

CLAP GOBAL

Pilot Study

March- April 2017

Chapter 1: Who we are and what we did

1.1 About Clap Global

Clap Global is a unique platform which brings together international travellers to the local classrooms. It exposes children to a multicultural environment and at the same time a meaningful travel experience for a foreign traveller. This exchange of real lives, real stories happens through Clap's curriculum which consists of tools, such as conversation aids, guidebooks to guide schools and reference presentations to guide travellers through the Talk. The curriculum consists of a range of universal topics, such as culture, interpersonal relationships, environment, gender, human rights and freedoms, justice, governance and more. It is designed to raise the cultural and emotional intelligence of all the participants of a Clap Talk.

Vision

Clap aims to build a whole new generation that is far more compassionate towards personal, social and cultural differences. It believes that soon education systems across the world will embrace the idea of 'Travellers in Classrooms' as a compelling teaching tool and as a testament to the power of dialogue in bridging two worlds.

Clap Values

Through the Clap Talks, Clap Global seeks to inculcate the following values in children:

- Curiosity
- Imagination
- Independent Inquiry
- Emotional Intelligence
- Self-Evaluation and Self-Awareness
- Joining the dots (creating un-conventional interlinkages)

1.2 About the Pilot Study

Having worked with children for more than a year, it became obvious that the Clap Talks not only improved children's knowledge of other countries but also contributed to enhancing their holistic development in many ways. Thus it was important to build evidence to demonstrate the impact of the Clap Talks on children and documenting this impact in a rigorous manner. Keeping this in mind, Clap Global conducted a pilot to study the impact of the Clap Talks on children in one school in Mumbai. An exploratory design was used and data collected from 27 children who participated in four Clap Talks over a period of a month.

Rustomjee International School, Dahisar, Mumbai was selected for the research as the school has a wide intake of students from different strata of society. Children from Grade 6 which

had a nearly equal distribution of boys and girls belonging to 11-12 years age group were chosen for the pilot as the cognitive development of children of this age enables them to not only grasp new concepts quickly but also apply them to life. Moreover, children of this age are open to new experiences and ideas. The children participated in four Clap Talks, one a week, across the period of a month. The four travellers hailed from Turkey, Columbai, Iran and Indonesia.

Methodology

Multiple data collection tools were used which included open ended questionnaires which the children filled in immediately after a Clap Talk, observation and unstructured interviews. Although all children in the classroom filled in the questionnaire, only 10 children (06 girls and 04 boys, selected randomly) participated in the unstructured interviews. The 'passports' filled in by the children were also analysed.

The data collected reflected student perceptions of the Clap Talks and their impact. Each student was given an open ended questionnaires were open ended which focused on the understanding the impact of the Clap Talk on children in terms of the Clap Values.

The data collected was analysed for emergent themes which were linked to the Clap Values and broken down into indicators, each of which was operationalized into a five point scale or continuum to show the progress of a child on the specific value. Although a number of themes linked to the Clap Values emerged from the qualitative data, only six of them have been taken up for this document since this was a pilot study. Time and financial constraints limited the period of the research to one month which meant that remaining themes could not be developed further.

The six emergent themes were linked with existing Clap Values as detailed below:

a. Curiosity

Curiosity as a psychological concept focuses on an individual's willingness or tendency to seek out new and sometimes challenging information and experiences. Children are essentially curious but life experiences contribute to diluting or diminishing curiosity. For the Clap Talks, the curiosity scale or continuum starts from not knowing or being uninterested in something and ends at being open to new ideas and experiences.

The five points on this scale are:

1. Not knowing, being unaware or being uninterested
2. Being aware of one's own prejudices and stereotypes
3. Realising that there is another point of view
4. Realising there are multiple points of view
5. Being open to new ideas and experiences

b. Imagination

Imagination refers to the ability to form images and ideas in one's mind. It is linked to creativity and curiosity. Young children often have active imaginations, however; as in the case of curiosity, this ability tends to decrease with age. Our education system too does not nurture imagination. Imagination is crucial for building a compassionate generation that is more accepting of personal, social and cultural differences. A child who is exposed to new ideas and experiences is likely to be more imaginative than a child with little or no novel experiences. For the Clap Talks, the imagination scale or continuum starts from not being exposed to new experiences and having a limited imagination or being uninterested in something and ends at being able to link imagination to reality.

The five points on this scale are:

1. Not being exposed / having a limited imagination
2. Being exposed to new experiences
3. Learning to rethink / reimagine
4. Enhancing imagination by gathering information
5. Applying imagination to life/ linking imagination to reality

c. Confidence

Confidence in this context is self-confidence which refers to a belief in one's ability to take up or complete a task. For children to develop self-confidence, they need to be provided a non-judgemental environment, where they can freely express curiosity and give wings to their imagination. For the Clap Talks, the confidence scale or continuum starts from not interacting and ends at initiating interaction in a secure and positive/assured manner.

The five points on this scale are:

1. Not interacting
2. Interacting when prompted
3. Interacting shyly
4. Initiating interaction
5. Initiating interaction in a secure and positive/assured manner

d. Independent inquiry

In the context of the Clap Talk, independent inquiry refers to the ability of a child to think and act on his/her own. The independent inquiry scale or continuum starts from not having any opinion and ends at articulating and expressing one's own opinion.

The five points on this scale are:

1. Not having any opinion,
2. Being introduced to issues
3. Echoing somebody's opinion
4. Developing an opinion
5. Articulating and expressing one's opinion

e. Creating unconventional interlinkages (joining the dots)

Creating unconventional interlinkages refers to the ability to link concepts that are not obviously connected and understand the common threads that bind all human. For the Clap Talks, the creating unconventional interlinkages scale or continuum starts from being self-absorbed and ends at developing a realisation of inter connectedness.

The five points on this scale are:

1. Being self-absorbed
2. Being curious
3. Being eager to explore
4. Developing understanding
5. Developing a realisation of inter connectedness

f. Self-Awareness

Self- Awareness refers to knowledge of one's own capacity, emotions and feelings, to understand oneself better and be aware of what one does and why. It is one of the most important constructs in Emotional Intelligence and essential for learning effectiveness. For the Clap Talks, we have restricted this to awareness of ones strengths and weaknesses. The self-awareness continuum starts from not knowing that I have strengths and weaknesses and ends at developing the readiness to change.

The five points on this scale are:

1. Not knowing that I have strengths and weaknesses,
2. understanding that I have them,
3. identifying them,
4. accepting them,
5. readiness to change

Progress across the scale is quantified as following:

- A movement of 1 point indicates acceptable progress
- A movement of 2 points indicates good progress
- A movement of 3 points indicates very good progress and
- A movement of 4 points indicates excellent progress

Chapter 2: Children's Journey

The Clap Talks focus on bringing about change in the children who participate in them. In this chapter, we present the impact of the Clap Talks as perceived by the children themselves. The Traveller through the Clap Talks shares information about his country through 'being himself' and by building a personal bond with the children. The children see him as a real person and not just as a 'teacher imparting knowledge'. This interactive process enhances the emotional, physical and cognitive engagement of the students and differentiates the Clap Talks from classroom teaching, providing the children a non-judgemental environment in which they can truly be themselves.

The progress of each of the 11 children over the period of the Clap Talks was assessed across the six emergent themes linked to Clap Values. However, since the entire pilot project lasted only one month, it was not possible to assess the progress of every child across each of the Clap Values. The following paragraphs tell the story of the journey of each child.

1. Polina

Although Polina describes herself as a *confident and friendly girl*, she revealed that she was *nervous* at the start of the first two Clap Talks but she was *feeling inspired* by the last Clap Talk. The travellers put her at ease and she was able to 'share her special handshake' with them. Polina showed progress across all six Clap Values with very good progress on curiosity (3 points), excellent progress on independent inquiry, creating unconventional linkages and self-awareness (4 points each) while her progress on imagination and confidence was good (2 points each).

With regard to her progress on the **curiosity** continuum, she learnt a lot that *people are unique, have different likings and are soooo brave*, moving from 1 (being unaware) to 4 (realising that there are multiple view points).

On the **imagination** continuum, Polina moved from 2 (being exposure to new experiences) to 3 (learning to re-think/reimagine) when she realised that *unexpected places are the best and that beauty lies in unexpected destinations* to 4 (enhancing imagination by gathering information) when she remarked that *(we should) go back to our roots and discover new things*.

Her progress on the **confidence** continuum moved from 3 (interacting shyly) to 5 (initiating interaction in a secure and positive/assured manner by offering her special handshake) in the first Clap Talk itself.

When it came to **independent inquiry** continuum, Polina moved from 1 (not having any opinions) to 5 (articulating and expressing one's opinions) as can be seen from her statements like *Always try something new* and *Follow your dream*.

With regard to **creating unconventional interlinkages**, Polina moved from 2 (being curious) to 5 (developing a realisation of inter connectedness) when she commented that *some countries are so similar*.

On the **self-awareness** continuum, Polina moved from 1 (not realising that I have both strengths and weaknesses) to 4 (accepting them)- *I am definitely not good at speaking Hindi* and *I am good at experimenting with new people*.

2. Shruti

Shruti is a quiet but extremely observant child. Although shy and unwilling to participate during the Clap Talks, she was full of questions post the talks. Her insights arose not from directly interacting with the travellers but from observing the traveller interacting with her classmates in their shared space. Shruti showed progress across all six Clap Values with very good progress on curiosity, confidence creating unconventional linkages and self-awareness (3 points each), excellent progress on independent inquiry (4 points) while her progress on imagination was good (2 points each).

On the **curiosity** continuum, Shruti started out at 2 (not being aware of her own prejudices and stereotypes) and was at 5 at the end of the four Clap Talks (being open to new ideas and experiences) which is seen from her statement *I will try making 'satay' now once I go back home*.

When it came to the **imagination** continuum, Shruti moved from 2 (being exposed to new experiences) to 4 enhancing imagination by gathering information and *exploring new knowledge*.

With regard to progress on the **confidence** continuum, Shruti moved from 2 (interacting only when prompted) to 5 (initiating interaction in a secure and positive/assured manner) when she asked the traveller about his favourite Hindi film actor.

On the **independent inquiry** continuum, Shruti started out at 1 (not having any opinion) aware of her own prejudices and stereotypes) and was at 5 at the end of the four Clap Talks (articulating and expressing one's one opinion) which is seen from her statements *you can do anything if you really want to* and *find happiness in small things*.

When it came to the **creating unconventional interlinkages** continuum, Shruti moved from 2 (being curious) to 5 (developing realization of inter connectedness) as is seen from her statement *you can be happy in others' happiness*.

With regard to progress on the **self-awareness** continuum, Shruti moved from 2 (understanding that she has strengths and weaknesses) to 5 (readiness to change) as was seen from her willingness to try to overcome her shyness as is seen from her statement *you should never be shy to share your life, things or feelings*.

3. Khushi

Khushi's ambition is to become a chess grandmaster. She showed progress on five of the six Clap Values with very good progress on curiosity, independent inquiry, and self-awareness (3 points each) while her progress on imagination and confidence was good (2 points each).

With regard to **curiosity**, after the Clap Talks Kushi stated *I would like to meet travellers from Around the World* showing movement from 1 (not knowing or being aware) to 5 (being open to new ideas and experiences).

On the **imagination** continuum, Kushi moved from 1 (not being exposed) to 3 (learning to rethink / reimagine). *I learnt that Bali is not a country* she explained.

On the **confidence** continuum, Kushi moved from 3 (interacting shyly) to 5 (initiating interaction in a secure and assured manner) *I taught an Indian folk dance to the traveller and I realised that I am good at it* she added. *I feel more confident in interacting with foreigners socially*.

On the **independent inquiry** continuum, Kushi moved from 2 (being introduced to issues) to 5 (articulating and expressing her opinion) as can be seen from her statements like *Just don't give up*.

When it came to the **creating unconventional linkages** continuum, Kushi's responses indicated that she was on 1 (self-absorbed). There was no change in this across the Clap Talks.

With regard to the **self-awareness** continuum, Kushi moved from 1 (not knowing my strength and weaknesses) to 3 (identifying them) *I am good at dance, I am confident in speaking two new languages, I will travel to different countries after becoming an international level chess player. It will be so easy for me to interact with different people*.

4. Ananya

Ananya is a Malkhamb player (a traditional Indian sport in which athlete performs various postures on a wooden pole or rope) who enjoys playing the piano. She was always excited to meet the travellers and showed progress on all six Clap Values. Ananya showed excellent progress on independent inquiry (4 points), very good progress on self-awareness (3 points) while her progress on curiosity, imagination, confidence and creating unconventional linkages was good (2 points each).

On the **curiosity** continuum, Ananya started out at 2 (being aware of one's own prejudices and stereotypes) and moved to 4 (realising there are multiple points of view) *Not only my passion is important but in the meanwhile, I should also know to do other things.*

On the **imagination** continuum, Ananya moved from 1 (not being exposed) to 3 (learning to rethink / reimagine). *I learnt that every country is different* she explained.

With regard to the **confidence** continuum, Ananya moved from 3 (interacting shyly) to 5 (initiating interaction in a secure and positive/assured manner)- *I too want to tell my 'own story' to people from other countries.*

On the **independent inquiry** continuum, Ananya moved from 1 (not having any opinions) to 5 (articulating and expressing her opinion) as can be seen from her statements like *Don't be scared of anything, even if it is big or small.*

When it came to the **creating unconventional linkages** continuum, Ananya moved from 2 (being curious) to 4 (developing understanding) *I learnt that Iran is not as bad as we used to think* she explained and added that *I now know what it means to be happy wherever you are even if away from home.*

With regard to the **self-awareness** continuum, Ananya moved from 2 (understanding that I have strength and weaknesses) to 5 (showing readiness to change) *I should talk softly and smoothly. I should not be scared for anything.*

5. Swarom

Swarom is a quiet child who wants to be a cricketer and is keen to learn about different countries and their geographies. He progressed on five of the six Clap Values and showed very good progress on self-awareness (3 points each) while his progress on curiosity, imagination, confidence and creating unconventional linkages was good (2 points each).

On the **curiosity** continuum, Swarom started out at 3 (realising there is another point of view) and moved to 5 (being open to new ideas and experiences) *I would like to learn about other countries and also learn other languages*

On the **imagination** continuum, Swarom moved from 2 (being exposed to new experiences) to 4 (enhancing imagination by gathering information). *I will search the internet to find information about the komodo dragon.*

With regard to the **confidence** continuum, Swarom moved from 3 (interacting shyly) to 5 (initiating interaction in a secure and positive/assured manner). He was *excited but nervous* before the first Clap Talk and had progressed to *excited and interested* by the fourth Clap talk. He was also *sad that they (the travellers) were leaving.*

On the **independent inquiry** continuum, Swarom always had strong opinions which he expressed clearly post the Clap Talks. *If India will become a rich country, I would allow the refugees in my country India* (after Clap Talk 1), *All people in the world are good, even if they are not from our country* (after Clap Talks 2, 3 and 4)

When it came to the **creating unconventional linkages** continuum, Swarom moved from 2 (being curious) to 4 (developing understanding) *I learnt many things about other countries like their games, culture, clothes, tourist attractions and many more.*

With regard to the **self-awareness** continuum, Swarom was always extremely focused on his goal of becoming a cricketer and moved from 2 (understanding that I have strength and weaknesses) to 5 (showing readiness to change) *I must practice a lot for my passion project to become a great cricketer.*

6. Ankita

Ankita is a quiet child who wants to be an educationalist. Although she describes herself as a *confident and friendly girl*, she revealed that she was *nervous* at the start of the first Clap Talk but she was *feeling excited and curious* by the last Clap Talk. Ankita showed progress on all six Clap Values with very good progress on confidence, independent inquiry and creating unconventional linkages (3 points each), good progress on curiosity (2 points) and acceptable progress on imagination and self awareness.

On the **curiosity** continuum, Ankita moved from 2 (being aware of her own prejudices and stereotypes) to 4 (realising there are multiple points of view) as can be seen from statements like *people from different religions don't talk to each other (in Columbia)*, *I was surprised how traveller from Iran did not find Indian food spicy* and *people in Turkey don't like spicy food.*

When it came to the **imagination** continuum, Ankita moved from 2 (being exposed to new experiences) to 3 (learning to rethink / reimagine) *They (people from Turkey) aren't very active on social media that's why ideas aren't communicated.*

With regard to the **confidence** continuum, Anikta moved from 2 (interacting when prompted) to 5 (initiating interaction in a secure and positive/assured manner). She explained that she *shared how temperature in my hometown is 40 degrees, much higher (than) in his (travellers) country.*

On the **independent inquiry** continuum, Ankita moved from 2 (being introduced to issues) to 5 (articulating and expressing her opinion) *I enjoyed sharing my view point on refugees in class.*

When it came to the **creating unconventional linkages** continuum, Ankita moved from 2 (being curious) to 5 (developing a realisation of inter connectedness) *It (Indonesia) is corrupt very much like India. Bollywood movies are popular there.*

With regard to the **self-awareness** continuum, Ankita moved from 2 (understanding that I have strengths and weaknesses) to 3 (identifying strengths and weaknesses) *When you write down exactly what you want to (do), you don't feel dumb.*

7. Soham

Soham is a curious child who was always excited to meet the traveller. He wants to be a Radio Jockey (RJ) and was reflective to learn and pick up attributes from each traveller he met. Soham showed progress on all six Clap Values with very good progress on curiosity, confidence and self-awareness (3 points each) and good progress on imagination, independent inquiry and creating unconventional linkages (2 points each).

On the **curiosity** continuum, Soham moved from 2 (being aware of her own prejudices and stereotypes) to 5 (being open to new ideas and experiences). After each Clap Talk, he expressed a strong interest to visit that country to learn more about its culture, sports and tourist spots.

When it came to the **imagination** continuum, Soham moved from 1 (not being exposed to new experiences) to 3 (learning to rethink / reimagine) *I can learn many more things if I want to.*

With regard to the **confidence** continuum, Soham moved from 2 (interacting when prompted) to 5 (initiating interaction in a secure and positive/assured manner). He explained *if I want to I can even talk to different people and express my opinion.*

On the **independent inquiry** continuum, Soham moved from 3 (echoing someone's opinions) to 5 (articulating and expressing her opinion) *We should be expressive and not fee; shy to do any activity in front of a group of people.*

When it came to the **creating unconventional linkages** continuum, Soham moved from 2 (being curious) to 5 (developing a realisation of inter connectedness) *Indonesia is a very developed country and there are many similarities between India and Indonesia such as food.*

With regard to the **self-awareness** continuum, Soham moved from 2 (understanding that I have strengths and weaknesses) to 5 (readiness to change) *I learnt that we need to be ready to do anything the audience wants us to do and not to feel shy. I learnt that I am interested to interact with other people and that I do that very well.*

8. Yatee

Yatee missed the first Clap Talk, but after the second one understood the excitement of her classmates. She is creative as can be seen from the variety of colours and patterns used when filling in the questionnaire. She showed progress on all six Clap Values with very good progress in curiosity, confidence, creating unconventional linkages and self-awareness (3 points each) and good progress in imagination and independent inquiry (2 points).

On the **curiosity** continuum, Yatee moved from 2 (being aware of her own prejudices and stereotypes) to 5 (being open to new ideas and experiences). This is best expressed in her statement *He gave a very big message to us that you can have many passions in your life.*

When it came to the **imagination** continuum, Yatee moved from 1 (not being exposed to new experiences) to 3 (learning to rethink / reimagine) *The only thing is that nobody is right or wrong or even perfect.*

With regard to the **confidence** continuum, Yatee moved from 2 (interacting when prompted) to 5 (initiating interaction in a secure and positive/assured manner). She explained *It was all a very big lesson to me that being shy in life would never lead to success.*

On the **independent inquiry** continuum, Yatee moved from 3 (echoing someone's opinions) to 5 (articulating and expressing her opinion) *Nobody in the world is the best. So you can't call yourself the best. Whatever you do is not (the only thing) that you can do.*

When it came to the **creating unconventional linkages** continuum, Yatee moved from 2 (being curious) to 5 (developing a realisation of inter connectedness) *The thing that surprised me the most were that the similarity of words from two different countries (India and Iran).*

With regard to the **self-awareness** continuum, Yatee moved from 2 (understanding that I have strengths and weaknesses) to 5 (readiness to change) She added: *I will definitely never be shy in my life.*

9. Parshua

Although Parshua stated that he was nervous during the first Clap Talk, he asserted that he was happy and excited to meet the traveller for the rest of the Clap Talks. He wants to become an automobile engineer and ensured that he asked each traveller at least one question related to automobiles. Parshua showed progress on four of the six Clap Values with very good progress on imagination (3 points), good progress on curiosity and confidence (2 points each) and acceptable progress on creating unconventional linkages.

On the **curiosity** continuum, Parshua started out at 3 (realising there is another point of view) and moved to 5 (being open to new ideas and experiences) *I would like to go to Germany to study automobile engineering (after Clap Talk 3)*

On the **imagination** continuum, Parshua moved from 2 (being exposed to new experiences) to 5 (applying imagination to life/ linking imagination to reality). *I (am) thinking to make the world's fastest solar car.*

With regard to the **confidence** continuum, Parshua moved from 3 (interacting shyly) to 5 (initiating interaction in a secure and positive/assured manner). *I gave compliments to Ehsan. told him I love his beard*

On the **independent inquiry** continuum, Parshua always had his opinions and thoughts which were linked to automobiles

When it came to the **creating unconventional linkages** continuum, Parshua moved from 2 (being curious) to 3 (being eager to explore) He had shared that he would like to make *a machine which duplicates this world for more space*

With regard to the **self-awareness** continuum, Parshua was always extremely focused on his goal of becoming an automobile engineer cricketer and stayed at 2 (understanding that I have strength and weaknesses) through the Clap Talks.

10. Adit

Adit is a football fan and made sure he asked every traveller who their favourite football team and players were. Adit showed progress on five of the six Clap Values with very good progress on independent inquiry and self- awareness (3 points each), good progress on curiosity and imagination and acceptable progress on creating unconventional interlinkages (1 point).

On the **curiosity** continuum, Adit started out at 2 (being aware of one's own prejudices and stereotypes) and moved to 4 (realising there are multiple points of view) *Indonesia people love Ronaldo but I love Messi.*

On the **imagination** continuum, Adit moved from 2 (being exposed to new experiences) to 5 (applying imagination to life/ linking imagination to reality). *I (am) thinking to make the world's fastest solar car.*

With regard to the **confidence** continuum, Adit initiated interaction with the travellers asking them about their favourite football teams and players right from the first Clap Talk and continued to do so through all four Clap Talks.

On the **independent inquiry** continuum, Adit moved from 2 (being curious) to 4 (developing understanding) *I was surprised to learn the part about the European countries not letting the Syrian refugees in their countries.*

When it came to the **creating unconventional linkages** continuum, Adit moved from 2 (being curious) to 3 (being eager to explore) *Indonesia is a perfect tourist place. (I want to) look for Indonesian food and tourist places and book the next ticket to Indonesia.*

With regard to the **self-awareness** continuum, Adit moved from 2 (understanding that I have strength and weaknesses) to 5 (readiness to change) *I learnt about never giving up on your passion and to follow my dream and passion.*

Conclusion

Six of the ten children showed progress across all six of the Clap Values, two across five and two across four Clap Values. Progress on most of the values was either good or very good. The data clearly indicates that the Clap Talks have a positive impact on children's curiosity, imagination, confidence and self-awareness. The Clap Talks also build children's ability to think independently, articulate their opinions and enable them to realize the interconnections amongst people.

Chapter 3: What next?

Clap Global would like to conduct a more extensive study covering a larger number of children and schools. We seek to develop a rigorous methodology for evidence generation on an ongoing basis needs so that impact of the Clap Talks of individual children can be assessed.

Methodology

This study would examine the ongoing impact of the Clap Talks on children on an annual basis by conducting a baseline and endline every academic year. Data would be collected from the children themselves, their parents and their teachers to ensure triangulation and build the validity of the evidence. A questionnaire will be used to collect data from the children before their first Clap Talk. The same will be administered to them post the last Clap Talk thus serving as a baseline and endline assessment. Data will be collected from a control as well as an experimental group to rule out influence of external factors. The control group will comprise of children of the same age and studying in the same standard in the same school as the experimental group but in different classrooms. The children from the experimental group will be given the Clap Talks but the children in the control group will not be given the Clap Talks.

The Questionnaire will assess the change in children in following areas:

- Academic performance
- Interest in learning new skills
- Relationship with parents
- Relationship with friends and peers
- Relationship with teachers
- Confidence and self esteem
- Social skills
- Perception of the world
- Perception of travel

In addition to the questionnaire, data will be collected through the following:

- Clap Passport
- Clap Chat
- Clap Postcards to traveller
- Results of child's 'action' with action partners

These will be subject to content analysis to assess the journey of the children across the five point scales for the five Clap Values:

- Curiosity

- Imagination
- Emotional Intelligence
- Independent inquiry
- Self-awareness

The longitudinal study will be carried out in every school that participate in the Clap Talks. In addition to assessing the progress of every individual child, the analysis will compare data from different types of schools (International, national, local, private and public schools) as well as across different age groups to identify emergent trends, if any.

Parents and teachers will also be interviewed using self-administered questionnaires to understand their perceptions on the changes in the children as a result of the Clap Talks.

The Clap Talks will be attended by external observers who will engage with the children post every Clap Talk. This will assist in building rich, thick descriptive data which will further add to the validity of the longitudinal research being conducted. Finally, the findings will also be subject to peer validation or peer debriefing to further validate it. Efforts will be made to involve the peer validators through the longitudinal study to ensure that every aspect of the longitudinal study is covered.