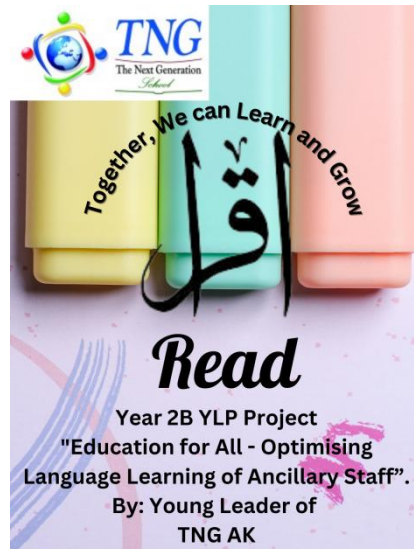




Youth Leadership Program AY 2022-23



Project Title: Education for All - Optimising Language Learning of Ancillary Staff

Sustainable Development Theme: SDG 4 Quality Education

Class	2 B
Teacher Name	Ms. Kashaf
Co – Teacher Name	Ms. Ayesha Minhas



1. Summary of the Program

As part of the Youth Leadership Program, we embarked on a project aimed at promoting education for all, in line with Sustainable Development Goal 4 (SDG4). The project, known as the Iqra Education for All, was carried out in collaboration with second-grade students in our school. The objective of the project was to help bridge the educational gap between ancillary staff, helpers, and students.

The program was carried out over a course of several weeks, and the feedback received from both the students and the ancillary staff was overwhelmingly positive. The students demonstrated exceptional leadership skills, patience, and dedication in teaching the staff and helpers, while the latter group showed enthusiasm and eagerness to learn.

To achieve this, we engaged Year 2B students in teaching basic reading skills to ancillary staff and helpers. The students were paired with individuals who required assistance, and they were provided with the necessary resources such as phonics book and daily conversation sentences. In addition to acquiring basic literacy skills, the ancillary staff and helpers also gained exposure to the classroom environment, which enabled them to better understand the students and their role in the school.

Through this program, we were able to contribute to SDG4 by promoting inclusive and equitable quality education for all. The project helped us realize that education is not just for the privileged but should be made available to everyone, irrespective of social and economic backgrounds.

PROJECT IQRA

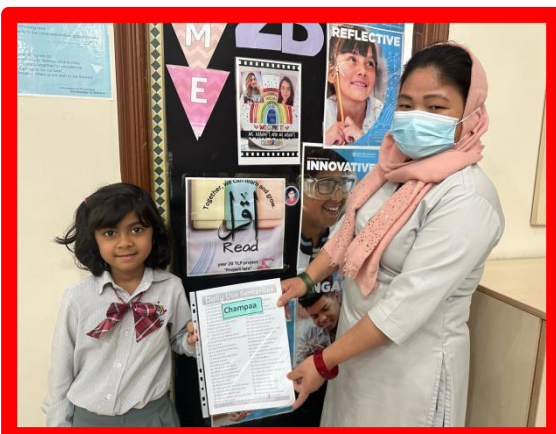
Together, we can learn and grow

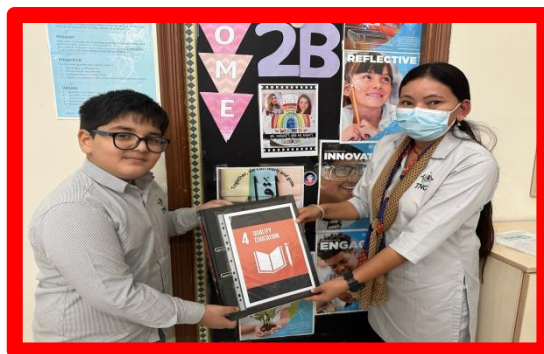
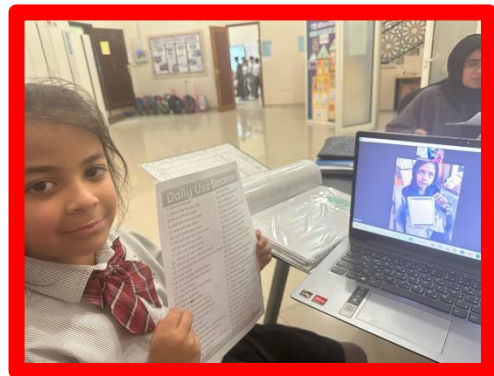
"Iqra by Young Leaders is a project that aims to spread knowledge and awareness in our community. We believe that education is not only a right but also a powerful tool that can transform lives. As young leaders, we want to share this knowledge with those around us and create a positive impact.

In this project, we are encouraging our fellow students to teach their helpers and ancillary staff at TNG. We believe that everyone deserves access to education, regardless of their background or socio economic status. By teaching our maids and their children, we are not only helping them learn but also building a stronger bond with our community.

We want to inspire others to join us in our mission to promote education and awareness. Together, we can learn and grow and make a positive change in our community. Join us in this journey to create a better future for all!"

2. Some key pictures

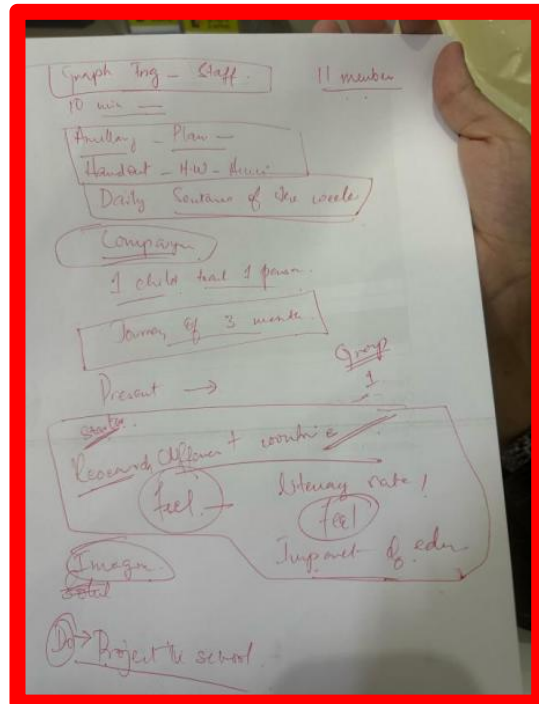




3. Youth Leadership Journey for Class 2B

I. Planning Phase

a) Training



Professional Development Feedback & Follow up Form
TNG Alin-Khated Session 2021-22

Staff Name & Designation: *Kastaf (Class Teacher)*
 Training Session Title & Date: *IEP / YLP Finalizing*
 Trainer: *Miss Tauwira*
 Session Objectives: *Finalizing YLP / IEP Input and Identification*

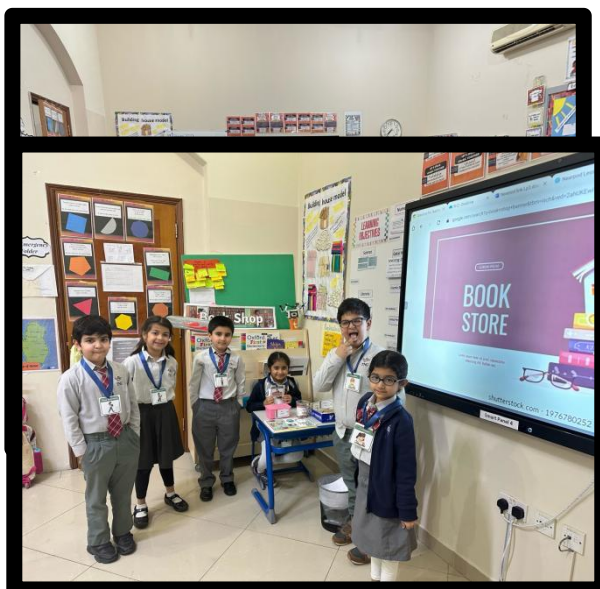
What did I already know about this session?	What did I learn from this session?
<i>YLP Strategizing IEP Identification, checklist and</i>	<i>How to identify with clarity and collection of evidences. keeping evidence for Gifted one in all aspects.</i>
What actions can I take to improve my teaching & learning strategies with help of this session?	Related to this session, what ideas did I get to create or use resources more effectively?
<i>Identifying & IEP Gifted and talented through growth and Mindset programme.</i>	<i>through ECA, Growth and Mindset, IEP Support Extension.</i>

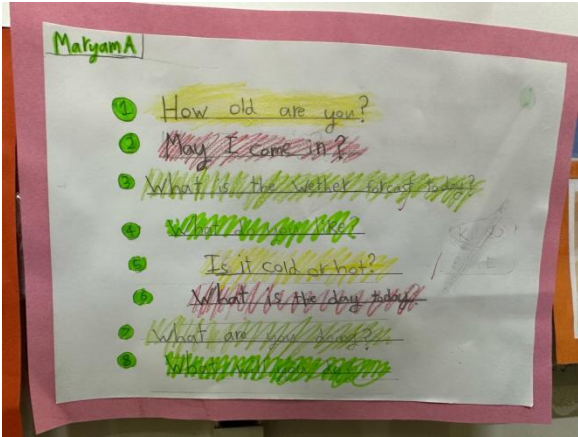
b) Meeting with Deputy Headmistress:

During planning phase lay out of our YLP and execution plan was discussed with DHM and suggestions were noted for way forward.



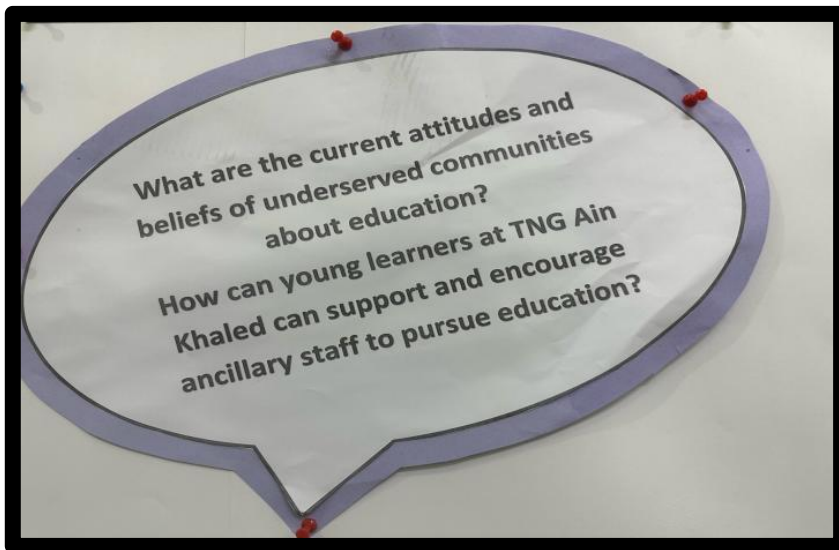
c) Brain storming session with class:





II. Execution Phase

a) Development of big question.



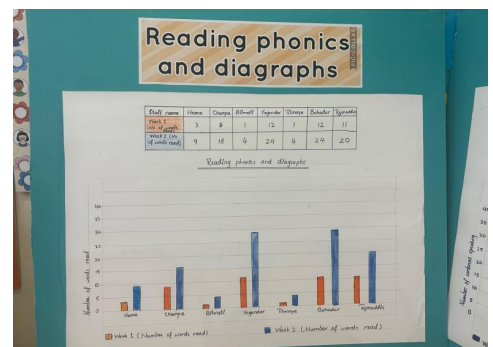
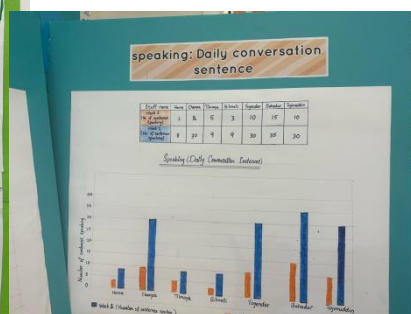
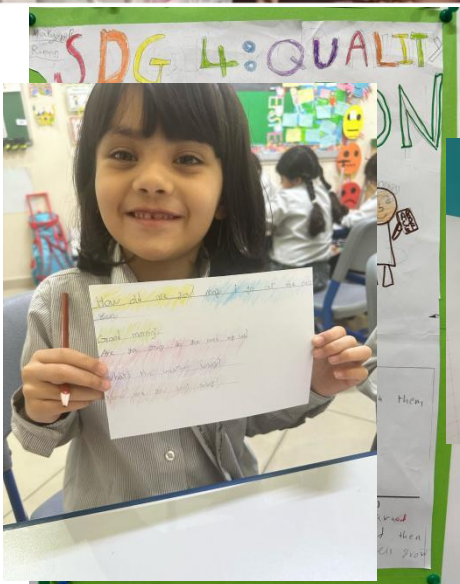
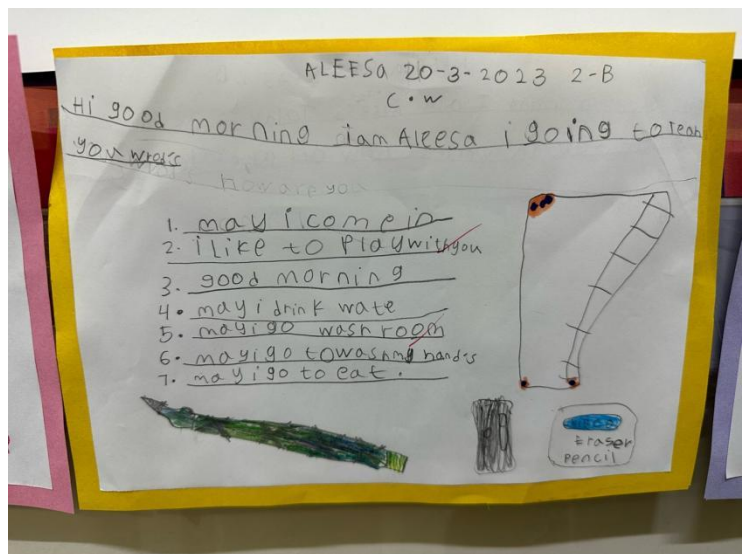
Language Learning Sessions:

We have organised language learning sessions for ancillary staff, by Grade 2 learners. The sessions were designed to help the ancillary staff improve their communication skills by teaching them basic English vocabulary and phrases related to their jobs. The sessions were held twice a week to ensure

consistent learning and improvement in the ancillary staff's language proficiency.

Regular Interaction with Ancillary Staff:

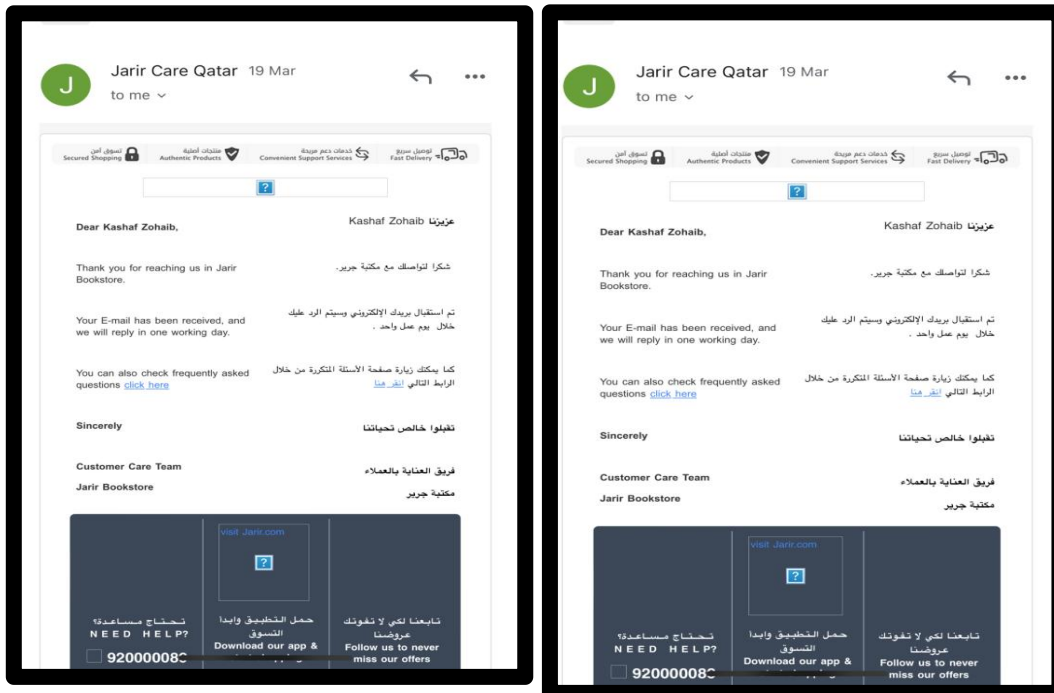
To foster meaningful relationships and mutual respect between learners and the ancillary staff, we have facilitated regular interaction between them. Learners were encouraged to greet and interact with ancillary staff when they meet them around the school premises.



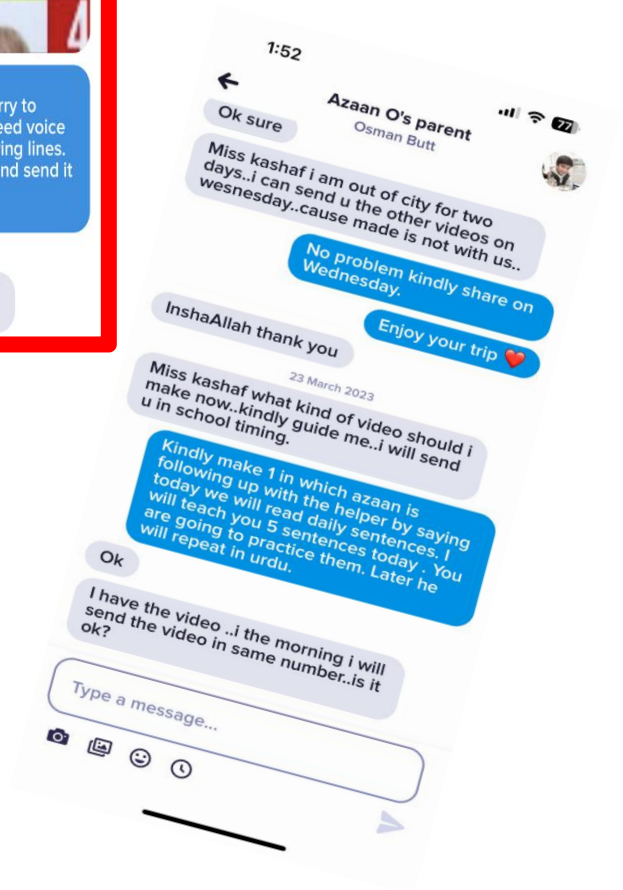
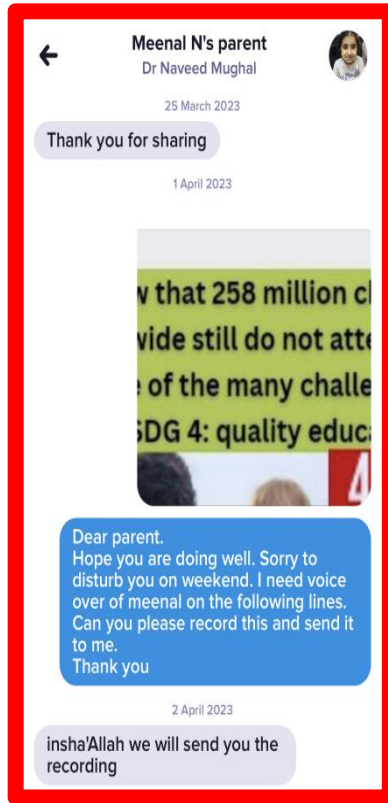
**b) Student Appreciation:
YLP certificates.**



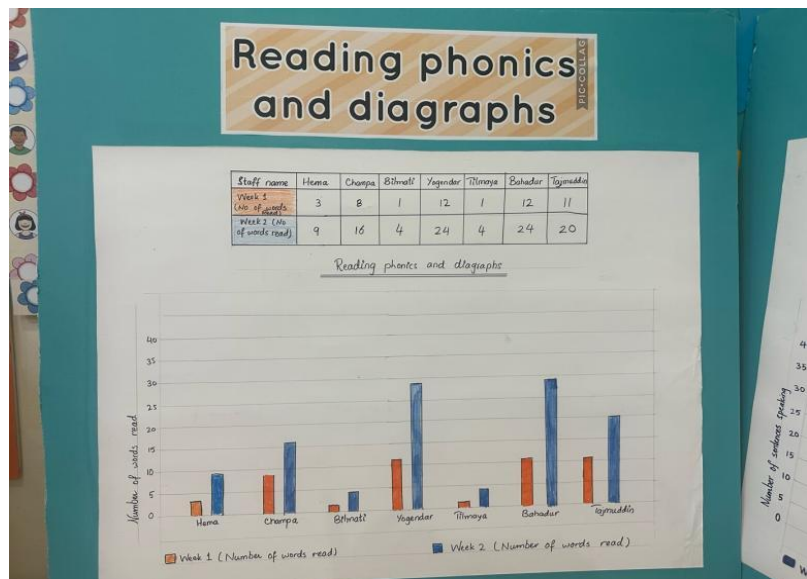
c) Inclusion Qatar Identity



d) Community Engagement



e) Classroom Displays



f) Work of gifted and Talented students

None

III. Analysis Phase

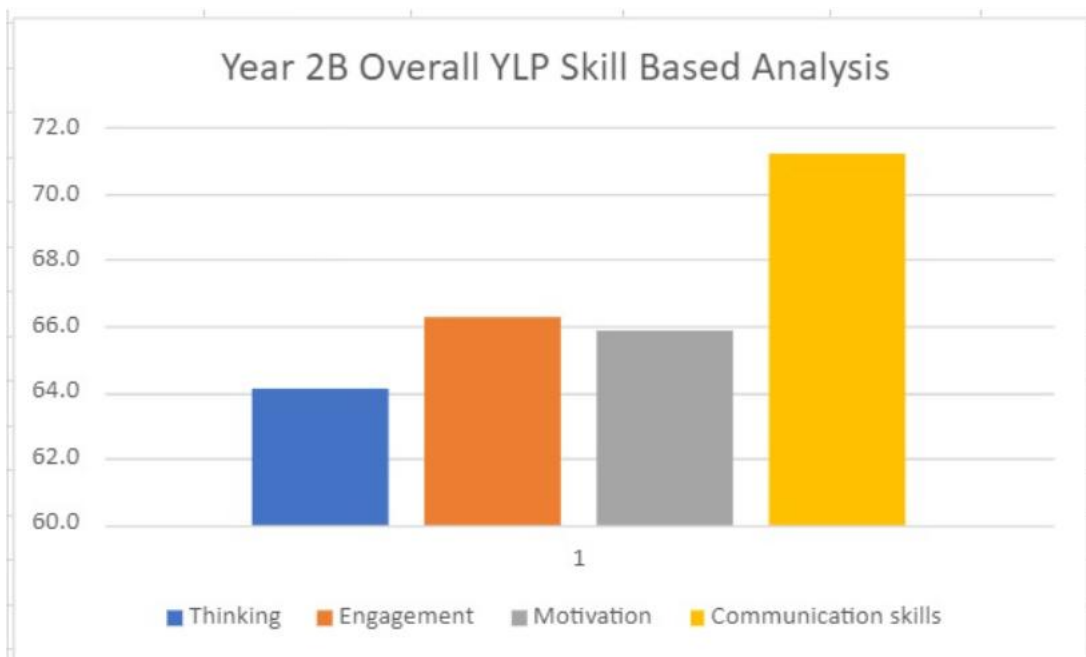
a. Learning Results Analysis:

YLP Skills Analysis

Overall Class Analysis

Class 2B STAGE-WISE COMPARISON - YLP - (Ain -Khalid)

	Thinking <input type="checkbox"/>	Engagement <input type="checkbox"/>	Motivation <input type="checkbox"/>	Communication skills <input type="checkbox"/>	Total <input type="checkbox"/>
Stage1	31.7	34.0	33.5	35.9	135.0
Stage2	32.5	32.3	32.4	35.4	132.5
	64.1	66.3	65.9	71.2	267.5



Analysis:



Year 2B demonstrated evident growth and improvement in their communication skills during Stage 1 of the project "Education for All - Optimising Language Learning of Ancillary Staff". This was observed during the brainstorming activity where students shared their ideas and knowledge before beginning their research.

Communication skills is at the core of most intellectual activity that involves students learning to recognize or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems related to the language learning sessions for ancillary staff.

Year 2B showed evident growth and improvement in engagement skill during Stage 1. Ice breaking was done by conducting research. The observation was made during research, quiz, surveys, group discussions etc. Students were able to understand about the given topic. They wanted to explore more about education system all over the world. They started to research on their topic. The observation was made during group discussions, quizzes, and survey about education level of our ancillary staff.

In stage 2 there is a significant growth in Communication and engagement skills. The major activities that helped improve learners were e teaching their favourite aunts and uncles. Students made their own plans to teach their helpers. They were able to communicate themselves through class presentation. In addition, they are willing to teach someone who needs help in learning.

Outcomes:

Area of Strength	Most Developed Learning Skill	Engagement
	2 nd Developed Learning Skill	Thinking
Area of Development	3 rd Developed Learning Skill	Motivation
	Least Developed Learning Skill	Communication

Youth Leadership program provided a strong framework to the learners to develop their learning results.

In Year 2B the leading skill which shows improvement is Engagement.

The learning skill which requires further development is communication. Major reason for the dip in the communication skill is due to anxiety.

Way Forward:

Field trips for practical experience and better understanding.
 More community engagement
 Project making.
 Better analysis of problems through group discussions.
 More engagement of LA student during class presentation.

b. Sample of Student YLP Report

Learning Result Analysis

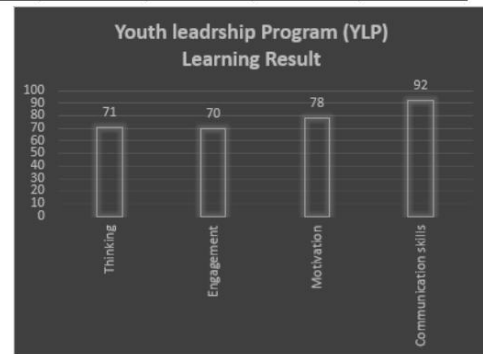
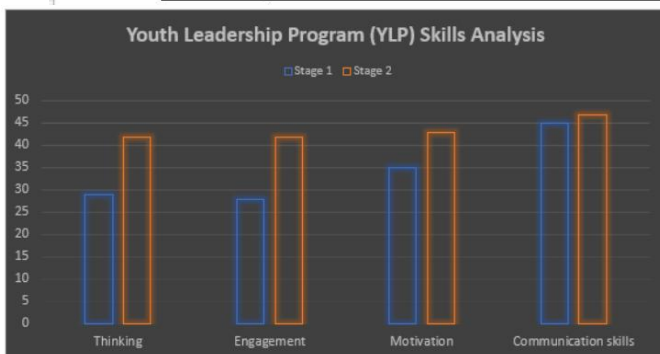
Year Group/Section	Year 2B
Name of the Student	Meenal Naveed
Class Teacher	Ms Kashaf Siddiqui
Assigned Co - Teacher	Ms. Aisha Minhas
Date	10/4/23

Overall Student Analysis

	Select ID	Name	Thinking	Engagement	Motivation	Communication skills
Stage 1	2879	Meenal Naveed Mughal	29	28	35	45
Stage 2	2879	Meenal Naveed Mughal	42	42	43	47
	Total Learning Results		71	70	78	92

YLP Skills

	Select ID	Name	Thinking	Engagement	Motivation	Communication skills
Stage 1	2879	Meenal Naveed Mughal	29	28	35	45
Stage 2	2879	Meenal Naveed Mughal	42	42	43	47
	Total Learning Results		71	70	78	92



Analysis:

Meenal shows evident growth and improvement in his engagement and communication skills during Stage 1. The observation was made during the activity conducted. Since the start of formulating Big Questions, Meenal's engagement has been high since he is already a studious and hardworking learner. She must still be motivated to challenge himself aside from completing the tasks. Her communication skills have been relatively high from Stage 1 since he is already a confident speaker who can get his message across in an organised way. Her thinking skills were low at the beginning because we had just started developing their knowledge of the SDG goals and the technical terms hindered the smooth transition of ideas.

In stage 2 there is a significant growth in the engagement and motivation skills. The major activities that helped improve the learners' communication skills were the collaborative discussions highlighting the key terminologies to be used. She has shown consistency in her engagement thus it remained high.

Section Break

Outcomes:

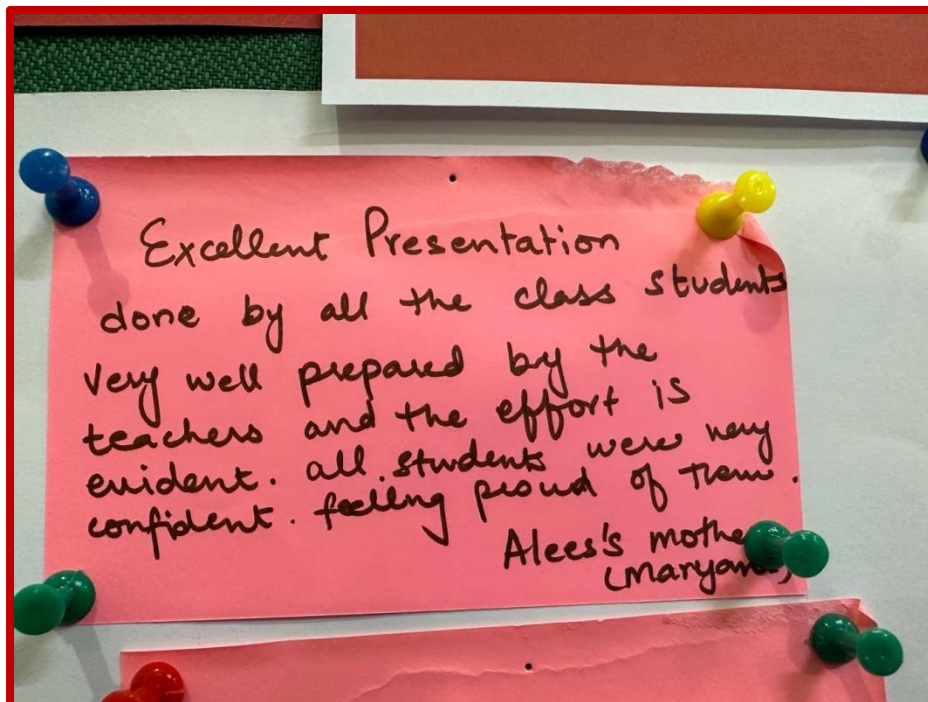
Area of Strength	Most Developed Learning Skill	communication
	2 nd Developed Learning Skill	engagement
Area of Development	3 rd Developed Learning Skill	Motivation
	Least Developed Learning Skill	Thinking

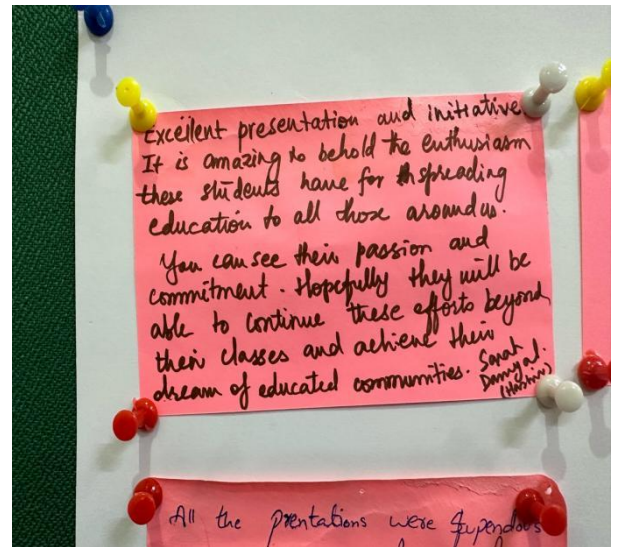
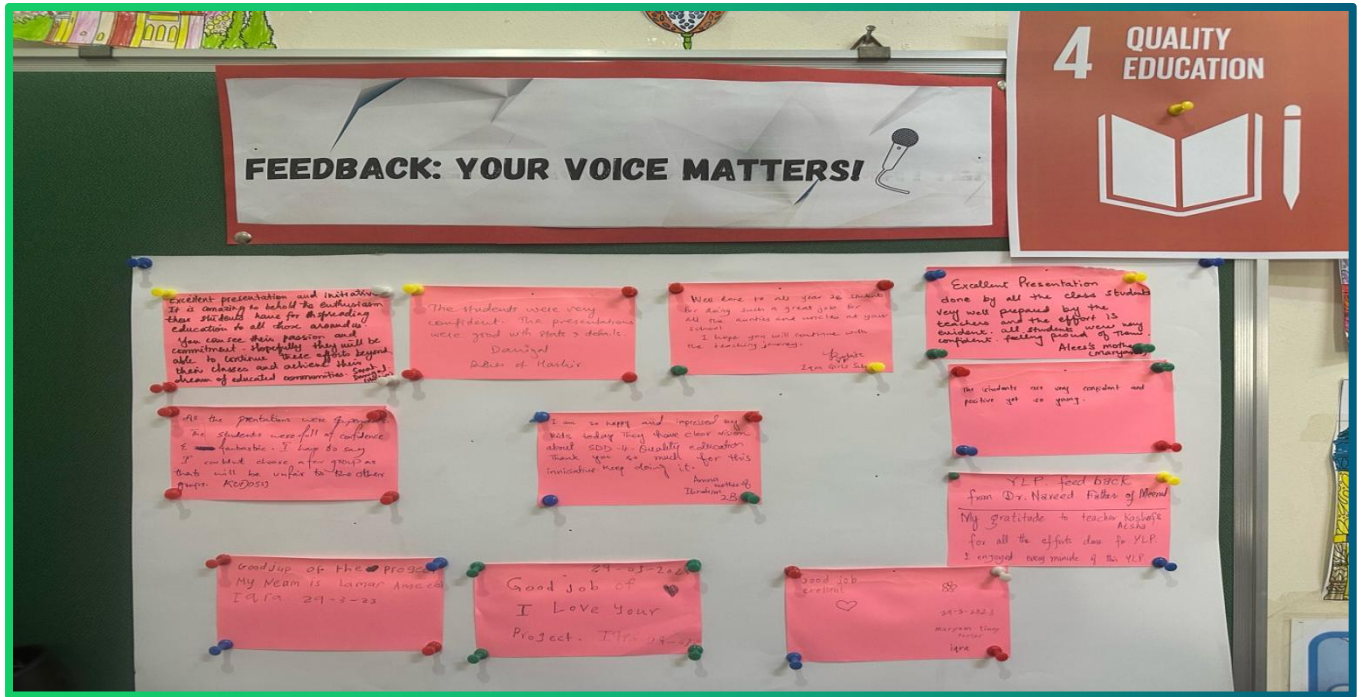
Teacher Comment and Way Forward:

Meenal is an independent learner who enjoys learning new skills and usually grasps new concepts quickly. She can clearly and confidently communicate ideas and thoughts related to her topic quality education. She has exhibited exceeding engagement throughout our Youth Leadership Program journey. She is encouraged to reflect on his ideas to enhance critical thinking and validate their practicality and effectiveness.

IV. Analysis and Reflection Phase

Parent Feedback and Appreciation





Students feedback from IQRA school.



a. Student Reflection

YLP Learning Reflection

Name: Malgawa A Class: 2B

My Big Question: What are the current attitudes and beliefs of underserved communities about education? How can young learners at TNG AK support and encourage?

Tick the boxes that apply

1. Which aspects have enhanced your learning throughout the YLP research journey?

<input checked="" type="checkbox"/> Research about global challenges	<input checked="" type="checkbox"/> Presenting research to the external guests
<input checked="" type="checkbox"/> Collaboration with Parents	<input checked="" type="checkbox"/> Conducting survey
<input checked="" type="checkbox"/> Collaborations with Peers	<input checked="" type="checkbox"/> Making models about our research
<input checked="" type="checkbox"/> Awareness on the practical solutions	<input checked="" type="checkbox"/> Planning an initiative for the School and community
<input checked="" type="checkbox"/> Learning Community Engagements	
<input checked="" type="checkbox"/> Field trips	

2. How have you portrayed Qatar Identity through your YLP Research?

<input checked="" type="checkbox"/> Research on Qatar's Initiative on global issues	<input checked="" type="checkbox"/> Integrating National Values during YLP preparation and presentation
<input checked="" type="checkbox"/> Field trips related to Qatar Identity	<input checked="" type="checkbox"/> Community Engagement
	<input checked="" type="checkbox"/> Any other (please specify)

3. When did you feel confident during your YLP journey?

<input checked="" type="checkbox"/> Research Phase	<input checked="" type="checkbox"/> Community Engagement Phase
<input checked="" type="checkbox"/> Collaboration Phase	<input checked="" type="checkbox"/> Presentation Phase

4. Which the values have you applied during YLP?

<input checked="" type="checkbox"/> Quality	<input checked="" type="checkbox"/> Respect
<input checked="" type="checkbox"/> Sincerity	<input checked="" type="checkbox"/> Appreciation
<input checked="" type="checkbox"/> Team work	<input checked="" type="checkbox"/> Pride and Belonging
<input checked="" type="checkbox"/> Ambition	<input checked="" type="checkbox"/> Responsibility

5. Who will you share your YLP learning with?

School Peers
 Family
 Relatives
 Community Friends

Colour and icons and answer the questions.

6. How effective was your parental support during the YLP Journey?

😊 😐 😞

7. Are you more confident after the YLP Journey?

😊 😐 😞

8. Were you able to learn new things during the YLP?

😊 😐 😞

9. Name one (1) new thing you learnt in your YLP journey.
We have learnt to help others.

10. What would you like to learn more about your SDG?
Education System of other Countries.

11. How can you apply the learnings of YLP to your school and integrate them into your daily life?
We will help our home helpers and neighbors.

PIC•COLLAGE

YLP Learning Reflection

Name: Abd Khalid Khan Class: 2B

My Big Question: What are the current attitudes and beliefs of underserved communities about education? How can young learners at TNG AK support and encourage?

Tick the boxes that apply

1. Which aspects have enhanced your learning throughout the YLP research journey?

<input checked="" type="checkbox"/> Research about global challenges	<input checked="" type="checkbox"/> Presenting research to the external guests
<input checked="" type="checkbox"/> Collaboration with Parents	<input checked="" type="checkbox"/> Conducting survey
<input checked="" type="checkbox"/> Collaborations with Peers	<input checked="" type="checkbox"/> Making models about our research
<input checked="" type="checkbox"/> Awareness on the practical solutions	<input checked="" type="checkbox"/> Planning an initiative for the School and community
<input checked="" type="checkbox"/> Learning Community Engagements	
<input checked="" type="checkbox"/> Field trips	

2. How have you portrayed Qatar Identity through your YLP research?

<input checked="" type="checkbox"/> Research on Qatar's Initiative on global issues	<input checked="" type="checkbox"/> Integrating National Values during YLP preparation and presentation
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	<input checked="" type="checkbox"/> Any other (please specify)

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4. Which the values have you applied during YLP?

<input checked="" type="checkbox"/> Quality	<input checked="" type="checkbox"/> Respect
<input checked="" type="checkbox"/> Sincerity	<input checked="" type="checkbox"/> Appreciation
<input checked="" type="checkbox"/> Team work	<input checked="" type="checkbox"/> Pride and Belonging
<input checked="" type="checkbox"/> Ambition	<input checked="" type="checkbox"/> Responsibility

5. Who will you share your YLP learning with?

School Peers
 Family
 Relatives
 Community Friends

Colour and icons and answer the questions.

6. How effective was your parental support during the YLP Journey?

😊 😐 😞

7. Are you more confident after the YLP Journey?

😊 😐 😞

8. Were you able to learn new things during the YLP?

😊 😐 😞

9. Name one (1) new thing you learnt in your YLP journey.
I learn that life should help others in need.

10. What would you like to learn more about your SDG?
education system of other countries.

11. How can you apply the learnings of YLP to your school and integrate them into your daily life?
We will help our neighbors.

PIC•COLLAGE

YLP Learning Reflection

Name: Abd Khalid Khan Class: 2B

My Big Question: What are the current attitudes and beliefs of underserved communities about education? How can young learners at TNG AK support and encourage?

Tick the boxes that apply

1. Which aspects have enhanced your learning throughout the YLP research journey?

<input checked="" type="checkbox"/> Research about global challenges	<input checked="" type="checkbox"/> Presenting research to the external guests
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<input checked="" type="checkbox"/> Learning Community Engagements	
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<input checked="" type="checkbox"/> Field trips related to Qatar Identity	<input checked="" type="checkbox"/> Community Engagement
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5. Who will you share your YLP learning with?

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Colour and icons and answer the questions.

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I learn that life should help others in need.

10. What would you like to learn more about your SDG?
education system of other countries.

11. How can you apply the learnings of YLP to your school and integrate them into your daily life?
We will help our neighbors.

PIC•COLLAGE

b. Teacher Reflection:

5. How far you have been able to achieve the outcomes of the Mission and Vision through your YLP journey?

● Very successfully achieved	7
● Successfully achieved	9
● Somehow achieved	1
● Not achieved	0

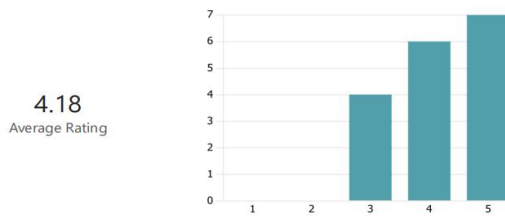


6. Rate the duration of the YLP research journey from January to March?

● Needs more time for research	3
● Duration was enough to complete	11
● Duration can be shortened	3



7. To what extent have your students incorporated Qatar Identity in your YLP project?



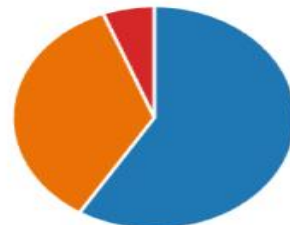
How have you portrayed Qatar Identity through your YLP research?

● Research on Qatar's Initiative on...	12
● Field trips related to Qatar Ident...	4
● Integrating National Values duri...	10
● Community Engagement	10
● Any other (Please specify)	0



I have been able to develop global awareness in in my students for global issues and solutions.

● Strongly disagree	10
● Agree	6
● Disagree	0
● Strongly agree	1



Rate the learning experience of your students from their parents if any during the Youth Leadership Program journey.

● Very satisfied	6
● Satisfied	11
● Dissatisfied	0
● Very Dissatisfied	0



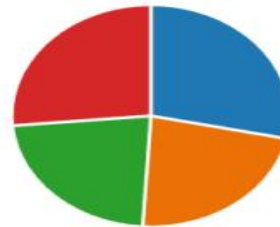
Rate the learning experience of your students from the external guests if any during the Youth Leadership Program journey.

● Very Satisfied	9
● Satisfied	8
● Dissatisfied	0
● Very dissatisfied	0



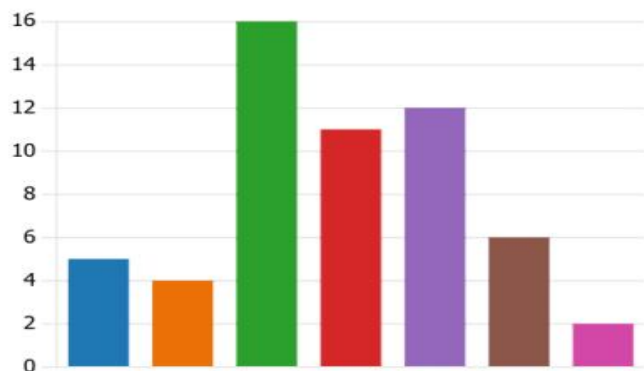
3. Which aspect your students have enjoyed the most working from the following applications this year. Select all that applies?

● Class Presentations	15
● Engagement with Community	12
● Hands on Activity	12
● Research on SDGs	14



4. Which resources you have used guided your students to use to do their research?

● School Library Resources	5
● External Books	4
● Internet	16
● Surveys	11
● Interviews	12
● Field Trips	6
● Other	2





V. Way Forward

We believe that this program serves as a model for implementing SDG4 in other schools, and we hope to replicate it in the future. We would like to express our appreciation to all those who supported us in this project, especially the school administration, teachers, parents and the ancillary staff and helpers. The education of all should be a collective responsibility, and we hope that more people will join us in promoting SDG4.

Through Project Education for All, we hope to promote education, language learning, community engagement, and intercultural communication among learners and ancillary staff at our school. By fostering a sense of belonging and mutual respect, we hope to create a supportive and inclusive school environment for everyone.