency development.

Student Reflections

Self-reflections documenting learning, challenges, and personal growth.

Project Evaluation

Assessment of creativity, problem-solving, teamwork, and innovation through hands-on projects.

Presentations and Pitch Events

Evaluation of communication, confidence, and leadership.

Student Portfolios

Projects created throughout the programme duration helped showcase progress over time. These projects added to student portfolios and together, these sources created a richer and more reliable understanding of programme impact than traditional examinations alone.

From Assessment to Action

Assessment was never intended simply to produce scores.

The insights generated were used to:

- personalise learning experiences
- support teachers
- strengthen classroom practice
- refine programme design
- identify emerging strengths
- guide continuous improvement
- measure long-term impact

This ensured that assessment became an integral part of the learning journey rather than an endpoint.

Measuring the Whole Child

The Kidspreneurship assessment framework recognises that future-ready learners are not defined solely by academic achievement.

They are characterised by curiosity, empathy, resilience, creativity, confidence, collaboration, and the ability to transform ideas into meaningful action.

By measuring these dimensions alongside knowledge and skills, schools gain a more complete understanding of each learner's development and are better equipped to nurture the competencies that matter most in an increasingly complex world.

Alignment with Global Best Practices

Our assessment philosophy aligns with internationally recognised approaches^S to holistic education and competency development by:

- Emphasising authentic performance through projects, portfolios, and presentations rather than relying exclusively on written tests.
- Measuring cognitive, social, and emotional growth alongside academic understanding.
- Using multiple evidence sources to create a balanced picture of student development.
- Supporting formative assessment that informs teaching and learning throughout the programme.
- Focusing on transferable competencies that prepare learners for future education, employment, entrepreneurship, and active citizenship.

This approach reflects the growing global shift toward assessing the capabilities that enable young people to thrive in a rapidly changing world.

CHAPTER 08

Our Impact Framework

From learning experiences to lifelong impact



Meaningful impact does not happen through isolated workshops or one-time interventions. It is created through a carefully designed sequence of experiences that gradually shape how children think, learn, behave, and contribute to society.^S

The Kidspreneurship Entrepreneurial Mindset Programme is built on a **Theory of Change** that connects educational inputs with measurable outcomes and long-term societal impact.

By investing simultaneously in students, teachers, schools, learning resources, and assessment, the programme creates an ecosystem where entrepreneurial mindsets can flourish.

The framework below illustrates how each stage contributes to developing future-ready young people who are equipped to create positive change within their communities.

Our Theory of Change

INPUTS - Building the Foundation

The programme begins with the resources, partnerships, and capabilities required to deliver high-quality entrepreneurial mindset education.

These include:

1. Curriculum & Learning Design

Age-appropriate entrepreneurial mindset curriculum aligned with experiential learning principles.

2. Teacher Capacity Building

Bootcamps, lesson plans, facilitator guides, recorded training, monthly communities meetups, and continuous mentoring.

3. Student Learning Resources

Workbooks, innovation templates, project journals, hands-on learning kits, and reflection tools.

4. School Partnerships

Leadership commitment, classroom integration, programme coordination, and implementation support.

5. Assessment Framework

Baseline and endline assessments, observation rubrics, reflection templates, portfolio systems, and impact measurement tools.

6. Community & Industry Engagement

Industry challenges, mentors, local community participation, Market Days, and showcase events.

ACTIVITIES - Learning Through Experience

Students participate in a structured sequence of experiential learning opportunities throughout the academic year.

Key programme activities include:

- Weekly entrepreneurial mindset sessions
- Design Thinking activities
- Hands-on innovation projects

- Team collaboration
- Industry challenges
- Prototype development
- Classroom presentations
- Market Days
- Student showcases
- Teacher mentoring
- Reflection exercises
- Portfolio development
- Continuous assessment

Each activity is intentionally designed to strengthen specific entrepreneurial competencies.

OUTPUTS - Immediate Results

The direct products of programme implementation include:

- Students completing the Thinkpreneur Comprehensive Programme
- Teachers trained in experiential pedagogy
- Weekly learning sessions delivered
- Student innovation projects completed
- Industry challenges undertaken
- Market Days organised
- Student portfolios created
- Pitch presentations delivered
- Teacher professional learning communities established
- Classroom resources implemented
- Pre- and post-assessments completed

These outputs demonstrate **successful programme implementation** and provide **tangible evidence of participation**.

OUTCOMES - Changes in Learners and Schools

As students engage in sustained experiential learning, meaningful behavioural and competency changes begin to emerge.

Students demonstrate:

1. **Greater Curiosity**

Asking more thoughtful questions and exploring multiple possibilities.

2. **Improved Creativity**

Generating original ideas and developing innovative solutions.

3. **Stronger Problem-Solving**

Identifying real challenges and designing practical responses.

4. **Increased Confidence**

Communicating ideas clearly and presenting with greater self-belief.

5. **Higher Collaboration**

Working effectively within diverse teams.

6. **Greater Empathy**

Understanding user needs before proposing solutions.

7. **Enhanced Financial Awareness**

Applying concepts of value, budgeting, pricing, and responsible decision-making.

8. **Leadership & Initiative**

Taking ownership, motivating peers, and demonstrating responsibility.

Schools experience:

- Increased student participation & engagement
- More active classrooms
- Stronger project-based learning culture
- Greater teacher confidence
- Increased parent participation
- Enhanced innovation culture

LONG-TERM IMPACT - Building Future-Ready Citizens

The ultimate goal extends far beyond individual projects or classroom achievements.

The programme seeks to nurture young people who:

- Think critically and creatively
- Solve meaningful problems
- Adapt confidently to change
- Demonstrate resilience
- Create social and economic value
- Lead with empathy
- Make responsible decisions
- Collaborate across cultures
- Contribute positively to their communities
- Continue learning throughout life

At a broader level, the programme contributes to:

1. Better Schools

Schools that embrace innovation, inquiry, and experiential learning.

2. Stronger Communities

Young people actively identifying and solving local challenges.

3. Future Workforce Readiness

Graduates equipped with transferable skills demanded by a rapidly evolving economy.

4. Responsible Entrepreneurship

Individuals who create value ethically and sustainably.

5. Inclusive Economic Growth

Communities strengthened through innovation, opportunity, and youth leadership.

How Change Happens - A Continuous Loop

The impact of the programme can be understood as a continuous cycle.

Children → Nurture Curious Learners → Observe → Empathy → Problem Identification → Problem Solving → Creativity → Innovation → Confidence → Leadership → Positive Impact on Community → Reinforces Curiosity → (Cycle Repeats)

This continuous learning loop enables students to grow not only during the programme but throughout their lives.

The Ripple Effect

The impact extends far beyond the individual learner.

**One Curious Child → Confident Student → Collaborative Classroom →
Innovative School → Engaged Families → Stronger Communities →
Future-Ready Society**

Each participating child influences classmates, teachers, parents, siblings, and community members, creating a multiplier effect that grows well beyond the classroom.

Measuring Sustainable Impact

While programme outputs can be achieved within a single academic year, the true success of entrepreneurial mindset education lies in the lasting changes it creates.

The Kidspreneurship Theory of Change therefore focuses on three interconnected levels of impact:

Individual Impact

Growth in knowledge, competencies, confidence, behaviours, and entrepreneurial mindset.

Institutional Impact

Transformation of teaching practices, school culture, and experiential learning adoption.

Societal Impact

Young people become active contributors who identify challenges, create innovative solutions, and strengthen their communities.

Together, these levels create a scalable model for long-term educational transformation.

Our Vision of Success

Success is not measured by the number of businesses children eventually start.

Success is measured by the number of young people who grow into thoughtful problem solvers, compassionate leaders, responsible decision-makers, lifelong learners, and confident changemakers capable of creating value wherever life takes them.

That is the lasting impact entrepreneurial mindset education seeks to create.

CHAPTER 09

Evidence of Change

How young minds grew through experience



Every project completed, every prototype built, every question asked, and every presentation delivered represented something much deeper than classroom learning. They reflected meaningful shifts in how students thought, collaborated, communicated, and approached challenges.

To understand these changes, Kidspreneurship combined quantitative assessment data with classroom observations, student reflections, teacher feedback, portfolios, and authentic project outcomes. Together, these multiple sources of evidence provide a comprehensive picture of learner growth across the entrepreneurial mindset competencies that matter most for future readiness.

The competency narratives below summarise the qualitative and observational evidence; the measured assessment results that underpin them are presented in full in

Chapter 14. Where a competency corresponds to a measured cluster, the assessment direction is noted.

Qualitative Evidences

The following sections present the evidence of change across ten core competencies developed through the programme.

1. Curiosity — *Every innovation begins with a question.*

Why It Matters

Curiosity is the foundation of lifelong learning. Students who ask questions, explore possibilities, and seek to understand the world are better equipped to solve problems, adapt to change, and innovate.

Assessment Findings

- Increased willingness to ask questions during class discussions.
- Greater participation in research and observation activities.
- Improved ability to identify everyday problems worth solving.
- More students demonstrated initiative in exploring ideas independently.

At endline 66% of students correctly identified a curiosity mindset (recognising that asking questions to understand how things work is entrepreneurial thinking), indicating a working grasp of the concept.

Teacher Observation

Students became noticeably more inquisitive, often asking follow-up questions, investigating causes rather than accepting answers, and showing greater enthusiasm during observation-based activities.

Student Voice — Grade 7 Student

"Earlier I used to wait for teachers to tell us everything. Now I like finding answers myself."

Teacher Voice — Participating Teacher

"Students became far more observant and naturally curious. They started noticing problems in their surroundings they had never discussed before."



2. Creativity — *There is never just one solution.*

Why It Matters

Creativity enables students to imagine possibilities, generate original ideas, and transform observations into meaningful innovations. Students generated a greater diversity of ideas, showed more originality, grew willing to experiment and iterate, and integrated feedback into prototype improvement. Measured self-ratings on creativity rose (+0.20 on the 1-4 scale).

Assessment Findings

- Greater diversity of ideas generated during brainstorming.
- Improved originality in project solutions.
- Increased willingness to experiment and iterate.
- Better integration of feedback into prototype improvement.

2.47 → 2.67 Mean rating (1-4)	+0.20 Change in mean	46.3% → 54.3% (+8 pp) Positive responses (3-4)
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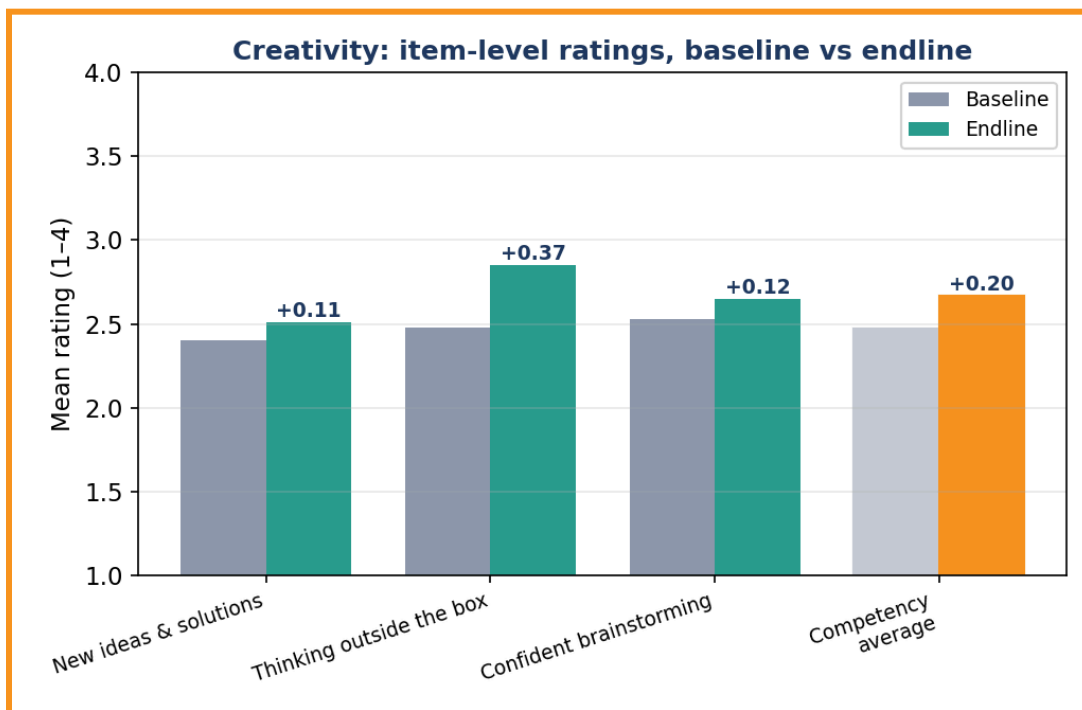


Figure — Creativity: item-level ratings, baseline vs endline (orange = competency average).

Item	Base	End	Δ	Positive (3-4)
Q1 — New ideas & solutions	2.40	2.51	+0.11	41.1% → 48%
Q2 — Thinking outside the box	2.48	2.85	+0.37	48% → 58.9%
Q3 — Confident brainstorming	2.53	2.65	+0.12	49.6% → 56%

Creativity rose across all three items, led by “thinking outside the box” (+0.37). Students started relatively low here, plenty of room to grow, and the shift toward more positive endorsement (46% → 54%) reflects a growing willingness to generate and back their own ideas rather than seek a single right answer.

Teacher Observation

Students became increasingly comfortable proposing unconventional ideas and experimenting without fear of making mistakes.

Student Voice — Grade 6 Student

"I learned that even if my first idea doesn't work, I can always improve it."

Teacher Voice — Participating Teacher

"Students stopped asking for the 'correct answer' and started creating their own."



3. Confidence — *Every presentation builds belief.*

Why It Matters

Confidence enables children to communicate ideas, take initiative, participate actively, and believe they can make a meaningful contribution. Confidence enables children to communicate ideas, take initiative, and believe they can contribute. Hesitant students gradually became active participants, confidently explaining ideas during presentations and exhibitions. Note: measured confidence self-ratings began high and

stayed high (a ceiling effect); the strongest confidence evidence is qualitative — students frequently describe the programme as confidence-building (see Chapter 14).

Assessment Findings

- Increased classroom participation.
- Greater willingness to present before peers.
- Improved public speaking.
- Higher student ownership during projects.

2.82 → 2.80 Mean rating (1-4)	-0.02 Change in mean	61.5% → 61.7% (+0 pp) Positive responses (3-4)
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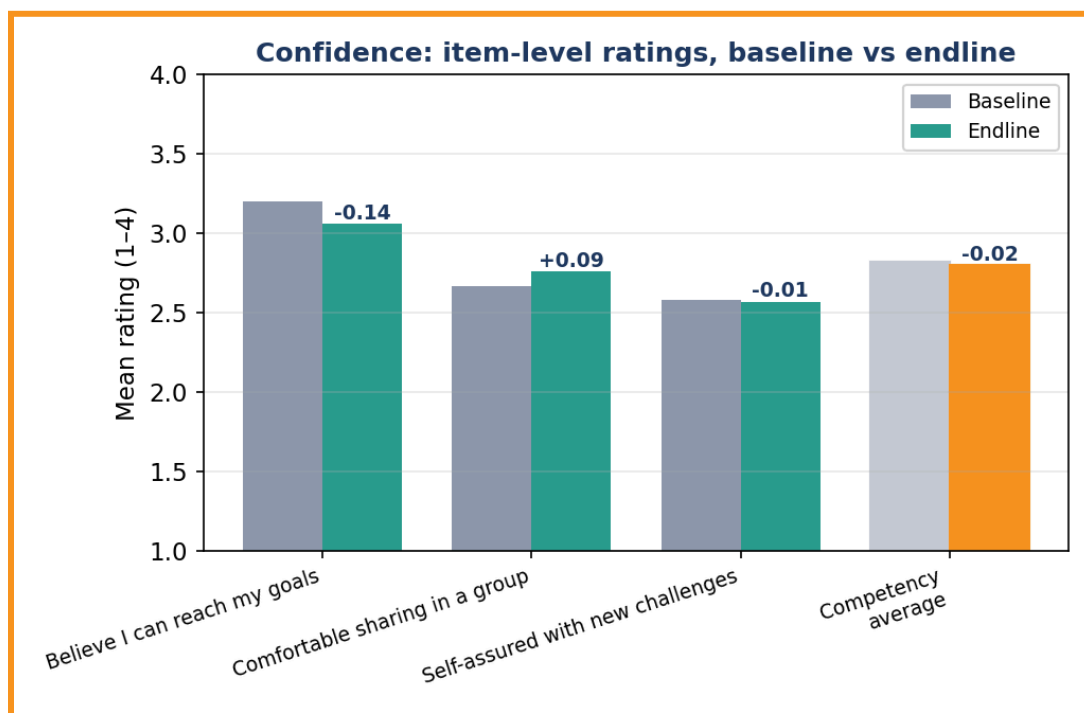


Figure — Confidence: item-level ratings, baseline vs endline (orange = competency average).

Item	Base	End	Δ	Positive (3-4)
Q13 — Believe I can reach my goals	3.20	3.06	-0.14	77% → 71.3%
Q14 — Comfortable sharing in a group	2.67	2.76	+0.09	55.9% → 62%

Item	Base	End	Δ	Positive (3-4)
Q15 — Self-assured with new challenges	2.58	2.57	-0.01	51.4% → 51.8%

Confidence and self-belief began high and stayed high, essentially flat overall (-0.02). This is a ceiling effect, not a shortfall: students already rated themselves strongly on believing in their goals and feeling self-assured, leaving little room for the scale to register further gains. The qualitative evidence (35% of students naming confidence as their most valuable takeaway) points to real growth the closed scale could not capture.

Teacher Observation

Students who were initially hesitant gradually became active participants, confidently explaining ideas during presentations and exhibitions.

Student Voice — Grade 8 Student

"Before this programme I was scared to speak on stage. Now I enjoy presenting my ideas."

Teacher Voice — Participating Teacher

"The transformation in confidence was one of the biggest changes we witnessed, especially in students who would be shy and wouldn't speak up."



4. Problem Solving — Problems became opportunities.

"Problems became opportunities."

Why It Matters

Students learned to identify problems, understand root causes, empathise with users, and develop practical solutions through design thinking. They became more systematic — analysing problems before proposing solutions and developing stronger prototypes. Measured problem-solving self-ratings rose (+0.25).

Assessment Findings

- Improved ability to identify community problems.
- Better analysis before proposing solutions.
- Increased use of structured problem-solving approaches.
- Stronger prototype development.

2.56 → 2.81 Mean rating (1-4)	+0.25 Change in mean	51.2% → 60.6% (+9 pp) Positive responses (3-4)
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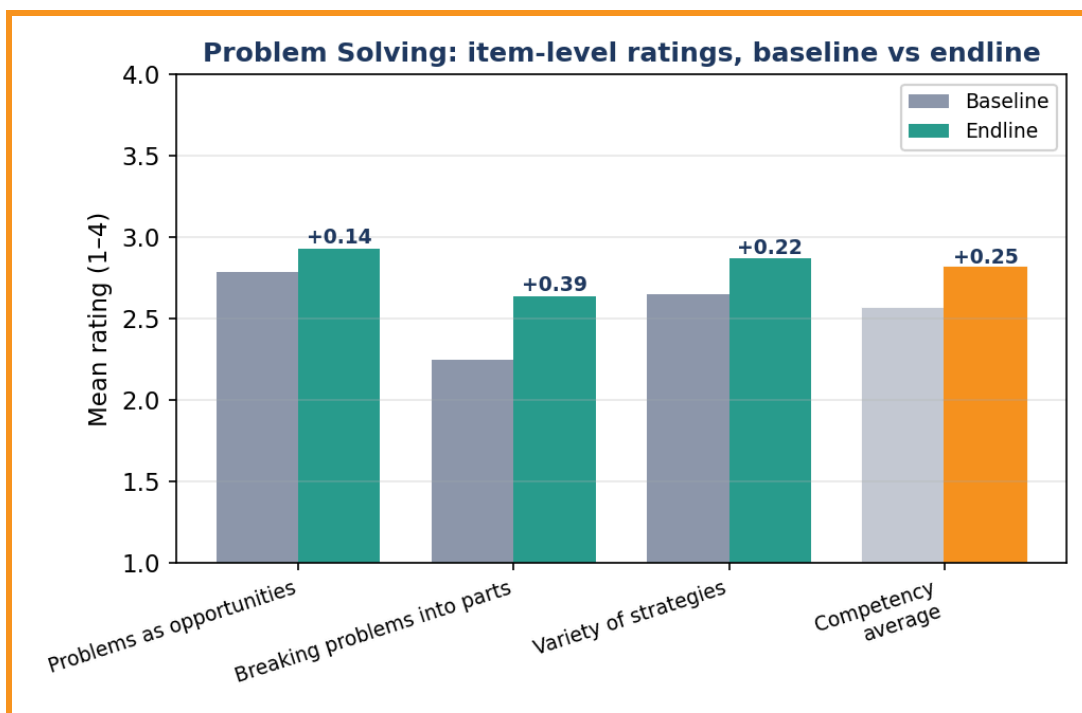


Figure — Problem Solving: item-level ratings, baseline vs endline (orange = competency average).

Item	Base	End	Δ	Positive (3-4)
Q4 — Problems as opportunities	2.79	2.93	+0.14	62.2% → 66.5%
Q5 — Breaking problems into parts	2.25	2.64	+0.39	36% → 54%
Q6 — Variety of strategies	2.65	2.87	+0.22	55.5% → 61.4%

Problem solving rose solidly (+0.25), driven by “breaking complex problems into parts” (+0.39). Students moved from a relatively low base toward more structured, confident problem-solving — reflecting repeated practice with the programme’s Observe → Design → Prototype → Improve cycle.

Teacher Observation

Students became more systematic in understanding problems instead of immediately suggesting solutions.

Student Voice — Grade 7 Student

“I realised we should first understand why the problem happens before solving it.”

Teacher Voice — Participating Teacher

“Students started thinking like designers rather than simply completing activities.”



5. Empathy — Great ideas begin by understanding people.

Why It Matters

Students learned to design solutions based on genuine human needs rather than assumptions. This was the strongest measured competency gain (+0.29), with positive endorsement rising from 54% to 69% of responses.

Assessment Findings

- Improved listening skills.
- Better understanding of different perspectives.
- Greater inclusion during teamwork.
- More thoughtful solution design.

2.50 → 2.81	+0.31	49.6% → 64.6% (+15 pp)
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Mean rating (1-4)	Change in mean	Positive responses (3-4)
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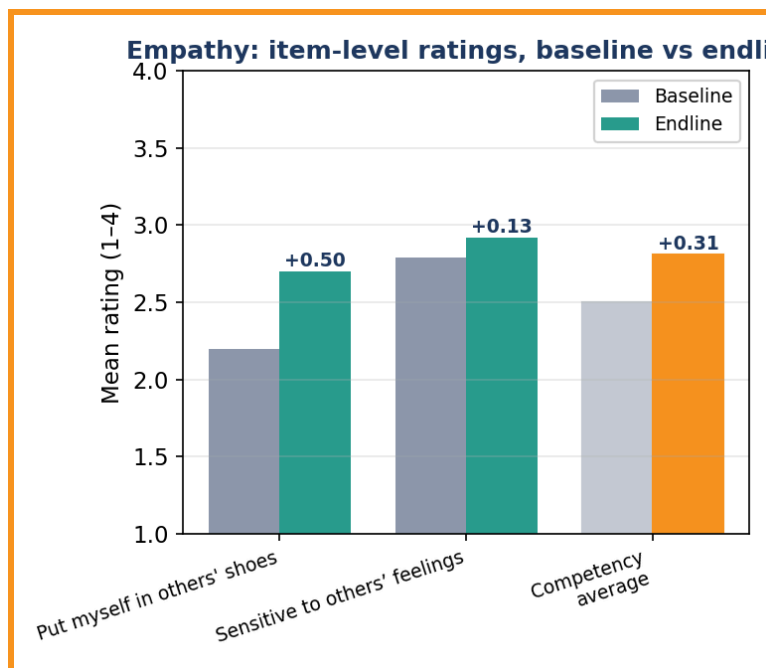


Figure — Empathy: item-level ratings, baseline vs endline (orange = competency average).

Item	Base	End	Δ	Positive (3-4)
Q11 — Put myself in others' shoes	2.20	2.70	+0.50	37.2% → 58.8%
Q12 — Sensitive to others' feelings	2.79	2.92	+0.13	62.1% → 70.4%

Empathy showed the single strongest movement of any competency (+0.31). The standout item — “I find it easy to put myself in someone else’s shoes” — jumped +0.51, the largest item-level shift on the whole instrument, and positive endorsement rose from 50% to 65%. This aligns closely with the human-centred, “understand the user first” approach at the heart of design thinking.

Teacher Observation

Students actively interviewed users, asked meaningful questions, and considered feedback before improving their ideas.

Student Voice — Grade 8 Student

“I realised people have different needs and we should listen before creating.”

Teacher Voice — Participating Teacher

“Children became kinder listeners and more thoughtful collaborators.”



6. Collaboration — *Innovation is a team sport.*

Why It Matters

Working with others helped students appreciate diverse perspectives, divide responsibilities, and achieve shared goals.

Assessment Findings

- Better teamwork.
- Improved peer interaction.
- Increased participation during group projects.
- More effective conflict resolution.

2.74 → 2.91 Mean rating (1-4)	+0.17 Change in mean	59.5% → 70% (+11 pp) Positive responses (3-4)
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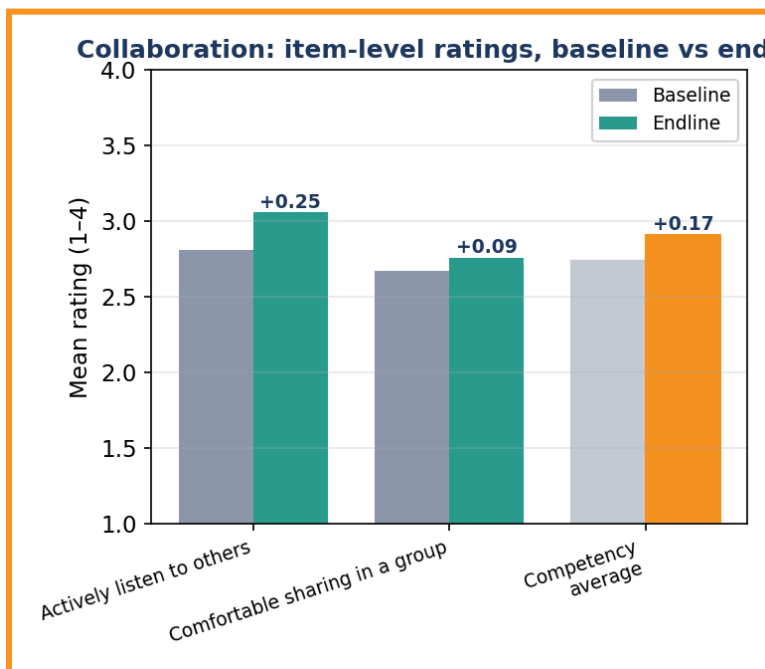


Figure — Collaboration: item-level ratings, baseline vs endline (orange = competency average).

Item	Base	End	Δ	Positive (3-4)
Q10 — Actively listen to others	2.81	3.06	+0.25	63% → 77.9%
Q14 — Comfortable sharing in a group	2.67	2.76	+0.09	55.9% → 62%

Collaboration showed one of the clearest gains (+0.17), with positive endorsement rising from 60% to 70%. Students grew notably more comfortable both listening to and considering others' perspectives and sharing their own ideas within a group — the collaborative behaviours the programme's team projects are designed to build.

Teacher Observation

Students demonstrated greater respect for each other's ideas and contributed more equally within teams.

Student Voice — Grade 7 Student

"Our best ideas came when everyone shared something different."

Teacher Voice — Participating Teacher

"Students learned to value teamwork instead of competing individually."



7. Financial Literacy — Understanding value before understanding money.

Why It Matters

Students developed practical understanding of value creation, budgeting, pricing, and responsible financial decision-making, becoming more thoughtful about costs and customer preferences, especially during Market Days. Measured financial-awareness self-ratings rose (+0.27), the second-largest gain.

Assessment Findings

- Better understanding of pricing.
- Improved budgeting skills.
- Greater awareness of customer value.
- Increased confidence during Market Day.

2.55 → 2.78 Self-rating (1-4)	+0.23 Change in mean	50.9% → 62.8% (+12 pp) Positive responses (3-4)
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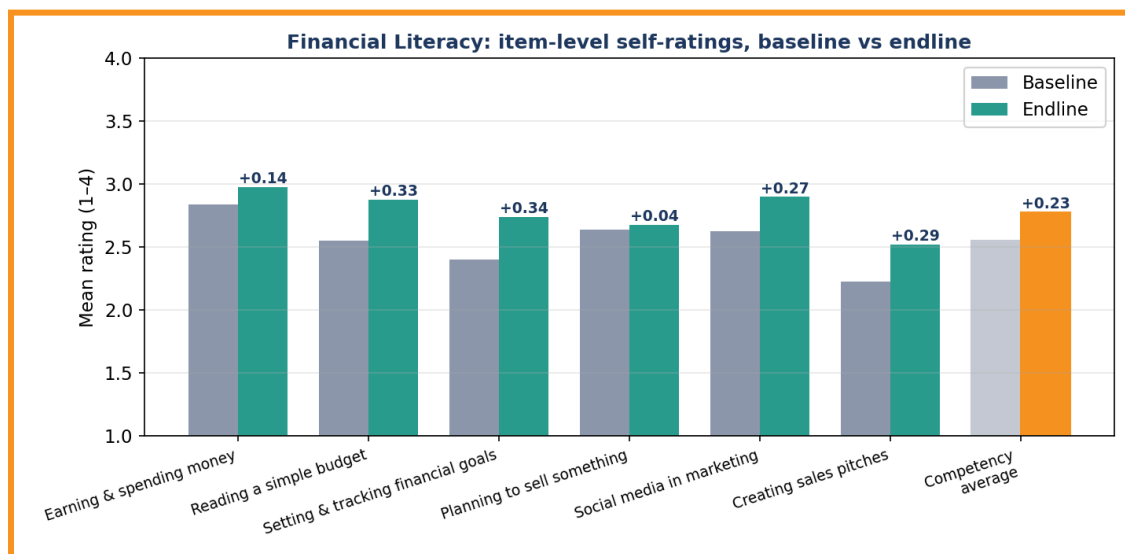
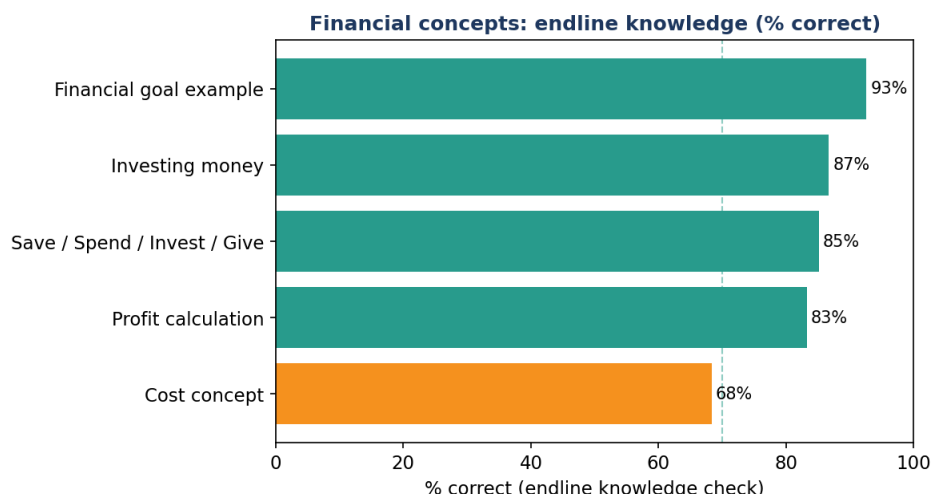


Figure — Financial-literacy self-ratings by item, baseline vs endline (orange = competency average).

Self-assessment item	Base	End	Δ	Positive (3-4)
Q16 — Earning & spending money	2.84	2.98	+0.14	63% → 69%
Q17 — Reading a simple budget	2.55	2.88	+0.33	51% → 67%
Q18 — Setting & tracking financial goals	2.40	2.74	+0.34	44% → 63%
Q19 — Planning to sell something	2.64	2.68	+0.04	54% → 59%
Q20 — Social media in marketing	2.63	2.90	+0.27	55% → 69%
Q21 — Creating sales pitches	2.23	2.52	+0.29	38% → 50%

Corroborating knowledge (objective, endline)

Endline knowledge concept	% correct
Financial goal example	92.6%
Investing money	86.7%
Save / Spend / Invest / Give	85.1%
Profit calculation	83.3%
Cost concept	68.3%



Financial literacy is the most strongly evidenced of these competencies. On the self-assessment, students rated themselves markedly higher on the practical money skills the programme teaches, reading a simple budget (+0.33) and setting and tracking financial goals (+0.34) showed the largest gains, with sales-pitch confidence rising from the lowest base on the whole instrument (+0.29). The objective knowledge check confirms this at endline: students correctly identified a financial goal (92.6%), the invest/save/spend/give model (85.1%), investing (86.7%), and profit (83.3%), with the cost concept the one softer spot (68.3%). Self-perception and demonstrated knowledge move in the same direction here, making this a well-supported outcome.

Teacher Observation

Students became more thoughtful about costs, pricing strategies, and customer preferences while planning their products.

Student Voice — Grade 6 Student

"Now I know why pricing is not just about making money."

Teacher Voice — Participating Teacher

"Students understood the connection between value and price remarkably well."



8. Communication — Ideas create impact only when they are shared.

Why It Matters

Students developed communication through presentations, storytelling, discussions, customer interactions, and collaboration, thereby communicating with greater clarity, structure, and confidence across settings, with improved storytelling and audience engagement.

Assessment Findings

- Better presentation skills.
- Improved storytelling.
- Stronger listening.
- Increased audience engagement.

2.67 → 2.76 Self-rating (1-4)	+0.09 Change in mean	56% → 62% (+6 pp) Positive responses (3-4)
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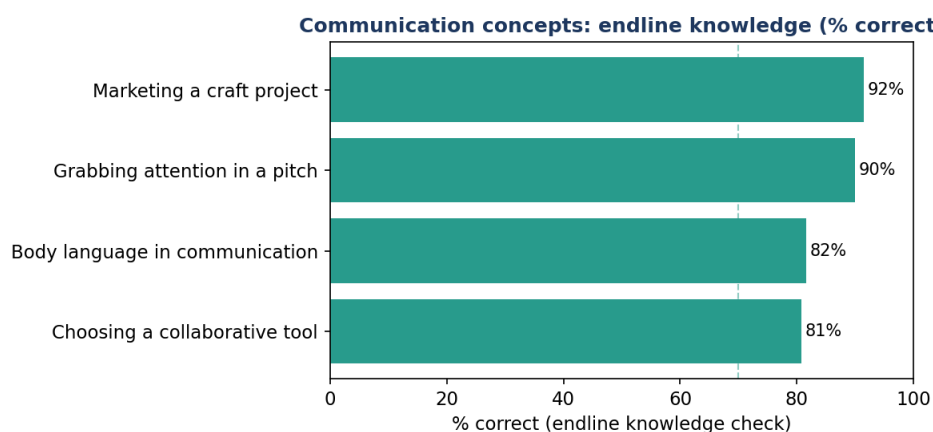
Communication is only partly captured by the self-assessment — the instrument contains a single directly relevant item, “I am comfortable expressing my ideas in a

group,” which rose modestly (2.67 → 2.76, +0.09; positive endorsement 56% → 62%). Read alongside the flat confidence cluster, this suggests students’ self-rated comfort with speaking was already fairly settled. The stronger evidence for communication is in the knowledge check, where students demonstrated clear understanding of what makes communication effective.

Self-assessment item	Base	End	Δ	Positive (3-4)
Q14 — Comfortable sharing in a group	2.67	2.76	+0.09	56% → 62%

Corroborating knowledge (objective, endline)

Endline knowledge concept	% correct
Marketing a craft project	91.5%
Grabbing attention in a pitch	90%
Body language in communication	81.6%
Choosing a collaborative tool	80.8%



At endline, students correctly answered concepts central to communicating and pitching ideas — marketing a project (91.5%), grabbing attention in a pitch (90.0%), using body language effectively (81.6%), and choosing the right collaborative tool (80.8%). The honest reading is that students ended the programme understanding effective communication well, even though the single self-rated item on comfort speaking in a group moved only modestly. This is consistent with the qualitative evidence, where teachers repeatedly described hesitant students becoming confident presenters at Market Days and pitch events.

Teacher Observation

Students communicated with greater clarity, structure, and confidence across different settings.

Student Voice — Grade 6 Student

"Now I know how to explain my ideas so others understand them."

Teacher Voice — Participating Teacher

"Students became more articulate and expressive throughout the programme."



9. Self Awareness — *Knowing your strengths and where to grow.*

Why It Matters

The entrepreneurial mindset combines curiosity, creativity, resilience, empathy, initiative, confidence, and value creation into a lifelong way of thinking.

Assessment Findings

- Stronger recognition of personal strengths and areas to improve

- More honest, realistic self-appraisal
- Greater willingness to act on feedback
- Deeper reflection on their own learning

3.01 → 2.82 Mean rating (1-4)	-0.19 Change in mean	69.9% → 67.9% (-2 pp) Positive responses (3-4)
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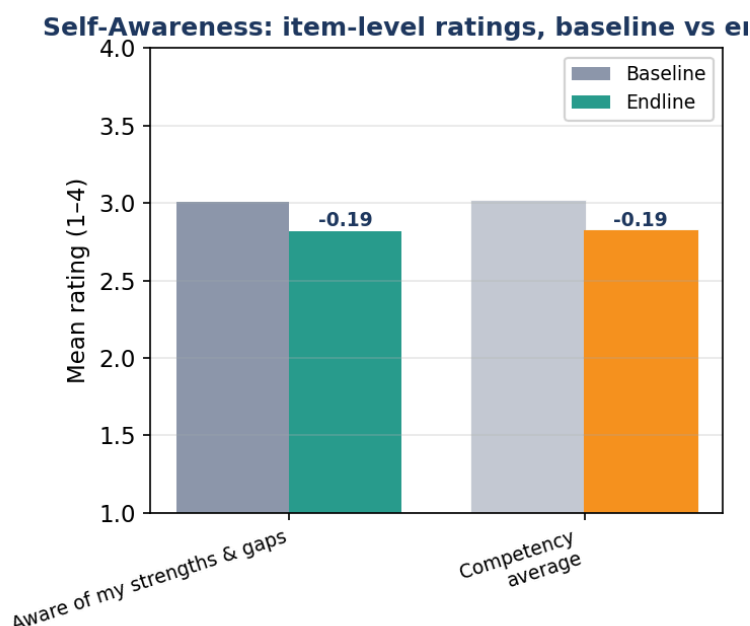


Figure — Self-Awareness: item-level ratings, baseline vs endline (orange = competency average).

Item	Base	End	Δ	Positive (3-4)
Q24 — Aware of my strengths & gaps	3.01	2.82	-0.19	69.9% → 67.9%

Self-awareness is a single item — “I am aware of my strengths and areas for improvement” — and it dipped slightly, from a high baseline (3.01 → 2.82). This is best read as calibration, not regression: as students genuinely learn more and take on real challenges, they often rate their self-knowledge more modestly. The open reflections support this, with 17% of students naming self-awareness or knowing their strengths as their most valuable takeaway.

Teacher Observation

Students increasingly approached challenges with optimism, persistence, and a willingness to experiment, reflecting a shift from passive learning to active problem solving.

Student Voice — Grade 6 Student

"I learned what I'm actually good at, and that I have my own strengths, even if they're different from other people's."

Teacher Voice — Participating Teacher

"Some of our students who are not academically aligned found something they were genuinely good at through this programme. Watching them realise 'this is my strength' gave them a completely new direction."



10. Entrepreneurial Mindset — *Seeing possibilities where others see problems.*

Why It Matters

The entrepreneurial mindset combines curiosity, creativity, resilience, empathy, initiative, confidence, and value creation into a lifelong way of thinking.

Assessment Findings

Students demonstrated measurable growth across multiple entrepreneurial competencies throughout the programme.

Key indicators included:

- Greater initiative
- Better problem identification
- Higher confidence
- Improved collaboration
- Increased creativity
- Stronger resilience
- Better communication
- Greater ownership
- More reflective learning

2.75 → 2.83 Mean rating (1-4)	+0.08 Change in mean	60% → 62.3% (+2 pp) Positive responses (3-4)
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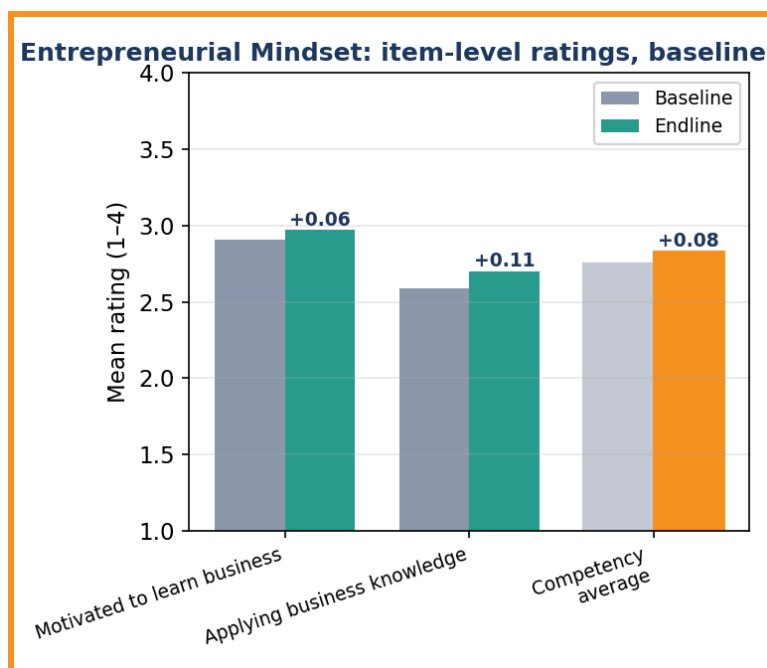


Figure — Entrepreneurial Mindset: item-level ratings, baseline vs endline (orange = competency average).

Item	Base	End	Δ	Positive (3-4)
Q22 — Motivated to learn business	2.91	2.97	+0.06	67% → 69.4%
Q23 — Applying business knowledge	2.59	2.70	+0.11	53% → 55.3%

Entrepreneurial mindset — motivation to learn about business and the ability to apply it — edged up (+0.08). Motivation to learn was already high at baseline; the more meaningful movement is on applying business knowledge to real situations, consistent with the hands-on, project-based nature of the programme.

Teacher Observation

Students increasingly approached challenges with optimism, persistence, and a willingness to experiment, reflecting a shift from passive learning to active problem solving.

Student Voice — Grade 6 Student

"Now when I see a problem, I don't complain, I start thinking about how I can solve it."

Teacher Voice — Participating Teacher

“The greatest transformation wasn’t in what students knew, but in how they thought.”



Summary

While each competency has been presented separately for clarity, the most meaningful outcome of the programme lies in how these competencies reinforce one another.

A curious learner becomes a better observer. Observation strengthens empathy. Empathy inspires more relevant problem-solving. Creative thinking generates innovative ideas. Confidence enables students to share those ideas. Communication and collaboration help refine them, while resilience encourages continuous improvement. Leadership empowers students to turn ideas into action.

Together, these interconnected capabilities form the entrepreneurial mindset—a mindset that prepares young people not only for future careers, but for active citizenship, lifelong learning, and meaningful contribution to society.

CHAPTER 10

Student Impact Stories

The children behind the numbers



Behind every statistic in this report is a child who discovered something new about themselves.

A child who found the confidence to speak in front of an audience for the first time.

A child who realised that every problem can become an opportunity.

A child who learned to work with others, listen with empathy, and believe that their ideas matter.

While quantitative data helps us measure programme outcomes, these individual journeys reveal the deeper and often more lasting impact of entrepreneurial mindset education.

Beyond Individual Stories

These stories represent only a small sample of the many transformations observed across participating schools.

While every student's journey was unique, several common patterns consistently emerged:

Children became more curious.

They asked better questions.

They collaborated more effectively.

They became more resilient.

They communicated with greater confidence.

They developed stronger empathy.

They began identifying opportunities instead of obstacles.

They took ownership of their learning.

They discovered the confidence to create meaningful change.

Year-End Showcase: Junior Pitch Tank

The programme year culminated in Junior Pitch Tank, a student showcase and pitching event built around the theme of sustainability, with a simple but powerful challenge: turn trash into treasure. The theme was introduced through a live example from an industry expert, the founder of a sustainable media and advertising agency, who explained how their business turns waste into value. Students then formed teams, identified a waste problem, and designed, prototyped, branded, and pitched their own solutions to an authentic audience.



Speaker Introduction

Hi! I'm Siddharth
Co-Founder : GAME
(Greening Advertising
Media Entertainment)

Kidspreneurship
RAISING ENTREPRENEURIAL KIDS

LIGHTS, CAMERA, ECO-ACTION!

The case studies below profile standout year-end ventures. Team presentations and pitch videos are available in the project drive for reference, and can be embedded or linked in the final published version.

Reference materials

Presentations & pitch videos: [Junior Pitch Tank — project drive](#)

CASE STUDY 01 : **Reflora — Plantable Seed-Paper Diaries** Seven Set School · Grade 8 · Team of 8 students



Team

Abhinav Roy · Agrata Joshi · Anyadiantha S. L. Nonglait · Imlibenla Longchar
· Jainul Haque · Nabarun Sarmah · Prisha Pearly Thapa · Sheryash Chettri

Attach: [team pitch-deck slide, product photo, and pitch video](#)



The challenge & idea: Reflora reimagines discarded cardboard as beautiful, hand-made diaries, with a pouch of seeds attached to the last page of the diary. Once a diary has served its purpose, the paper can be soaked until soggy and then planted, allowing the seeds to grow and literally returning the product to the earth. It is a complete “trash → treasure → back to earth” loop that captures the spirit of the sustainability challenge.

Branding & execution: The team built a full brand around the idea, the name Reflora, a logo, and a coordinated pitch, demonstrating not just a sustainable product but an understanding of identity, storytelling, and value creation.

Why it stood out: Reflora combined environmental purpose with polished branding and a clear circular-economy story, making it a memorable example of turning waste into something both useful and regenerative.

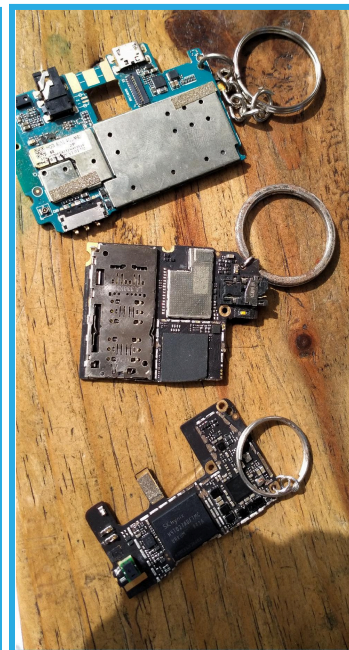
CASE STUDY 02: Eco Spark — E-Waste into Functional Art Leads School · Grade 8 · Team of 4



Team

Ibatemon Rajeev · Mewanpynkmen Langstieh · Lingthoinganbi Maibam · Naomi Maibam

Attach: [team pitch-deck slide, product photo, and pitch video](#)



The challenge & idea: Eco Spark tackles electronic waste, transforming discarded components into functional and decorative pieces; clocks made from old CDs and keyboards, and imaginative desk ornaments and reimagined transformer toys assembled from salvaged parts.

Why it stood out: The venture paired strong environmental purpose with genuine creativity, showing how e-waste, a fast-growing and often overlooked problem, can be given a second, useful life through design and imagination.

CASE STUDY 03: Don't Overthink, Just Chill — Tie-and-Dye Apparel Leads School · Grade 8 · Team of 3



Team

Banribok Dkhar · Natasha Mawlong · Bansan M. Khonglam

Attach: [team pitch-deck slide, product photo, and pitch video](#)



The idea: This team designed and sold tie-and-dye T-shirts. While the product itself was simple and approachable, what set the venture apart was the marketing.

Why it stood out: The energy of the pitch, the confidence of delivery, and the sales-and-marketing strategies the team applied were remarkably sophisticated for their age group, making them one of the standout performances of the year-end event.

CASE STUDY 04 : The Recycling Race | A Waste-Segregation Board Game

Mrs. N. Hill's Tiny Tots East Ville Secondary School · Class 6 · Team of 6



Team

Ayaan Khan · Jamlang Kharkongor · Melamphang Myllemngap · Agwu I.
Gerrard Lyngdoh Nonglait · Joseph C. Fanai · Lammenaphrang Mawroh

Attach: [team pitch-deck slide, product photo, and pitch video](#)



The idea: The Recycling Race is a board game that teaches players about waste management and the segregation of waste, turning an environmental lesson into play. It makes an abstract civic habit tangible and fun for younger children.

Why it stood out: Designed by Grade 6 students, it shows how sustainability education itself can be the “product”, an accessible, replicable tool that spreads awareness to other children.

The Story Behind Every Number

When viewed individually, each student’s transformation may appear small.

Yet together, these thousands of moments create something far more significant:

A generation of young people who believe they can think differently.

Create responsibly.

Lead compassionately.

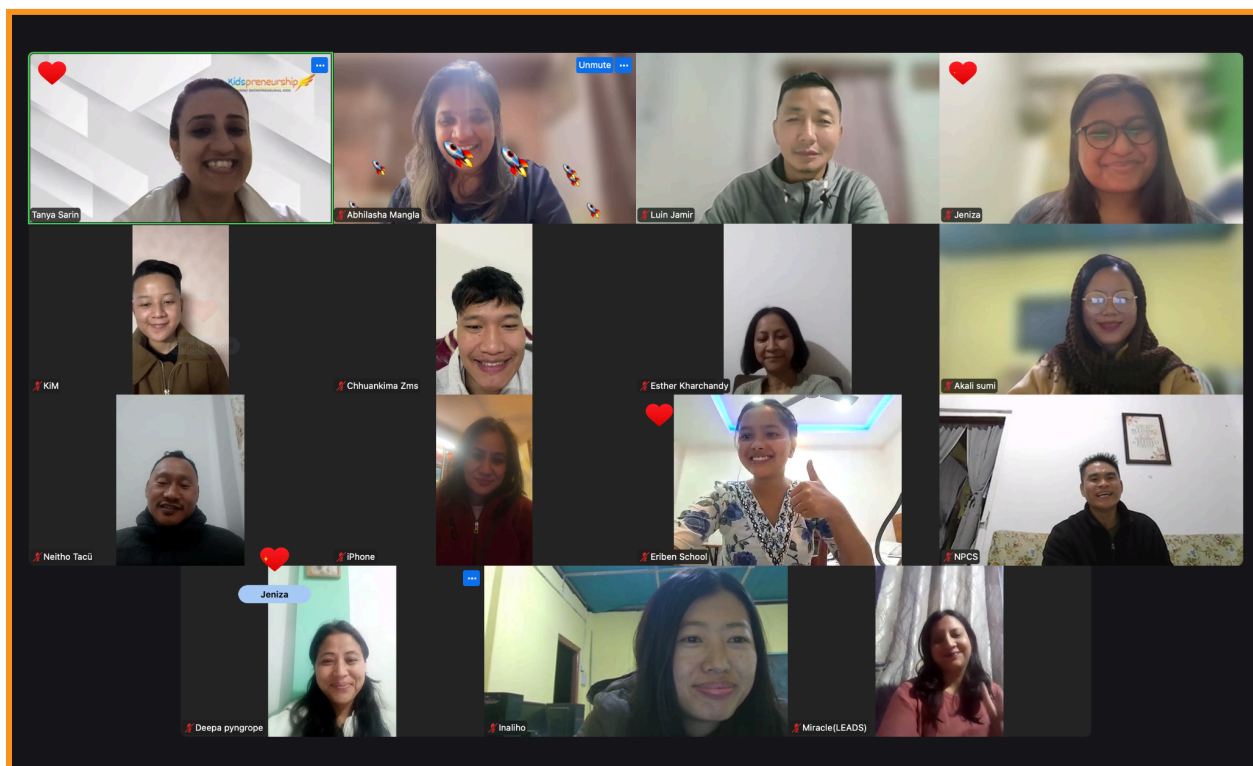
And shape a better future for their communities.

That is the true impact of entrepreneurial mindset education.

CHAPTER 11

Empowering Educators

How Teachers Became Catalysts for Change



At the heart of every meaningful educational transformation is an empowered teacher.

While students experienced new ways of learning, teachers experienced new ways of teaching. The Kidspreneurship Entrepreneurial Mindset Programme was designed not only to equip students with future-ready competencies but also to strengthen educators' capacity to facilitate experiential, inquiry-driven, and project-based learning.

Throughout the programme, teachers evolved from content deliverers to learning designers, mentors, facilitators, and coaches. They created classrooms where students asked more questions, collaborated more effectively, experimented without fear, and confidently shared their ideas.

This transformation is perhaps one of the programme's most sustainable outcomes. Every teacher who adopts these practices continues to influence generations of learners long after the programme concludes.

From teaching to facilitating learning

The programme encouraged a shift from traditional teacher-centred instruction to learner-centred, experiential education.

Traditional practice	Entrepreneurial mindset classroom
Teacher explains	Students investigate and discover
One correct answer	Multiple possible solutions
Individual worksheets	Collaborative projects
Memorisation	Real-world application
Assessment at the end	Continuous reflection and feedback
Teacher-led discussions	Student-led inquiry and presentations
Fear of mistakes	Learning through experimentation

Teachers consistently reported that this shift increased student engagement, ownership, and enthusiasm for learning.

Building Teacher Capacity - A Continuous Professional Learning Journey

Teacher development extended far beyond a one-time orientation session.

Throughout the academic year, educators participated in a structured support ecosystem that included:

1. Live Bootcamps

Interactive training sessions introducing entrepreneurial mindset education, design thinking, facilitation techniques, and project-based pedagogy.

2. Ready-to-Use Resources

Teachers received lesson plans, facilitator guides, delivery presentations, classroom activities, recorded training videos, worksheets, and implementation templates.

3. Monthly Professional Learning Communities

Regular online meet-ups created opportunities for teachers to:

- share classroom experiences
- discuss implementation challenges
- exchange ideas
- celebrate successes
- learn from peers

4. Continuous Mentoring

The Kidspreneurship team remained closely connected with teachers through online mentoring sessions, implementation reviews, and 24x7 WhatsApp support. This continuous engagement ensured that educators never felt isolated while introducing new teaching practices.

What Changed in the Classroom?

1. Greater Student Ownership

Teachers observed that students became more responsible for their own learning. Rather than waiting for instructions, students increasingly initiated discussions, managed projects, asked questions, and sought solutions independently.

2. More Active Classrooms

Classrooms became noticeably more energetic and collaborative.

Teachers reported:

- greater curiosity
- richer discussions
- increased attendance
- improved participation & engagement
- stronger teamwork

Learning shifted from passive listening to active exploration.

3. Learning Through Projects

Project-based learning became one of the most transformative aspects of classroom practice.

Teachers observed that projects enabled students to connect classroom concepts with authentic real-world challenges.

Students demonstrated greater enthusiasm when they were encouraged to create, build, test, improve, and present rather than simply complete worksheets.

4. Greater Confidence in Facilitation

Initially, many educators expressed uncertainty about facilitating open-ended projects.

As the programme progressed, teachers became increasingly comfortable:

- asking guiding questions
- encouraging student exploration
- facilitating discussions
- providing constructive feedback
- celebrating experimentation

Rather than feeling responsible for having all the answers, teachers embraced the role of learning facilitators.

The most significant change extended beyond the Kidspreneurship sessions themselves. Teachers began adopting similar inquiry-based and project-based approaches in core subject classrooms and in grades beyond the scope of the programme. This suggests that the programme influenced not only individual lessons but also broader teaching practices across the school.

Growing Teacher Confidence

Many educators described their own professional growth throughout the programme.

They reported increased confidence in:

- facilitating project-based learning
- integrating design thinking
- encouraging creativity
- managing collaborative classrooms
- assessing competencies beyond academics
- supporting student presentations
- mentoring student innovation

For many teachers, these practices became part of their everyday teaching approach rather than activities limited to the programme.

Creating a Culture of Ownership

One of the most encouraging outcomes was the sense of ownership teachers developed towards entrepreneurial mindset education.

Teachers increasingly:

- adapted activities to local contexts
- introduced additional project ideas
- celebrated student innovation beyond programme requirements
- collaborated with colleagues
- encouraged wider school participation

The programme evolved from being an external initiative to becoming part of the school's learning culture.

Voices from the Classroom - Teacher Reflections

"The kits and the 'Trash into Treasure' work got students genuinely thinking out of the box, they've become creative thinkers, and it's spilled over into everything from our school magazine to beautifying the campus." — **Participating Teacher, Leads School**

"I realised my role is not to provide every answer but to create opportunities for students to discover answers themselves." — **Participating Teacher**

"Students who rarely spoke in class became confident presenters by the end of the programme. Watching that transformation has been incredibly rewarding." — **Participating Teacher**

"The most rewarding part is the smiles on my students' faces after they finish a challenge, watching them become more confident about themselves." — **Participating Teacher, Regimental School**

"Students who used to hold back have started showing real confidence in presenting their ideas, working as a team, and taking pride in what they make." — **Participating Teacher, Tiny Tots East Ville School**

"The continuous mentoring gave us the confidence to experiment with new teaching methods without worrying about making mistakes ourselves." — **Participating Teacher**

Evidence of Teacher Transformation

1. Professional Growth

Teachers demonstrated increased confidence in facilitating experiential and project-based learning.

2. Pedagogical Change

Greater adoption of inquiry-based, collaborative, and learner-centred instructional approaches.

3. Stronger Classroom Culture

Students became more engaged, curious, responsible, and willing to participate.

4. Sustainable Practice

Teachers continued integrating entrepreneurial mindset activities into regular classroom teaching.

5. Collaborative Professional Community

Educators actively supported one another through peer learning and knowledge sharing.

The Multiplier Effect

Every teacher influences hundreds, often thousands, of students over the course of a career.

By strengthening teacher capacity, the programme creates impact that extends well beyond a single academic year.

One confident teacher inspires hundreds of confident learners.

One innovative classroom inspires an entire school.

One transformed school influences an entire community.

Teacher development is therefore not simply a programme activity, it is one of the most powerful investments in long-term educational transformation.

CHAPTER 12

Transforming Schools

Building a Culture of Innovation and Future-Ready Learning



Educational transformation is most sustainable when it becomes part of a school's culture rather than a standalone programme.

Throughout the Entrepreneurial Mindset Programme, participating schools demonstrated gradual shifts in teaching practices, student engagement, leadership involvement, and community participation. Entrepreneurial mindset education became increasingly visible, not only inside classrooms but across assemblies, exhibitions, Market Days, student interactions, and school-wide celebrations.

School leaders, teachers, parents, and students collectively contributed to creating environments where curiosity was encouraged, creativity was celebrated, collaboration became routine, and every child was given opportunities to take ownership of their learning.

These changes illustrate how entrepreneurial mindset education can strengthen the entire school ecosystem.

Leadership That Enabled Change

When Leadership Inspires Innovation

One of the strongest predictors of successful implementation was active leadership support.

School leaders did far more than approve the programme. They participated in showcases, encouraged teachers, celebrated student innovation, allocated time for project work, and reinforced the importance of experiential learning across the school community.

Their visible commitment created an environment where innovation was not viewed as an additional activity but as an essential part of student development.

Leadership observations

School leaders consistently reported:

- Increased student engagement during project-based learning.
- Greater enthusiasm for collaborative classroom activities.
- Improved confidence during student presentations.
- Higher teacher participation and ownership.
- Stronger alignment between classroom learning and real-world application.

“We didn’t just introduce a programme. We began changing the way our school thinks about learning.” — School Leader

Culture Shifts Across Schools

From Completing Tasks to Solving Problems

As the programme progressed, noticeable cultural shifts emerged across participating schools.

Students increasingly viewed learning as an opportunity to explore rather than simply complete assignments.

Teachers became facilitators of inquiry rather than providers of answers.

Collaboration replaced competition in many classroom activities.

Failure became part of the learning process rather than something to avoid.

These shifts contributed to more vibrant, engaging, and learner-centred school environments.

Observable culture shifts

Before the programme	After implementation
Teacher-led instruction	Student-led inquiry
Individual work	Collaborative projects
Limited student presentations	Regular presentations
Focus on correct answers	Multiple solution pathways
Learning confined to classrooms	Authentic community engagement

Assemblies That Celebrated Learning

Giving Student Voices a Platform

School assemblies became powerful opportunities to celebrate innovation and showcase student learning.

Students shared project journeys, demonstrated prototypes, reflected on challenges, and inspired peers through presentations.

These public celebrations achieved far more than recognition.

They reinforced confidence, encouraged participation, and signalled that creativity, collaboration, and problem-solving were valued across the entire school community.

Assemblies also motivated younger students by providing visible role models of innovation and leadership.

Student Ownership

Learning Became Student-Led

Perhaps one of the most encouraging transformations observed was the increase in student ownership.

Rather than waiting for instructions, students increasingly:

- Suggested project ideas.
- Managed timelines.
- Distributed responsibilities within teams.
- Conducted research independently.
- Maintained momentum across sessions.
- Sought customer feedback.
- Refined prototypes.
- Presented confidently.
- Reflected on improvements.
- Went beyond the classroom environment

Teachers frequently described classrooms where students assumed greater responsibility for both their learning and the success of their teams.

Ownership gradually replaced dependency.

Initiative replaced hesitation.

Confidence replaced uncertainty.

Innovation Spaces

Creating Environments That Encourage Exploration

Innovation does not require sophisticated laboratories.

Across participating schools, ordinary classrooms were transformed into spaces where students could think, build, test, collaborate, and present.

Whether through project corners, display boards, prototype tables, or temporary exhibition areas, schools created visible spaces that encouraged experimentation and celebrated student ideas.

These innovation spaces became symbols of a broader cultural shift—one where learning was active, creative, and student-centred.

As the programme expands, opportunities exist to further strengthen these environments through dedicated makerspaces, innovation labs, and collaborative learning zones.

Parents Became Partners in Learning

Extending School Culture into the Home

Educational transformation became most powerful when parents joined the journey.

Families actively supported project work, attended Market Days, celebrated student presentations, and encouraged children to discuss ideas beyond the classroom.

Many schools reported stronger parent participation during programme events than they had experienced through traditional academic activities.

Parents increasingly recognised entrepreneurial mindset education as an important complement to academic learning.

Their involvement reinforced student confidence while strengthening relationships between schools and families.

Evidence of School Transformation

The collective experiences across participating schools revealed several recurring patterns.

1. Greater Student Engagement

Students demonstrated higher participation and enthusiasm throughout the academic year.

2. Stronger Teacher Collaboration

Educators increasingly shared resources, ideas, and implementation strategies with one another.

3. Increased Visibility of Student Learning

Projects, prototypes, presentations, and exhibitions became prominent features of school life.

4. Improved School-Community Connections

Parents and community members became active participants in learning celebrations.

5. Emerging Innovation Culture

Schools began embracing experimentation, creativity, reflection, and collaborative learning as core educational values.

The Ripple Effect Within Schools

Transformation rarely occurred in isolation.

A single student project inspired classmates.

Teachers adopted new facilitation techniques.

Assemblies celebrated innovation.

Parents became more involved.

School leaders recognised new possibilities.

Gradually, entrepreneurial mindset education influenced the broader culture of participating schools.

Rather than changing isolated classrooms, the programme contributed to creating learning communities where innovation, curiosity, empathy, and collaboration became increasingly visible.

CHAPTER 13

Learning Beyond the Classroom

Where Ideas Meet the Real World



Some of the most meaningful learning does not happen while students are seated at their desks. It happens when they observe real problems, engage with communities, receive authentic feedback, collaborate with others, and experience the impact of their ideas beyond the classroom.

The Kidspreneurship Entrepreneurial Mindset Programme intentionally extends learning into real-world contexts, enabling students to apply knowledge through meaningful experiences rather than theoretical exercises.

Whether presenting an idea to parents, receiving feedback from community members, participating in Market Days, solving industry-inspired challenges, or learning alongside peers, students begin to understand that learning becomes truly powerful when it creates value for others.

These experiences transformed classrooms into living laboratories where children practised entrepreneurship not as business creation, but as empathy, innovation, collaboration, and responsible action.

Market Days

Understanding Value by Creating It



Market Days provided students with an authentic opportunity to experience the journey from idea to customer.

Each participating school organised its own Market Day, where students showcased products and solutions they had designed, developed, and refined throughout the programme.

More than a sales event, Market Day became a powerful learning experience that helped students understand:

- Customer needs and preferences
- Product presentation and branding
- Pricing and value creation

- Responsible financial decision-making
- Communication and persuasion
- Objection handling and resilience
- Receiving and acting on customer feedback
- Teamwork under real-world conditions

For many students, it was the first time they experienced the excitement, and responsibility, of presenting something they had created to a real audience.

Pitch Events

Every Child Deserves a Voice



Throughout the programme, students were encouraged to communicate ideas with confidence.

Pitch events created opportunities for learners to present their projects, explain their thinking, respond to questions, and celebrate innovation in front of teachers, parents, peers, and invited guests.

These experiences strengthened:

- Public speaking
- Storytelling
- Structured thinking
- Confidence
- Critical questioning
- Reflection
- Leadership

For many children, standing on stage and sharing an original idea became a defining moment in their learning journey.

Community Projects

Solving Problems That Matter



Students were encouraged to move beyond hypothetical scenarios and explore challenges within their own schools and communities.

Through observation, interviews, empathy exercises, and project work, learners identified opportunities to improve everyday experiences and developed practical solutions that addressed real needs.

Community-based projects enabled students to appreciate that innovation begins by understanding people and creating a positive impact where they live.

These experiences nurtured empathy, civic responsibility, and a stronger sense of ownership towards their communities.

Learning from One Another

Every Student Is Both a Learner and a Teacher



Collaboration was embedded throughout the programme.

Students regularly worked in diverse teams, exchanged ideas, challenged assumptions, and improved solutions together.

Peer learning encouraged children to:

- Appreciate different perspectives
- Share knowledge openly
- Give and receive constructive feedback
- Learn through observation
- Celebrate collective success

Teachers observed that many of the strongest learning moments occurred not during formal instruction, but through conversations among students themselves.

By learning with and from one another, students developed stronger communication skills, empathy, and confidence.

Parents as Learning Partners

Extending Learning Beyond School



Parents played an essential role in reinforcing entrepreneurial mindsets beyond the classroom.

They encouraged children during project development, attended exhibitions and Market Days, celebrated student achievements, and engaged in conversations about ideas, challenges, and learning.

Their involvement strengthened the connection between school and home, creating an environment where curiosity, creativity, and resilience continued to grow outside formal classroom settings.

Many parents reported noticeable improvements in their children's confidence, communication, initiative, and problem-solving abilities.

Industry-Inspired Learning

Connecting Education with the Real World



Trash to Treasure

A Mini-Market Sustainability Challenge



Students participated in industry-inspired challenges that introduced authentic contexts for innovation and problem-solving.

Rather than working on isolated classroom activities, learners explored real scenarios, analysed user needs, and developed practical solutions informed by research and feedback.

These experiences helped students understand how classroom knowledge connects with the world around them while introducing concepts such as design thinking, value creation, sustainability, and responsible innovation.

Industry challenges also encouraged students to appreciate that every profession, from engineering and healthcare to education and environmental conservation, requires creativity, empathy, collaboration, and entrepreneurial thinking.

Connected Learning Ecosystem

Learning became most powerful when classrooms connected with families, communities, industry, and peers.

Each experience reinforced another:

- Classroom sessions introduced concepts.
- Projects encouraged experimentation.
- Community interactions built empathy.
- Industry challenges added authenticity.
- Market Days created ownership.
- Pitch events strengthened confidence.
- Parents celebrated progress.
- Peer collaboration deepened learning.

Together, these experiences transformed education into an active, meaningful journey where students learned not only for examinations but for life.

Beyond Academic Success

The experiences described in this chapter demonstrate that entrepreneurial mindset education extends beyond developing knowledge and skills.

It nurtures confident communicators who can share ideas with conviction.

Creative thinkers who identify opportunities where others see challenges.

Compassionate citizens who understand the needs of their communities.

Responsible leaders who work collaboratively to create positive change.

By intentionally connecting classrooms with the real world, the programme prepares young people to become lifelong learners and active contributors to society.

Voices from Beyond the Classroom

“Selling our product was exciting because people asked questions and gave us ideas to improve it.” — Student

“I saw my child explain her project with confidence and pride. It was wonderful to see learning come alive.” — Parent

“The greatest learning happened when students interacted with people beyond the classroom and realised that their ideas could genuinely help others.” — Teacher

“The programme brought our school community together. Parents, teachers, and students all became partners in learning.” — School Leader

CHAPTER 14

Measuring Impact

Assessment Findings | *What the data tells us*



Meaningful educational impact should be both observable and measurable.

Throughout the programme, students participated in a structured assessment journey designed to understand not only what they learned, but how they grew over time. By combining quantitative assessments with classroom observations, project evaluations, portfolios, and teacher reflections, the programme generated a rich evidence base that captures changes in knowledge, skills, behaviours, and entrepreneurial mindset.

This chapter presents key findings from the pre- and post-programme assessments, highlighting patterns of growth across competencies, demographic groups, and participating schools. Rather than evaluating academic achievement alone, the analysis focuses on the development of future-ready capabilities that are increasingly recognised as essential for success in school, work, and life.

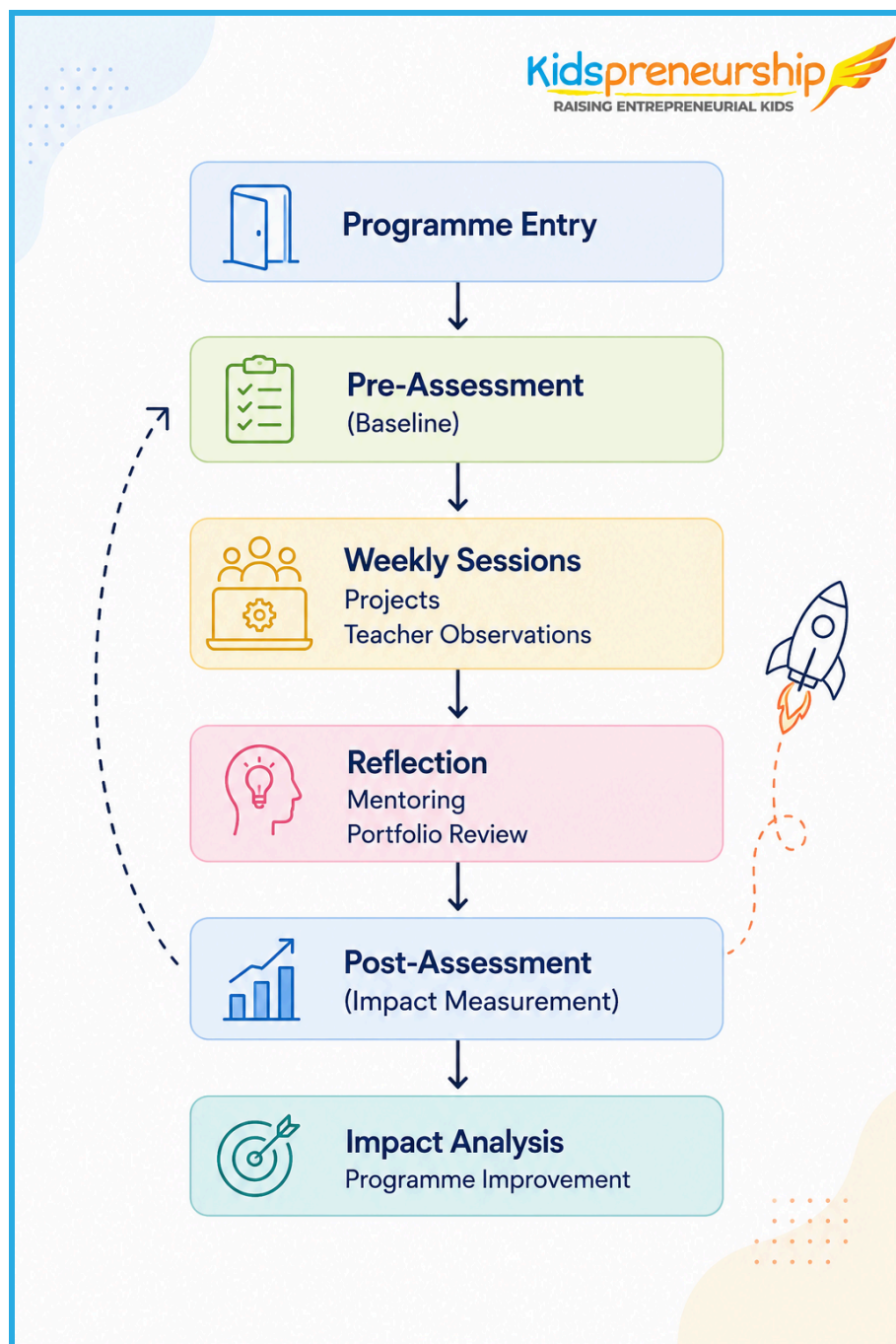
Two instruments were used: a 24-item Self-Assessment measuring entrepreneurial mindset and soft skills (each item rated 1-4), and a knowledge check of Level 1 of the Entrepreneurial Mindset Development Programme - Thinkpreneur, measuring entrepreneurship concepts. Every figure below comes directly from the assessment dataset; none is estimated.

How to read these findings

Students could not be matched individually between waves, so results describe the participating cohort as a group (a repeated cross-sectional comparison), not verified change within individual students. The knowledge check used different questions at baseline (14 items, /20) and endline (25 items, /25), so those are reported as separate baseline and endline snapshots rather than a matched gain. Mindset items were identical across waves and are directly comparable.

Our Assessment Journey

The assessment process was designed as a continuous learning cycle rather than a single end-of-programme evaluation.



Participation

Assessment	Baseline responses	Endline responses
Self-Assessment (mindset)	1,112	689
Thinkpreneur (knowledge)	1,021	996

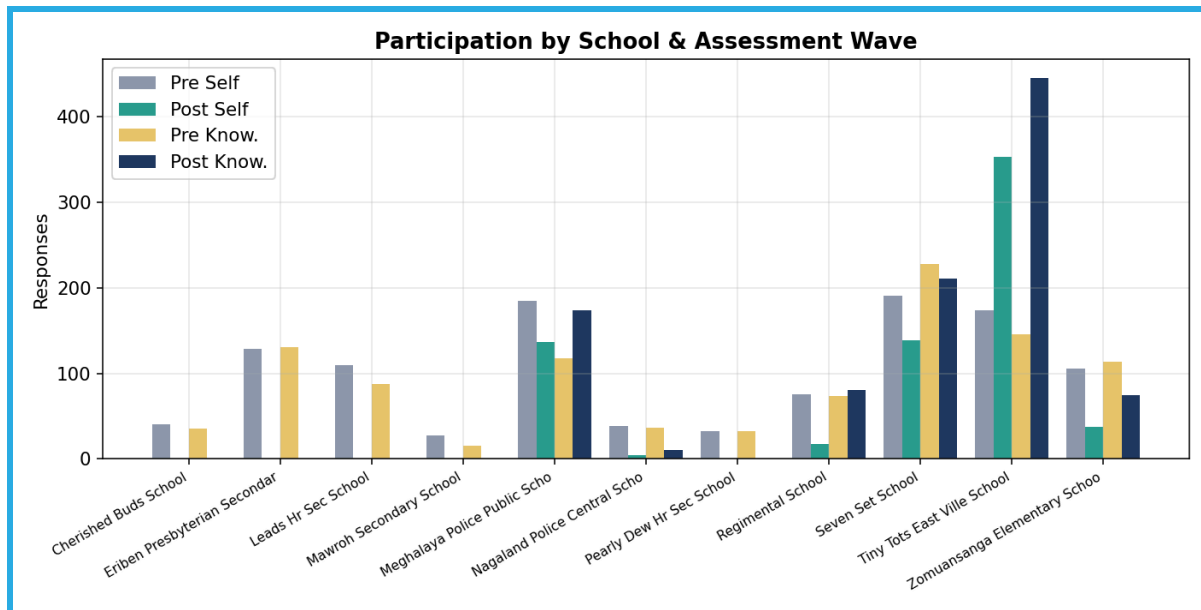


Figure 14.1 — Participation by school and assessment wave. The mindset endline sample is about 38% smaller than baseline.

Assessment Framework

Students were assessed across the following competencies:

- Curiosity
- Creativity
- Confidence / Self-belief
- Communication
- Problem Solving
- Observation
- Empathy
- Collaboration
- Resilience
- Financial Literacy
- Business / Marketing Skills
- Leadership
- Entrepreneurial Mindset

Each competency was evaluated using multiple evidence sources which includes one or more from the list below:

- Pre-, and post-assessments
- Teacher observation rubrics
- Project evaluations
- Student portfolios

- Reflection journals
- Classroom participation
- Pitch presentations
- Market Day performance

Overall Programme Growth

Mindset: consistent positive movement

Across all 24 items in Self Assessment measurement, the cohort shifted upward. The average self-rating rose from 2.64 to 2.81 on the 1-4 scale, a +4.4 percentage-point rise in the overall score rate (65.9% to 70.3% of the maximum). More telling than the average is the movement within the distribution: the most negative “1” responses fell from 15.5% to 9.3%, while positive responses (rated 3 or 4) rose from 54.5% to 62.8%. This shift away from the bottom of the scale and toward the top is the clearest single piece of mindset evidence.

Distribution metric (all 24 items pooled)	Baseline	Endline
Mean rating (1-4)	2.64	2.81
% rating “1” (lowest)	15.5%	9.3%
% rating 3 or 4 (positive)	54.5%	62.8%
% rating “4” (highest)	24.5%	27.5%

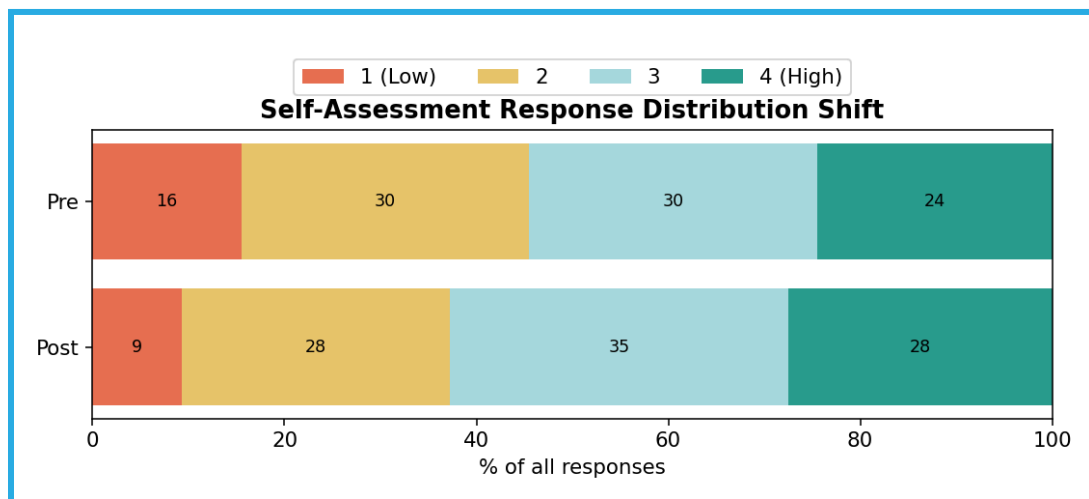


Figure 14.2 — Response distribution shift, baseline vs endline.

Competency-level change

Grouping the 24 items into eight competency clusters shows where movement concentrated. The strongest gains were in empathy and collaboration, financial-literacy awareness and problem-solving. Confidence or self-belief and general entrepreneurial

mindset barely moved, but these began as the two highest-rated clusters at baseline, leaving little room to rise. This is best read as a ceiling effect, not a shortfall.

Competency cluster	Baseline	Endline	Change
Empathy/Collaboration	2.60	2.89	+0.29
Financial Literacy	2.60	2.87	+0.27
Problem Solving	2.56	2.81	+0.25
Resilience	2.69	2.91	+0.21
Creativity	2.47	2.67	+0.20
Business/Marketing Skills	2.50	2.70	+0.20
Entrepreneurial Mindset	2.83	2.83	-0.00
Confidence/Self-belief	2.82	2.80	-0.02

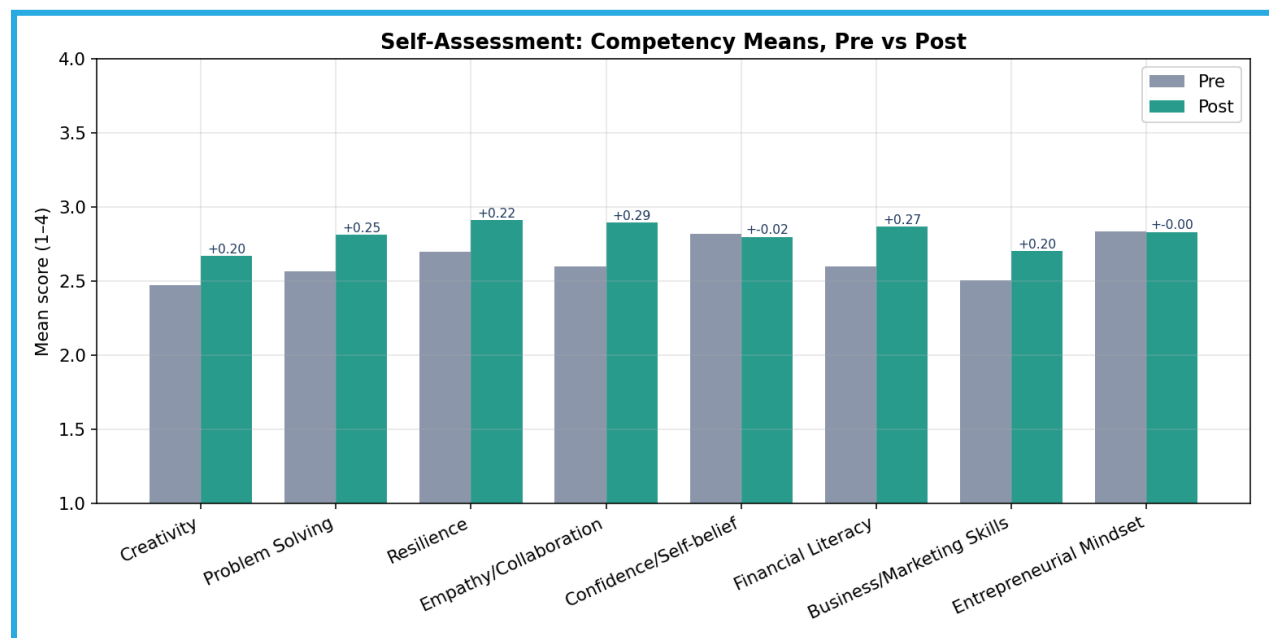


Figure 14.3 – Competency means, baseline vs endline.

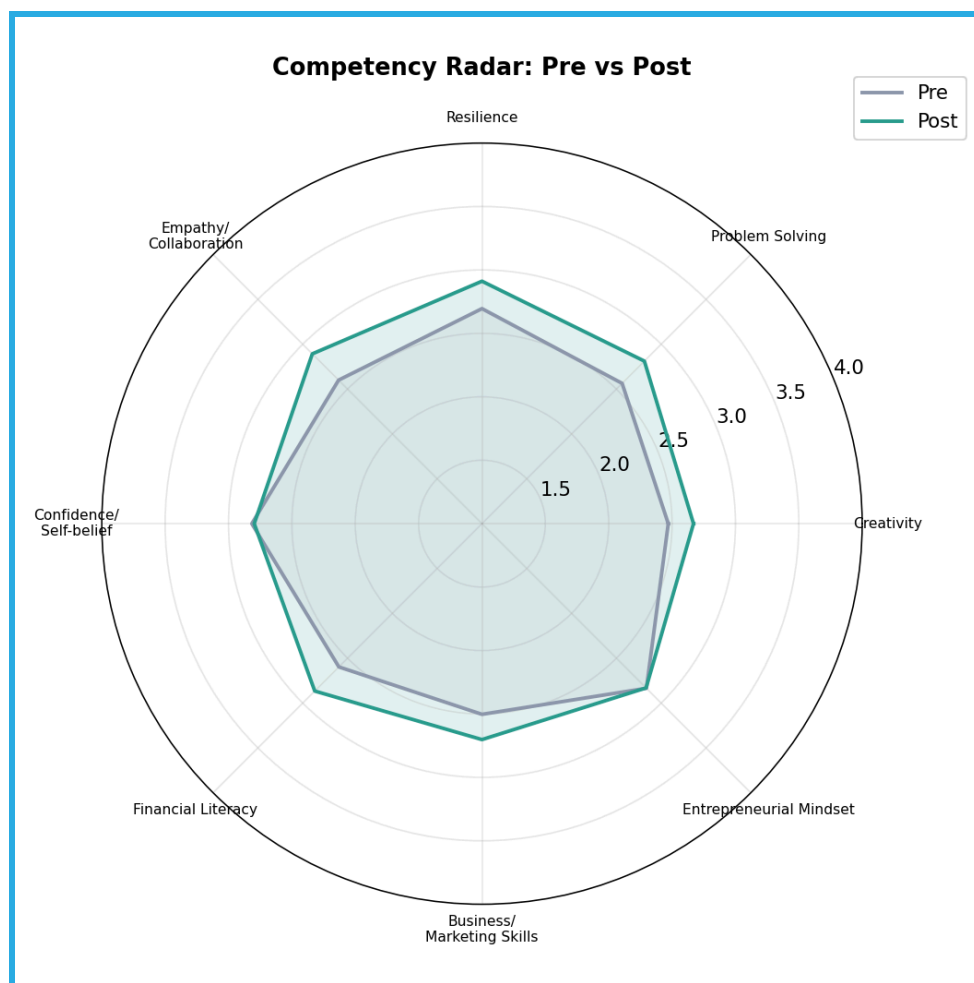


Figure 14.4 — Competency radar: the endline profile expands beyond baseline on six of eight axes.

Expressed as positive endorsement (the share of responses rated 3 or 4), collaboration rose from 54% to 69%, financial awareness from 53% to 66%, and problem-solving from 51% to 61%. Confidence items, by contrast, were essentially flat (about 61-62% in both waves), consistent with the ceiling effect above. The honest reading is that students' self-belief was already high and remained high, while the clearest genuine shifts were in collaboration, money awareness and problem-solving.

It is important to note that while the measured scale data shows a ceiling effect for confidence and self-belief, qualitative evidence points to real growth in this area. Teachers consistently observed students becoming more willing to speak, present and take initiative, and in their own end-of-programme reflections students frequently described the programme as confidence-building, with confidence the second most volunteered theme (named by 35% of respondents). Read together, the evidence suggests that confidence and self-awareness did strengthen for many participants,

even though the closed-scale ratings, already high at baseline, had limited room to register it.

Knowledge: strong core, specific gaps

The knowledge check is objectively scored and interpreted as learning rather than attitude. Because the baseline (/20) and endline (/25) instruments differ, overall score rates are reported as separate snapshots: 73.7% at baseline and 75.3% at endline. Both indicate a solid grasp of fundamentals. At endline, 83% of students scored at least 60% and 52% scored at least 80%; students answered 14 of the 25 concepts correctly at least 80% of the time, and 7 concepts at least 90% of the time.

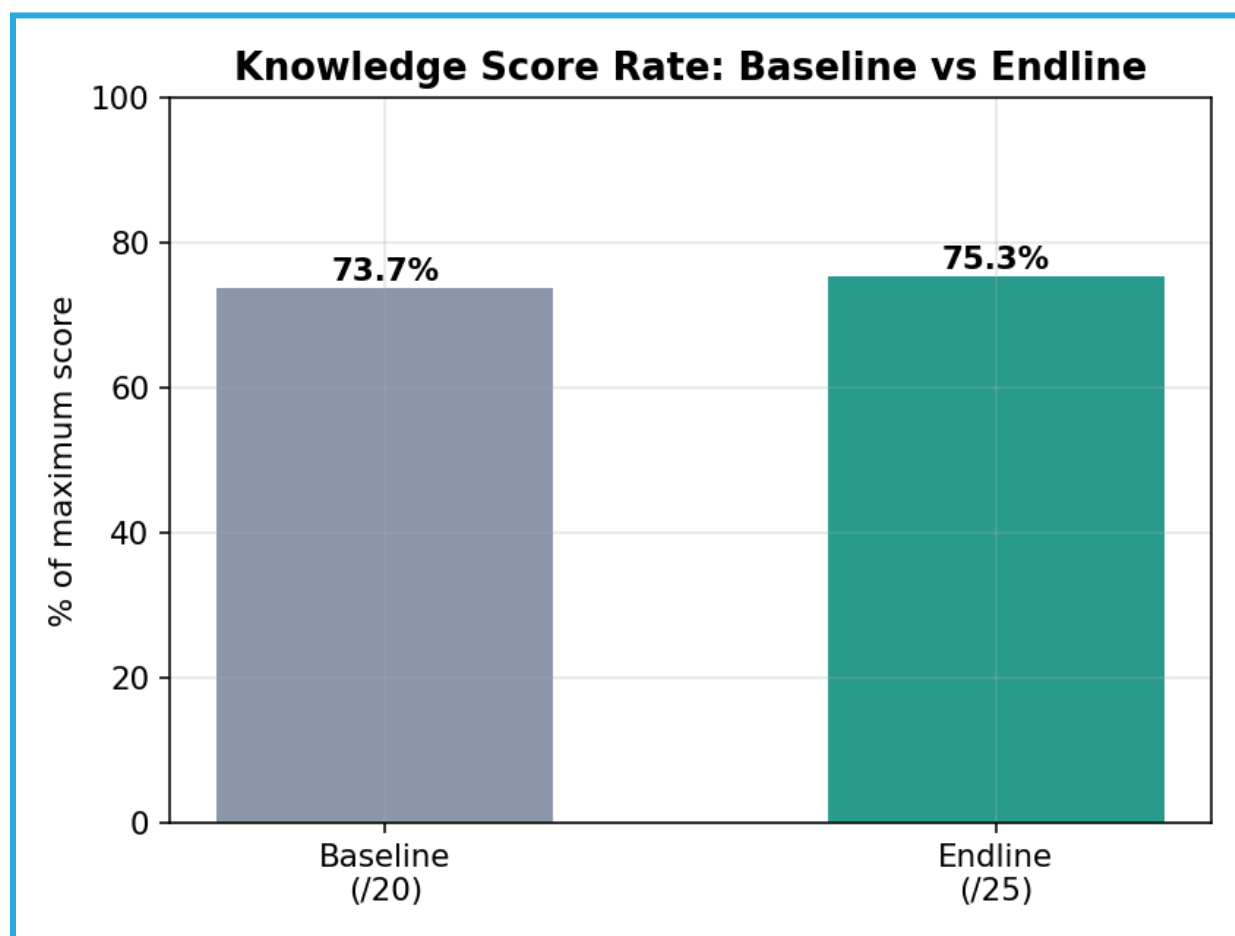


Figure 14.5 — Knowledge score rate, baseline vs endline (different instruments).

The endline reveals a clear split. Core entrepreneurship, money and communication concepts are very strong; the named process frameworks are weak.

Strongest endline concepts (well mastered)

Q	Concept	% correct
Q3	Self-reflection meaning	93.9%
Q21	Financial goal example	92.6%
Q25	Marketing a craft project	91.5%
Q1	Entrepreneurs see opportunities	91.5%
Q8	Critical Thinking - WISE framework steps	90.8%

Weakest endline concepts (reinforce)

Q	Concept	% correct
Q15	Collaboration framework	42.9%
Q13	Design Thinking: Ideate	45.5%
Q16	Goal-setting framework	46.7%
Q12	Design Thinking: Define	49.7%
Q11	Design Thinking: Empathise	59.3%

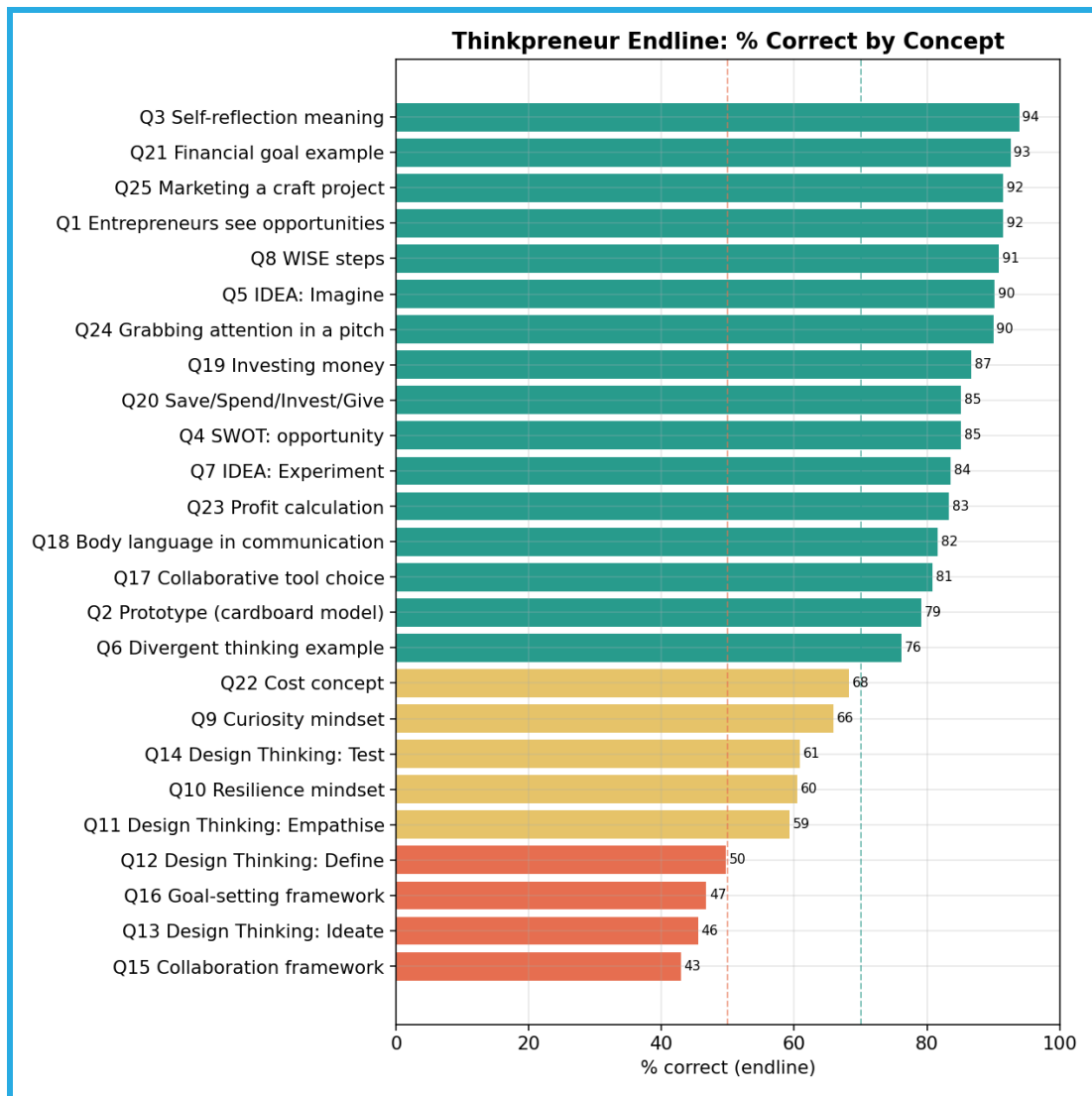


Figure 14.6 — Endline % correct by concept, sorted. Below 50% (red) are priorities for reinforcement.

What students said they valued most

The endline included an open-response question, “What was the most valuable thing you learned in this programme?”, answered by 636 students (about 92% of endline respondents), with a median of 13 words. Coding the responses for themes gives a qualitative window that complements the ratings.

Theme (students could mention several)	% of responses
Creativity / generating ideas	44%
Confidence / self-belief	35%
Teamwork / collaboration	33%
Business / money skills	18%

Theme (students could mention several)	% of responses
Self-awareness / knowing my strengths	17%
Planning & goal-setting	12%
Problem-solving	9%
Communication	9%
Resilience	7%

A notable nuance: confidence is the second most volunteered theme (35%), even though the closed confidence ratings were flat. These measure different things, the scale captures a stable self-belief already high at baseline, while the open question captures the felt experience of the programme, for which students spontaneously reach for the language of confidence. So while we cannot claim measured confidence rose, we can credibly say students frequently describe the programme as a confidence-building experience.

“The most valuable thing I learned was discovering my creativity and confidence.”
— **Endline reflection**

“I learn that there is no limit to creativity and that teamwork always makes the dream work.” — **Endline reflection**

School-wise patterns

Among schools with reliable endline samples, mindset gains were strongest at Meghalaya Police Public School (+6.4 pts), Seven Set School (+5.4) and Tiny Tots East Ville (+5.1). Four schools (Pearly Dew, Mawroh, Cherished Buds and Nagaland Police) had little or no usable endline data and are excluded from school-level conclusions. Full school-wise figures are tabulated in the Appendix.

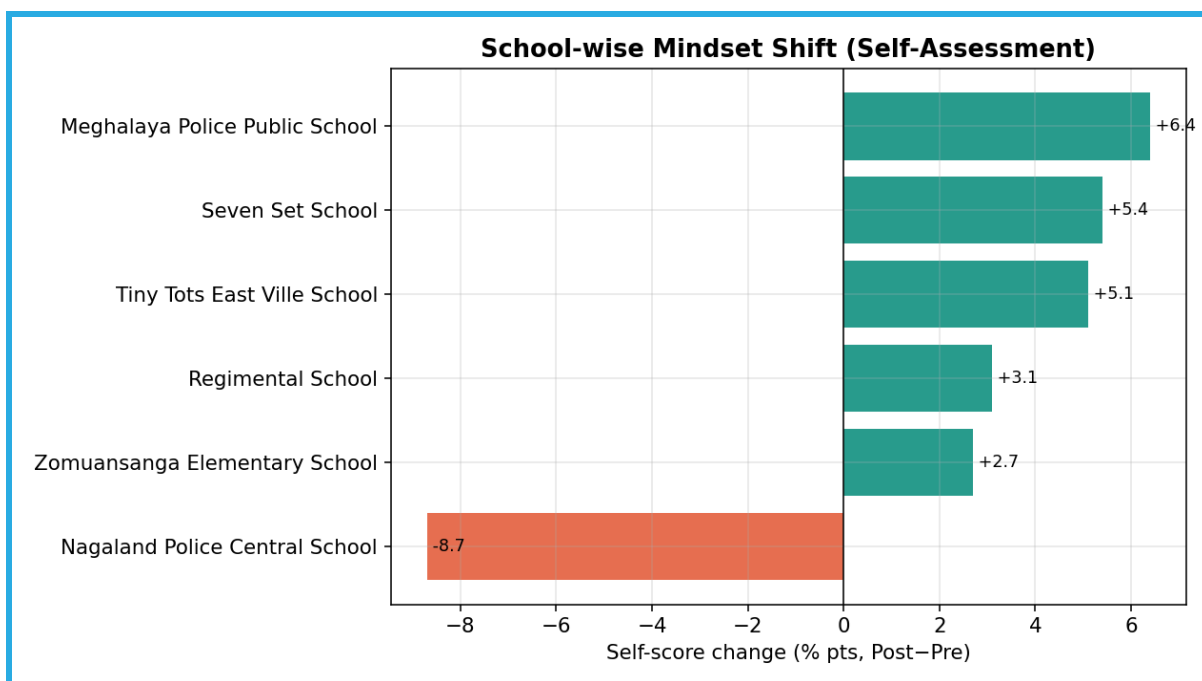


Figure 14.7 — School-wise mindset shift (schools with reliable endline samples).

Growth by Grade

To understand how competency development differed across age groups, the assessment results were broken down by grade. Grades 6, 7 and 8 each showed consistent positive movement in entrepreneurial mindset, and all three converged on a similar endline level, even though they began from slightly different starting points.

Mindset self-assessment, by grade

Grade	Score rate (base → end)	Δ	Positive responses 3-4 (base → end)	Δ	n (base / end)
Grade 6	65.8% → 69.9%	+4.1	54.2% → 62.3%	+8.1	418 / 277
Grade 7	67% → 70.7%	+3.7	56.2% → 63%	+6.8	369 / 202
Grade 8	64.8% → 70.3%	+5.5	53.2% → 63.4%	+10.2	310 / 209

Table 14.8 — Mindset score rate and positive-endorsement share (responses rated 3 or 4) by grade.

Knowledge check, by grade

Grade	Baseline (/20)	Endline (/25)	n (base / end)
Grade 6	72.6%	75.5%	393 / 384

Grade	Baseline (/20)	Endline (/25)	n (base / end)
Grade 7	74.5%	74.3%	332 / 318
Grade 8	74.6%	76%	294 / 294

Table 14.9 — Knowledge score rate by grade. Baseline and endline use different instruments and are reported as separate snapshots.

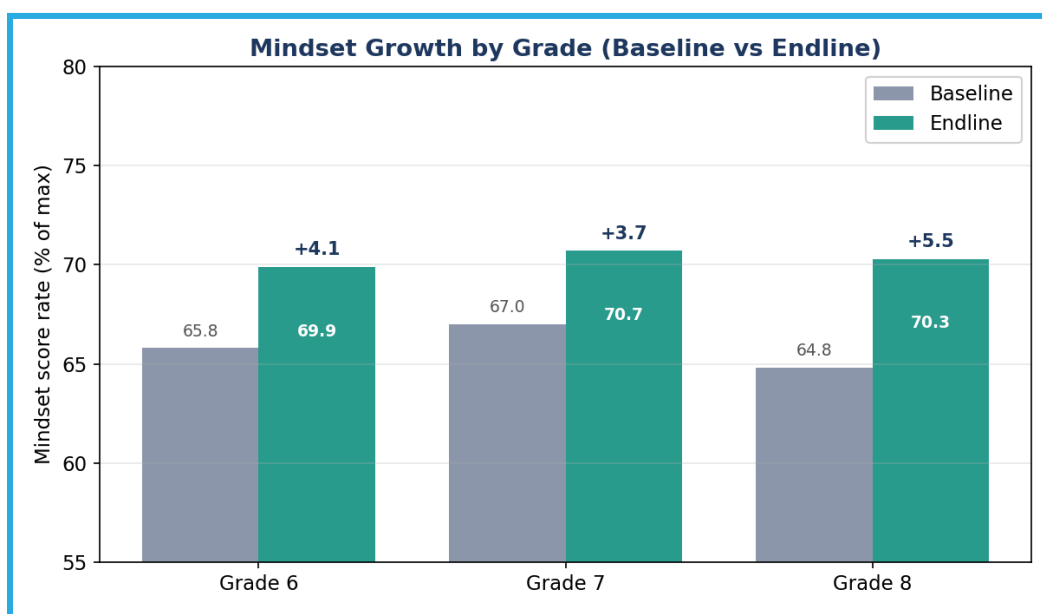


Figure 14.x — Mindset score rate by grade, baseline vs endline. Every grade improved; Grade 8 showed the largest shift, rising from the lowest baseline to the top of the group.

What the grade breakdown shows

The mindset gain is consistent across all three grades. Every grade moved up, and all three converged on almost the same endline level (roughly 70% of the maximum), despite slightly different starting points. Grade 8 showed the largest shift (+5.5 points on the score rate and +10.2 points on positive endorsement), rising from the lowest baseline to the top of the group, the strongest turnaround of the three. Grades 6 and 7 improved solidly from higher starting points.

On knowledge, all three grades sit in the mid-70s at both waves, with Grade 8 highest at endline (76.0%). Grade 7's flat-to-slightly-lower endline snapshot is within normal variation and reflects the different baseline and endline instruments rather than any real regression.

Participation & Engagement

Beyond competency scores, programme participation was monitored through:

- Session attendance
- Project completion
- Portfolio submissions
- Pitch participation
- Market Day engagement
- Reflection completion

High participation rates reinforced the programme's ability to sustain student engagement throughout the academic year.

Trends Over Time

When analysed longitudinally, several patterns consistently emerged:

- Confidence increased most significantly after authentic public presentations.
- Creativity strengthened through iterative project work.
- Problem-solving improved as students applied Design Thinking repeatedly.
- Leadership emerged gradually through collaborative learning.
- Reflection activities enhanced self-awareness and ownership.

These findings reinforce the importance of sustained experiential learning rather than one-off interventions.

What the Evidence Tells Us

The data suggests that entrepreneurial mindset competencies develop progressively through repeated cycles of exploration, experimentation, feedback, reflection, and application.

Students did not simply gain knowledge; they became more willing to ask questions, collaborate with others, solve meaningful problems, communicate confidently, and take ownership of their learning.

This reinforces the programme's Theory of Change: when students experience authentic, project-based learning supported by empowered educators, measurable growth occurs across the competencies that matter most for future readiness.

Implications for Future Practice

The assessment findings provide important insights for strengthening future implementation:

- Continue embedding authentic presentation opportunities to accelerate confidence and communication.
- Increase industry engagement to deepen problem-solving and value creation.
- Expand peer feedback mechanisms to strengthen collaboration and leadership.
- Use mid-programme assessment data to personalise support for schools and students.
- Continue collecting longitudinal data to understand sustained impact over multiple years.

By using evidence not only to measure outcomes but also to improve practice, the programme establishes a culture of continuous learning and accountability.

CHAPTER 15

Outcomes That Matter

The impact at a glance, grounded in the assessment data



The outcomes below summarise the measured results from Chapter 14, expressed as defensible cohort statements. In line with the cross-sectional design, they describe the group of students before and after the programme, or the endline group as it stands — not change within individual children.

Measured student outcomes

- Overall mindset: the cohort's average self-rating rose from 2.64 to 2.81 (1-4 scale); the overall score rate rose +4.4 points to 70.3%.
- Away from the bottom: the most negative "1" responses fell by roughly 40%, from 15.5% to 9.3% of all responses.
- Toward the top: positive responses (rated 3 or 4) rose from 54.5% to 62.8%.

- Collaboration & empathy: strongest measured gain (+0.29); positive endorsement rose from 54% to 69%.
- Financial awareness: +0.27; positive endorsement rose from 53% to 66%.
- Problem-solving: +0.25; positive endorsement rose from 51% to 61%.
- Confidence: began high and stayed high (ceiling effect) — but 35% of students named confidence as their most valuable takeaway in open reflections.
- Knowledge: 83% of students scored at least 60% on the endline knowledge check, and 52% scored at least 80%; 14 of 25 concepts were answered correctly by at least 80% of students.

Outcomes beyond numbers

Some of the programme's most meaningful outcomes cannot be captured through percentages alone. Teachers described classrooms becoming more collaborative and joyful; parents spoke of children returning home with greater confidence and curiosity; school leaders observed students taking initiative in new ways; and students themselves began to see challenges as opportunities to create value. These shifts in mindset, behaviour and aspiration represent the deeper transformation entrepreneurial mindset education seeks to inspire.

The Bigger Picture

The collective outcomes of this programme extend beyond individual learners.

By strengthening teacher capacity, encouraging experiential learning, engaging families, and connecting classrooms with communities, the programme contributes to a broader transformation of school culture.

Every confident student presentation, every thoughtfully designed prototype, every collaborative project, and every teacher who embraces learner-centred pedagogy strengthens the foundation for future-ready education.

Together, these outcomes demonstrate that entrepreneurial mindset education is not simply about preparing children for careers—it is about preparing them to become thoughtful citizens, compassionate leaders, and confident changemakers.

Five key takeaways

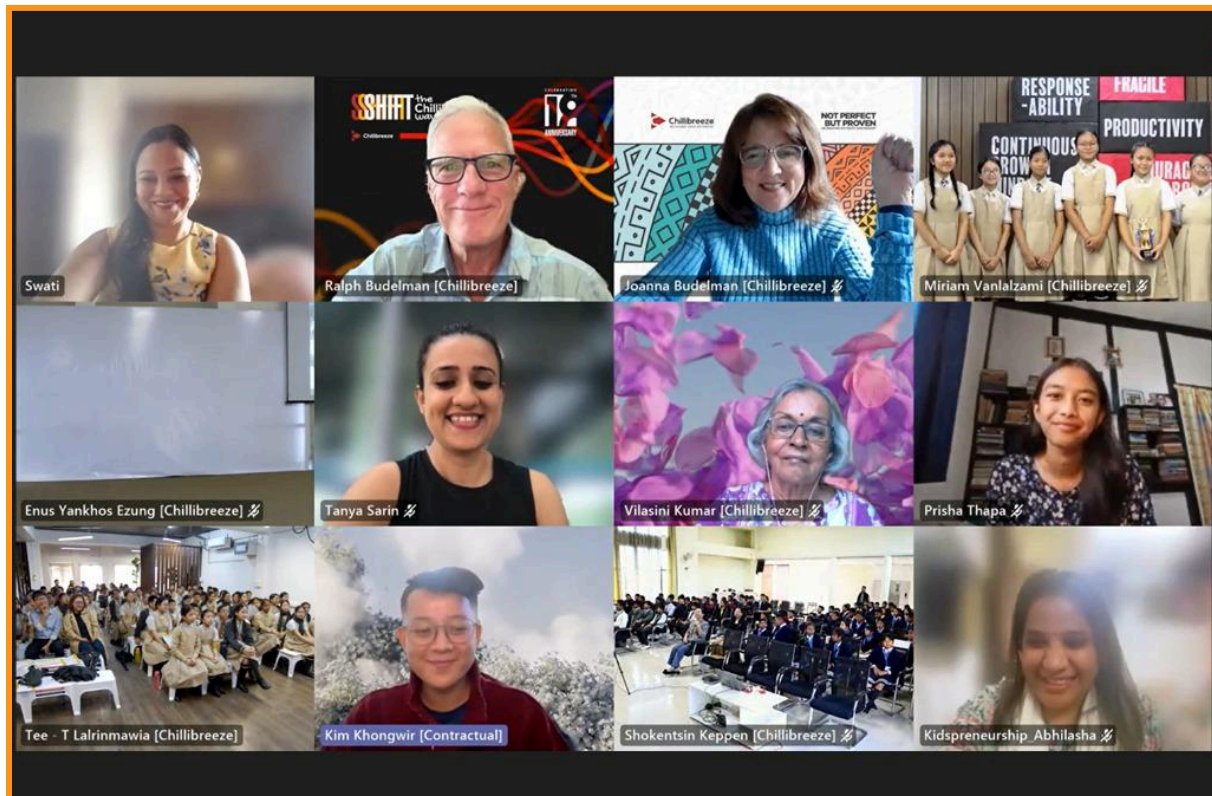
- The cohort moved measurably and consistently up the mindset scale, most clearly by shedding the lowest ratings.
- The clearest genuine gains were in collaboration, financial awareness and problem-solving.
- Students ended the programme with strong knowledge of core entrepreneurship, money and communication concepts.

- Named process frameworks (Design Thinking stages, collaboration and goal-setting models) are the clearest reinforcement priority.
- Qualitative evidence — reflections, teacher and parent observations — consistently points in the same direction as the measured data.

CHAPTER 16

Voices of Transformation

Reflections from the people who made the journey possible



Reflections from the People Who Made the Journey Possible

Numbers help us understand the scale of impact. Stories help us understand the depth of impact.

Throughout the programme, students, teachers, parents, school leaders, implementation partners, and the CSR team shared reflections on how the Entrepreneurial Mindset Programme influenced classrooms, learning experiences, and personal growth.

These voices provide a powerful reminder that meaningful educational transformation is experienced differently by every stakeholder. Together, they paint a richer picture of the programme's impact than statistics alone.

► **Hear it in their own words**

Students, teachers, parents and partners share what the programme meant to them. Watch the CSR impact film for the voices behind the reflections on this page.

Watch here: [CSR in Education](#)

Parent's Perspective

Watching Confidence Grow at Home

Parents often witness changes that extend beyond the classroom.

Many shared that their children became more willing to ask questions, discuss ideas, take initiative, and approach everyday situations with greater curiosity and confidence.

Rather than focusing only on academic performance, families noticed growth in communication, responsibility, resilience, and problem-solving.

"My child now notices problems around us and immediately starts suggesting ideas to solve them. The programme has changed the way she thinks." — **Parent**

"For the first time, I saw my son confidently explain his project to complete strangers during Market Day. I realised he had found a voice I hadn't seen before." — **Parent**

"The programme encouraged conversations at home. We discussed ideas, customers, pricing, and even how products could help people. Learning became something the whole family participated in." — **Parent**

Teachers' Reflections

Classrooms Became More Alive

Teachers consistently described classrooms becoming more collaborative, energetic, and student-led.

Rather than waiting for instructions, students increasingly asked questions, explored ideas independently, and took ownership of projects.

"Students stopped asking, "Is this the right answer?" and started asking, "What if we tried this instead?" — Participating Teacher

"Even our quieter students became confident presenters by the end of the programme." — Participating Teacher

"Teamwork, leadership skills, improvement in speaking and overcoming stage fright, and they have become creative thinkers." — Miracle Syiem, Leads School

"Through this programme, students have developed stronger teamwork skills, learning to collaborate effectively, communicate clearly, and work together towards common goals." — Misila Khongbuhphang, Eriben Presbyterian Secondary School

"Through Kidspreneurship, our students have been able to explore their ideas, build stronger thinking skills, and improve their confidence. It has been truly inspiring to see them discover their ideas, showcase their unique talents, and, most importantly, realise their self-worth." — Leads HR Sec School

"Adapting to the entrepreneurial mindset has been a valuable experience for our students. Your guidance and detailed instructions made the process enjoyable, exciting and successful for both teachers and students." — Participating teacher

"The mentoring and continuous support gave us confidence to experiment with new teaching approaches." — Participating Teacher

School Leaders

Building a Culture of Innovation

School leaders observed changes that extended beyond individual classrooms.

They reported greater collaboration among teachers, stronger student engagement, increased participation during school events, and growing enthusiasm for experiential learning.

Several leaders noted that entrepreneurial mindset education complemented their broader vision of preparing students for life rather than examinations alone.

"This programme shifted the culture of learning in our school. Students became creators instead of passive learners." — Teacher

*“Even our quieter students became confident presenters by the end of the programme.” — **School Principal***

*““We witnessed confidence growing not only in students but also in our teachers.” — **School Leader***

*“They became more creative and confident. The smiles on my students’ faces after completing their challenges, and seeing them grow more confident about themselves.” - **Ms Akali Aye, Regimental School***

*“The entrepreneurial mindset approach aligns perfectly with the future we want for our students.” — **School Head***

Student Voices

Discovering New Possibilities

Students described the programme as an opportunity to learn differently.

Many reflected on developing confidence, working in teams, overcoming challenges, and realising that their ideas could create value.

*“The most valuable thing I learned in this program was discovering my creativity and confidence.” — **Grade 8 student***

*“I learned that there is no limit to creativity, and that teamwork always makes the dream work, and you should always feel confidence in yourself.” — **Grade 6 student***

*“The most valuable thing I learned is to believe in myself, learn from my mistakes, always try something new, and be confident with what I am doing.” — **Grade 8 student***

*“I learned about my strengths and weaknesses and how I could improve.” — **Grade 7 student***

*“To never give up, getting new ideas, teamwork, confidence, and turn trash into treasure.” — **Grade 6 student***

*“That I can do it.” — **Grade 7 student***

*“Earlier I thought entrepreneurship meant opening a shop. Now I know it means solving problems.” — **Grade 6 Student***

CSR Partner Perspective

Investing in Future-Ready Children

For the CSR team, success extended beyond programme delivery.

The initiative demonstrated how strategic investment in entrepreneurial mindset education can strengthen schools, empower teachers, and equip children with transferable life skills.

The programme aligned with the broader objective of creating sustainable educational impact while strengthening local communities

"We were looking for more than an education programme. We wanted an initiative that would help children develop confidence, creativity, and problem-solving skills that remain valuable throughout life." — CSR Representative

"The greatest strength of the programme lies in its ability to create impact across students, teachers, schools, and communities simultaneously." — CSR Team

The Chillibreeze Perspective

Growing a Regional Movement

As the implementation partner, Chillibreeze witnessed the programme evolve from a small pilot into a growing movement across Northeast India.

Their close engagement with schools provided valuable insights into the enthusiasm of educators, the creativity of students, and the willingness of communities to embrace experiential learning.

"What inspired us most was seeing schools take ownership of the programme. It gradually became part of their culture rather than an external initiative." — Chillibreeze Team

"Every new school reinforced our belief that entrepreneurial mindset education can create meaningful change regardless of geography." — Chillibreeze Programme Lead

"The smiles, confidence, and creativity we witnessed during Market Days and showcases reminded us why this work matters." — Chillibreeze Mentor

"Thank you, dear principals and teachers, for always believing in us and for the efforts you've put into these students, you are an inspiration and a blessing to these young souls. As our founders used to say, 'Blessed to be a blessing to others.' —
Chillibreeze Team

Common Themes Across All Voices

Although each stakeholder experienced the programme differently, several themes emerged consistently.

Students became more confident.

Classrooms became more engaging.

Teachers became stronger facilitators.

Parents became active learning partners.

Schools embraced experiential learning.

Communities celebrated student innovation.

Children began thinking differently about problems and possibilities.

Together, these reflections reinforce the assessment findings presented throughout this report.

More Than a Programme

These voices remind us that educational transformation is not created by curriculum alone.

It is created through relationships.

Through teachers who encourage.

Parents who believe.

School leaders who support innovation.

Communities that celebrate children's ideas.

Partners who invest in long-term change.

And students who discover that they are capable of making a difference.

When these voices come together, they tell a powerful story—not simply of a successful programme, but of a growing movement dedicated to preparing children for the future.

CHAPTER 17

Programme Highlights

Highlights from a Year of Learning, Creating and Leading



The Entrepreneurial Mindset Programme culminated in a series of experiences that celebrated creativity, innovation, collaboration, and student achievement.

Throughout the academic year, students transformed ideas into prototypes, collaborated on real-world challenges, presented their solutions with confidence, and engaged with teachers, parents, community members, and peers through exhibitions, Market Days, and showcase events.

These moments represented far more than programme milestones. They reflected the confidence students had developed, the ownership they had taken over their learning, and the culture of innovation that had begun to flourish across participating schools.

This chapter captures some of the most memorable moments from the journey.

► **Watch: highlights from the year**

From Market Days to the Junior Pitch Tank finale, this film brings the year's creativity, confidence and celebration to life — the moments that numbers alone can't capture.

Watch here: [CSR in Education](#)

Market Days

Where Learning Became Enterprise

One of the most anticipated experiences of the programme was the Market Day organised by each participating school.

Students showcased products and solutions they had designed, developed, and refined throughout the programme. They interacted with customers, explained the value of their ideas, answered questions, received feedback, and experienced firsthand how innovation creates value for others.

Market Days brought together students, teachers, parents, school leaders, and community members in a vibrant celebration of creativity and entrepreneurship.

Highlights

- Student-led product showcases
- Customer interactions
- Pricing and value creation
- Product branding and presentation
- Real-time customer feedback
- Celebration of creativity and teamwork





Innovation Projects

Turning Ideas into Solutions

Every student completed a series of hands-on innovation projects that encouraged observation, creativity, experimentation, and iterative improvement.

Projects addressed authentic challenges within schools, homes, and communities, enabling students to connect classroom learning with real-life situations.

Across participating schools, students demonstrated remarkable imagination and problem-solving while exploring themes such as sustainability, everyday convenience, inclusion, and community wellbeing.

Typical Project Themes

- Sustainable living
- Everyday problem-solving

- Health and wellbeing
- Environmental awareness
- Creative product design
- Community improvement











Best Prototypes

From Ideas to Innovation

Prototype development was a defining feature of the programme.

Students were encouraged to build, test, receive feedback, and continuously improve their ideas rather than aiming for perfection on the first attempt.

The strongest prototypes demonstrated:

- Creativity
- Practicality
- User-centred thinking
- Sustainability
- Value creation
- Effective communication

Several projects evolved through multiple iterations before being showcased during final presentations and exhibitions.

Prototype Showcase

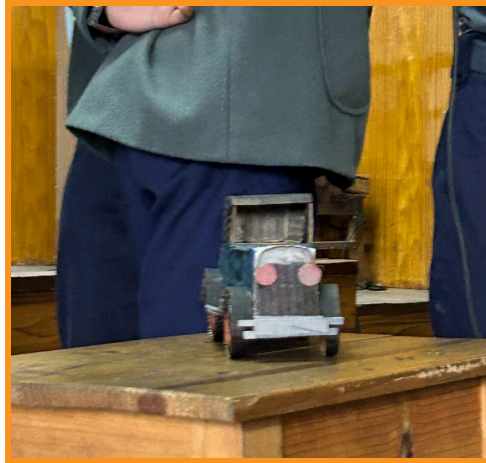
Include examples such as:

- Eco-friendly storage solutions
- Recycled household products
- Community improvement ideas
- Student-designed learning tools
- Sustainable packaging concepts
- Everyday convenience products

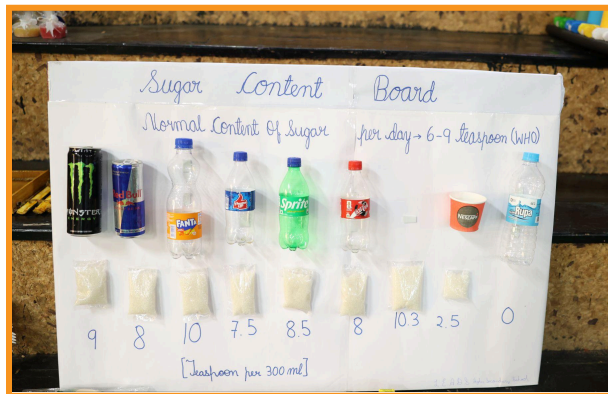
Each prototype should be accompanied by a brief description highlighting the problem it addressed and the learning journey behind its development.



Prototype of a sofa tray that was initially made from cardboard, and later refined using wood to create a sturdier and more durable finished product.



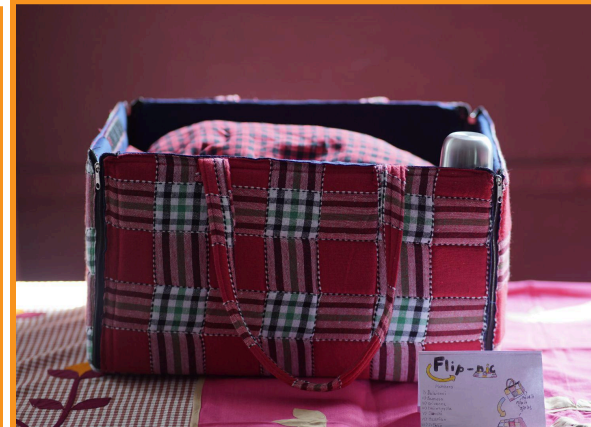
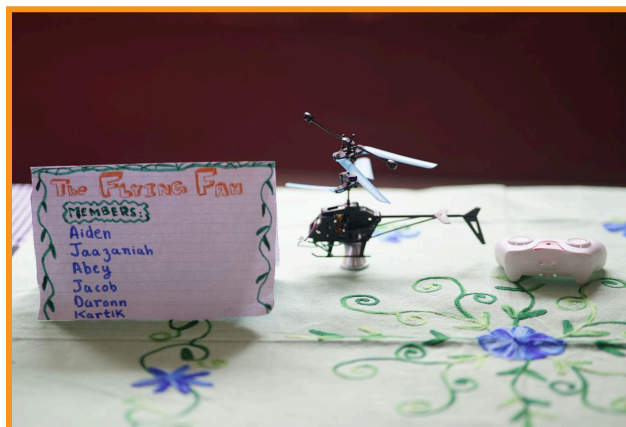
Prototype of miniature vintage automobiles that was initially created as a single model with limited finishing and visual appeal, and later evolved into multiple designs with brighter colours, improved finishing, and greater attention to detail.

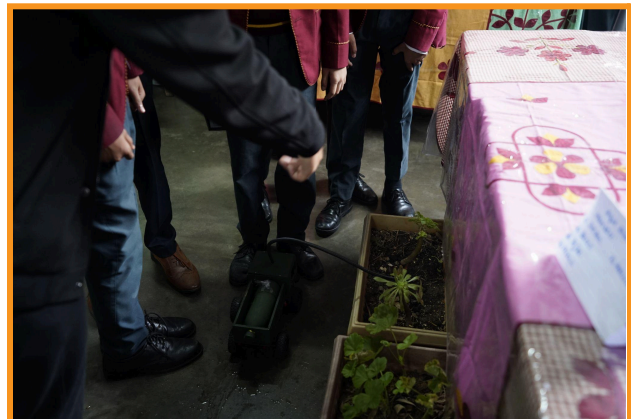


Prototype of a sugar consumption awareness board that was refined based on feedback by adding more information while reducing production costs. The students

later applied their learning to develop a prototype of an oil consumption awareness board.

Some of the other prototypes created during the course of the programme:









Junior Pitch Tank

A Celebration of Young Changemakers

The Junior Pitch Tank marked the culmination of months of learning, creativity, and collaboration.

Students proudly presented their projects, shared their entrepreneurial journeys, explained the challenges they had addressed, and reflected on what they had learned.

The event created opportunities for students to:

- Present to authentic audiences
- Demonstrate confidence
- Celebrate teamwork
- Receive recognition
- Inspire peers
- Engage with parents and community members

More importantly, it reinforced the belief that every child has ideas worth sharing.





Awards & Recognition

Celebrating Effort, Growth and Innovation

Recognition within the programme extended beyond academic excellence.

Awards celebrate qualities that reflect the entrepreneurial mindset, reinforcing that innovation is built through curiosity, perseverance, empathy, collaboration, and continuous improvement.



Moments That Defined the Programme

Some memories cannot be measured through assessment scores.

The excitement of students seeing customers appreciate their products.

The nervous smiles before stepping onto the stage.

The applause after a successful presentation.

The pride on parents' faces during Market Day.

The encouragement shared among teammates during project development.

The joy of receiving constructive feedback and improving an idea.

The laughter, collaboration, and celebration that filled classrooms throughout the year.

These moments reflect the true spirit of entrepreneurial mindset education.

Celebration of Growth

By the end of the programme, students had accomplished far more than completing projects.

They had learned to:

- Think creatively
- Solve meaningful problems
- Collaborate effectively
- Communicate confidently
- Lead with empathy
- Create value for others
- Learn from failure
- Celebrate continuous improvement

Every project showcased.

Every prototype is refined.

Every presentation was delivered.

Every Market Day organised.

Every award is celebrated.

Together, these milestones tell the story of a generation of young people discovering their potential to become confident learners, innovative thinkers, and responsible changemakers.

CHAPTER 18

Reflections & Recommendations

Strengthening Entrepreneurial Mindset Education for Greater Impact



Every implementation offers an opportunity to learn.

Over 2 years of programme implementation (and third year running) across Northeast India, the Kidspreneurship Entrepreneurial Mindset Programme has evolved through continuous observation, stakeholder feedback, classroom experiences, and impact assessment.

The insights presented in this chapter go beyond evaluating programme performance. They capture practical lessons that can inform educators, policymakers, CSR leaders, curriculum designers, and implementation partners seeking to strengthen future-ready education.

Many of these learnings emerged not only from successes but also from challenges, experimentation, and adaptation throughout the implementation journey.

What Worked Well

1. Experiential Learning Created Higher Engagement

Students consistently demonstrated greater enthusiasm when learning moved beyond textbooks into hands-on creation, teamwork, problem-solving, and presentations.

Projects transformed abstract concepts into meaningful experiences that students could relate to and remember.

Key Insight

Children learn entrepreneurial thinking best by experiencing it rather than studying it.

2. Teachers Became the Most Important Change Agents

Teacher confidence grew steadily throughout the programme.

Continuous mentoring, practical classroom resources, and regular communities of practice proved significantly more effective than one-time training workshops.

Key Insight

Sustainable educational transformation begins by investing in teachers.

3. Authentic Audiences Accelerated Confidence

Market Days, exhibitions, and pitch events produced some of the strongest improvements in communication, leadership, and confidence.

Knowing that ideas would be presented to real audiences encouraged students to prepare more thoughtfully and take greater ownership.

Key Insight

Students grow faster when their work has a purpose beyond the classroom.

4. Reflection Deepened Learning

Students who regularly reflected on their experiences demonstrated stronger self-awareness and continuous improvement.

Similarly, teacher reflections enabled classrooms to evolve throughout implementation.

Key Insight

Learning becomes more meaningful when learners pause to reflect on what they experienced.

5. Partnerships Strengthened Implementation

Strong collaboration between Kidspreneurship, Chillibreeze, school leaders, teachers, and parents contributed significantly to programme success.

Shared ownership enabled consistent implementation despite varying school contexts.

Key Insight

Educational transformation is a collective effort.

What Surprised Us

Student Creativity Exceeded Expectations

When given permission to explore freely, students consistently generated ideas that were original, practical, and deeply rooted in community needs.

Many solutions reflected levels of empathy and innovation beyond what teachers initially anticipated.

Quiet Students Became Confident Leaders

Some of the most remarkable transformations occurred among students who initially participated very little.

Given repeated opportunities to present, collaborate, and prototype, many emerged as confident communicators and team leaders.

Teachers Quickly Embraced New Pedagogies

Although project-based learning initially appeared unfamiliar, teachers rapidly adapted and began integrating entrepreneurial thinking into everyday classroom practice.

Many introduced additional activities beyond the curriculum itself.

Parents Became Active Partners

Parents were highly receptive to the programme and increasingly viewed entrepreneurial mindset education as an essential complement to academics.

Market Days and student showcases significantly strengthened parent engagement.

Challenges Encountered

Every educational innovation presents implementation challenges.

Recognising these challenges enables stronger future implementation.

Time within Existing School Timetables

Balancing project-based learning alongside existing academic schedules required careful planning and flexibility.

Variation in Teacher Experience

Teachers entered the programme with different levels of familiarity with experiential pedagogy, requiring differentiated mentoring and support.

Resource Availability

Schools differed in available materials and infrastructure, requiring creative adaptation of activities using locally available resources.

Student Confidence

Some students initially hesitated to participate actively or present publicly.

Confidence developed gradually through repeated opportunities rather than isolated events.

Assessment Beyond Academics

Measuring competencies such as creativity, empathy, and leadership required more nuanced approaches than traditional examinations.

Tracking Individual Student Journeys

Student identifiers were not consistent across the baseline and endline assessments, so individual students could not be reliably matched between the two waves. This meant

growth had to be measured at the group (cohort) level rather than by tracing each child's personal journey, and it limited the ability to tell individual before-and-after stories from the data. Introducing a unique student ID in future cycles would allow individual progress to be tracked over time.

Gaps in Assessment Coverage

The assessment instruments captured many competencies well, but not all of them. Some qualities the programme actively develops — notably curiosity and leadership — were not directly measured by any self-assessment item, and the knowledge check used different questions at baseline and endline, so learning gains could not be measured on a like-for-like basis. These gaps reinforced the value of multiple evidence sources and pointed to clear improvements for the next assessment design.

This reinforced the importance of multiple evidence sources.

How We Adapted

Continuous improvement was embedded throughout implementation.

Key adaptations included:

Increased Teacher Mentoring

Regular online mentoring sessions and WhatsApp support were expanded to address classroom implementation challenges in real time.

Flexible Learning Activities

Projects were adapted to suit different school contexts while maintaining core learning outcomes.

Additional Reflection Opportunities

Reflection activities were strengthened to encourage deeper student learning and self-assessment.

Stronger Community Engagement

Greater involvement of parents and local stakeholders increased student motivation and programme visibility.

Improved Assessment Tools

Observation rubrics, portfolio evaluation, and teacher reflections were refined to better capture entrepreneurial mindset growth.

Capturing the Softer, Observational Side of Growth

Recognising that scores alone could not capture qualities like confidence, curiosity, empathy and leadership, the programme deliberately strengthened its observational and qualitative evidence. Teachers documented behavioural changes through structured observation and reflections, students' own end-of-programme reflections were gathered and analysed, and project work, Market Days and pitch events were treated as evidence of growth in their own right. Reading these sources alongside the assessment data gave a fuller, more human picture of each student's development than the numbers could show on their own.

Recommendations

For Schools

Entrepreneurial mindset education should become part of everyday learning rather than an isolated programme.

Schools can strengthen impact by:

- Embedding project-based learning across subjects.
- Providing regular opportunities for student presentations.
- Encouraging interdisciplinary collaboration.
- Celebrating experimentation rather than perfection.
- Creating annual innovation showcases and Market Days.

For Governments

Education systems increasingly require competencies that extend beyond academic knowledge.

Governments can accelerate future-ready education by:

- Integrating entrepreneurial mindset competencies into curriculum frameworks.
- Supporting teacher professional development in experiential pedagogy.
- Recognising project portfolios alongside traditional assessments.

- Encouraging school-community partnerships.
- Investing in innovation and maker spaces within schools.

For CSR Partners

CSR investment can play a transformative role in strengthening educational ecosystems.

Future programmes should prioritise:

- Multi-year partnerships that enable sustained impact.
- Teacher capacity building alongside student programmes.
- Robust monitoring and impact measurement.
- Regional knowledge-sharing networks.
- Scaling successful models across underserved communities.

Long-term investment creates deeper and more sustainable outcomes than one-time interventions.

For Educators

Teachers remain central to educational transformation.

Educators are encouraged to:

- Ask more questions than they answer.
- Encourage experimentation.
- Celebrate effort and iteration.
- Create psychologically safe classrooms.
- Use reflection as a regular learning practice.
- Connect lessons to authentic community challenges.

Every classroom can become a space where students create, innovate, and lead.

For Curriculum Designers

Future curricula should increasingly combine knowledge with authentic application.

Curriculum design should:

- Integrate Design Thinking across subjects.
- Include real-world projects.
- Embed financial literacy and sustainability.

- Assess competencies alongside academic knowledge.
- Promote interdisciplinary learning.
- Incorporate student portfolios and authentic assessment.
- Use AI responsibly to enhance creativity rather than replace it.

Our Commitment to Continuous Improvement

At Kidspreneurship, impact is not measured solely by the number of students reached or projects completed.

It is measured by our willingness to learn, adapt, and continuously improve alongside the schools and communities we serve.

Every classroom observation.

Every teacher conversation.

Every student's reflection.

Every parent interaction.

Every challenge encountered.

Every success is celebrated.

Together, these experiences strengthen not only the programme itself but also our shared mission of preparing children for a rapidly changing world.

CHAPTER 19

Looking Ahead

Scaling a Movement for Future-Ready Education



The journey across Northeast India has reaffirmed a simple but powerful belief:

When children are given opportunities to observe deeply, think creatively, solve meaningful problems, and create value for others, they develop capabilities that extend far beyond the classroom.

The experiences from this programme represent more than a successful implementation. They demonstrate a scalable model for nurturing entrepreneurial

mindsets through empowered teachers, experiential learning, authentic assessment, and strong community partnerships.

As we look ahead, our vision is not merely to reach more schools. It is to contribute to an education system where entrepreneurial mindset education becomes an integral part of every child's learning journey.

The next phase of growth focuses on strengthening quality while expanding impact through innovation, technology, research, and strategic partnerships.

Phase I - Strengthening Our Presence

Expanding from 30 Schools to 100 Schools

Building on the success of the current implementation, the next milestone is to expand the programme to **100 schools across Northeast India**, enabling many more children and educators to benefit from entrepreneurial mindset education.

Expansion will focus on:

- Deepening implementation quality
- Strengthening teacher capacity
- Building regional mentor networks
- Increasing community engagement
- Supporting sustainable school ownership

Growth will be measured not only by the number of schools reached but also by the depth of transformation achieved within each school community.

Phase II - A Digital Learning Ecosystem

To increase accessibility, consistency, and scalability, Kidspreneurship will continue strengthening its digital learning platform.

The platform will provide an integrated ecosystem supporting students, teachers, school leaders, and programme partners.

For Students

- Interactive learning journeys
- Digital portfolios

- AI-assisted project ideation
- Innovation challenges
- Reflection journals
- Progress tracking
- Achievement badges

For Teachers

- Ready-to-use lesson plans
- Classroom presentations
- Assessment tools
- Professional learning communities
- Continuous mentoring
- Resource library

For School Leaders

- Implementation dashboards
- Programme analytics
- Student growth reports
- Teacher engagement data
- School benchmarking

The platform will ensure that high-quality entrepreneurial mindset education can be delivered consistently across diverse educational contexts.

Phase III - Teacher Fellowship Programme

Teachers remain the most powerful drivers of educational transformation.

The proposed **Kidspreneurship Teacher Fellowship** will recognise and develop educators who demonstrate excellence in entrepreneurial mindset education.

The fellowship will create a community of teacher leaders who:

- mentor fellow educators
- develop innovative classroom practices
- contribute to curriculum improvement
- conduct action research
- showcase best practices
- support regional implementation

Through this initiative, experienced teachers become multipliers of impact, strengthening educational capacity far beyond their own classrooms.

Phase IV - Building the Future of Assessment

Traditional examinations capture only a small part of a child's learning journey.

The next generation of assessment will focus on measuring competencies that increasingly matter in education, employment, entrepreneurship, and life.

Future developments include:

- Digital competency dashboards
- Portfolio-based assessment
- Authentic performance assessment
- Longitudinal learner tracking
- Teacher observation analytics
- School benchmarking
- AI-assisted competency analysis
- National and regional comparison reports

These innovations will provide educators with richer insights while supporting continuous improvement.

Phase V - Advancing Research

Entrepreneurial mindset education remains an emerging field within K-12 education.

Kidspreneurship aims to contribute to this growing body of knowledge through rigorous research and evidence generation.

Future research priorities include:

Longitudinal Impact Studies

Understanding how entrepreneurial mindset competencies evolve over multiple years.

Teacher Practice Research

Studying how experiential pedagogy influences classroom culture and learner engagement.

Student Growth Research

Exploring relationships between entrepreneurial competencies and academic, social, and emotional development.

Community Impact

Examining how student innovation contributes to local communities and civic engagement.

Policy Research

Generating evidence to inform curriculum reform and competency-based education.

Research partnerships with universities, governments, and international organisations will strengthen the global evidence base for entrepreneurial mindset education.

Phase VI - Responsible Use of Artificial Intelligence

Artificial Intelligence is transforming education.

Rather than replacing creativity and human thinking, Kidspreneurship believes AI should amplify children's ability to imagine, explore, and innovate responsibly.

These AI-enabled features will be introduced progressively and equitably, prioritising schools with the necessary infrastructure, and never at the expense of the hands-on, offline core that works well in low-connectivity settings like the Northeast.

Future AI integration will support:

AI Project Ideation

Helping students generate multiple solution pathways while encouraging originality and critical thinking.

Personalised Learning

Adaptive recommendations based on learner strengths, interests, and progress.

AI Feedback

Supporting students with constructive suggestions during project development while preserving student ownership.

Teacher Support

Reducing administrative workload through lesson planning assistance, assessment support, and classroom resource generation.

Learning Analytics

Helping schools identify learning trends and provide targeted support through ethical, privacy-conscious use of educational data.

Throughout these developments, human creativity, empathy, ethics, and judgement will remain central to the learning experience.

Strategic roadmap

2026-2027	2027-2028	2028-2030
Expand to 100 schools	Launch Teacher Fellowship	Multi-state / national scale-up
Strengthen implementation quality	Develop mentor-teacher network	Longitudinal learner tracking
Roll out of digital platform & portfolios	AI-powered learning support	Global benchmarking framework
Assessment dashboards	Research publications	Policy integration & systems change

Our Vision for 2030

By 2030, we envision an entrepreneurial mindset ecosystem where:

- Every participating school embraces experiential learning.
- Every teacher is confident in facilitating innovation.
- Every student maintains a digital portfolio of growth.
- Every learner receives competency-based feedback.
- Every classroom connects learning with authentic community challenges.
- Every child develops the confidence to create meaningful change.

Success will not be measured solely by the number of entrepreneurs created.

It will be measured by the number of compassionate problem solvers, resilient learners, creative thinkers, responsible leaders, and active citizens who contribute positively to society.

CHAPTER 20

About Kidspreneurship

Empowering Every Child to Become a Future-Ready Changemaker



Kidspreneurship is a global education and impact organisation committed to preparing children with the mindset, skills, and confidence to thrive in a rapidly changing world.

Through experiential learning, design thinking, innovation, financial literacy, and entrepreneurship education, we empower young people to

become curious thinkers, compassionate leaders, creative problem solvers, and responsible changemakers.

Our programmes combine classroom learning with real-world application, enabling students to develop competencies that extend far beyond academic achievement.

Our Mission

To empower every child with an entrepreneurial mindset, enabling them to create value, solve meaningful problems, and contribute positively to society.

Our Vision

A world where every child grows into a confident, creative, resilient, and compassionate changemaker—prepared not only for the jobs of tomorrow, but for the challenges and opportunities of life.

Our Global Presence

Kidspreneurship has worked with schools, educators, governments, NGOs, and community partners across multiple countries, creating learning experiences that are locally relevant while aligned with global best practices.

Countries Reached

- Singapore
- India
- Indonesia
- Malaysia
- Nepal
- Uganda
- Portugal

Our Impact

Since inception, Kidspreneurship has:

- Empowered thousands of students through entrepreneurial mindset education.
- Partnered with schools, NGOs, CSR initiatives, and governments.
- Trained educators in experiential and project-based learning.
- Developed future-ready learning programmes from early years through secondary school.
- Built digital tools supporting portfolios, assessments, and competency-based learning.

Recognition & Awards

Kidspreneurship's work has been recognised by leading education and innovation organisations for its contribution to future-ready learning and entrepreneurial education.

Selected Recognitions

- HolonIQ Southeast Asia EdTech 50 (2024)
- EduSpaze Accelerator - Cohort 6
- BW Education Top Education Brands & Visionary Leadership Recognition
- QS Reimagine Education - K12 Emerging Finalist/Shortlist
- TiE Women Southeast Asia - Top 8 Finalist
- Featured at international education conferences and innovation platforms across Asia.

Building the Future Together

At Kidspreneurship, we believe entrepreneurship is not about creating more business owners—it is about nurturing a generation of young people who are curious, empathetic, resilient, and equipped to create positive change wherever life takes them.

Together with educators, governments, foundations, CSR partners, and communities, we remain committed to building education systems that prepare every child not just to succeed in the future, but to shape it.

CHAPTER 21

Appendices

Supporting Evidence & Technical Documentation

To maintain readability while ensuring transparency, the following appendices provide the technical documentation, assessment instruments, and supporting evidence that informed this report. Together, they strengthen the credibility of the findings and offer additional insights into the programme's implementation, assessment methodology, and impact evaluation.

Appendix A - Programme Methodology

[This appendix](#) outlines the overall implementation methodology adopted for the Entrepreneurial Mindset Programme, including programme design, participant selection, implementation framework, data collection methods, assessment approach, and analytical processes used to measure programme impact.

Includes

- Programme design
- Theory of Change
- Sampling approach
- Data collection process
- Assessment methodology
- Analysis framework
- Study limitations

Appendix B - Assessment Instruments & Survey Tools

[This appendix](#) contains the complete assessment instruments used throughout the programme to measure student growth and programme effectiveness.

Includes

- Pre-programme assessment
- Post-programme assessment
- Student reflection forms
- Teacher feedback forms

Appendix B.1 — Self Assessment item-level detail

Item	Baseline	Endline	Change	Effect size (d)
Item 1	2.40	2.50	+0.10	0.12
Item 2	2.48	2.85	+0.37	0.39
Item 3	2.53	2.65	+0.12	0.12
Item 4	2.79	2.93	+0.14	0.14
Item 5	2.25	2.64	+0.39	0.43
Item 6	2.65	2.87	+0.22	0.23
Item 7	2.63	2.88	+0.25	0.27
Item 8	2.68	2.92	+0.24	0.26
Item 9	2.77	2.92	+0.15	0.16
Item 10	2.81	3.06	+0.24	0.26
Item 11	2.20	2.70	+0.51	0.51
Item 12	2.79	2.92	+0.13	0.14
Item 13	3.20	3.06	-0.14	-0.14
Item 14	2.67	2.76	+0.09	0.10
Item 15	2.58	2.57	-0.01	-0.01
Item 16	2.84	2.98	+0.14	0.14
Item 17	2.56	2.88	+0.33	0.34
Item 18	2.40	2.74	+0.34	0.35
Item 19	2.65	2.68	+0.04	0.04
Item 20	2.63	2.90	+0.27	0.27
Item 21	2.23	2.52	+0.29	0.30
Item 22	2.91	2.97	+0.07	0.07
Item 23	2.59	2.70	+0.10	0.11
Item 24	3.01	2.82	-0.18	-0.19

Table B.1 — All 24 mindset items. Effect size uses the pooled standard deviation of the two independent samples (Cohen-style).

Appendix B.2 — Knowledge endline items (/25)

Q	Concept	% correct
Q1	Entrepreneurs see opportunities	91.5%

Q	Concept	% correct
Q2	Prototype (cardboard model)	79.1%
Q3	Self-reflection meaning	93.9%
Q4	SWOT: opportunity	85.1%
Q5	IDEA: Imagine	90.2%
Q6	Divergent thinking example	76.2%
Q7	IDEA: Experiment	83.6%
Q8	WISE steps	90.8%
Q9	Curiosity mindset	65.9%
Q10	Resilience mindset	60.4%
Q11	Design Thinking: Empathise	59.3%
Q12	Design Thinking: Define	49.7%
Q13	Design Thinking: Ideate	45.5%
Q14	Design Thinking: Test	60.9%
Q15	Collaboration framework	42.9%
Q16	Goal-setting framework	46.7%
Q17	Collaborative tool choice	80.8%
Q18	Body language in communication	81.6%
Q19	Investing money	86.7%
Q20	Save/Spend/Invest/Give	85.1%
Q21	Financial goal example	92.6%
Q22	Cost concept	68.3%
Q23	Profit calculation	83.3%
Q24	Grabbing attention in a pitch	90%
Q25	Marketing a craft project	91.5%

Appendix B.3 — School-wise summary

School	Self Base	Self End	Δ	Know Base	Know End
Cherished Buds School	63%	—	—	60.3%	—
Eriben Presbyterian Secondary School	64.6%	—	—	81.1%	—
Leads Hr Sec School	66.4%	—	—	73.6%	—
Mawroh Secondary School	55.5%	—	—	70.6%	—
Meghalaya Police Public School	66%	72.4%	+6.4	78.7%	80.5%
Nagaland Police Central School	71.2%	62.5%	-8.7	51.5%	72.4%
Pearly Dew Hr Sec School	76.2%	—	—	63.9%	—
Regimental School	67.5%	70.6%	+3.1	71.4%	69.1%
Seven Set School	68.2%	73.6%	+5.4	73.7%	78.9%
Tiny Tots East Ville School	63.5%	68.6%	+5.1	74.5%	73.1%

School	Self Base	Self End	Δ	Know Base	Know End
Zomuansanga Elementary School	63.8%	66.5%	+2.7	75.7%	72.6%

Table D.1 — School-wise score rates (% of maximum). Change shown only where both waves are available.

Appendix C - Assessment Framework & Rubrics

[This appendix](#) presents the competency framework and scoring rubrics used to assess entrepreneurial mindset development.

The rubrics enabled consistent evaluation across participating schools and supported evidence-based assessment of knowledge, skills, behaviours, and mindsets.

Includes

- Competency descriptors
- Performance indicators
- Observation rubrics
- Project assessment rubrics
- Presentation rubrics
- Portfolio evaluation criteria
- Reflection scoring framework

Appendix D - Trainer Profiles

The success of the programme was made possible through a dedicated team of trainers and facilitators who supported schools throughout implementation.

[This appendix](#) highlights the professional backgrounds, expertise, and roles of the programme team.

Includes

- Trainer biographies
- Areas of expertise

- Programme responsibilities
- Certifications
- Professional experience

Evidence Repository

Together, these appendices provide the detailed evidence underpinning the findings presented throughout this report.

They are intended to support educators, researchers, policymakers, CSR partners, and development organisations seeking a deeper understanding of the programme's methodology, implementation, and impact, while allowing the main report to remain focused on the most significant insights and outcomes.