



IMPACT
REPORT
2016 - 2017



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EXECUTIVE SUMMARY

Dream a Dream is a 17-year old registered, charitable trust empowering children and young people from vulnerable backgrounds to overcome adversity and flourish in the 21st century using a creative life skills approach. Currently, we work with 10,000 young people every year, have trained 4500 educators impacting over 100,000 children and young people and sensitize over 2500 volunteers through our unique Life Skills Development model. We work on a strong collaborative approach with local charities, corporates, volunteers, expert consultants and a host of national and international strategic partners. Dream a Dream is considered to be a pioneer in the Life Skills space in India and has won many awards and recognitions for its work in India and Internationally.

Since 2008, Dream a Dream has developed and used the Dream Life Skills Assessment Scale (DLSAS)** to measure our outcomes. The DLSAS is the first of its kind peer-reviewed, standardised and published scale to measure improvements in life skills amongst disadvantaged young people. The scale assesses 5 core life skills – a) Ability to take initiative b) Ability to interact with one another c) Ability to overcome difficulties and solve problems d) Ability to manage conflict e) Ability to understand and follow instructions.

Dream a Dream publishes an Annual Impact Report every year based on the data collected and analysed using the DLSAS and a host of other output and outcome indicators. Impact Evaluation using the DLSAS is administered at the beginning and the end of each programme year. In addition, Stories of Change, Feedback Surveys and Testimonials help us collect qualitative impact of the programme.

In this report for the year 2016-17, we have analysed our impact across three programmes –After School Life Skills Programme (ASLSP), Career Connect Programme (CCP) and the Teacher Development Programme (TDP).

In ASLSP and CCP, we have analysed impact based on the Life Skills Assessment scores and correlated it to enrolment, attendance, retention data across age groups, gender and the sub-programmes chosen. Additionally, in ASLSP we have been tracking young people who have re-engaged in the programme for multiple years (since 2013-14) to understand long-term impact. In the CCP, we have been tracking young people who have graduated to ascertain their meaningful transition to adulthood and productive careers. In TDP, since it's a pilot programme, our primary analysis has been feedback surveys from teachers around the quality of the training imparted to them.

Our Annual Impact report demonstrates that 95.50% participants in ASLSP and 99.7% participants in CCP showed a positive improvement in Life Skills (assessed using the DLSAS) through the year.

The analysis also shows a strong correlation between baseline scores and improvement i.e., lower the baseline score, higher the improvement by participants. This is significant since it establishes that a high-quality intervention can help participants who are struggling due to 'failure to thrive' to catch-up to their development milestones within just a year of programme engagement.

The longitudinal study in ASLSP over 4 years revealed that participants who were continuously engaged (participants who come back and join the programme from one academic year to the next) maintained their baseline and end line scores. While this is promising, we will continue to further analyse this trend.

The tracking of graduates in the CCP revealed two interesting insights – 1) Dream a Dream's life skills interventions has ensured that over 97% of graduates are meaningfully engaged with higher education, vocational training and careers. 2) A sustained and consistent tracking and engagement ensures that even if young people dropout, they can be brought back to make healthy life choices. Of the 50 participants who had dropped out of education due to a variety of external factors since 2013-14, 39 were able to re-engage meaningfully with education, careers and life through a consistent life skills intervention.

Analysis of feedback surveys from teachers in TDP revealed that a minimum of 96% of teachers were positively impacted through the Life Skills Facilitation workshops. TDP helped teachers increase their understanding of themselves and their role as a teacher. The workshops helped them to develop empathy, listening and validation skills. The teachers also learnt how to build and sustain a supportive learning community.

The Annual Impact Analysis and Report helps Dream a Dream in multiple ways:

- Measuring Programme Impact – Finding out how our various programmes are helping young people develop life skills.
- Getting a skills profile for an individual child – We are able to look at the five different life skills and see relative strengths in each individual child.
- Comparing an individual's scores with Norms – We are able to see how each child compares with the average scores for their age group and help each child develop age appropriate life skills.

- Feedback on Progress – Use the analysis to be able to report back to internal teams, school partners, donors and the external stakeholder groups.
- Program review and design – Use the analysis to review and strengthen curriculum and content to enhance impact year-on-year.
- Build Research Evidence – Use the data and analysis to build further research evidence that can help other organizations to deepen their understanding of life skills and its impact on young people.

** Kennedy, F., Pearson, D., Brett-Taylor, L., Talreja, V. (2014) The Life Skills Assessment Scale: Measuring Life Skills of Children in the Developing World. *Social Behaviour and Personality* 42(2) 197-210.

<http://impact.sp2.upenn.edu/ostrc/doclibrary/documents/LifeSkillsAssessmentScale.pdf>

Note: In the impact analysis of 2015-16, while measuring the overall improvement in score change, an overall LSA score change ≥ 0 was considered as improvement. In the impact analysis of 2016-17, we have been more rigorous, and only an overall LSA score change ≥ 1 is considered an improvement in life skills.



AFTER SCHOOL LIFE SKILLS PROGRAMME (ASLSP)

The AFTER SCHOOL LIFE SKILLS PROGRAMME (ASLSP) uses the medium of sports and arts to engage and develop critical life skills. The programme is an Innovation Lab where new approaches to life skills development are introduced, demonstrated, documented, evaluated, and fed back into a larger framework for re-imagining learning for young people in the country. The children are divided age wise into batches and each batch receives around 25 sessions during a school year. The programme was conducted in partnership with 23 schools in 2016-17. A total of 5228 young people completed the programme, of which Life Skill Assessment (LSA) records were collected from 4963 participants. The age group of the participants who were assessed is between 8-17 Yrs.

OVERALL IMPACT 2016-17

5228

Participants
Enrolled

90.4%

Average
Attendance

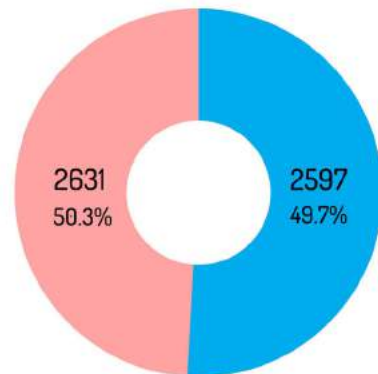
91.2%

Retention
Rate

4963

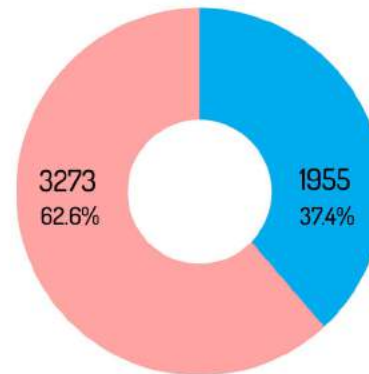
Participants
Assessed

GENDER DISTRIBUTION
OF PARTICIPANTS ENROLLED



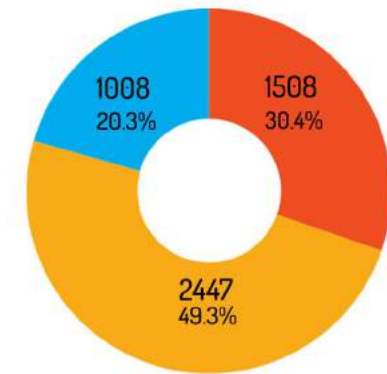
MALE
FEMALE

PROGRAMME WISE DISTRIBUTION
OF PARTICIPANTS ENROLLED



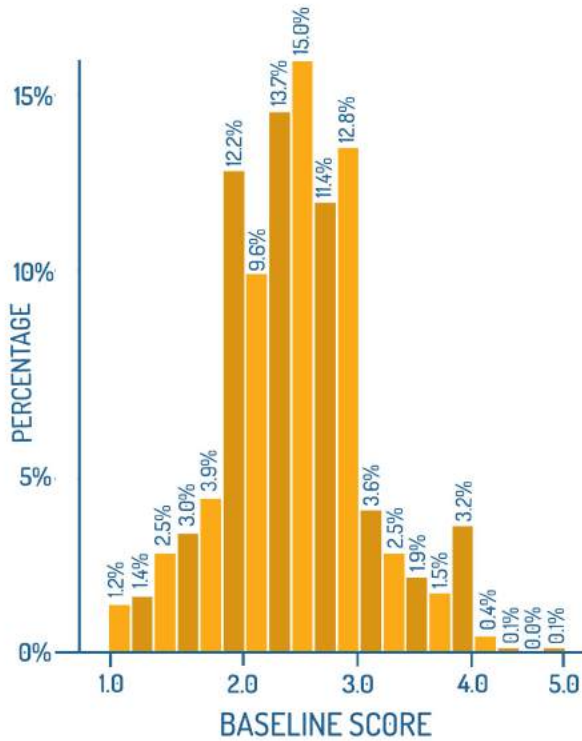
CREATIVE ARTS
FOOTBALL

AGE WISE DISTRIBUTION OF
PARTICIPANTS ASSESSED



14 - 17 YEARS
11 - 13 YEARS
8 - 10 YEARS

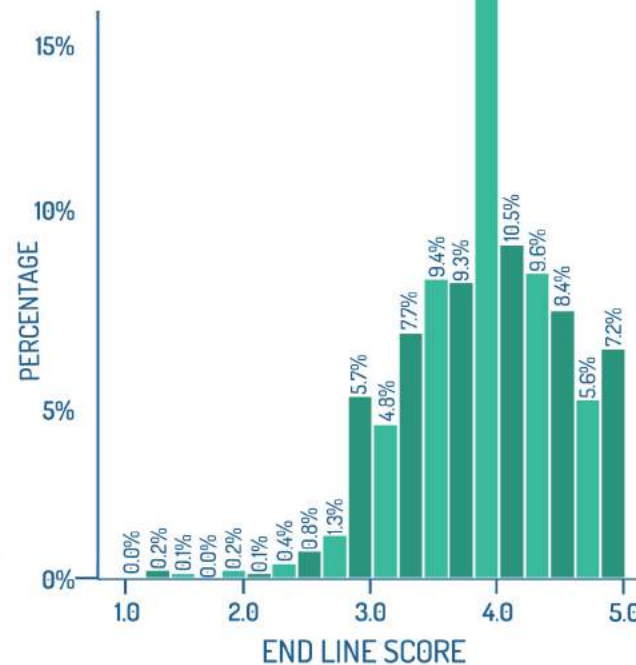
OVERALL BASELINE DISTRIBUTION:
THE OVERALL AVERAGE BASELINE LSA SCORE OF THE PARTICIPANTS IS 2.5 POINTS



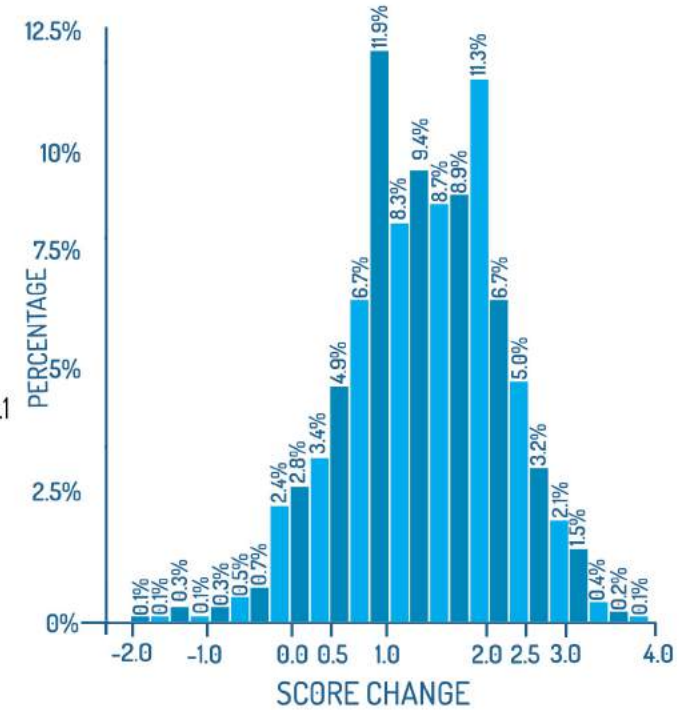
- 62.4% of the participants had a baseline score between 2.1 and 3 points and needed 'some help' to demonstrate life skills.
- 23% of the participants had a baseline score between 1.1 and 2 points and needed 'lots of help' to demonstrate life skills.
- 12.8% of the participants had a baseline score between 3.1 and 4 points and needed 'little help' to demonstrate life skills.
- 1.2% of the participants had a baseline score of 1 and did not demonstrate any life skills.
- 0.6% of the participants had a baseline score between 4.1 and 5 points and demonstrated life skills independently.

OVERALL END LINE DISTRIBUTION:
THE OVERALL AVERAGE ENDLINE LSA SCORE OF THE PARTICIPANTS IS 4.0 POINTS

- 49.7% of the participants had an end line score between 3.1 and 4 points and were able to demonstrate life skills with 'little help'.
- 41.4% of the participants had an end line score between 4.1 and 5.0 and were able to demonstrate like skills 'independently'.
- 8.4% of the participants had an end line score between 2.1 and 3 points and were able to demonstrate life skills with 'some help'.
- Less than 0.5% participants had an end line score between 1.1 and 2 points and needed 'lots of help' to demonstrate life skills.



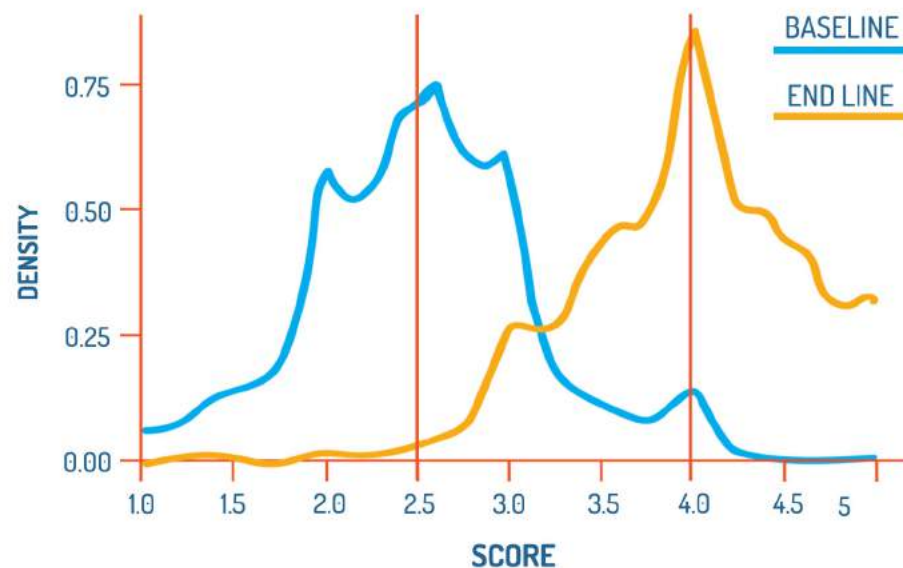
OVERALL AVERAGE SCORE CHANGE:
THE OVERALL LSA SCORE CHANGE OF THE PARTICIPANTS IS 1.5 POINTS



- 81.8% of the participants demonstrated an improvement from 0.5 to 2.5 points.
- No difference in score change (1.4 points) of male and female participants.

DENSITY DISTRIBUTION OF PARTICIPANTS: 95.5% OF THE PARTICIPANTS HAVE SEEN A POSITIVE CHANGE IN THEIR AVERAGE SCORES

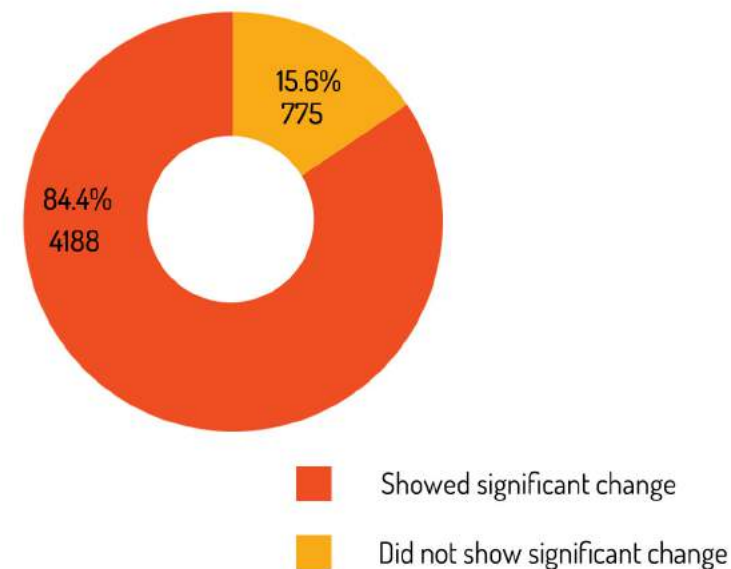
DENSITY OF BASELINE AND ENDLINE SCORES



The analysis showed:

- Average score of the participants increased from 2.5 to 4.
- 13.3% of the participants had a score greater than 3 at the beginning of the programme. This increased to 91% participants by the end of the programme.

OVERALL SIGNIFICANT CHANGE*



The analysis showed:

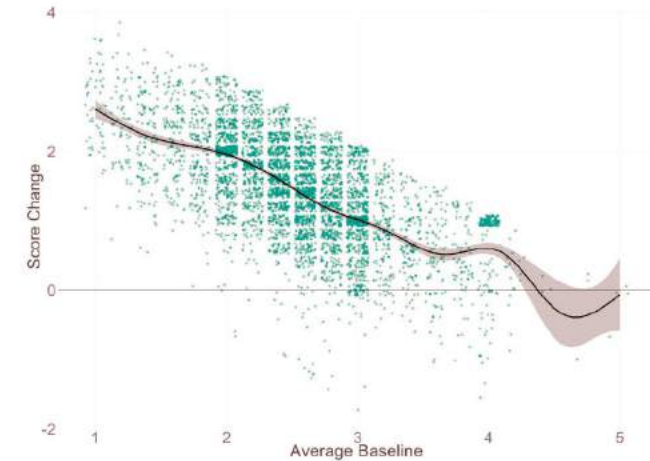
- 84.4% of the participants showed improvement by at-least one standard deviation (≥ 0.75), and is considered a significant change.
- A slightly higher number of male (50.5%) participants showed a significant change compared to female (49.5%) participants.

*Significant change - A score change by 1 standard deviation (≥ 0.75) is a significant change

RELATION BETWEEN BASELINES AND IMPROVEMENT: PARTICIPANTS WITH A LOWER BASELINE SCORE SHOWED A HIGHER IMPROVEMENT IN LIFE SKILLS

The analysis showed:

- A strong correlation (-.63) between baseline and improvement; that is participants with low baseline showed higher improvement by the end of the year.
- 62.4% of participants had a baseline score between 2.1 and 3 and a score change between -1.8 and 2.8. Among them 97.1% showed a positive score change.
- 23% of the participants had a baseline score between 1.1 and 2 and a score change between -0.6 and 3.8. Among them 95% showed a positive score change.
- 12.8% of the participants had a baseline score between 3.1 and 4 and a score change between -1.6 to 1.8. Among them 83.8% showed a positive score change.
- 1.2% of the participants had a baseline score of 1 and a score change between 1.2 to 3.6. Among them 100% showed a positive change.
- 0.6% of the participants had a baseline score between 4.1 and 5 points and a score change between -1 to .8. Among them 50% showed a positive score change.

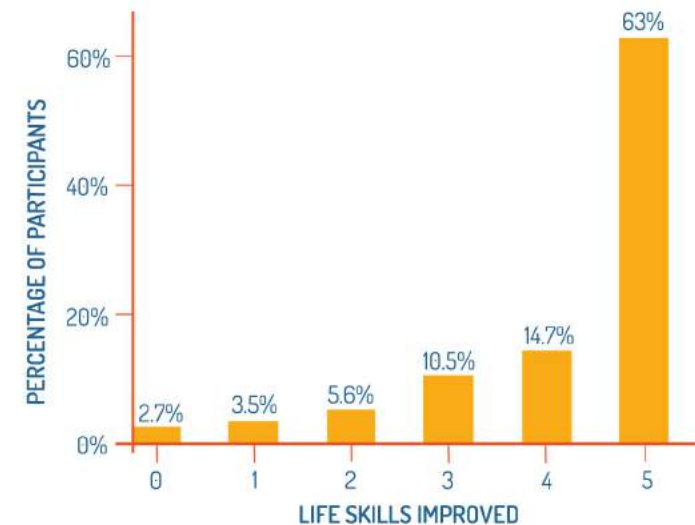


PARTICIPANTS SHOWING IMPROVEMENT IN ALL 5 LIFE SKILLS: 63% OF THE PARTICIPANTS IMPROVED IN ALL 5 LIFE SKILLS

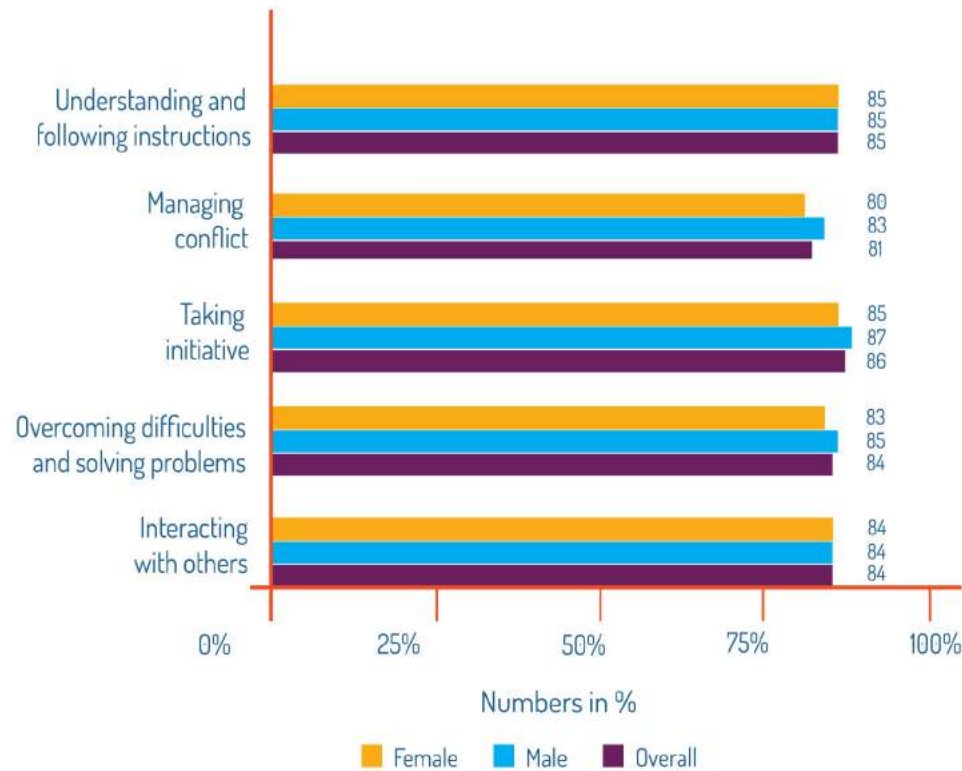
The analysis showed:

An equal number of male (50%) and female (50%) participants improved in all five life skills

- 14.7% participants improved in 4 out of 5 life skills.
- 10.5% participants improved in 3 out of 5 life skills.
- 5.6% participants improved in 2 out of 5 life skills.
- 3.5% participants improved in 1 out of 5 life skills.
- 2.7% participants maintained their life skills.



PARTICIPANTS SHOWING IMPROVEMENT IN EACH LIFE SKILL: A MINIMUM OF 81% OF THE PARTICIPANTS IMPROVED IN EACH LIFE SKILL MEASURED



The following table also gives us the details of the participant's score and their improvement from baseline to end line.

Table Number: 1.0

Life Skill	Baseline	End line	Improvement
Understanding and following instructions	2.7	4.2	1.5
Managing conflict	2.4	3.8	1.4
Taking initiative	2.5	4.0	1.5
Overcoming difficulties and solving problems	2.5	3.9	1.4
Interacting with others	2.6	4.0	1.4
Average	2.5	4.0	1.5

The analysis showed:

- Female (Average LSA improvement is 1.5 points) participants showed a higher improvement in each life skill as compared to the male (Average LSA improvement is 1.4 points) participants.

CORRELATION BETWEEN ATTENDANCE AND IMPROVEMENT OF LIFE SKILLS

In this analysis, the session attendance records and the LSA scores of the participants in the ASLSP were collected for the year 2016-17. The data was collected from 4282 participants of whom 2164 were male and 2118 were female. The analysis was designed to compare the records of attendance of participants and its impact on life skills.

In 2015-16, the analysis on attendance and improvement in life skills showed that for every 10% increase in attendance there was a 13% improvement in life skills.

In the year 2016 - 17:

- 91.2% of the participants had 80% or greater attendance of which 35.2% of participants had 100% attendance.
- 7.3% participants had attendance less than 70%.
- 1.4% of the participants had attendance less than 50%.
- Only 0.1% participants had an attendance less than 25% during sessions.

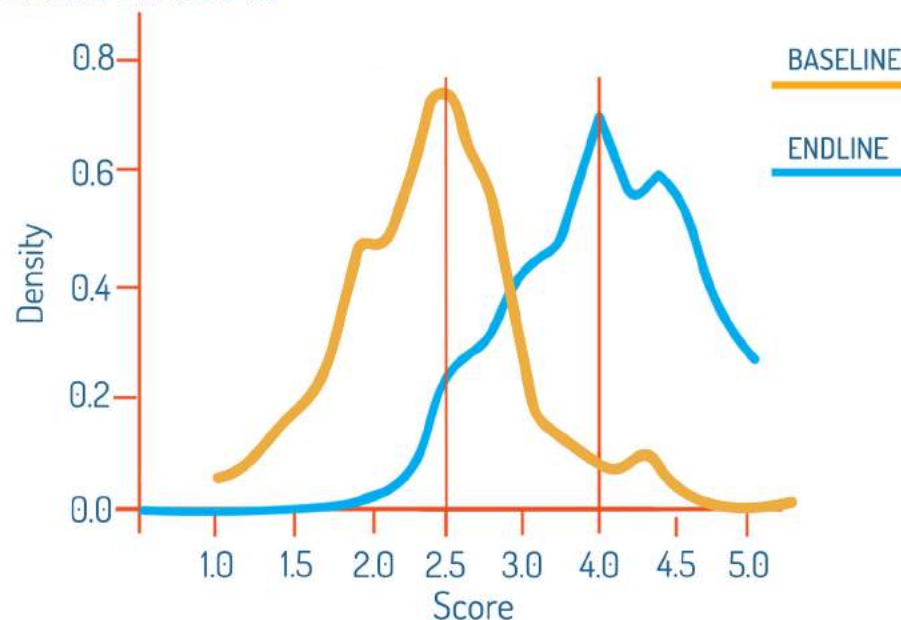
The focus of the ASLSP this year was to ensure optimal attendance based on insights from last year. With over 91% participants showing more than 80% attendance, the correlation between attendance and improvement of Life Skills is redundant this year.

AFTER SCHOOL LIFE SKILLS PROGRAMME: A LONGITUDINAL STUDY (2013-14 to 2016-17)

In this study, LSA scores of participants in the ASLSP for the past four years were analyzed. The study tries to understand the continuous engagement of participants in ASLSP and their corresponding LSA score change.

CONTINUOUS ENGAGEMENT OF PARTICIPANTS FOR TWO YEARS IN THE PROGRAMME (2015-16, 2016-17)

DENSITY OF BASELINE AND ENDLINE OF CONTINUING PARTICIPANTS IN THE 2nd YEAR OF ENGAGEMENT (2016-17)



The analysis of the LSA scores showed:

In 2015-16,*

- 2928 participants joined the programme for the first time.
- These participants had a baseline score of 2.6 points and end line score of 4.0 points.
- Participants improved their score by 1.4 points.

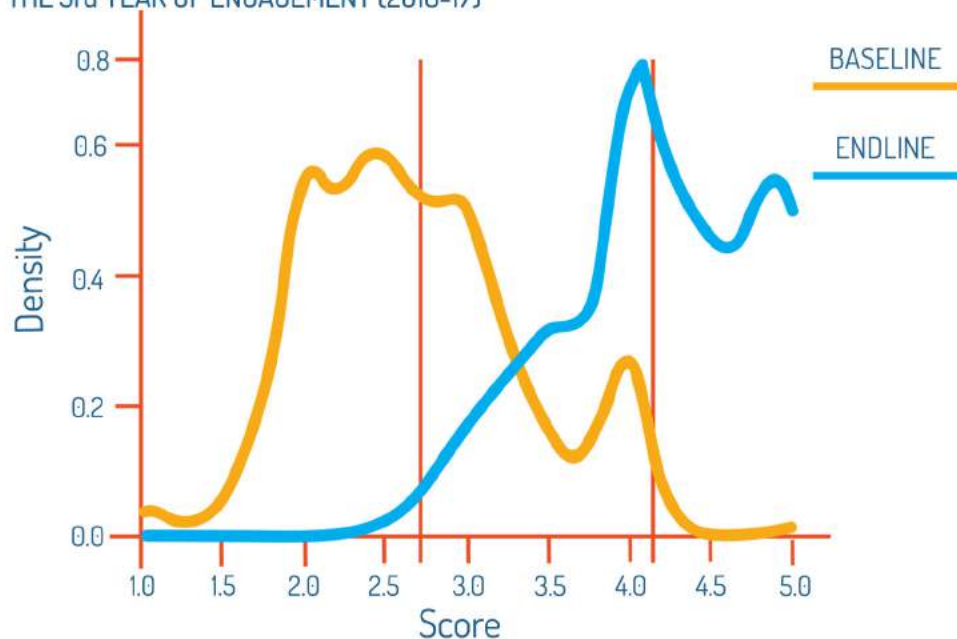
In 2016-17,

- 1653 out of 2928 participants came back to the programme for the second year of engagement.
- These participants had a baseline score of 2.5 points and end line score of 4.0 points.
- Participants improved their score by 1.5 points. (refer to table 1.1).

*Refer to Dream a Dream Impact Report 2015-16

CONTINUOUS ENGAGEMENT OF PARTICIPANTS FOR THREE YEARS IN THE PROGRAMME (2014-15, 2015-16, 2016-17)

DENSITY OF BASELINE AND ENDLINE OF CONTINUING PARTICIPANTS IN THE 3rd YEAR OF ENGAGEMENT (2016-17)



The analysis of the LSA scores showed:

In 2015-16,

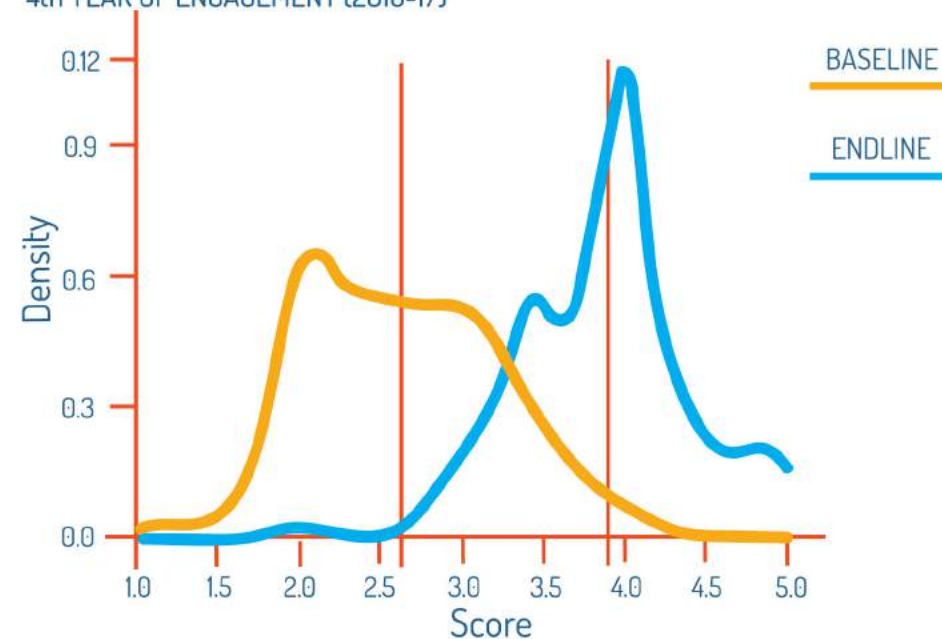
- 1186 participants were already in the programme for 2 years (2014-15 & 2015-16).
- These participants had a baseline score of 2.6 points and the end line score of 4.1 points.
- Participants improved their score by 1.5 points.

In 2016-17,

- 767 out of 1186 participants came back to the programme for the third year of engagement.
- These participants had a baseline score of 2.7 points and end line score of 4.2 points.
- Participants improved their score by 1.5 points. (refer to table 1.1).

CONTINUOUS ENGAGEMENT OF PARTICIPANTS FOR FOUR YEARS IN THE PROGRAMME (2013-14, 2014-15, 2015-16, 2016-17)

DENSITY OF BASELINE AND ENDLINE OF CONTINUING PARTICIPANTS IN THE 4th YEAR OF ENGAGEMENT (2016-17)



The analysis of the LSA scores showed:

In 2015-16,

- 392 participants were already in the programme for 3 years (2013-14, 2014-15, 2015-16).
- These participants had a baseline score of 2.8 points and end line score of 4.1 points.
- Participants improved their score by 1.3 points.

In 2016-17,

- 170 out of 392 participants came back to the programme for the fourth year of engagement.
- These participants had a baseline score of 2.6 points and end line score of 3.9 points.
- Participants improved their score by 1.3 points. (refer to table 1.1).

*Refer to Dream a Dream Impact Report 2015-16

RELATION BETWEEN CONTINUOUS ENGAGEMENT AND IMPROVEMENT

The following table gives us an understanding of the relation between continuous engagement and improvement. It also throws light on the baseline, end line and improvement distribution of participants who attended one, two, three and four years of the programme.

Table Number: 1.1

CONTINUOUS ENGAGEMENT	PARTICIPANTS	BASELINE	ENDLINE	IMPROVEMENT	CONTINUOUS ENGAGEMENT	PARTICIPANTS	BASELINE	ENDLINE	IMPROVEMENT
New in 2015-16	2928	2.6	4.0	1.4	New in 2016 - 17	2087	2.5	3.9	1.4
2 years (2014-15, 2015-16)	1186	2.6	4.1	1.5	2 years (2015-16, 2016-17)	1653	2.5	4.0	1.5
3 years (2013-15, 2014-15, 2015-16)	392	2.8	4.1	1.3	3 years (2014-15, 2015-16, 2016-17)	767	2.7	4.2	1.5
					4 years (2013-14, 2014-15, 2015-16, 2016-17)	170	2.6	3.9	1.3

Participants who enrolled for first time in the programme in 2016 - 17 are considered new. 286 participants who have been continuously engaged are not a part of the longitudinal study for this year as their engagement was not continuous.

The key objective of tracking continuous engagement of participants year-on-year has been to see if young people are able to maintain and/or improve their baseline and end line scores. We see that over two, three and four years of engagement, participants are able to maintain their baseline and end line scores and their average improvement through the year. This is healthy since it shows there is no significant drop in life skills year-on-year. In year 4, we do see a slight drop in average improvement as compared to the previous years. This could be because participants are entering adolescence and there is a new benchmark on life skills for that age group, hence the drop. The complexity of life skills for an adolescence age group is likely to go up.

We do realize that the dataset is not large enough to draw definitive conclusions. We will continue to collect year-on-year data, deepen our understanding of long-term impact of our intervention through a continuous longitudinal study of the LSA score in the coming years.

STORY OF CHANGE

SALMA

Salma* is a 9 year old girl studying in 5th standard (grade) at Excellent English School, Bengaluru. Her parents are tailors by profession. She has two sisters and a brother. Her youngest sister is studying in the same school and older siblings are in college. She comes from a very large and conservative family. Due to many challenges in the family, the responsibility fell on Salma to help her parents in the shop to keep the business going. She would rush home after school every day and tailor from evening until late hours of the night. This meant she was unable to concentrate during the day in school and she would also often miss the life skills sessions post school. She felt torn and tired all the time. Understanding her situation, the facilitator decided to focus on building her problem solving skills so she could better respond to the challenges in her life.

It was during the session on "Statue Garden" (where each participants becomes a statue while depicting any one emotion) that Salma shared her view that in different stages of life we become like statues; helpless. There is no one to rescue us. Her thoughts during the discussion reflected her helplessness and sufferings. But the anger in her voice showed her willingness to overcome the situation.

The session helped her to think about herself. After the session on 'statue garden' she decided to talk to her parents and convince them. The facilitator supported her in developing the communication skills to have a healthy conversation. Her parents were able to listen to Salma and help her as they noticed a change in Salma and her approach to solving problems. She has now able to balance her time between school and work.

Today Salma is like a new person. Her confidence is up and she is able to plan things well. She is also in the process of learning how to facilitate a session. Her dream is to become a facilitator at Dream a Dream.

TESTIMONIALS

"Children are more punctual and regular to school. There is a improvement in attendance which reflects their interest towards studies. There is an active participation in sports by boys and girls. The most appreciable part is their sportive spirit which is taught through our Life Skills sessions. The students could come out of their hesitating nature & stage fear and thus crack big interviews, face hurdles or any terrible situations. This is possible only because of the life skills sessions where they gained self-confidence and became more reliable and independent."

-Uma Devi K.N, Principal, Pragna Vidyaniketan

"Dream a Dream is nothing short of a gift to all the students, especially the underprivileged and downtrodden of our locality."

-Mruthyunjaya, HOD, Mathematics, Blossom Public School

"Dream a Dream sessions are interesting and effective. The change in the students is visible through the confidence and morale of all the students especially the girls. A quantum leap in the retention level is observed after the commencement of the programme."

-Sabiha Banu, Senior Faculty of Blossom Public School

"Through the ASLS programme, there is an improvement in the interpersonal and creative skills in our students. The attendance percentage of the students has also improved. The percentage of students dropping out from studies is nil since the inception of the programme. The impact of the programme on students is very much appreciative. Thank you Dream a Dream."

-Mahesh Kumar, Principal, Mount Everest English High School

*Name changed to protect identity

CAREER CONNECT PROGRAMME (CCP)

The CAREER CONNECT PROGRAMME (CCP) uses the Life Skills Approach to equip 14-19 year olds with information, skills and access to opportunities to make a healthy transition to adulthood. We conduct career awareness workshops, run short-term modules in English, communication skills, money management, career guidance and provide access to internships, scholarships, vocational training and jobs. The CCP comprises of three components: Career Awareness, Life Skills Development and Last Mile Support. The programme is delivered in two learning centres: Career Connect Centre, Bommanahalli (CCC1) and K.R.Puram (CCC2) based in Bangalore.

OVERALL IMPACT 2016 - 2017

PARTICIPANTS ENROLLED

2,632
Career
Awareness

1,526
Life Skills
Development

801
Skill Development
Programme

5,106
Active in
Last Mile Support

97%
Meaningfully
Engaged in
career/life

LIFE SKILLS DEVELOPMENT PROGRAMME

IMPACT ANALYSIS - LIFE SKILLS ASSESMENT: 2016 - 17

The Life Skill Assessment analysis of Life Skills Development Programme presents LSA data sets of 1269 participants. The age group of the participants who were assessed is between 11-24 yrs.

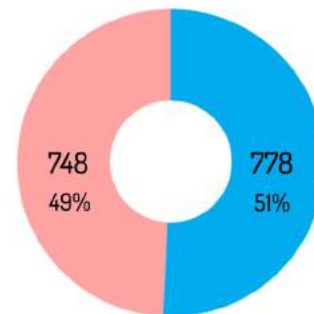
The Life Skills Development Programme engages 15-19-year-olds in a variety of short-term programmes developing their Computer Literacy skills and Spoken English skills. These are conducted at the Career Connect Centres delivered through a 25-day programme, 2 hours every day consisting of 16 modules dedicated to either Computer Literacy or Spoken English and 8 sessions dedicated to Life Skills development, with one Career Awareness session. The programme is experiential, integrating Life Skills approaches and technology solutions to deepen learning.

1,526
Participants
Enrolled

86.7%
Average
Attendance

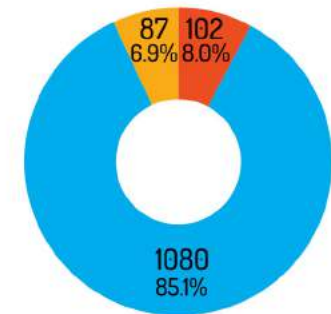
88%
Retention
Rate

GENDER DISTRIBUTION OF PARTICIPANTS ENROLLED



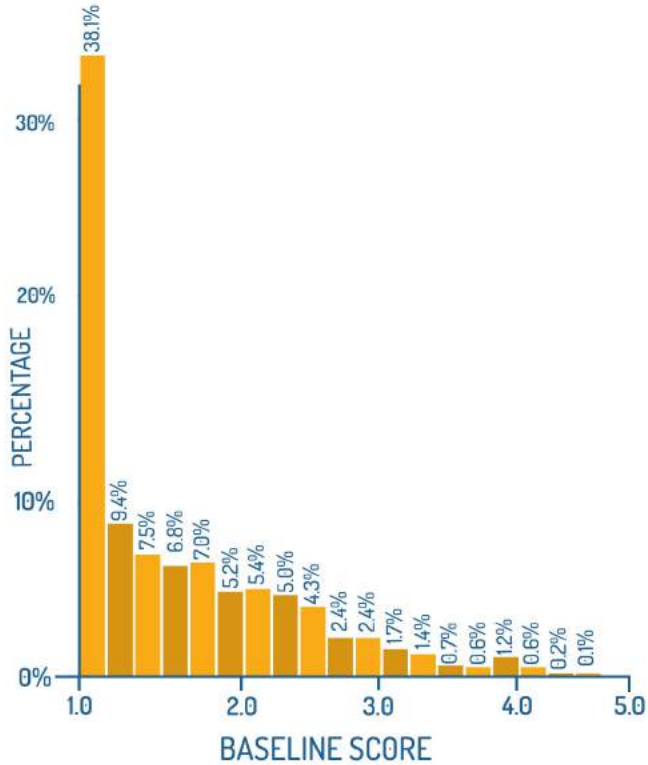
MALE FEMALE

AGE WISE DISTRIBUTION OF PARTICIPANTS ASSESSED



11 - 14 15 - 19 20 - 24

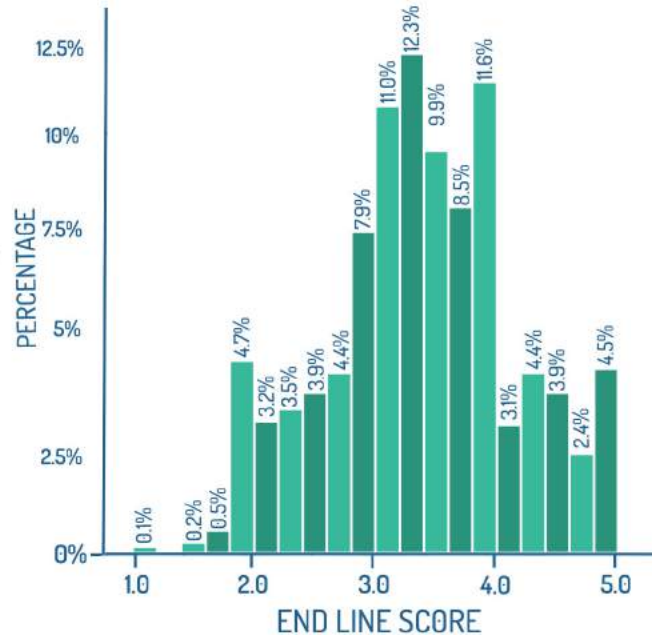
OVERALL BASELINE DISTRIBUTION:
THE OVERALL AVERAGE BASELINE LSA SCORE OF THE PARTICIPANTS IS 1.7 POINTS



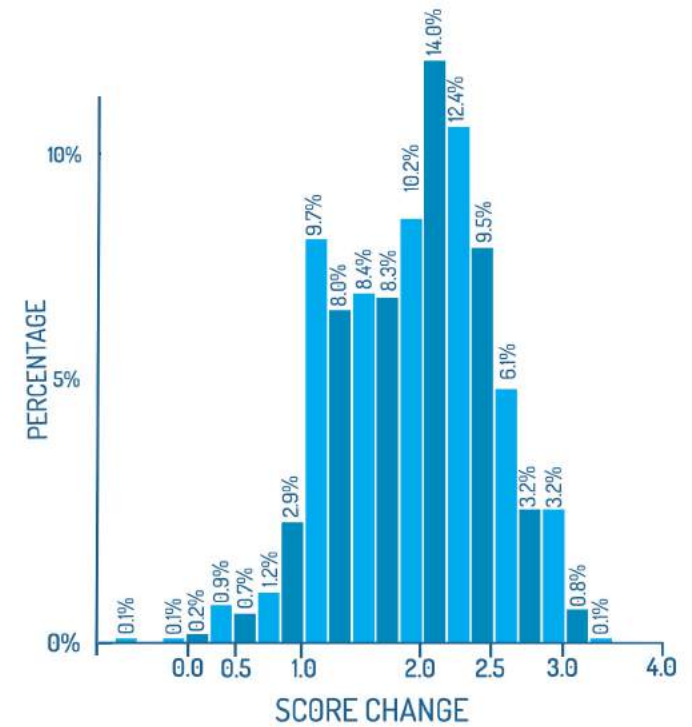
- 38.1% of the participants had a baseline score of 1 point and were yet to demonstrate life skills.
- 35.9% of the participants had baseline score between 1.1 and 2 points and needed 'lots of help' to demonstrate life skills.
- 19.6% of the participants had a baseline score between 2.1 and 3 point and needed 'some help' to demonstrate like skills.
- 5.5% of the participants had a baseline score between 3.1 and 4 points and needed 'little help' to demonstrate life skills.
- 0.9% of the participants had a baseline score between 4.1 and 5 points were able to demonstrate life skills 'independently'.

OVERALL END LINE DISTRIBUTION:
THE OVERALL AVERAGE ENDLINE LSA SCORE OF THE PARTICIPANTS IS 3.5 POINTS

- 53.3% of the participants had an end line score between 3.1 and 4 points and were able to demonstrate life skills with 'little help'.
- 22.9% of the participants had an end line score between 2.1 and 3 points and were able to demonstrate life skills with 'some help'.
- 18.3% of the participants had an endline score between 4.1 and 5 points and were able to demonstrate life skills 'independently'.
- 5.5% of the participants had an end line score between 1.1 and 2.0 and were able to demonstrate life skills with 'lots of help'.



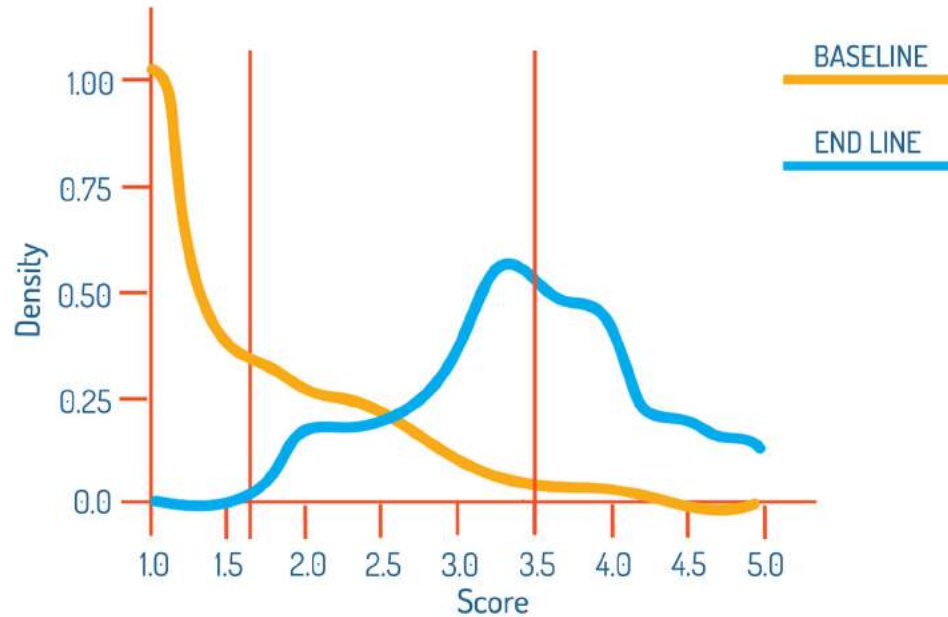
OVERALL AVERAGE SCORE CHANGE:
THE OVERALL LSA SCORE CHANGE OF THE PARTICIPANTS IS 1.8 POINTS



- Through our programme 85.3% of the participants demonstrated an improvement from 0.5 to 2.5 points.
- Female (1.9 points) participants demonstrated a higher improvement compared to male (1.8 points) participants.

DENSITY DISTRIBUTION OF PARTICIPANTS: 99.7% OF THE PARTICIPANTS HAVE SEEN A POSITIVE CHANGE IN THEIR AVERAGE SCORE

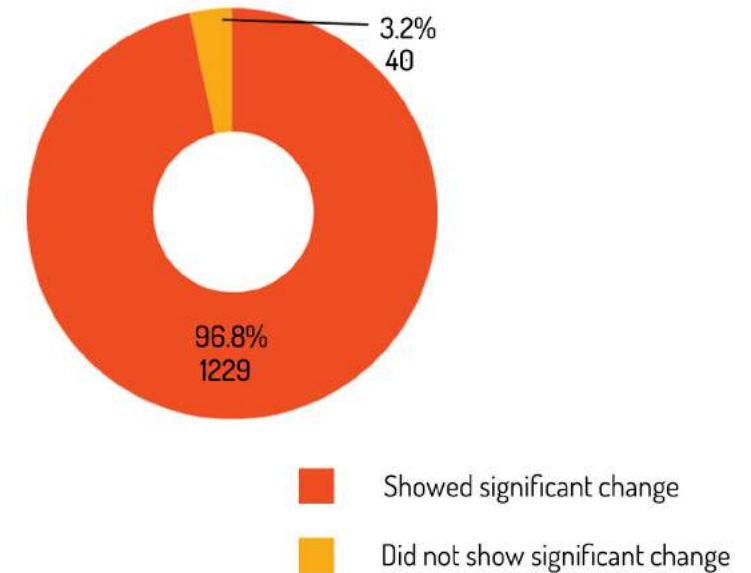
DENSITY OF BASELINE AND END LINE SCORES



The analysis showed:

- Average score of participants increased from 1.7 to 3.5.
- 6.5% of the participants had a score greater than 3 at the beginning of the programme, this increased to 71.6% participants by the end of the programme.

OVERALL SIGNIFICANT CHANGE*



The analysis showed:

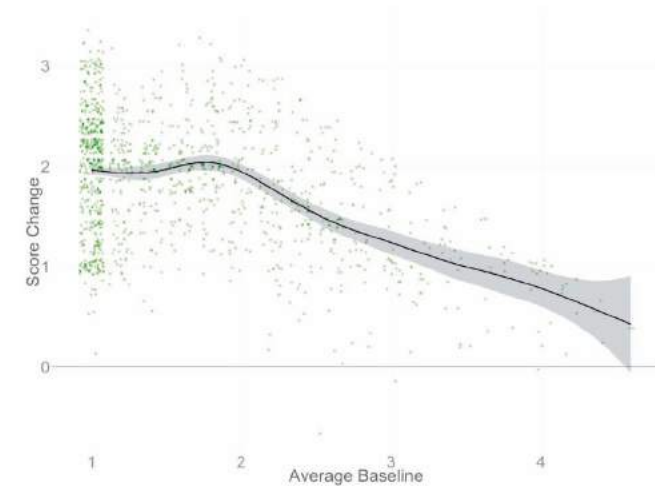
- 96.8% of the participants showed improvement by at least one standard deviation ($> = 0.75$) and is considered a significant change.
- A slightly higher number of female (52%) participants showed significant change compared to male (48%) participants.

*Significant change - A score change by 1 standard deviation ($> = 0.75$) is a significant change

RELATION BETWEEN BASELINE AND IMPROVEMENT: PARTICIPANTS WITH A LOWER BASELINE SCORE SHOWED A HIGHER IMPROVEMENT IN LIFE SKILLS

The analysis showed:

- A strong correlation(-0.433) between baseline and improvement i.e. participants with low baseline showed higher improvement by end of the year.
- 38.1% of the participants had a baseline score of 1 points and improved by 0.2 to 3.4 points. Among them 100% showed a positive score change.
- 35.9% of participants had a baseline score of 1.1 and 2 points and improved by 0.6 and 3.2 points. Among them 100% showed a positive score change.
- 19.6% of participants had a baseline score between 2.1 and 3.0 points and improved by -0.6 and 2.8 points. Among them 99.2% showed a positive score change.
- 5.5% of the participants had a baseline score between 3.1 to 4 points and improved by 0 and 1.8 points. Among them 98.6% showed a positive score change.
- 0.9% of the participants had a baseline score between 4.1 to 5 points and improved by 0.2 to 0.8 points. Among them 100% showed a positive score change.

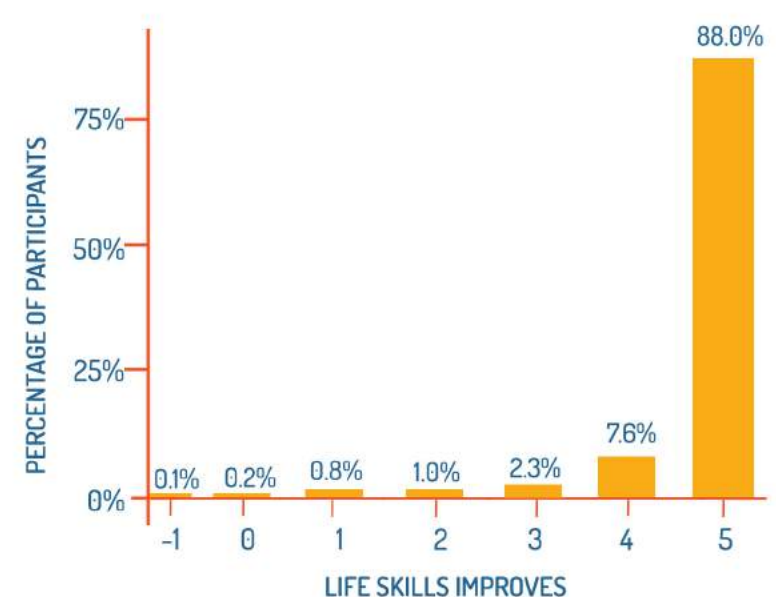


PARTICIPANTS SHOWING IMPROVEMENTS IN ALL 5 LIFE SKILLS: 88% OF THE PARTICIPANTS IMPROVED IN ALL 5 LIFE SKILLS

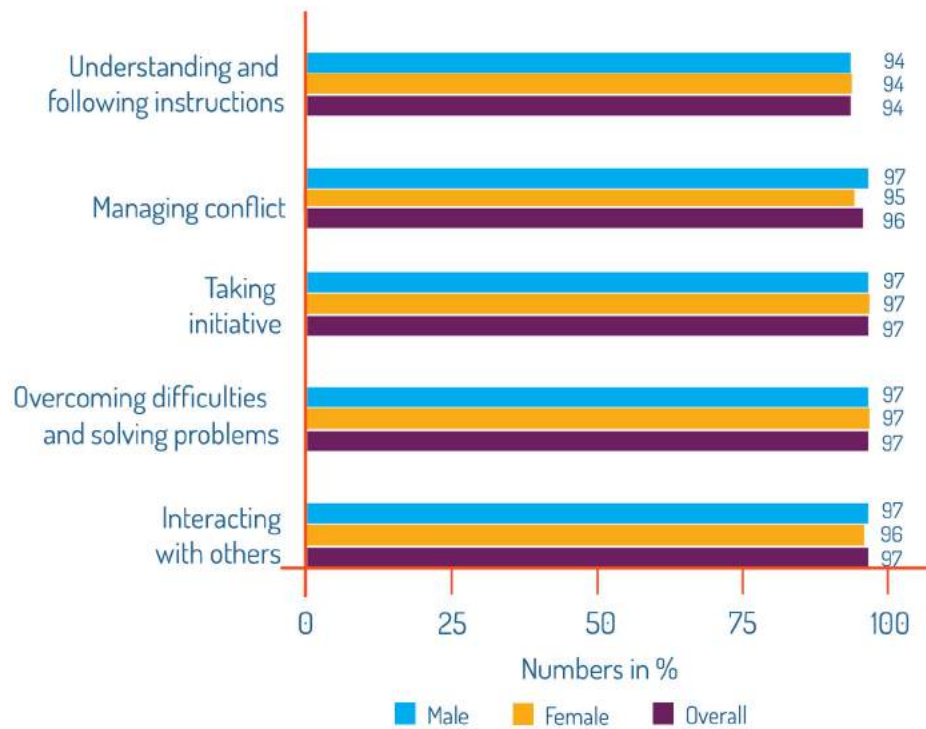
The analysis showed:

A higher number of female (52%) participants improved in all five life skills compared to male (48%) participants

- 7.6% participants improved in 4 out of 5 life skills.
- 2.3% participants improved in 3 out of 5 life skills.
- 1.0% of the participants improved in 2 out of 5 life skills.
- 0.8% of the participants improved in 1 out of 5 life skills.
- 0.2% of the participants maintained their life skills.
- 0.1% of the participants did not improve their life skills.



PARTICIPANTS SHOWING IMPROVEMENT IN EACH LIFE SKILL: A MINIMUM OF 94% OF THE PARTICIPANTS IMPROVED IN EACH LIFE SKILL MEASURED



The following table also gives us the details of the participants' score and their improvement from baseline to end line

Table Number: 12

Life Skill	Baseline	End line	Improvement
Understanding and following instructions	1.9	3.9	2.0
Managing conflict	1.5	3.3	1.8
Taking initiative	1.6	3.4	1.8
Overcoming difficulties and solving problems	1.6	3.3	1.7
Interacting with others	1.7	3.6	1.9
Average	1.7	3.5	1.8

The analysis showed:

- Female (Average LSA improvement is 1.8 points) participants showed a higher improvement in each life skill compared to the male (Average LSA improvement is 1.7 points) participants.

LAST MILE SUPPORT PROGRAMME

The Last Mile Support Programme (LMSP) is aimed at ensuring that young people receive the necessary support and services that they need to make a transition into successful careers. To do this, participants who have successfully completed the Life skills Development module are termed as 'Graduates' and are enrolled in the LMSP. The graduates are then tracked every quarter to ensure that they are meaningfully engaged. The LMSP further provides scholarships, employment and vocational training opportunities to young people in the age-group of 16 to 22 years to ensure that they do not drop out. In 2016-17 we have 5106 participants active in the LMSP.

LMSP Impact: 2013-14 to 2016-17:

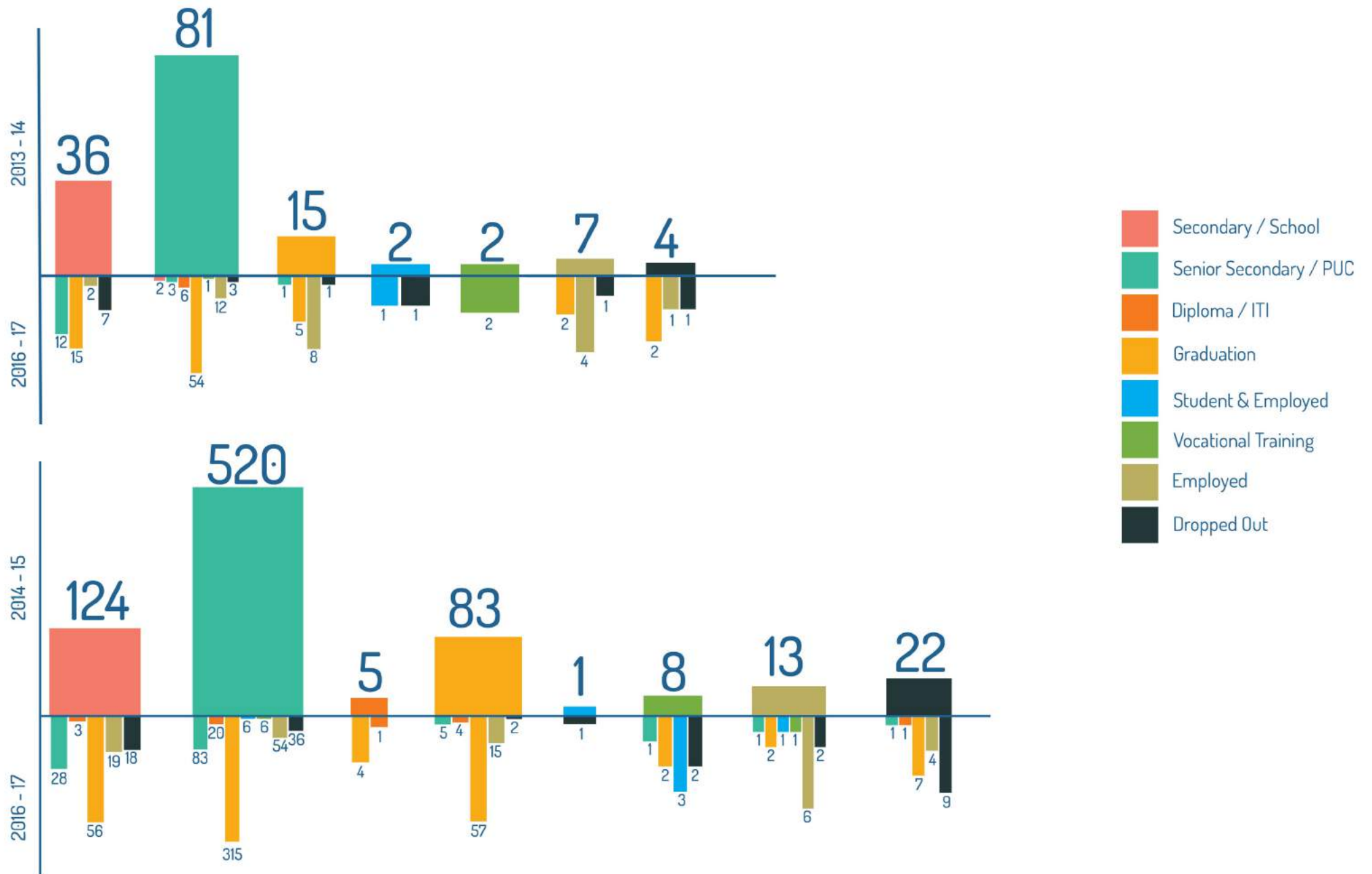
- 483 participants have received scholarships.
- 936 participants have completed a vocational training programme of their choice.
- 73 participants are placed in jobs.
- 21 participants are a part of the internship programme.

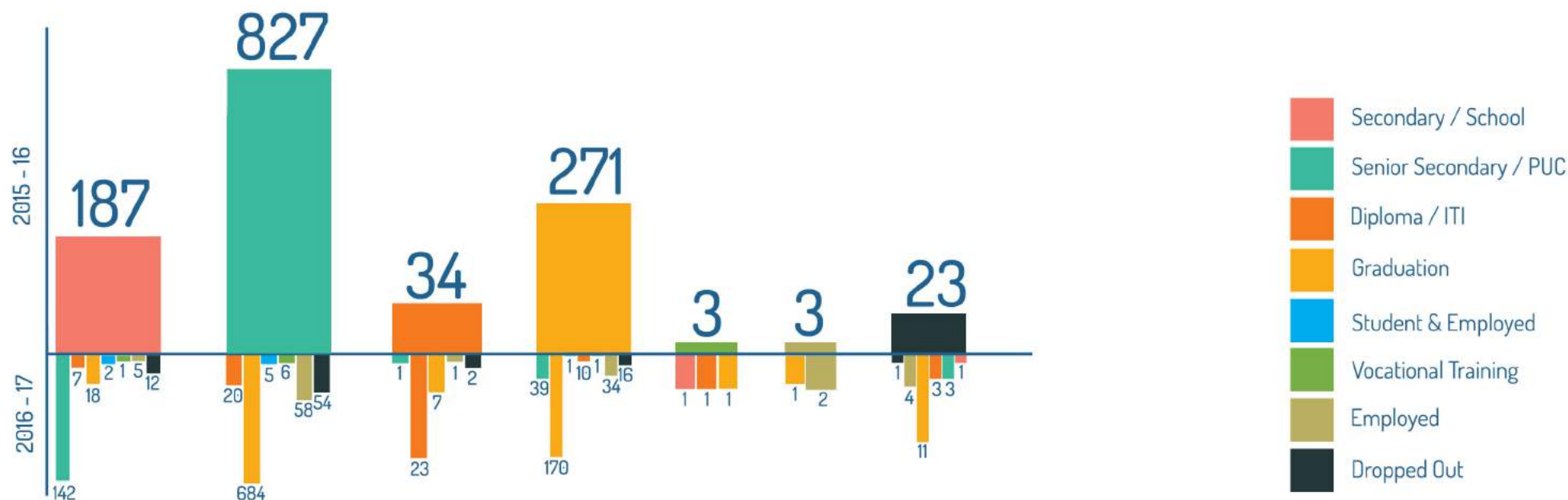
Present status of Participants enrolled in LMSP:

Table Number: 1.3

Year	Young People Tracked in LMSP	Young People Active in 2016 - 17
2013 - 14	337	147
2014 - 15	1670	776
2015 - 16	2986	1348
2016 - 17	6676	5106

PRESENT TRACKING STATUS OF PARTICIPANTS IN THE LMS PROGRAMME





Over the course of the last 4 years, the LMSP has been effective in ensuring 5106 young people are actively tracked and keeping the drop-out rate of participants at 3% (169).

The year wise analysis showed:

2013-14

- Out of the 147 participants active in the LMSP, only 14 dropped out of studies or career options by 2016-17.
- Of the 4 participants who joined the programme as dropouts in 2013-14, only 1 remained a dropout in 2016-17.

2014-15

- Out of 776 participants active in the LMSP, only 70 dropped out of studies or career options by 2016-17.
- Of the 22 participants who joined the programme as dropouts in 2014-15, only 9 remained dropouts in 2016-17.

2015-16

- Out of 1348 participants active in the LMSP, only 85 dropped out of studies or career options by 2016-17.
- Of the 23 participants who joined the programme as dropouts, only 1 remained a dropout in 2016-17.

STORY OF CHANGE

AZAR

Azar* whose father is a driver and mother a home maker. His journey began with us when he first enrolled to the basic computer programme. He has since then enrolled in many of our programmes like scholarship for academics and Tally to help him enrich his career path.

"I have been part of the Career Connect Programme for the past 1 year. When I joined the programme I found it difficult to interact with people. I was shy and anxious when it came to talking in front of a group. I had just moved from school to college, which was a huge change for me. In school, I felt comfortable and safe but after I moved to college I saw a different life; a life that my school did not prepare me for. I had never thought about who or what I wanted to be. I never had the space or the opportunity to think about myself or explore who I am.

Career Connect has been a very different and a unique platform for me. The Life Skills sessions I attended helped me grow as a person. I was blank about my future but my sessions with Melvin sir challenged my thinking. I went home one day and thought hard about my strengths and now I have a vision, a goal - I want to be an entrepreneur and pursue a MBA which will help my business plan. I have started working part time in my uncle's hotel while pursuing college. A year back I wouldn't have thought about having a part time job but now I am open to that idea because of the Career Connect Programme. During the scholarship process discussion I was made to think about how I can support my family and how many other students study and work at the same time. I have become more hardworking and make better decisions. I am happy about who I have become. I understand myself better now."

*Name changed to protect identity

TESTIMONIALS

"When I saw my son's interest in attending sessions at Career Connect, I felt something was wrong. This was because my son was never regular to school and I was called by his teachers who would complain about him. But today, I see him attending these sessions without fail and was surprised. Noticing this change in him I accompanied him to the centre. I was very surprised to see his participation in activities and interaction with his peers. This was something new to me. I was overjoyed seeing this change in my son and sincerely thank Career Connect for bringing this change in him."

-Shanthi, Mother of Kumaresh

"I always wanted to become a choreographer but my parents never supported my passion. Whenever I walked by a Dance Studio on my way home, I saw students of my age following their dreams. I felt bad. I shared my dream at Career Connect and they openly supported and guided me. Now I am waiting for my classes to start".

-Arun K.R, Young Graduate, Career Connect Centre

"My interaction in the initial days at the centre was very less. Gradual involvement in the life skills sessions made me think and learn new things. My interaction with my fellow mates improved. I started focusing on achieving my goal. The life skills sessions helped me speak in front of my fellow mates for the first time. I do not know how it happened but I liked that experience. Thank you Dream a Dream for that support."

-Devi, Young Graduate, Career Connect Centre

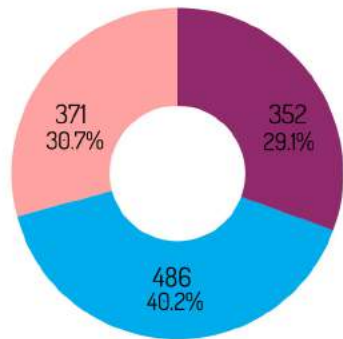
TEACHER DEVELOPMENT PROGRAMME

THE TEACHER DEVELOPMENT PROGRAMME (TDP) engages adults to unlock potential of young people. We use the creative life skills approach to nurture empathy, expand their creativity, develop listening, validation skills and their ability to share authentically while also learning facilitation skills. The Teacher Development Programme is delivered through a series of 4 Life Skills Facilitation workshops spread over 6-8 months and each workshop is spread across 2 days.

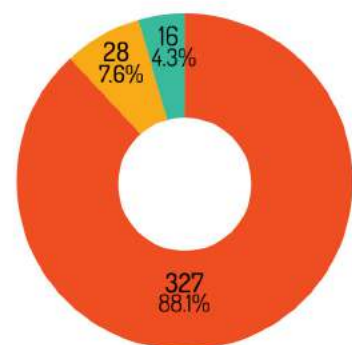
OVERALL IMPACT 2016-17

1209
Teachers enrolled

DISTRIBUTION OF TEACHERS ENROLLED 2016 - 17

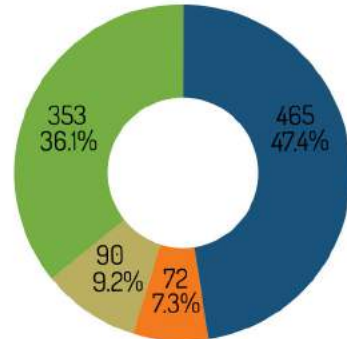


DISTRIBUTION OF THE TEACHERS COMPLETED

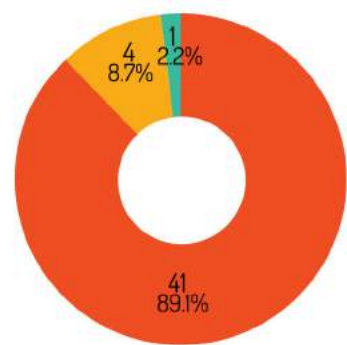


34734
Number of young people impacted

DISTRIBUTION OF TEACHERS ENROLLED 2015 - 16



PARTNER PROFILE

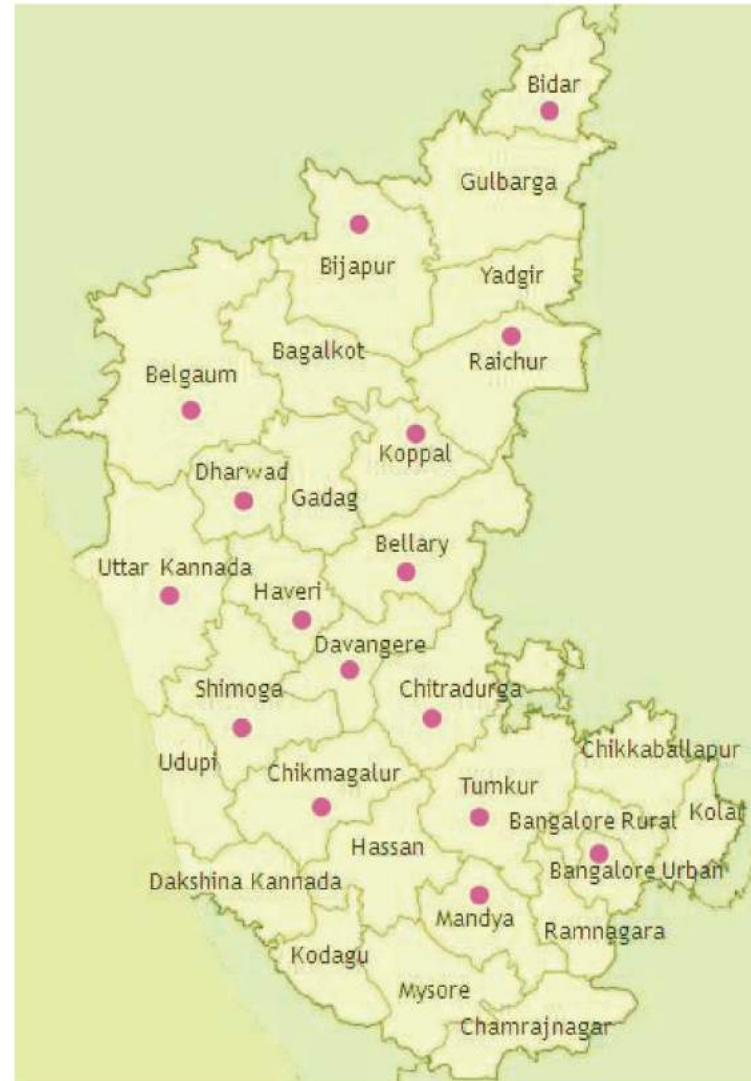


16
Districts Across Karnataka

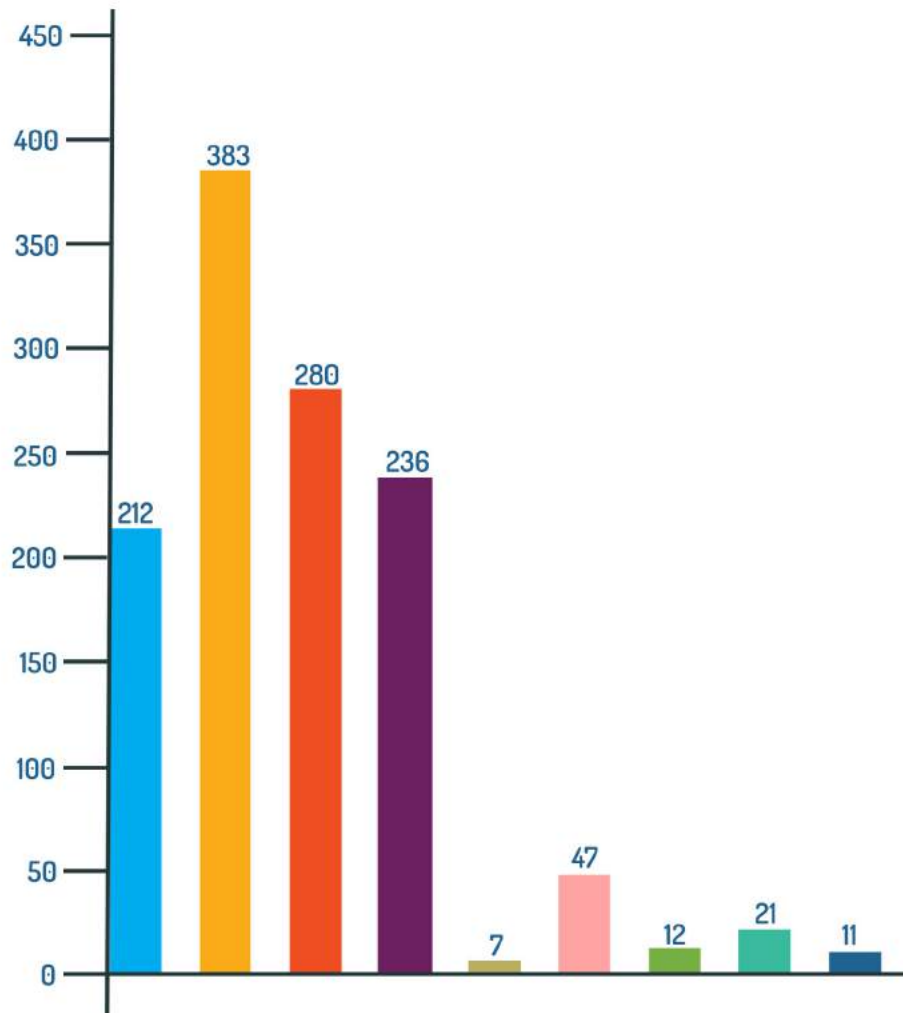
- Teachers Completed
- On Road to Completion
- Teachers Dropped Out
- Teachers Completed in 2015 - 16
- Teachers Completed in 2016 - 17
- On Road To Completion in 2017 - 18
- Teachers Dropped Out

- Low-cost Private School
- B. Ed. Institutions
- Government Schools

DISTRIBUTION OF PARTNERS ACROSS KARNATAKA



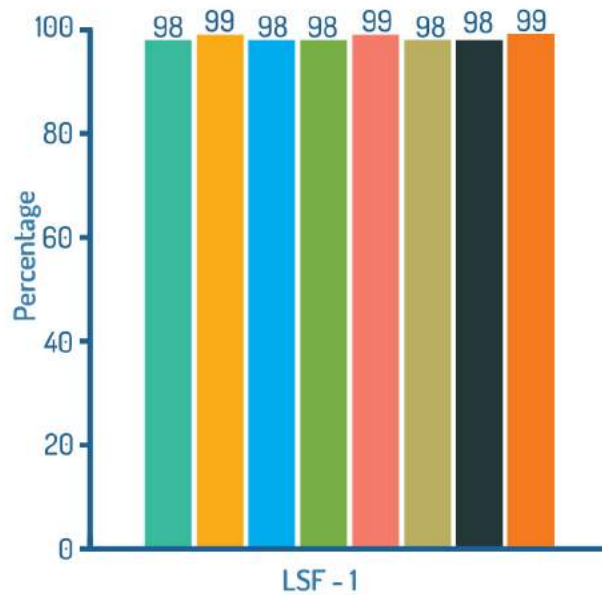
BREAK - UP OF PARTICIPANT PROFILES



FEEDBACK ANALYSIS: 2016 - 17

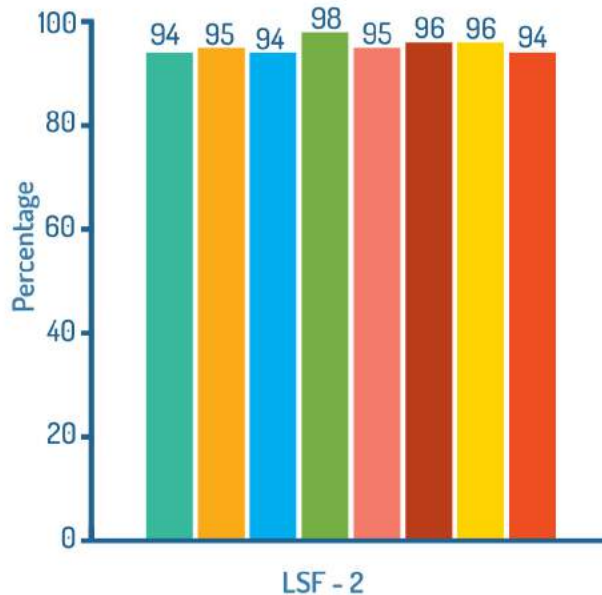
In TDP, feedback is collected from all participants at the end of each Life Skill Facilitation module. We had a total of 46 partners in TDP. Since it is a four module programme and stretches across 8 months, only 25 partner schools completed all four Life Skill Facilitation Modules in 2016-17 and the feedback data was collected from these schools. We were able to gain a deeper understanding of the impact of TDP through the feedback analysis:

FEEDBACK ANALYSIS: 2016-17

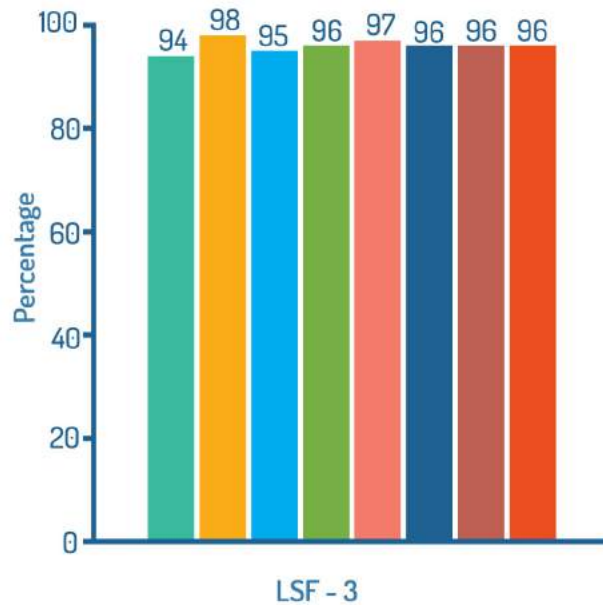


In the LSF-1 feedback analysis, 99% of the participants gained a deeper understanding of themselves through the training, while 98% of the participants felt that the training gave them an experience of a supportive learning community. The teachers gave an overall rating of 4 out of 5 for LSF-1.

- The goals of training were clearly defined
- Participation and interaction were encouraged in the training
- The contents were organised and the instructions were easy to follow
- The time allotted for the training was sufficient
- Facilitators were prepared and effectively handled questions and discussions
- Given me the experience of a supportive learning community
- Helped me explore my creativity
- Helped me gain a deeper understanding of myself and who I am
- Helped me increase my empathy towards a child
- Helped me develop skills of listening and validation
- Helped me understand and build a supportive community

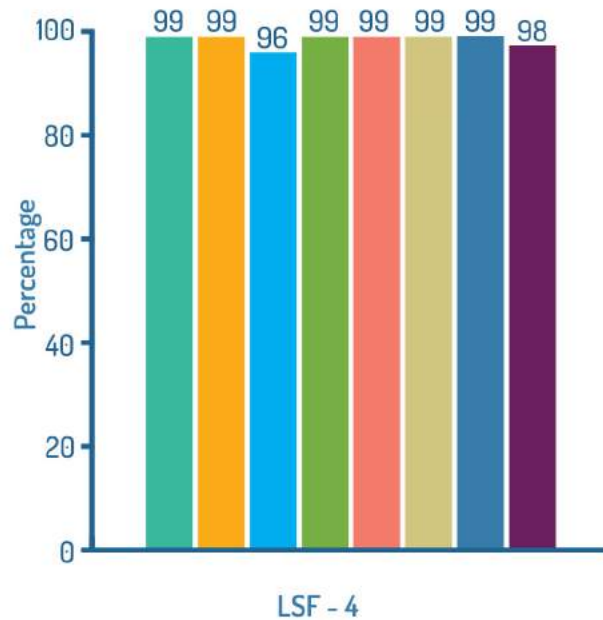


In the LSF-2 feedback analysis, about 96% of the participants said that the training helped them gain an increased sense of empathy towards the child. 96% of the participants said that the training helped them develop listening skills and validation. The teachers gave an overall rating of 4 out of 5 for LSF-2.



In the LSF-3 feedback analysis, about 96% of the participants felt that the training helped them gain a deeper understanding of their role as a teacher and to develop skills of authentic speaking and sharing. The programme also helped them understand and build a supportive community. The teachers gave an overall rating of 4 out of 5 for LSF-3.

- The goals of training were clearly defined
- Participation and interaction were encouraged in the training
- The contents were organised and the instructions were easy to follow
- The time allotted for the training was sufficient
- Facilitators were prepared and effectively handled questions and discussions
- Helped me gain a deeper understanding of my role as a teacher
- Helped me develop skills of authentic speaking and sharing
- Helped me understand and build a supportive community
- Created a space for me to celebrate the journey of all the workshops
- Helped me practice the lifeskills we developed
- Given me an understanding of how to continue in this supportive community and strengthen it



In the LSF-4 feedback analysis, about 99% of the participants felt that the training created a safe space for them and helped them practice the skills developed through all four workshops. It also gave them an understanding of how to take things forward in this supportive community and strengthen it. The teachers gave an overall rating of 5 on 5 for LSF-4.

STORY OF CHANGE

Vijay Kumar

I am Vijay Kumar, a postgraduate Hindi teacher at the Siddashree Vidya Samsthe. I have been teaching Hindi for the past 10 years. Before attending the Life Skill Facilitation Workshops, I was a teacher who believed in controlling the children by punishing them. I would argue and debate with people who wouldn't agree with my opinion. I got the opportunity to attend all four workshops on Life Skills Facilitation organised by our school management and Dream a Dream.

During workshop two (LSF #2), I was attracted towards Validation Skill, a way to understand and accept children. I started realizing that I was too rough in my behavior towards children. I felt I was expecting 'Respect' from every child and demanding it through developing fear in them.

Our school is an English medium school catering to rural children. Ramesh (name changed), a class 6th student was newly enrolled to our school from a neighboring school. I observed that he had low self-confidence and was not participating in any of the activities although faring well in academics. He was irregular in completing the given homework at school. I collected information about Ramesh from his previous school and was told that he was a very active child who took part in all co-curricular activities, but his behaviour was opposite and dull in our school. I started to validate him by getting closer to him day by day. I learnt that against his wish, he was enrolled from a Kannada medium school to a English medium school. He shared that he was not understanding anything in any of the subjects except Kannada and was very scared to come to school regularly. He had lost interest in his studies.

I validated him by sharing my story that I too was a Kannada medium student but could cope up with the English language gradually and that it was possible for him also to do so. I understood that any change in life takes its own time to develop and decided to be patient with Ramesh. I was happy and shocked the next day when Ramesh during my class rose his hand and recited a full Hindi poem very fluently. When I asked him, how he did it, he shared that he had taken the help of his neighbor to read the Hindi poem and he had written the words in Kannada to be able to recite in the class. I was amazed by Ramesh's approach. He had owned his responsibility as a student and took a strong step to open himself up. I realized that, through love, motivating, validating and empathizing with a child it is easy to gain respect rather than demanding for it.

As a result of my learnings from the workshop I have changed my approach and behavior towards the students. As for Ramesh, I am observing that Ramesh regularly comes to school and completes his home-work. I am sure that he would be one of the best students in the coming days.

TESTIMONIALS

"This session helped me understand, as a teacher, how I should look at children. It changed my whole perspective of dealing with children"

-Teacher from Sri Adichunchanagiri Composite High School, Shimoga

"This training helped us realize that everyone is creative, helped us in increasing our confidence through all the activities which helped in our self-learning. The training also helped us in knowing other participants and their strengths"

-Teacher from Sri Adichunchanagiri Composite High School, Shimoga

"This training helped me learn to respect students for being who they are, to be as a student among students and treat them with love and affection. Just like me, every student possesses strengths. We as teachers need to highlight them first"

- Teacher from Achrya Vidyasagar Education, Belgaum

"Firstly, through this workshop, I have realized how important life skills and the need of these skills are for students. Along with spending time with myself, understanding and feeling good about my strengths, I want to help students who are reluctant and frightened to express themselves, through everyday engagement with them"

-Teacher from Sri Ranganatha Primary & High School, Tumkur

GLOSSARY

ASLSP – After School Life Skills Programme

CCP – Career Connect Programme

CCCI – Career Connect Centre, Bommanahalli

CCC2 – Career Connect Centre, K R Puram

LMSP – Last Mile Support Programme

TDP – Teacher Development Programme

LSF – Life Skill Facilitation

DLSAS – Dream Life Skill Assessment Scale

LSA – Life Skill Assessment

Score Change – End line LSA Score – Baseline LSA Score

Improved – Overall LSA Score Change is above 0

Did Not Improve – Overall LSA Score Change is 0 and lesser

Dropout – Participants who failed to complete School/College/other vocational training course

Overall LSA Score Change – (Sum of Overall LSA Score Changes of all Participants/ Number of Participants) enrolled in a particular programme

Average Attendance – Sum of attendance percentages of all Participants/Total number of participants enrolled in the programme

Standard Deviation – is a measure used to quantify the amount of variation of a set of data values. When the change in scores of the participant is $\geq .75$, it is equal to 1

Standard Deviation

Significant Change – A score change by 1 Standard Deviation ($\geq .75$) is a significant change

ACKNOWLEDGEMENTS

We extend our gratitude to David Wohlever Sánchez for providing his expertise for all the statistical analysis provided in this impact report. David Wohlever Sanchez is an undergraduate student in Public Policy, Economics and Computer Science from Duke University, North Carolina, USA.



DREAM LIFE SKILLS ASSESSMENT SCALE (DLSAS)

Please complete this scale while observing, or as soon as possible after observing, the child. You may need to spend some time observing before you decide on your rating. Do not spend too long thinking about each question, just record your impression. For each question, consider age appropriateness (think of actual age, rather than physical appearance). Mark the most relevant number in the boxes for each question. The comments box can be used to provide example observations that helped you to decide on your rating, or for other comments.

Name of child	Gender	Name of assessor				
Actual age	How old does the child look?	Is the child having difficulty working in a language other than his/her native language?				
		Does not yet do	Does with lots of help	Does with some help	Does with a little help	Does independently
IO. Interacting with others For example, does X interact appropriately with peers, staff, opposite sex? Does X communicate effectively? Does X show sensitivity to others' needs and feelings?						
Comments						
DP. Overcoming difficulties and solving problems For example, does X find a way around obstacles that arise? Does X ask for help appropriately? Does X solve problems successfully?						
Comments						
TI. Taking initiative For example, does X carry out tasks without being told? Does X show age-appropriate leadership?						
Comments						
MC. Managing conflict For example, does X show appropriate assertiveness? Does X resolve disagreements appropriately? Does X accept appropriate discipline? Does X do this without violence or foul language or running away?						
Comments						
UI. Understanding and following instructions Does X understand appropriate instructions when given? Does X comply with instructions? Does X ask for clarification when needed?						
Comments						
OS. FOR THE OVERALL SCORE, ADD ALL ITEMS AND DIVIDE BY 5						
Comments						



Find us at: No. 398/E, 17th Cross, 9th Main, 3rd Block, Jayanagar, Bangalore - 560011, India
Call us: +91 80 40951084 | Write to us: info@dreamadream.org