



IMPACT REPORT 2019-20

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Abbreviations

ASLSP – *After School Life Skills Programme*

CCP – *Career Connect Programme*

LMSP – *Last Mile Support Programme*

TDP – *Teacher Development Programme*

LSF – *Life Skills Facilitation*

TSWREIS – *Telangana Social Welfare Residential Education Institutions Society*

BRP – *Block Resource Person*

CRP – *Community Resource Person*

LSAS – *Life Skills Assessment Scale*

LSA – *Life Skills 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 less than 0*

Maintained – *Overall LSA Score change is 0. The scores remained the same before and after the programme*

Above norms - *Baseline/End line Scores of the participants is ≥ 2.5*

Below norms - *Baseline/End line Scores of participants is < 2.5*

Retention – *Sum of participants completed the programme/Total no. of participants enrolled in the programme*

Average attendance - *Sum of attendance percentages of all participants enrolled/Total no. 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 - *Participants whose scores change by 1 Standard Deviation ($\geq .75$) it is a significant change*

Meaningfully engaged - *To make meaningful career choices and decisions in life*

THE 20 YEAR JOURNEY



Suchetha Bhat

CEO

A handwritten signature of Suchetha Bhat in black ink, written in a cursive style.

_____ 20 years ago 11 people came together with just an idea – to volunteer their time to engage children who were terminally-ill, abandoned and HIV-infected with games and activities that could help them feel joy and hope again. The idea was to bring together children who need support with people who care and could create meaningful engagement. It came from a core belief to appreciate the unique differences in every human being irrespective of backgrounds. I can safely say none of them had imagined that the idea would one day turn into a global movement. I thank Brinda Jacob, Neha Shah (Arya), Vishal Talreja, Rahul Mathur, Supreeta Sampath, Pramod Ramprasad, Sandeep Wadhwa, Rashmi Bajaj, Arjun Dugal, Shweta Kothari and Vishwa Prasad for choosing the untrodden path. Since then, we have had over 240 employees who have been a part of Dream a Dream's team, have engaged over 10,000 volunteers and a host of advisors, mentors, board members, donors and consultants and impacted the lives of over 3 million children and young people. But most importantly, we have continued to be advocates for young people and today stand proudly beside them as they show us the way forward.

The 20th year of Dream a Dream was a pivotal turning point for us. It was a year in which we saw a systemic investment in Life Skills across the education ecosystem especially in public schools across the country. Collaborating with the Delhi Government to introduce the Happiness Curriculum in 2018 was a pioneering moment and since then we have seen many other states departments recognize the importance of integrating Life Skills based pedagogies within the school calendar. We also saw a surge in schools reaching out to us to build the capacity of teachers on the Life Skills Ap-

proach and we contributed to new research coming out of the global south on the impact of SEL and Life Skills based interventions. We also witnessed the birth of Change the Narrative, a youth-led youth-engagement movement propelled by Chinnappa Das and his team and Change the Script 2020 was an event that created ripples across the world. We are feeling a wave of acceptance that well-being and life skills need to be at the core of preparing students to thrive at an Individual, Societal and Planetary level. Fuelled by support from committed donors, strategic partners, governments, long-time supporters and a global call to action around SDG4, it has been one of our best years so far.

This of course has made us more aware and humble about the role we play in shaping this narrative. We hope that we continue to be thought-leaders, change narratives, create mindset shifts and move the conversation forward, both in India and globally until all young people, especially from vulnerable backgrounds, have access to skills, tools and environments they need to Thrive in the world. As we move into our next strategic planning cycle, we will continue to look for insights that can expedite our vision to reality, until one day, we will not be needed anymore.

Thank you so much to all our Board Members, Advisors, Supporters, Mentors, Well-wishers and Champions. Please join me in celebrating this moment in history together and in acknowledging each and every individual who has contributed to this magnificent 20-year journey.

Acknowledgements

————— This impact report required a huge amount of work, research, dedication and its implementation would not have been possible without the support of many individuals and teams. Therefore, we would like to extend our sincere gratitude to all of them.

First, we express gratitude to our co-founder, Vishal Talreja for his encouragement, timely support and guidance till the completion of our impact report.

We would also like to acknowledge the support from colleagues Chandrasekhar K (Director, Strategic Partnerships), Bhavani Arumugham (Associate Director, Teacher Development Programme) and Pavithra K.L (Associate Director, Career Connect and After School Life Skills Programme).

The report would not have been possible without the support of Shanker Subramanian, Amit Sharma, M. Robin Keshav, Swati Chaurasia, Dhanush Kumar, Revanna, S. Chandrashekar, Sheetal Lydia, Renuka Patil, Pawan Kumar and Karamveer Singh. Without their knowledge and experience, the report would have been incomplete in terms of quality of outcomes.

We would also like to acknowledge Varsha Pillai (Associate Director), Anusha Raichur and Rahul Ajit

from the Communications team for designing the report.

Special thanks to A. Shrikanth (Associate Director, Operations) for financial and logistical support, and for providing necessary guidance concerning programme implementation.

We are thankful for and fortunate enough to get constant encouragement, support and guidance from all our partner schools, donors, facilitators, teachers and parents who helped us in successfully completing this report. We would like to extend our sincere gratitude to all young people for their cooperation and active participation in all programmes. We would also like to thank other organisations for administering the Life skills assessment scale to measure life skills in young people.

Special thanks to Annie Jacob, Khushboo Kumari and Sreehari Ravindranath from the Research and Impact team who worked tirelessly to support the production of the report.

Executive Summary

————— Dream a Dream empowers young people from vulnerable backgrounds to overcome adversity and flourish in a fast-changing world, using a creative life skills approach. Dream a Dream has crafted a pedagogical method and a process - a science that allows for a redefinition of adverse circumstances by changing the lens through which the past is viewed. Our programmes seek to improve outcomes for students by creating positive learning experiences through a collaborative approach that targets young people, parents, teachers, mentors, and volunteers.

This report represents the impact evaluation of the life skills approaches implemented across all the three programmes of Dream a Dream for the year 2019-2020. This report intends to document the best practices and innovations to provide inputs and insights for national and international level policies and programmes in life skills education.

Dream a Dream works through three key programmes, ASLSP and CCP which directly impacts young people and the Teacher Development Programme (TDP) which indirectly impacts young people through teachers. In ASLSP and CCP, we use a creative life skills approach where young people can make better choices and become more meaningfully engaged. TDP engages teachers to

indirectly impact young people and is designed to nurture empathy, expand their creativity, develop listening and validation skills and the ability to share with authenticity while also learning facilitation skills.

Currently, we work with 10,000 young people a year through our two innovation labs – After School Life Skills Programme and Career Connect Programme, have trained over 9,828 teachers/educators from six states and including 19 districts in Karnataka impacting over 2,45,700 children and have impacted over 1 million children through strategic partnerships with state governments in Delhi and Jharkhand. We work on a strong collaborative approach with local charities, corporates, volunteers, governments, expert consultants and a host of national and international strategic partners.

The Strategic Partnerships initiative focuses on scaling the life skills approach, the core of what we have learnt in Dream a Dream for the past 20 years. This endeavour creates great opportunities to contribute to the work of State Governments in implementing non-cognitive curriculum like the Happiness Curriculum work with Delhi, Andhra Pradesh, and Uttarakhand Governments. We look at direct impact by creating avenues for our Teacher Development Programme to train teachers across

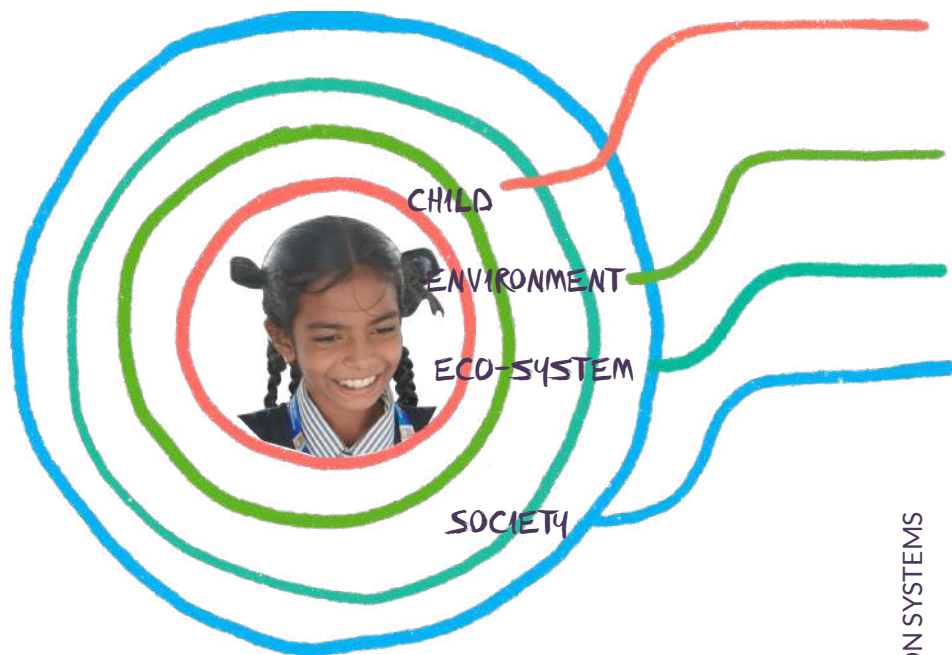
various states and contexts.

Major findings include:

1. All three programmes (**ASLSP-91.6%, CCP-99.7%, TDP-92.9%**) showed improvement in the life skills of young people
2. The improvement in scores was statistically significant (**ASLSP-74.9%, CCP-94.6%,TDP-77,2%**) for all three programmes
3. Male and female participants improved in each of the five life skills measured
4. The Last Mile Support Programme (LMSP) showed that **98.5%** of the young people were meaningfully engaged
5. TDP has deepened the engagement of teachers with young people through its creative life skills approach.

Based on the evidence of the impact evaluation, all programmes are on-track to achieve its intended results. The findings of the study indicate that all intervention strategies were effective in developing and nurturing life skills among the participants.

OUR APPROACH



Dream a Dream is a 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.

At the centre of Dream a Dream's approach is the **child**. We believe that every child has the potential to overcome adversity and develop life skills.

Next, their **closest influencer** - a caring and compassionate adult. It could be a teacher, a parent, a facilitator, a mentor, or a volunteer.

Then, the **ecosystem**. This includes a supportive community of practitioners who are working towards education reform such as the government, policy-makers, administrators, and other such stakeholders.

And eventually, the **society** that the young person will inhabit.

Society

We create framework changes in society by influencing policy, changing education paradigms, and by reimagining learning and redefining the purpose of education for young people to thrive in the 21st century.

Eco-System

We invest in building evidence of the impact of our life skills programmes through quality research. The research helps us build a voice around the criticality and urgency to integrate life skills within learning outcomes. We also build a supportive community of practitioners, organisations, governments, and key stakeholders who help integrate life skills into education reform through strategic partnerships.

Environment

We enable teachers, educators, school leaders, and youth workers to empower young people with life skills through our award-winning creative life skills approach.

Child

We work directly with 10000 young people each year through our two innovation labs - After School Life Skills Programme and Career Connect Programme. In these innovation labs, new approaches to life skills development are introduced, demonstrated, documented and fed back into the larger framework to reimagine learning for young people in India.

FOCUS ON SYSTEMS

FOCUS ON YOUNG PEOPLE

Life skills are abilities for adaptive and positive behavior that enable young people to deal effectively with the demands and challenges of everyday life.

1995, World Health Organisation

The Urgency of Life Skills

_____ Young people from vulnerable backgrounds come from various experiences of adversity. Adversity affects their ability to engage with the world, make healthy life choices and their ability to thrive in the fast moving world.

At Dream a Dream, we believe that 21st century skills provide an excellent opportunity to young people from vulnerable backgrounds. Young people are able to adapt to this new, fast changing world through life skills and thus achieve positive outcomes in life.



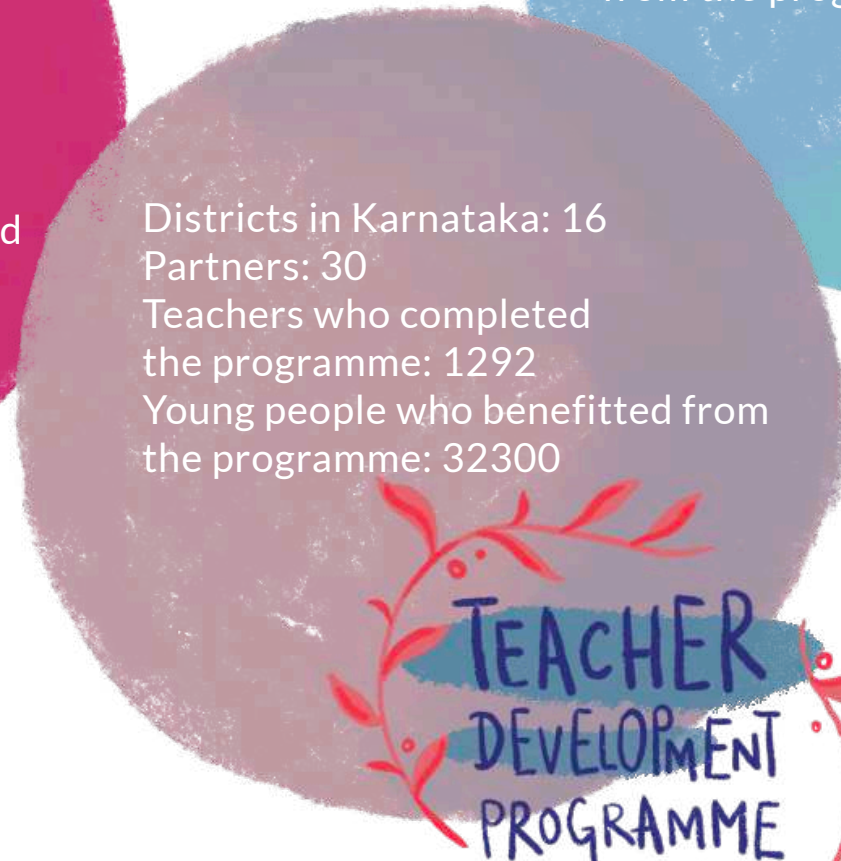
Our Programmes:



A graphic for the 'After School Life Skills Programme' featuring a large red-to-purple gradient circle. The title is written in a hand-drawn style with orange leaves and green banners. The text inside the circle is white.

AFTER SCHOOL LIFE SKILLS PROGRAMME

Young People: 8-16 years
Partner Schools: 24
Young people who completed the programme: 5332



A graphic for the 'Teacher Development Programme' featuring a large grey-to-purple gradient circle. The title is written in a hand-drawn style with red leaves and a blue banner. The text inside the circle is white.

TEACHER DEVELOPMENT PROGRAMME

Districts in Karnataka: 16
Partners: 30
Teachers who completed the programme: 1292
Young people who benefitted from the programme: 32300



A graphic for the 'Career Connect Programme' featuring a large blue-to-teal gradient circle. The title is written in a hand-drawn style with orange leaves and a yellow banner. The text inside the circle is white.

CAREER CONNECT PROGRAMME

Young People: 14-19 years
Partner Schools & Colleges: 16
Young people who benefitted from the programme: 5155

Strategic Partnerships

The Strategic Partnerships team focuses on scaling the life skills approach, the core of what we have learnt in Dream a Dream for the past 20 years. This endeavour creates great opportunities to contribute to the work of State Governments in implementing non-cognitive curriculum like the Happiness Curriculum work with Delhi, Andhra Pradesh and Uttarakhand Governments. We look at direct impact by creating avenues for our Teacher Development Programme to train teachers across various states and contexts. There is also a strong focus to integrate this learning into programme design of various NGOs to reimagine their work with their stakeholders.

DELHI

Dream a Dream partnered with Delhi Government on Happiness Curriculum, an educational programme for children in grades 1 to 8 in schools run by the Government of Delhi. The objective of this program is to improve the mental wellbeing of students. The curriculum teaches mindfulness, social-emotional learning, critical thinking, problem solving and relationship building with an objective to equip students with the necessary skills and environment to become purpose-driven and explore a nuanced idea of happiness. The introduction of the curriculum into government schools of Delhi has been called a reformative step towards school education in India. The Happiness curriculum has been introduced in 1024 government schools, 20000 classrooms - impacting 8,00,000 students.

KARNATAKA

Dream a Dream has continued our partnership with the Karnataka Government, as part of the Government's SMART City Initiative. Dream a Dream conducted the Life Skills Facilitation workshop for the second set of government teachers (LSF #1) in Tumkur in Nov'19. The team is also exploring the possibility of launching the Happiness Curriculum/well-being curriculum in Karnataka after successful meetings with the Education minister and the Commissioner of Education in January 2020.

ANANDAM PATHACHARYA, UTTARAKHAND

In Uttarakhand, Dream a Dream is working as a life skills anchor to support the Government in managing and implementing the Anandam Pattacharya – which aims at the development of overall and mental well-being and also to empower children to be responsible and aware citizens. The curriculum looks to create a stimulating environment for learners from 1st to grade 8 through a variety of methodologies to explore, experience and express Anandam (happiness). The curriculum has been introduced in 3027 schools impacting 1.35 lakh students, covering 15 blocks in the state. The programme successfully trained 12000 teachers and principals on life skills facilitation.

TRIPURA

The Dream a Dream team along with the Education Department, Tripura conducted a Training of Trainers (ToT) for 600 teachers, headmasters and resource persons in Tripura on using sports to develop life skills in children. The week-long workshop with different batches used football and other activities to orient teachers on life skills. For the next academic year, the team is on the lookout to forge further synergies with the Tripura government

GYAN-SETU PROGRAMME, JHARKHAND

Gyan-Setu is a program conducted by volunteers in remote parts of the problem affected regions of India. This is a year long programme and the main objective is to spread the joy of happiness, provide exposure to the fascinating world of science and technology and to provide inspiration to develop proactive attitudes to the challenges faced by the community. In partnership with the Jharkhand government, Dream a Dream ensures the effective implementation of the Gyan Setu programme using a life skills approach in Ramgarh district. The Dream a Dream team has assisted in conducting school visits, review meetings and workshops. The team has trained 213 teachers, block resource persons, community resource persons and headmasters using life skills approach.

PUDUCHERRY

The Happiness Curriculum is set to launch in Puducherry and our presentation with the Directorate of School Education Puducherry has been accepted. The MoU will be signed upon approval from the office of the Development Commissioner. Meanwhile, the curriculum translation from Hindi and Telugu to Tamil by the District Institute for Education and Training at Puducherry is underway.

ANDHRA PRADESH

The “Ananda Vedika” or the Happiness Curriculum program in Andhra Pradesh was launched in July 2019. Furthermore, Dream a Dream was involved in the Curriculum creation and has mentored the State Resource group and completed the curriculum creation for Grades 1-10. The team also aided in the planning and execution of training of 600 District Resource Persons (DRPs) which was the first level of training for the state. These trained DRPs have successfully trained all the teachers in the Government schools in Andhra Pradesh, ensuring that in the first 30 minutes in all schools, the Ananda Vedika curriculum is followed.

AGA KHAN FOUNDATION (AKF), KENYA

Dream a Dream engaged over 205 teachers from Aga Khan Academy, AKF and the Global Centre for Pluralism on education initiatives to promote pluralism. The primary objectives are to build self-reflection in teachers and relationship building with students to further the foundation’s core values of pluralism. Dream a Dream team has conducted Life skills sessions for staff and outdoor experiential camps for youth. In addition, the Dream a Dream team assisted in developing a comprehensive 3-module, 6-day teacher training design to integrate pluralism and ethics within the school curriculum for AKF, East Africa. These modules were piloted with 10 schools and approximately 160 teachers and educators in 2019. AKF, Kenya has integrated the Life Skills approach into their work.

TELANGANA

Dream a Dream has partnered with the Telangana Social Welfare Residential Educational Institutions Society (TSWREIS), Ministry of Scheduled Caste Development, Government of Telangana. The goal of this partnership is to introduce life skills approach in all TSWREIS schools and empower teachers with the life skills needed to build empathetic, creative and highly engaged classrooms for children coming from severe adversity and to be able to integrate life skills in academic and nonacademic sessions. TSWREIS is running 268 residential educational institutions with the noble aim of providing quality education to the needy and deprived children. The mission of the TSWREIS is to prepare the students to face the challenges of the 21st century with a sense of self-confidence and collaborative behavior. So far 73 teachers from TSWREIS attended the Life skills facilitation by the TDP.

Dream a Dream conducted a baseline study in 6 TSWREIS schools (510 students) on life skills.

Top learnings of the programme:

81.76%

required either lot of help or some help to demonstrate life skills

63%

of the children have life skills below standard norms (< 2.5 points) which highlight the urgency of life skills in children

Feedback Analysis:

89.1%

of the participants were very satisfied with the training

90.8%

of the participants said that they will recommend Dream a Dream's Life Skills Programme to colleagues/friends

Life Skill Assessment Scale and NGO Partnerships:

The Life Skill Assessment Scale (LSAS) is an effective five item scale used to measure life skills in young people. The LSAS is the first of its kind, peer-reviewed, standardized and published impact measurement tool in the world to measure improvement in life skills amongst disadvantaged children in India. The scale is externally administered by programme facilitators at the beginning and end of the life skills programme to measure the 5 life skills mentioned.

The context for the development of this scale came from the observation that several programmes, more specifically among non government organisations in India, work with disadvantaged children coming from adverse backgrounds and have no simple and effective tool to measure life skills interventions. There are wide differences in the approach and method employed in interventions, but the common thread of these interventions is in preparing the young people to face challenges and thrive.

The LSAS developed is a free child centred tool and hence used globally to measure life skills in children in adversity. The following table which gives a brief of LSAS oriented/used by various national and international NGOs (2018-19 to 2019-20).

Name of the NGO	India/Other Countries
Aga Khan Foundation	Kenya
Indochina Starfish Foundation	Cambodia
Fundación Mi Sangre	Colombia
Equitable Education Trust	Thailand
Akanksha Foundation	Mumbai
Teach for India	Bangalore
Udaan	Mumbai
Enabling Leadership Foundation	Bangalore
Y-Ultimate	Delhi
Thrive Foundation	Chennai
Learning Curve Foundation	Hyderabad
Sports Village	Bangalore
Save Trust	Chennai
Shaishav Children's Right Organisation	Gujarat
Ology Host	Chennai
Equal Community Foundation	Pune





Voices of Impact:

_____ “Really enjoyed meeting, all people in one place, having open minded discussions, respecting each other’s ideas and coming up with probable solutions.”

- Praveen Mamidala, Joint Secretary of Higher Education, TSWREIS at Change the Script Conference-2019

_____ “This workshop motivates me to do my job with honesty. I realized that through our hard work and knowledge we can bring change in society. I was able to reflect my skills and strengths. Now I can help my students to reflect on their inner strength and skill.”

- Sujeet, School Teacher, Ramgarh District, Jharkhand

_____ “I have changed my classroom into a more joyful and lively place. I learnt to decorate my classroom with balloons and color papers. It created excitement among children. It helped children feel safe and happy.”

- Mishy, Teacher, Participant at Aga Khan Foundation

_____ “Through the workshop we learnt how to deal with students who remain silent, at the same time deal with other students who are energetic and not compare to them.”

- Farah, School Teacher, Ramgarh District, Jharkhand

_____ “I have never seen this involvement and participation of teachers in the trainings conducted. They are enjoying the process. We should provide this experiential training to all the teachers in the TSWREIS schools.”

- George Varkey, Academic Coordinator, TSWREIS

Corona Virus Pandemic (COVID-19) – Dream a Dream Response

The COVID-19 situation has put an immense amount of stress on families to thrive on everyday needs. The director-general of the World Health Organization said that the lockdown to limit the COVID19 transmission had “unintended consequences for the poorest” and “most vulnerable”. Since the onset of the COVID-19 outbreak in India at the beginning of March, sources of income have dried up. Lakhs of vulnerable people across the country face chronic food insecurity due to the lockdown.

During this challenging time, Dream a Dream devised a COVID-19 support system to respond to the young peoples’ basic needs such as ration kits and emergency medical support. A team of professionally trained counsellors provided psychological and emotional support to the needy young people to cope with the present situation and face challenges. Awareness on the pandemic and e-learning programmes were also introduced for young people.

THE SUPPORT SYSTEMS OFFERED THE FOLLOWING TO YOUNG PEOPLE:

- **162** one on one psycho social support and COVID 19 awareness to young people
- **812** Ration kits to the needy
- **40** e-learning Programmes in Karnataka, E-Pataskala in Jharkhand

Impact in Stories:

_____ Amarnath, graduate from Career Connect programme shares how life skills developed helped him to find solutions to challenges he faced: “My parents are tailors at a garment factory. The sudden decision of the government to observe lockdown resulted in the loss of job of my parents. We faced a lot of problems with no money for food. Clearing loans became very difficult. With the rise in corona virus pandemic cases, I saw a great demand for masks and PPE kits and thought of making use of this opportunity. My parents started stitching masks and PPE kits with the little money saved. Initially, there was no demand, but rising cases saw increasing demand for masks. We started selling masks in our neighborhood and also started awareness on Corona virus pandemic. We were able to make Rs.11000 a month selling masks and PPE kits.”

Learnings and Outcomes of the Programme:

DELIVERING IMPACT

Positive change in participants' average scores

91.6%
ASLSP

99.7%
CCP

92.9%
TDP

Participants showing improvements in each life skill

77.4%
ASLSP

94.6%
CCP

77.2%
TDP

Participants showed improvement in skills by at least one standard deviation ($\geq .75$)

74.9%
ASLSP

96%
CCP

77.7%
TDP

Participants had a normative score ≥ 2.5 points by the end of the programme

96.1%
ASLSP

97.5%
CCP

90.2%
TDP

Participants who had meaningful engagement (ie; made meaningful choices in life)

98.5%
CCP

Methodology, Assessment Instrument:

The methodology followed by ASLSP, CCP and TDP is to assess the participants at the start (Baseline Assessment) and end (Endline Assessment) of the programme using the Life Skills Assessment Scale (LSAS). Results gathered help indicate the programme's

effectiveness in developing life skills in young people before and after the programme. The baseline is administered after the first few sessions for the ASLSP & CCP. For the TDP the baseline is administered three days before the Life Skills Facilitation workshop-1 and the end line is administered for the same young people at the end of

the programme (after all four LSFs).

More specifically the facilitators observed the behaviour of the students in the sessions (ASLSP/ CCP) and for TDP, facilitators observed students both inside and outside the classroom. They are assessed on 5 life skills.

Data Interpretation:

The following assessment options of the 5 life skills in the LSAS (does not yet do, does with a lot of help, does with some help, does with little help and does independently) have been converted to scores from 1 through 5 respectively. These scores were then averaged for all skills and by each of the life skills to gauge the extent of improvement. Inferences drawn from the numbers are in accordance to the norms arrived in the development of the LSAS scale along with the SD for each skill: A "normative score of 2.5 with a SD of 0.75" is considered as a significant change in the average of all 5 life skills (Kennedy et al, 2014, p. 204).

The impact of Dream a Dream Programmes is measured using the Life Skills Assessment Scale. The *LSAS is the first of its kind, peer-reviewed, standardized and published impact measurement tool in the world to measure improvement in life skills amongst disadvantaged children. The scale is externally administered by programme facilitators at the beginning and end of the life skills programme to measure the 5 life skills mentioned. Kennedy, Fiona, et al (Kennedy et al, 2014)

Life Skills Assessment Scale

Dream a Dream uses a simple and effective five item scale called the Life Skills Assessment Scale (LSAS) to measure life skills in young people. Life Skills Assessment Scale is a peer reviewed, standardized and published impact measurement tool that measures (Kennedy et al, 2014) life skills in young people.

The Life Skills Assessment Scale* is administered for young people in the age group of 8-16 years. In 2019, Dream a Dream conducted a study to extend the LSAS age norms resulted in a simple, valid, and reliable assessment tool for children and young people aged from 8 to 22 years. This was peer-reviewed, standardized and published in Social Behaviour and Personality Journal.

**THE SCALE
ASSESSES
5 CORE
LIFE SKILLS**

*The LSAS Paper: https://www.changemakers.com/sites/default/files/competition_entry_form_files/3518_lsas_sbp_journal_march_2014.pdf

SKILL 1**taking initiative**

The ability to come forward and do things independently, whether it is to pursue one's own interests or to further the interests of others. This includes behaviour such as sharing ideas, taking the lead, encouraging others, raising one's hand, coming forward to help the facilitator with a task, or staying back after the session to help clean up.

SKILL 2**solve problems**

The ability to acknowledge that there is a difficulty, actively seek ways to overcome or solve it through various means, such as asking for help or taking some action. This includes the person's ability to overcome difficulties, face obstacles, ask help appropriately and solve problems successfully.

SKILL 3**interact with one another**

The ability to communicate with others. This could be an individual person, a small group, a large group, with teachers, or with the opposite sex. It involves the ability to interact in an effective, respectful, sensitive manner.

SKILL 4**manage conflict**

The ability to be aware of the conflicts both internal and external and at the same time the manage conflicts effective and respective manner. This includes being assertive, resolving disagreements appropriately, not using violence or foul language.

SKILL 5**understand and follow instructions**

The ability to comprehend and understand instructions and then comply and respond appropriately.

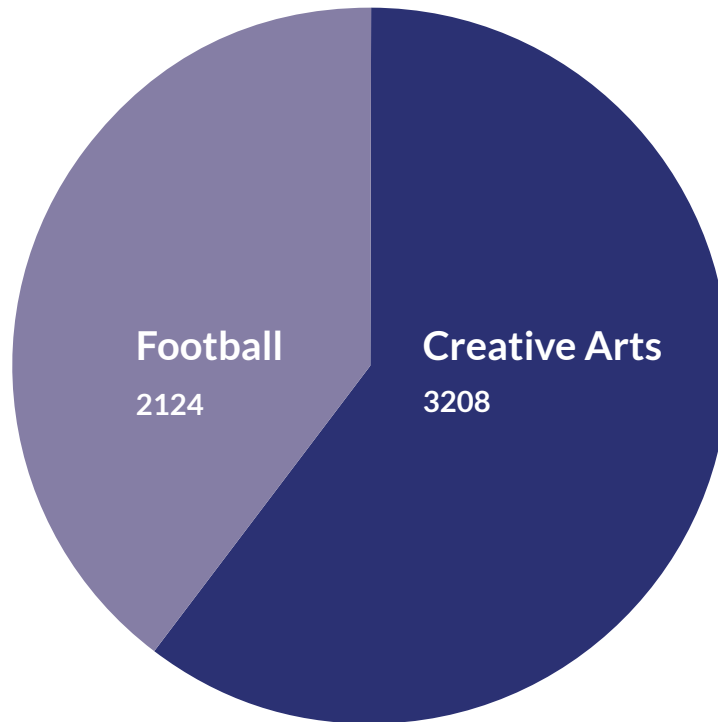
01 After School Life Skills Programme (ASLSP)

————— 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 are developed, introduced, demonstrated and fed back into a larger framework for learning.

Participants in this programme are primarily between 8-16 years of age. The programme is broadly divided into two areas: Life Skills through Creative Arts and Life Skills through Sports (Football). Young people join the ASLSP and choose either the arts-based or the sports-based medium. The participants are then divided based on their age, into batches and each batch receives around 25 sessions during a school year.



Programme-wise Distribution of Participants Who Completed the Programme



Total Participants

5332

Average Attendance

86%

Retention Rate

95%

Partner Schools

24

Facilitators

38

Parents Oriented

650

Teachers Oriented

508

Young people graduated

1042

Increase in the number of young people graduating from the programme year after year

2018-19: 824

2019-20: 1024

Increase in average retention year after year

2018-19: 94.5%

2019-20: 95%



2638



2694

participants completed

School Leaders Speak:

_____ “When Dream a Dream team first came to our school, I was very skeptical mainly because I didn’t understand how life skills could be taught through the medium of football. Over time, I learned how it could be done and started witnessing changes in my students. The shy, silent students in our classes, keeping to themselves, began transforming into bold and confident boys and girls. I could see that they were closely attached to the facilitators. The happiness and excitement they show at the end of the Classes, when getting ready for the football sessions, truly show how much they look forward to it.”

- Principal, Stella Mary’s School

Top Outcomes of the Programme:

- 77.4% of participants improved in each life skills
- 91.6% of participants showed a positive change in life skills

ASLSP helped in:

- Building confidence and leadership skills
- Being focused, attentive and listen to instructions
- Improving interactions with peers

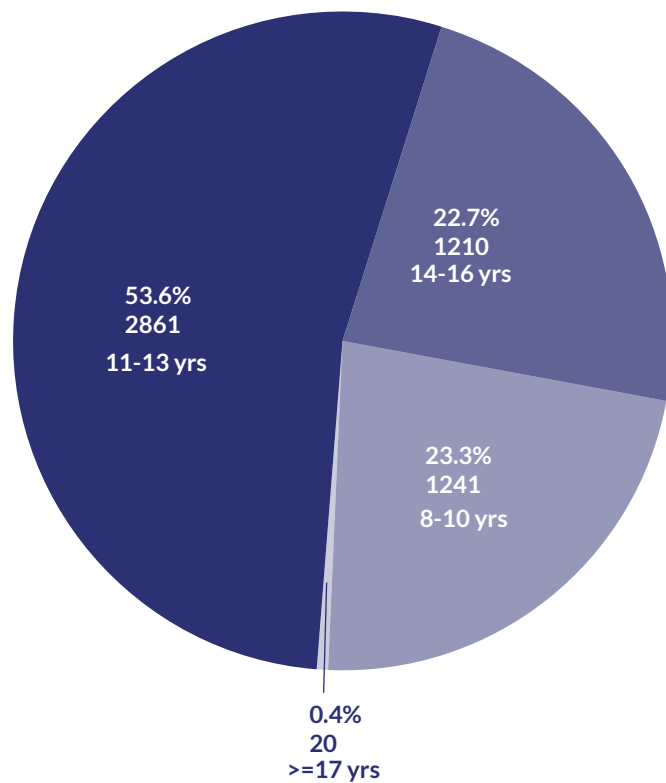
Programme facilitators were:

- Appreciating and encouraging
- Holding space for young people
- Empathetic and patient to every young person

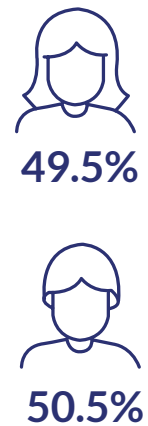
Impact Analysis: Life Skills Assessments

The Life Skills Assessment was conducted in 24 Partner's Schools under the ASLSP. The Life skills assessment data was collected from 5332 participants of which 2638 were male and 2694 were female. They were in the age group of 8-17 years and between the grades of 4th and 9th.

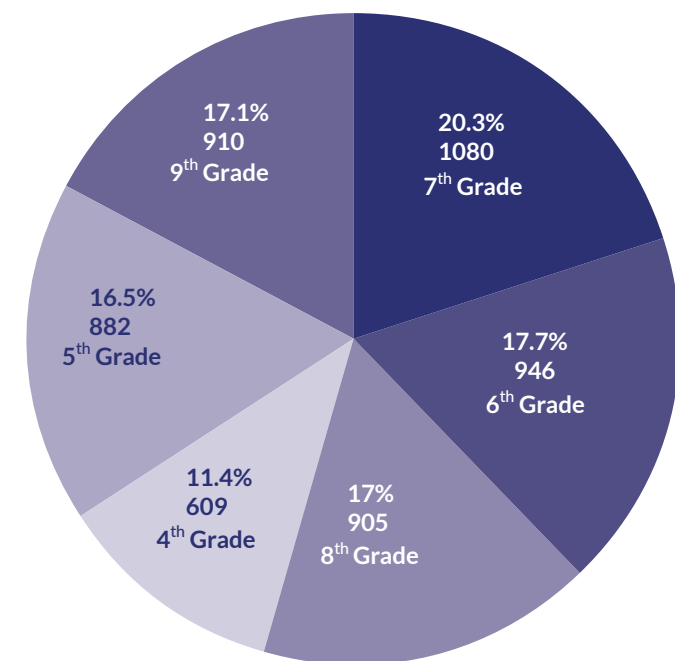
Age Distribution



Gender Distribution



Grade Distribution



Life Skills Improvement

91.6 % of the participants showed a positive change in life skills



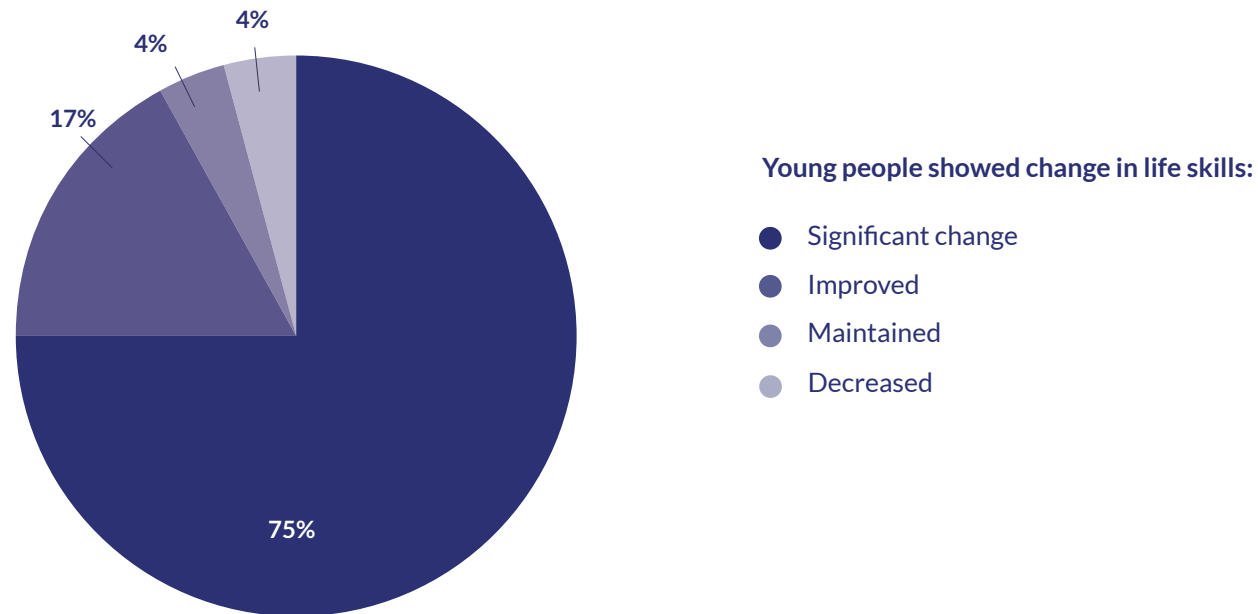
The analysis showed:

- The results of the study showed that a majority of the participants required a lot of help or some help to demonstrate life skills at the beginning of the programme. Through the life skills intervention participants demonstrated skills independently or with very little help by the end of the programme.
- The study showed Female participants (73.7%) demonstrated life skills independently or with little help compared to male participants (69.9%).

This table also gives us details of the participants' scores and their improvement from baseline to end line:	Life skills	Baseline	End line	Improvement
	Interacting with others	2.5	3.9	1.4
Overcoming difficulties and solving problems	2.2	3.6	1.4	
Taking initiative	2.4	3.8	1.4	
Managing conflict	2.2	3.5	1.3	
Understanding and following instructions	2.5	3.9	1.4	
Average		2.4	3.7	1.3

Overall Significant Change in Life Skills

74.9% of the participants improved their skill significantly

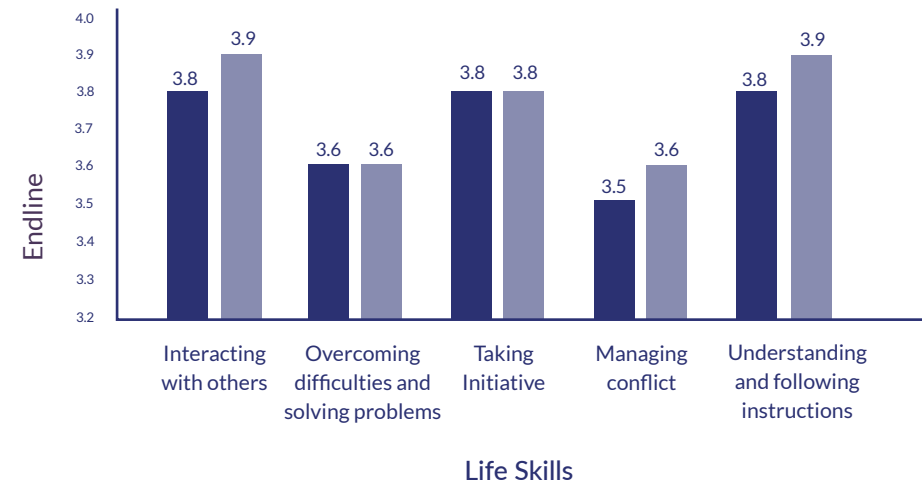
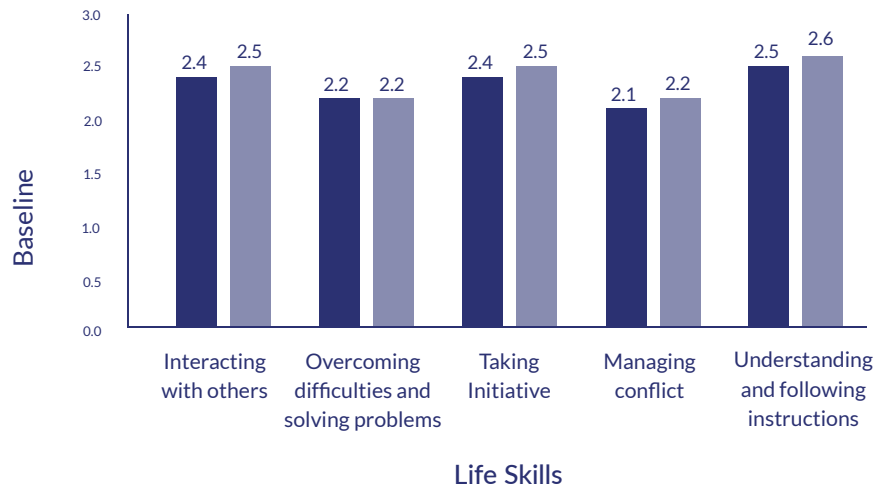


THE ANALYSIS SHOWED:

The results showed majority of the participants (75%) improved their skills significantly (at least by one standard deviation $\geq .75$ points). In the beginning of the programme 55.9% of the participants had scores below the set standard norms (LSAS norms of < 2.5 points) and this improved to 96.1% participants above norms by the end of the programme.

A higher number of female participants (75.5%) improved their skills significantly when compared to the male participants (74.2%).

Gender-wise Improvement In Each Life Skill

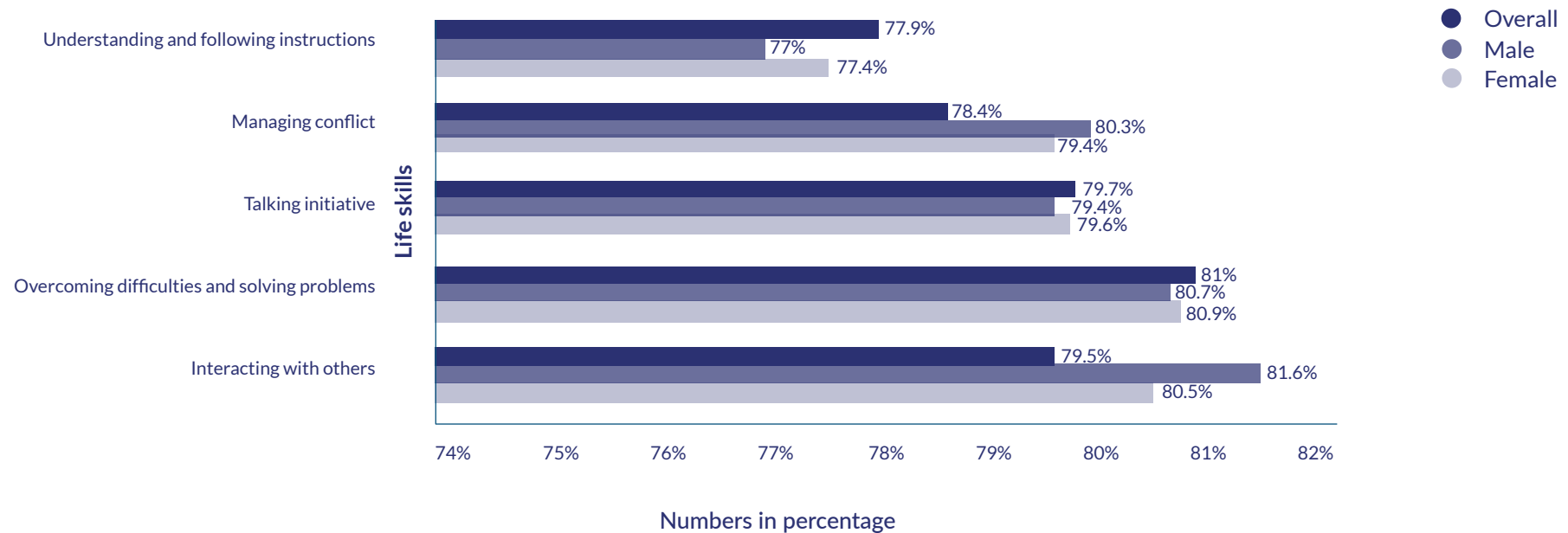


- Male
- Female

KEY FINDINGS:

- The above graphs show the life skills scores of male and female participants. All participants had norms above norms (≥ 2.5 points) by the end of the programme
- Higher number of female participants (97.1%) had scores above norms when compared to male participants (95.2%)
- Both male and female participants had a very low life skills score for managing conflicts and overcoming difficulties when compared to other skills

Participants Showing Improvement in Each Life Skill



WHAT WE LEARNED:

- 77.4% of participants improved each life skill
- Both female (81.6) and male (81%) participants showed high improvement in interaction with others and overcoming difficulties & solving problems
- Both male and female participants had low scores in understanding and following instructions(77%) when compared to all other life skills

_____ Aravind is a 14-year-old boy who has been studying in Annaswamy Muddaliar High School for the past year. The students who come to this school are from underprivileged backgrounds, with single parents, and parents working long hours and multiple jobs to make ends meet. The school provides these downtrodden children with multiple opportunities to explore and tap their potential, like Dream a Dream's After School Life Skills Programme, through the medium of Sports.

Orphaned at a very young age, Aravind and his siblings found shelter at his uncle's house. Having witnessed his mother's death and his father abandoning them, Aravind and his two brothers have had a troubled childhood. While growing up, the teachers could not make him interested in academics, leading him to bunk classes and roam around with the neighbourhood boys. Until a year ago, he was acting out, not only at home but even in school. Aravind says, "I was always outside the house, never at home and even the coaching classes I was enrolled for, I would go one day and bunk another because it didn't interest me."

Aravind enrolled in this school a year ago, convincing his uncle that he wanted to study there as his friends all went to the same school. His class teacher said, "The first couple of days, I would ask him questions and he would answer them but would remain silent otherwise. A few days later, he started misbehaving

in class, being disobedient and talking out of turn and always trying to disrupt the class." Around this time, he heard about Dream a Dream's After School sessions and decided to get enrolled in the same to learn football. Geetha, the facilitator soon noticed that he was very hyperactive but displayed great skills when playing football. She observed him at sessions and enquired about him to his teachers, who shared that he was naughty in class as well. Determined to bring out the best that Aravind has to offer, Geetha set herself out on a mission. She kept pushing him to take up leadership roles during the sessions, to lead the others in warm-ups, or check-ins and as time wore on, she began to see a shift in his behaviour.

Aravind says, "I learnt the importance of being on time and the discipline of being completely dressed in my football kit of jersey, socks and shoes. When others were struggling to understand something, I had to help them." The same Aravind who was always bunking classes was now punctual to school and Aravind says that his family was shocked to see him attend class regularly and to see him do his schoolwork every evening after going home. His class teacher on speaking with Geetha also started making him a leader in class, which made him behave well and ensure that the other students were also well-behaved. She said, "I asked him one day why he had changed, and he said that because he is a leader now, he has to set a good example to the other students. He has to stop others from behaving badly."

During the warm-up sessions, Aravind donning a cap looks smart as he leads the other students with stretches, and he ensures that everybody is putting their best foot forward as the facilitator takes some time out to speak to a teacher. Aravind hopes to become a football player when he grows up and is working hard to reach that goal. Geetha says, "I feel that Aravind is still very hesitant and afraid to speak up. He has come a long way from the boy who kept disrupting my sessions to leading them and taking up responsibilities to help me."

Thriving for Aravind is beginning to discover the potential in him and work hard at changing his ways. It is him stepping out of his comfort zone of being unseen and slowly stepping into his bigness as he dons leadership roles. Thriving for him is looking past his daily routines of roaming with his friends and now slowly beginning to focus on himself and his future.

Voices of Impact:

_____ “I want to create a world where women are equal to men and are free to do what they want without a man’s interference.”

- Amrin, Excellent School

_____ “Looking back at those days when I was always second-guessing whether I should lead and how I used to hide at the end of the line, to avoid being chosen as a leader, I realise that I have come a long way.”

- Arpita, Mount Everest School

_____ “Life skills helped in discovering my potential and belief in myself. The skills helped me learn how to work together as a team, to play and how to remain calm in a difficult situation. It helped me to envision a larger dream with the support of my facilitator.”

- Prithviraj, Pragna Vidyaniketan

_____ “I learnt the importance of listening to and following instructions through the sessions, which I apply in my daily life, be it in school or at home.”

- Prajwal, South End Public School

Life Skills Day 2019:

Life skills day is a planned one-day event for young people whose baseline life skills scores are below the standard norms (≥ 2.5 points). This year Life Skills Day was conducted for 150 young people from various schools with a low life skills score(baseline).

The analysis of feedback received from young people who attended are as follows.

85% of participants rated that they were very satisfied with the Life Skills Day event

90% of participants rated Life Skills Day activities very useful

_____ "It was a fantastic day. The session helped me learn that concentrating on the work or activity we do, which can bring in success."

- Tabrez Pasha, Teacher

_____ "The sessions and activities on life skills enhancement have completely shifted my lens. I enjoyed the session."

- Participant, External NGO

02 Career Connect Programme (CCP)

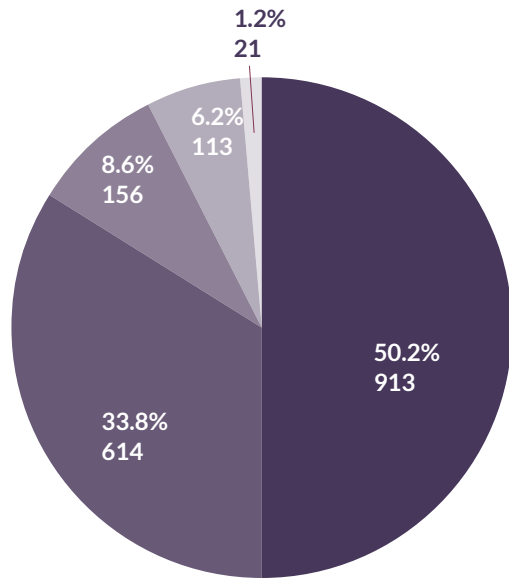
_____ Career Connect Programme (CCP) is an innovation lab which equips 14-19 year olds with information, skills and access to opportunities to make a healthy transition to adulthood. CCP conducts career awareness workshops, runs short-term modules in Computers, English, Communication skills, Career guidance and provides access to internships, scholarships, vocational training and jobs. The programmes are delivered with a high impact life skills approach that develops the resilience, confidence and adaptability of young people to respond to the fast change of pace in the world around them.



Life Skills Assessment Analysis (2019-20)

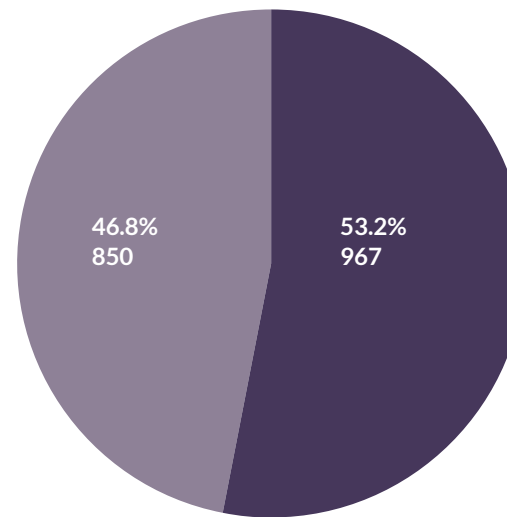
The Lifeskill Assessment Analysis presents data sets of young people who completed the Career Connect Programme. A total of 1817 young people completed the Life Skills Development Programme. For the analysis, there were 850 male and 967 female participants. They were in the age group of 12 to 28 years.

Age Distribution



- 12-14 years
- 15-17 years
- 18-20 years
- 21-23 years
- 24 years and above

Gender Distribution



- Female
- Male

Life Skills Development
2019-20:

Average Attendance
88.52%

Retention Rate
92.73%

Increase in number
of young people who
completed the life skill
development programme
year after year

2018-19: 1636
2019-20: 1994

Skill Development
2018-19:

Average Attendance
97.22%

Retention Rate
87.88%

Increase in the number of
young people completing
skill development
programme

2018-19: 1305
2019-20: 1348

_____ “The Basic Computer sessions were truly a life-changing moment for me! More than technical knowledge about computers, I learnt something which I felt I was truly lacking. Life Skills. Anita Ma'am's friendly, caring and understanding nature helped make this happen.”

- Rajesh, Life skills development Programme

_____ “I am not afraid of failure anymore because I know that even if I fail in studies, I have other ways and skills to become successful. Studies is not everything, but skill is everything.”

- Akash, Career Connect Programme, Life skills Development Programme

_____ “I always wanted to be an artist. The career awareness workshop gave me hope that even artists can have a bright future; it helped me understand what my future options are to become an artist.”

- Anitha, Sharada Vikas PU College after Career awareness workshop

Top Outcomes of the Programme:

- 99.7 % of participants improved in each life skills
- 94.6% of participants showed a positive change in life skills

CCP helped in:

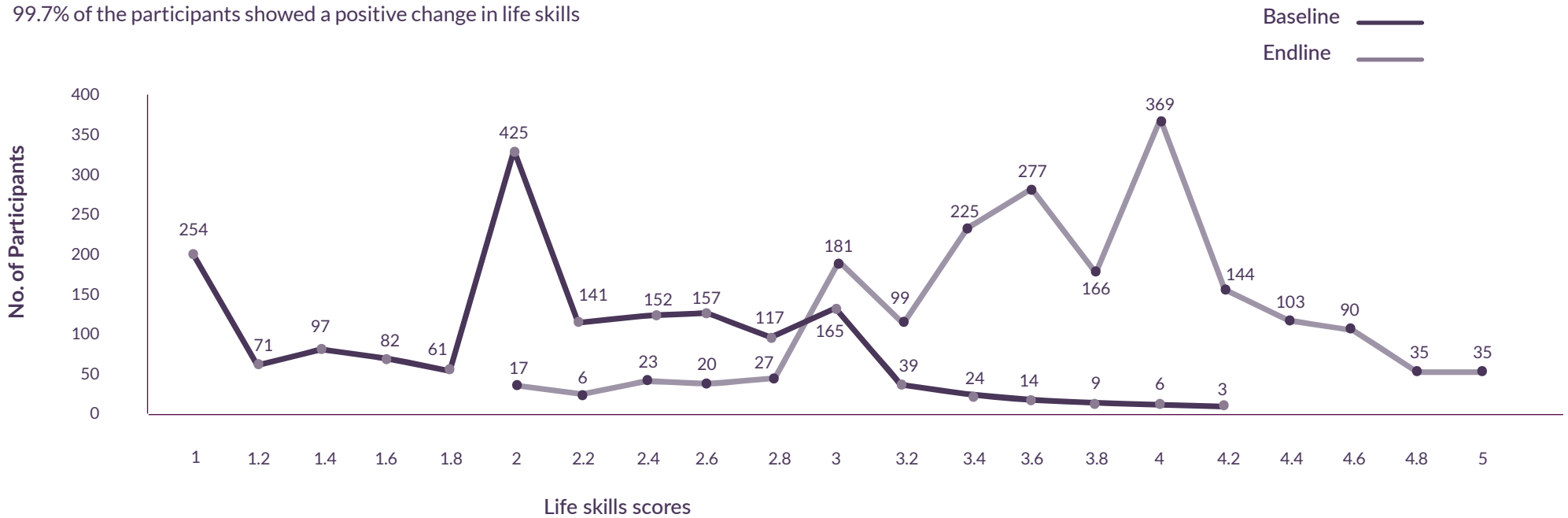
- Creating a positive attitude in young people
- Building confidence and Leadership skills
- Change in mindset and thrive

Programme facilitators were:

- A constant source of motivation and encouragement
 - Helped to Identify and discover strengths in young people
 - Holding space for every young person
-

Life Skills Improvement

99.7% of the participants showed a positive change in life skills

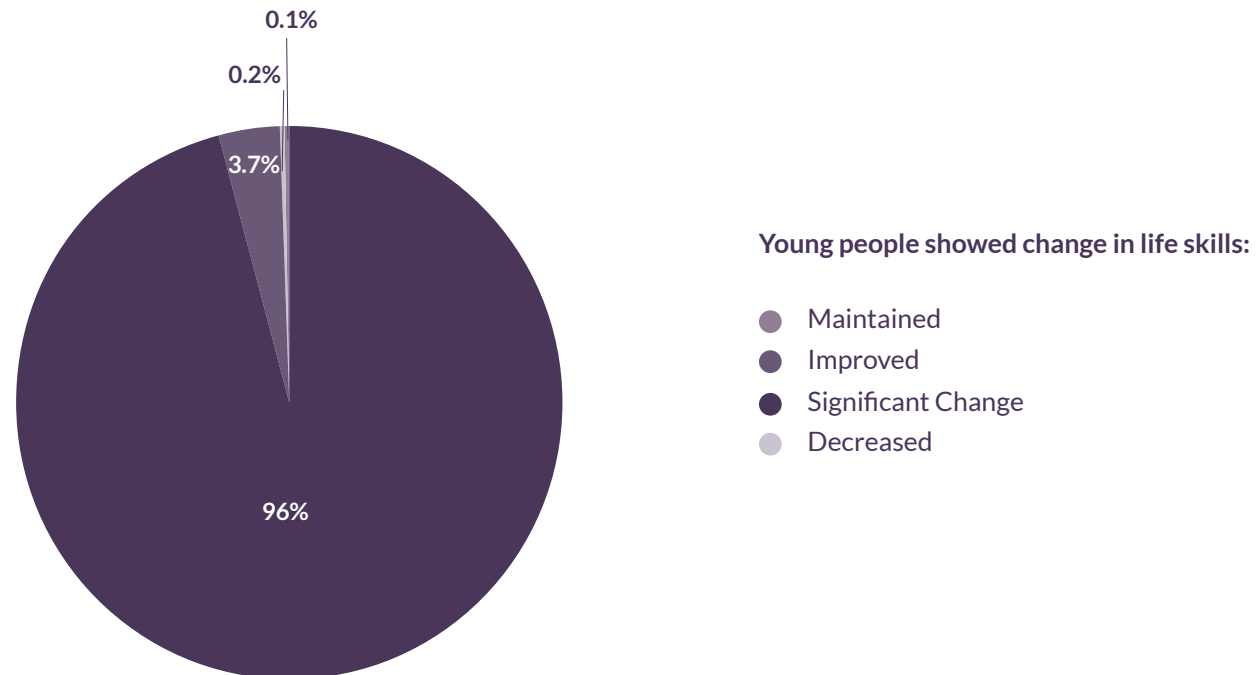


The analysis showed:

- The results of the study showed that a majority of the participants required a lot of help or some help to demonstrate life skills in the beginning of the programme. Through the life skills intervention participants demonstrated life skills independently or with very little help by the end of the programme.
- The analysis showed higher male participants (85.6%) demonstrated life skills independently or with little help compared to female participants (84.3%)

Life skills	This table also gives us details of the participants' scores and their improvement from baseline to end line:		
	Baseline	End line	Improvement
Interacting with others	2.1	3.8	1.7
Overcoming difficulties and solving problems	1.9	3.6	1.6
Taking initiative	2.0	3.7	1.6
Managing conflict	1.9	3.6	1.6
Understanding and following instructions	2.2	4.0	1.7
Average	2.1	3.7	1.6

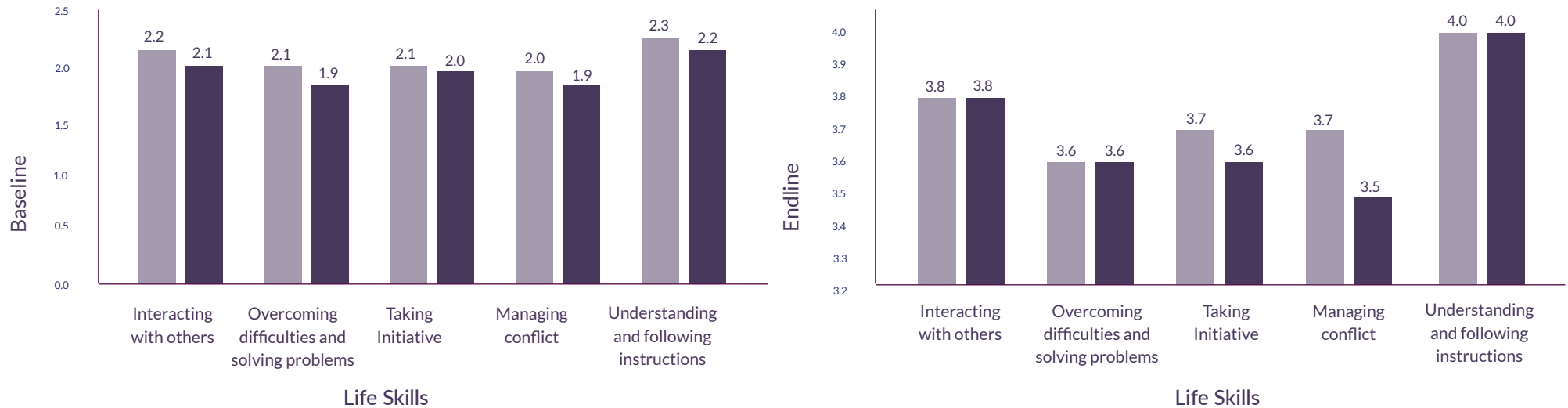
Overall Significant Change in Life Skills



THE ANALYSIS SHOWED:

- The results showed majority of the participants (96%) improved their skills significantly (at least by one standard deviation $\geq .75$ points). In the beginning of the programme, 70.6% of the participants were below the set standard norms (LSAS norms of < 2.5 points) and this improved to 97.5% above norms by the end of the programme.
- A higher number of female participants (96.7%) improved their skills significantly when compared to the male participants (95.2%)

Gender Wise Improvement In Each Life Skill

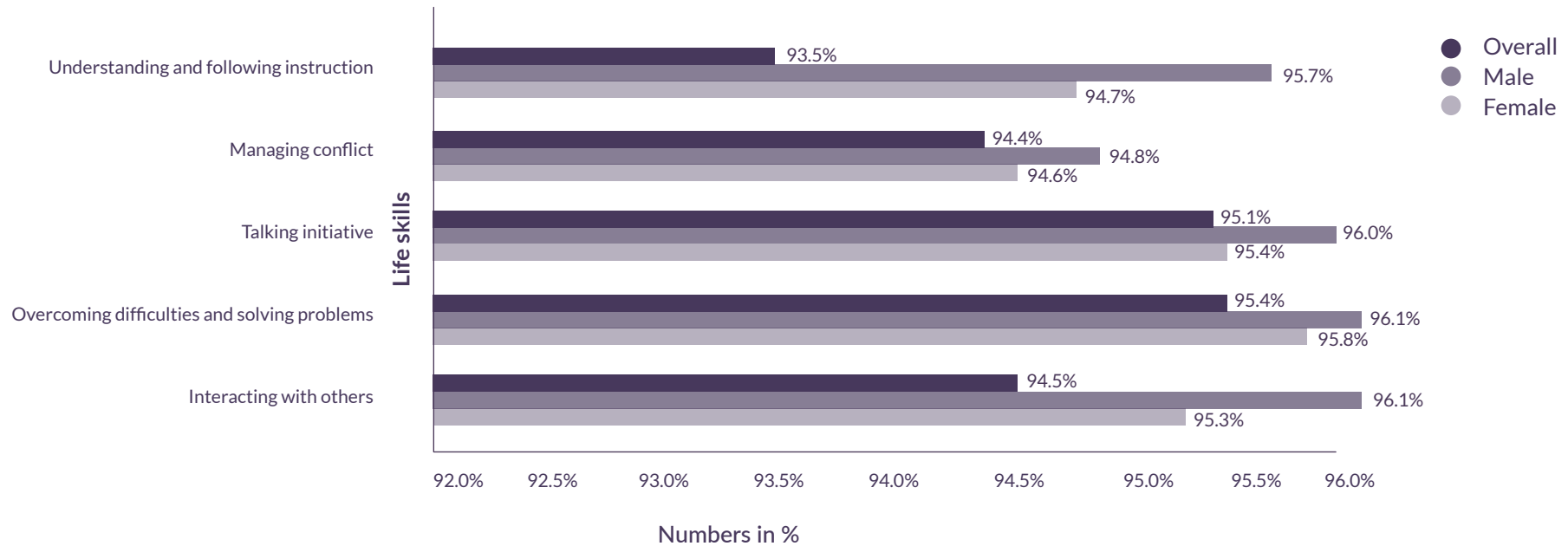


- Male
- Female

KEY FINDINGS:

- The improvement in each life skill for both male and female participants was statistically significant ($SD \geq 0.9$ points for each life skill)
- Both male and female participants have an average baseline score below the norm on each of the skills (< 2.5 points)
- At the end of the programme, female and male participants show equal improvement in each of the life skills
- Both male and female have an average endline score above the norm on each of the life skills (≥ 2.5 points)

Participants Showing Improvement in Each Life Skill



WHAT WE LEARNED:

The graph showed the overall average scores in each of the 5 life skills. 94.6% of the participants improved each life skills. Female (96.1%) participants showed high improvement in interaction with others and overcoming difficulties solving problems. Male participants (95.4%) showed high improvement in overcoming difficulties and solving problems. Male and female participants have very low skills in understanding and following instructions and managing conflicts respectively.

_____ Akash is a timid boy trying to figure out his place in the world. His family comprises of four members: his father who works as a tailor, his mother who is a homemaker and his twin brother. During the tenth board exams, he developed performance anxiety and ended up failing the Social Studies paper. His parents were a bit disappointed but continued to encourage him to appear again for the supplementary exams, where he would give another attempt in clearing the subject. Sadly, he failed in the attempt at well.

When his parents found out that Akash didn't clear the paper in the second attempt too, they became furious and started scolding him, saying very hurtful things. Being highly sensitive, Akash felt deeply hurt and found himself with nobody to express his sadness and pain. His brother, scared of facing their parents' abuses for supporting and speaking up for Akash, refrained from backing him up. His father got Akash a job selling water cans while he enrolled his brother in the 11th grade. This job helped support his family financially.

It was then his father remembered hearing about some free classes at a Career Connect Centre in Bommanahalli, which was not far from where he stayed. He suggested that Akash enroll himself for some computer classes. Little did Akash know that he would restore the faith he had in himself and in others around him and that all of that would happen, while participating in a Basic Computers class.

At the Career Connect Centre, Akash found himself in an entirely new environment, where in the first time since he failed his exams, nobody cared about his results. This was a space where they wanted to know what Akash felt about things and asked him to opine. In addition, there were adults who were listening to him and encouraging him. They held space as he battled suicidal thoughts and told him that he shouldn't listen to other people and let them judge his failure in an exam as failing at life. His facilitator was Anita who taught him to be confident and whenever he was feeling low, the other facilitators noticed and approached him. They created such a protective space around him that he began to feel confident again.

The whole batch held space for Akash that day and it's as though knowing that there were so many people to support him, the shyness and stage fear slowly began to disappear. This was the breakthrough that he needed, in order to face his emotions. All the guilt and shame he was carrying around with him this whole time, withered away. He started volunteering to share his opinions during the sessions and began taking initiative in helping with the class arrangements, without being told and he slowly began to feel like he truly belonged.

Thriving for Akash is getting rid of the layer of guilt which was burdening him and making him think that life was not worth living. It is getting rid of the label 'failure' his family has given him, in his own head. Thriving is him regaining confidence in his own skills and wanting to

explore them through enrolling for dance and entrepreneurship. Thriving for Akash is giving a shot at life and standing up to those that try to put him down by owning his skills.

Last Mile Support Programme (LMSP)

The Last Mile Support Programme (LMSP) aims at ensuring that young people receive the necessary support and services to make a transition into successful careers. Participants who have successfully completed the Life Skills Development module are called graduates. These graduates are tracked every quarter to ensure that they are meaningfully engaged. The LMSP further provides scholarships, employment, skill development training and mentoring opportunities to young people in the age group of 16 to 22 years to ensure that they do not drop out.



KEY FINDINGS:

- 1892 young people were actively tracked by the end of 2019-20
- Young people tracked made a positive transition to
 - Senior secondary/PUC
 - Graduation
 - Vocational training
 - Employment

Voices of Impact:

_____ With the help of the scholarship and the support of Dream a Dream I was able to complete my degree; I can't believe that there was a time when I believed that I won't be able to complete my education. Today I completed my B. Com degree with 92% marks. I am extremely proud of the hurdles I have overcome. It was the positivity that I cultivated in the centre that helped me achieve my goal."

- **Indraja, Career Connect Programme**

_____ The sessions held here helped me fight for my rights and to be educated. It made me so strong that I was able to go out and find a part-time job to support my education. Now I am in my B.com final year and about to complete my education I am so proud of my journey."

- **Reshma, Life Skill Development Programme.**

_____ "I was a 2nd Pre-University College (or grade 12) drop out. I had to stop my education due to financial constraints in my family. I wanted a job very badly but every interview that I attended, I got rejected as I could not speak properly. I didn't have much knowledge of computers, and at the same time I lacked the confidence to face people. The Life Skill Development Programme gave me space to work on myself - no one laughed at me because of the way I spoke, in fact, they appreciated me and motivated me. Today I have a job working as a cashier in a mall. I am also trying to complete my studies through distance education."

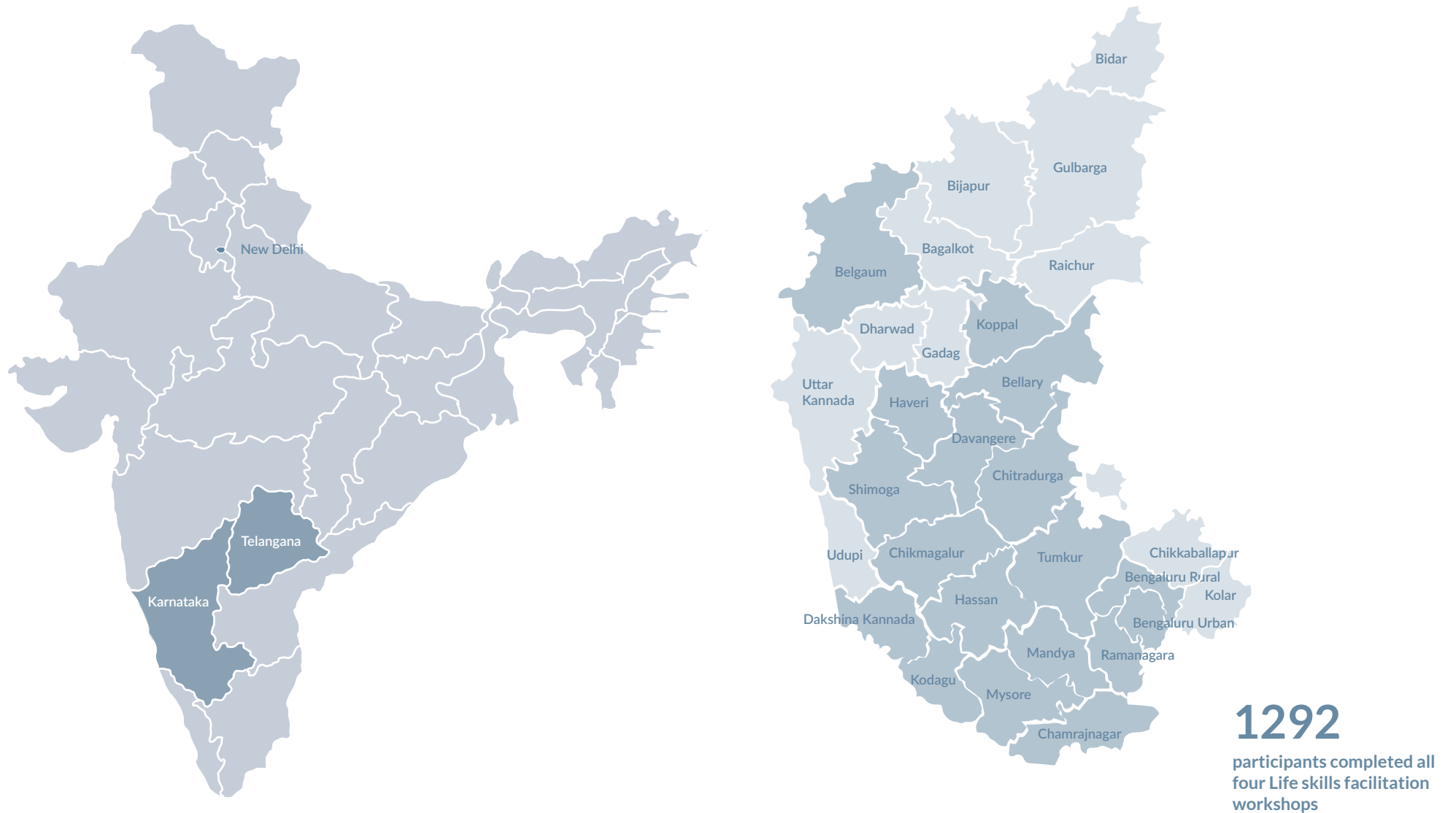
- **Kantha, Career Connect Programme**

03 Teacher Development Programme (TDP)

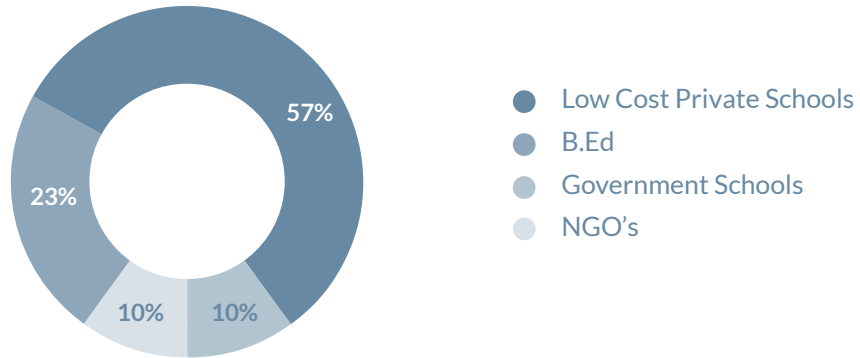
_____ The Teacher Development Programme (TDP) engages adults to deepen impact and unlock the potential of young people. We use the creative life skills approach to nurture empathy, expand their creativity, develop listening and validation skills along with the ability to share authentically while also learning facilitation skills. The teachers learn to create engaging learning environments where young people can rise to the challenges they face every day. The TDP is delivered through a series of 4 Life Skills Facilitation (LSF) workshops spread over 6-8 months and each workshop is spread across 2 days.



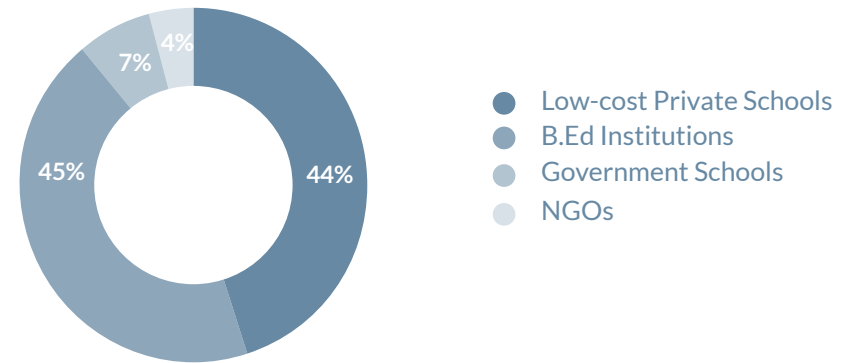
Programme Reach in Karnataka: 2019-20



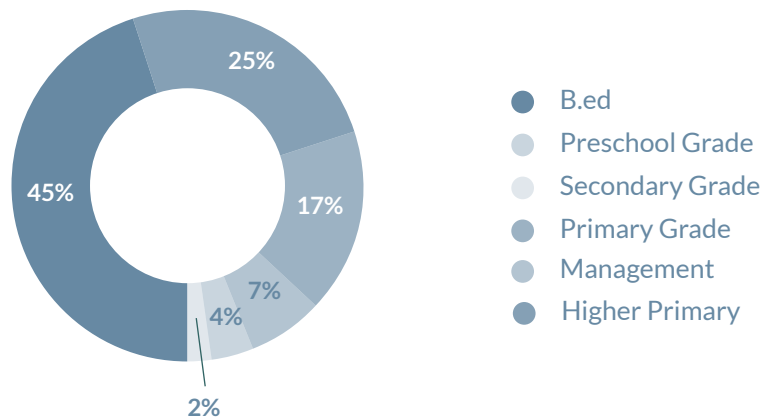
Partner Profile



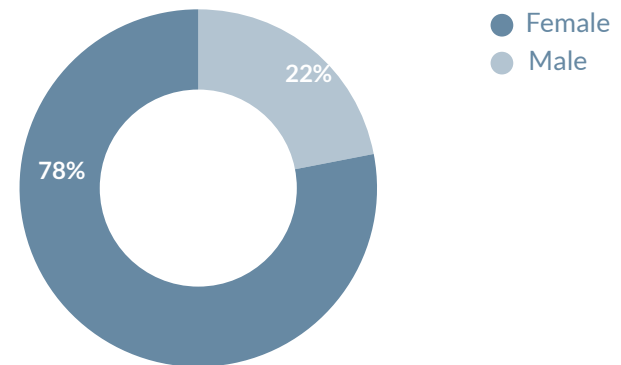
Distribution of Teachers who Completed the Programme



Grade Distribution Of Teachers



Gender Distribution of Teachers



Top Outcomes of the Programme:

- 93% of the participants said they will refer TDP to colleagues and friends
- 77.2 % of participants improved in each life skills
- 92.9% of participants showed a positive change in life skills

TDP helped in:

- Improved teacher-child relationships in the classroom
- Manage emotions in children and reduce stress
- Creating a safe atmosphere in the classroom for children to express their feelings

Skills Developed in Teachers:

- Improved listening skills
- To be compassionate
- Managing self and improve leadership skills

_____ “The relationship between the teachers and students have improved drastically. We connect and interact ‘heart to heart’. We learned to be self-aware and care for ourselves as well as our communities. We validate each other and listen to each other, no matter what the situation is.”

- Nagaraj, Principal, Sri Chaitanya Gurukula School

_____ “I have moved from being competitive to enjoying and giving my best. I have learnt that success is not measured by the buildings built or the facilities, I have made it a point to cherish memories with every single child.”

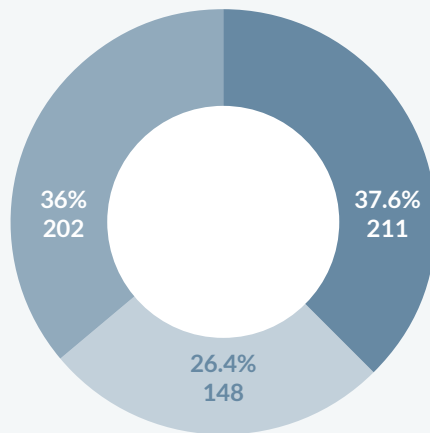
- Prathiba, Secretary, Chinmayi School

Impact Analysis: Life Skill Assessments (2019-20)

The Life skills Assessment Analysis presents data sets of 7 partner schools under the Teacher Development Programme. The partner schools are low-cost private schools located in various districts of Karnataka. The teachers attended all four Life Skill Facilitation workshops and applied their learnings in the classroom to bring a positive impact on the children. The impact of the TDP programme on children is measured using the Life Skills assessment Scale (LSAS).

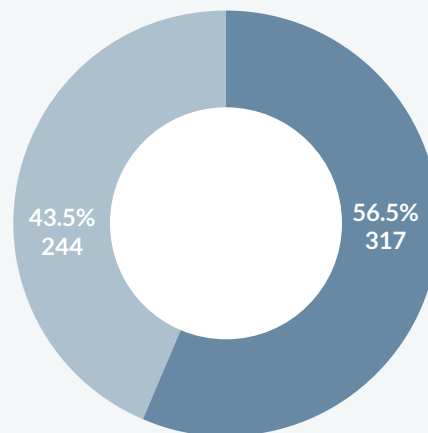
For the analysis, 561 data sets were collected, of which 317 were male, 244 were female participants among 7 partners. They were in the age group of 8-16 years and grades 5th to 9th.

Age Distribution



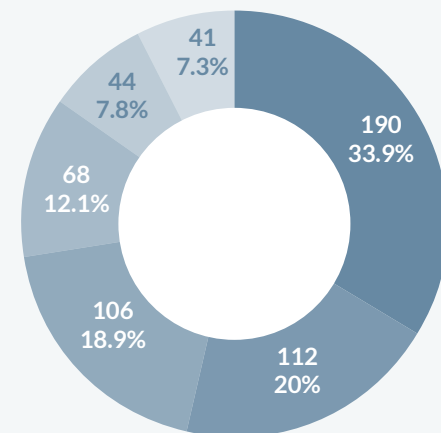
- 8-10 years
- 11-13 years
- 14-16 years

Gender Distribution



- Male
- Female

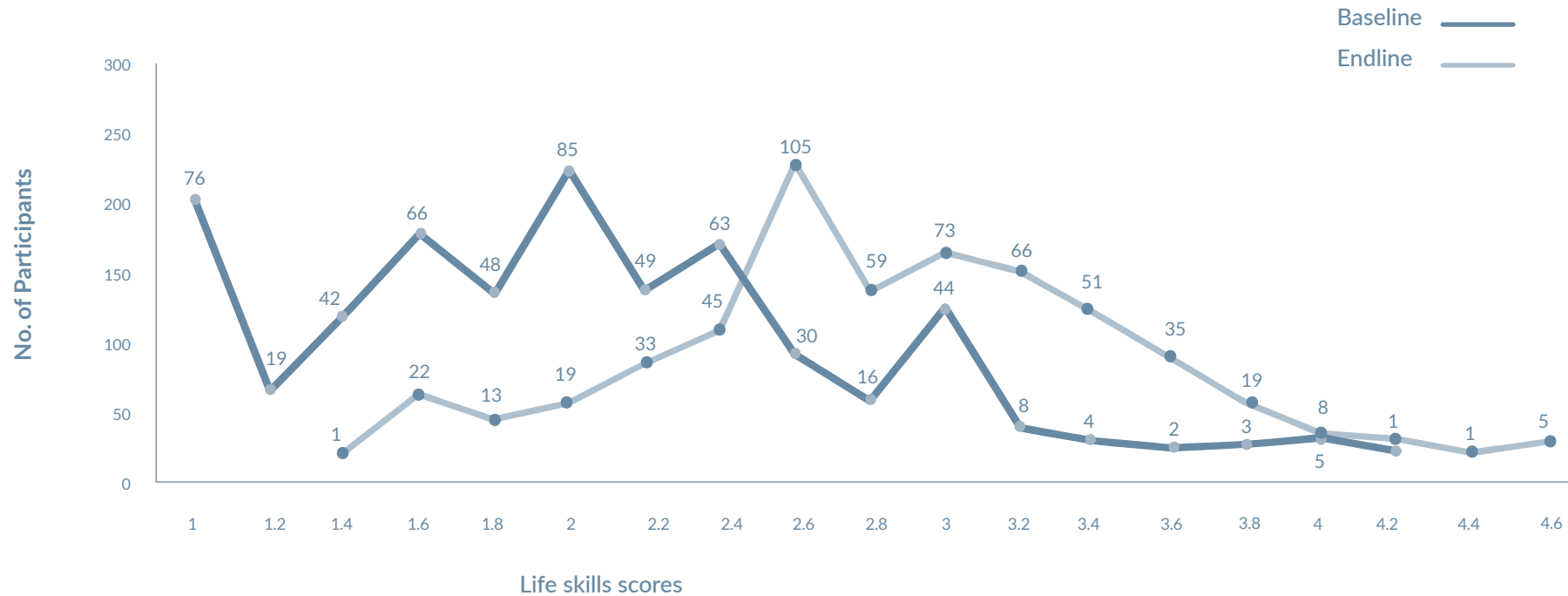
Grade Distribution



- 4th
- 5th
- 6th
- 7th
- 8th
- 9th

Life Skills Improvement

92.9% of the participants showed a positive change in life skills



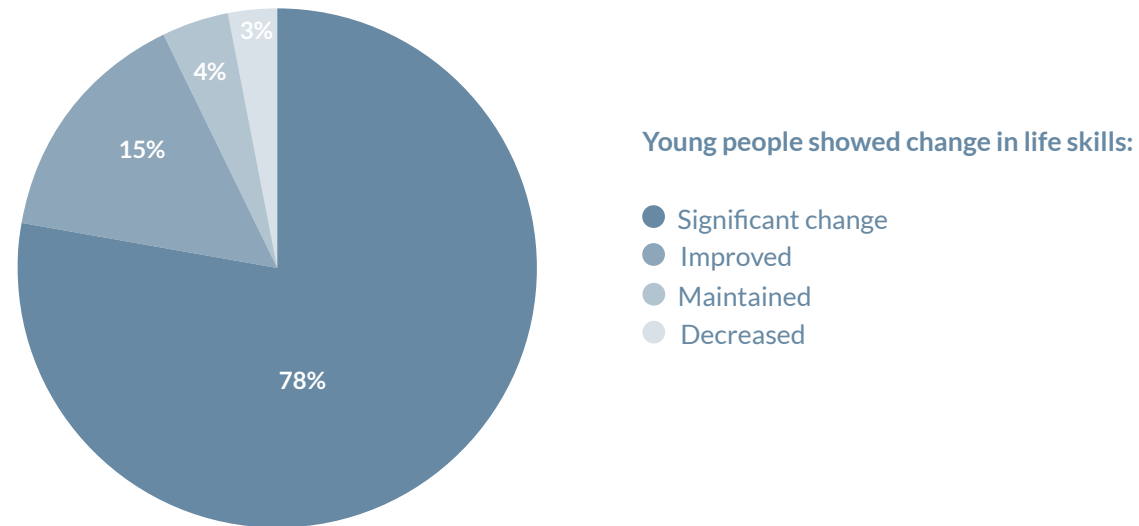
The analysis showed:

- The results of the study showed that a majority of the participants required a lot of help or some help to demonstrate life skills at the beginning of the programme. Through the life skills intervention participants demonstrated life skills independently or with very little help.
- The analysis showed higher Female participants (87.7%) demonstrated life skills independently or with little help compared to male participants (89.9%)

This table also gives us details of the participants' scores and their improvement from baseline to end line:

Life skills	Baseline	End line	Improvement
Interacting with others	2.0	3.3	1.3
Overcoming difficulties and solving problems	1.9	3.1	1.2
Taking initiative	2.0	3.3	1.2
Managing conflict	1.9	3.2	1.2
Understanding and following instructions	2.0	3.4	1.4
Average	2.0	3.3	1.3

Overall Significant Change in Life Skills

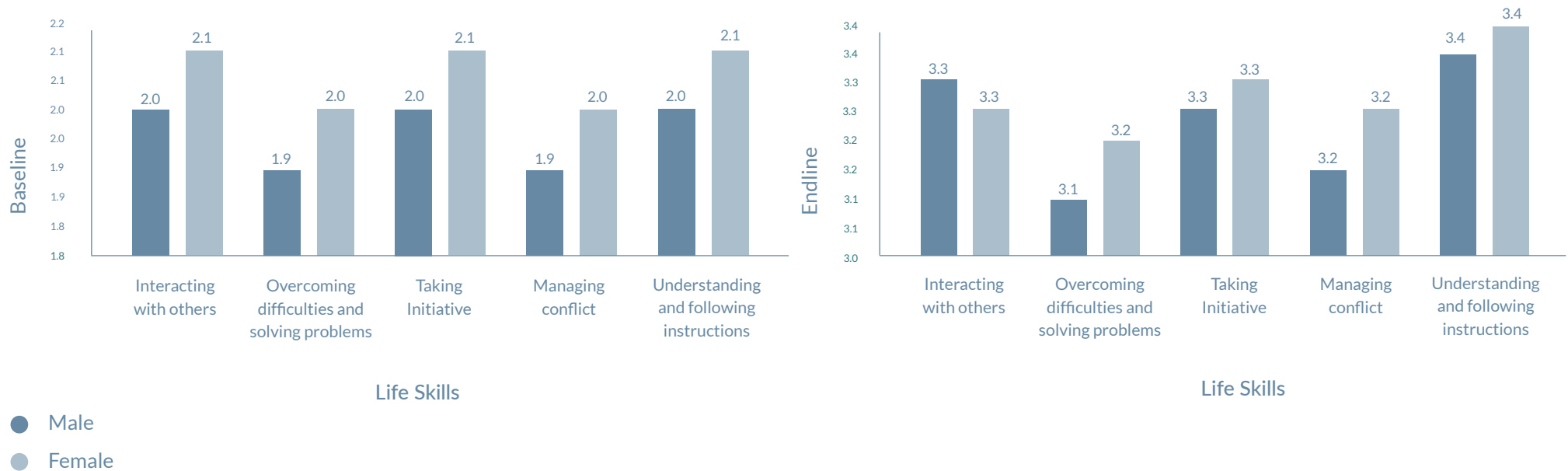


THE ANALYSIS SHOWED:

The results showed majority of the participants (77.7%) improved their skills significantly (at least by one standard deviation $\geq .75$ points). In the beginning of the programme 79.9% of the participants were below the set standard norms (LSAS norms of ≥ 2.5 points) and this improved to 90.2% above norms by the end of the programme.

A higher number of male participants (80.8%) improved their skills significantly when compared to the female participants (73.8%).

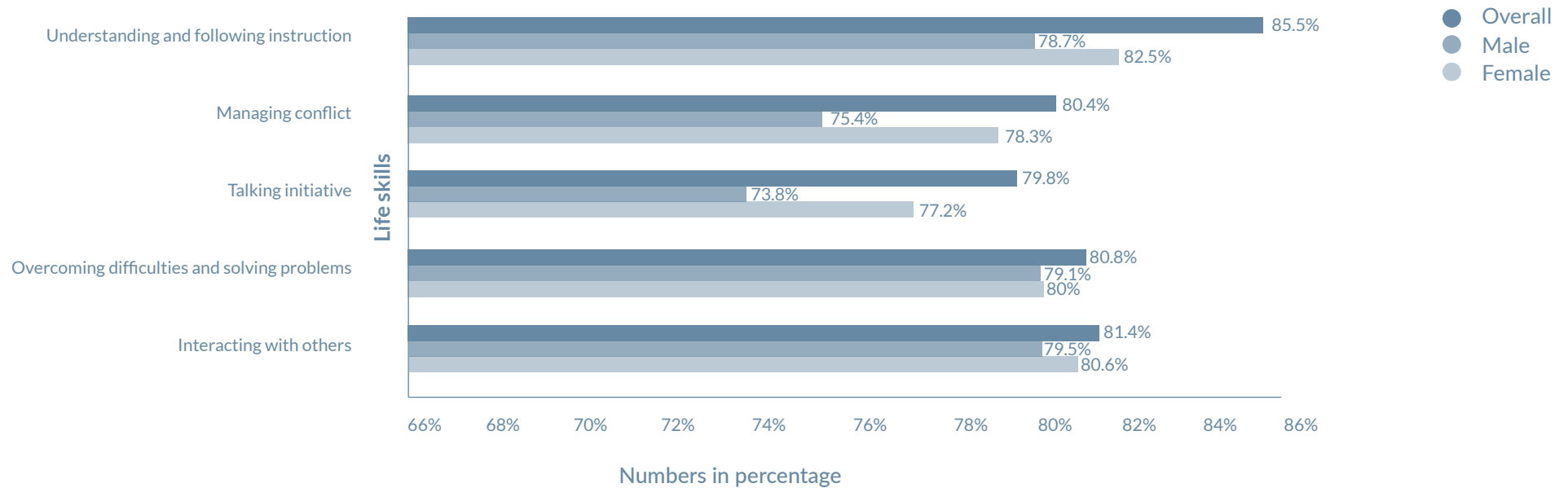
Gender Wise Improvement in Each Life Skill



KEY FINDINGS:

The above graphs show the life skills scores of male and female participants. Both male and female participants required a lot of help to demonstrate life skills and had baseline scores below norms. The male participants had a low baseline score in all five skills when compared to the female participants. The participants improved their life skills scores by the end of the programme. Male and female participants score low in overcoming difficulties and managing conflict compared to other skills.

Participants Showing Improvement in Each Life Skill



WHAT WE LEARNED

- The above graph shows the student’s overall average scores in each of the 5 life skills
- 77.2% of the participants improved in each life skill. Female participants (85.5%) showed high improvement in interaction with others and male participants (85.5%) showed high improvement in understanding and following instructions.
- Both male and female participants’ skills had low scores in Taking initiative compared to all other life skills.

_____ Harshvardhan in class 10th is a hyperactive, helpful boy but he is not interested in his studies. His parents and teachers support him a lot to study. Yet he could not do well academically. The concerns of the teachers and parents seem to be a big burden on him. Nobody could understand his problem. He was fed up and once cut his hand during a class test. I was shocked and did first aid and as a normal teacher would do, I called his parents and counselled them and got to know he was beaten at home for not studying well and he was ready to leave home. He was a big challenge to almost all teachers in our school. It was here, 'Validation skill' learnt from Dream a Dream's Life Skill Facilitation (LSF) Workshop helped me to empathise. I started validating him and he started openly sharing with me about his problems. He said, 'Mam, I am fed up of myself as to why I am not able to read'. I was shocked to learn about his emotional status. I could empathise easily. I spoke to his father and shared about his problem and promised that 'Harshvardhan is my responsibility from now on'. I started to teach alphabets and could see positive improvement in his behaviour and in communication with teachers and his parents. After giving attention to him, I was shocked and happy to see the changes too. He confesses now for all the faults he does. He tries doing best. I think nobody could see his good nature because of his rude behaviour. He can't control his hyperactive behaviour yet. But there are some changes nowadays.

I am happy and satisfied with myself for having identified and connecting to children. I never would have

done this before the LSF training. I used to feel that there should be a line between students and teachers and was a strong follower of 'A good teacher should control the class through strict behaviour'. Now I have learned to manage the children which has reduced my stress level in life. As a teacher, I feel connecting with a child is very important in life which builds a strong bondage with them. I feel strongly that I need to focus on enhancing the emotional status of each child I come across in my life. I deeply thank Dream a Dream for making me.."

Voices of Impact:

_____ “When I attended this workshop, I realized how important it is to understand myself at a deeper level. I never looked at my strengths but suddenly, in the first workshop when the facilitators asked me to identify strengths, I was left wondering on what really are my strengths? I slowly started uncovering and going deeper within me with the encouragement of the facilitators. Really great training for all of us and different from other trainings.”

- **Tippeswamy, Teacher, Sri Mokshagundam Vishveshwaraiah Vidyamandir**

_____ “This training helped me to enrich myself. I stopped to react to the situations, I started to respond to the situation. I am good with my community now. I redesigned myself from this training. The training helped me to understand a child’s mind and feelings, respond to the children rather than reacting, how can I listen and validate them as teacher. After attending the training, I started appreciating children wherever needed. I did not know that appreciation has this much power to encourage the children.”

- **Kantaraja, Teacher, Mahatma Vidyalaya**

_____ “We teachers always have a practice of instructing the learners. Over here in the workshop, the facilitators did not limit to instructions alone. Instructions were followed by a demonstration when needed. I took this practice back to my classroom. Students and learners are glad to see their teacher demonstrating what she instructs. This has built a positive environment in the classroom.”

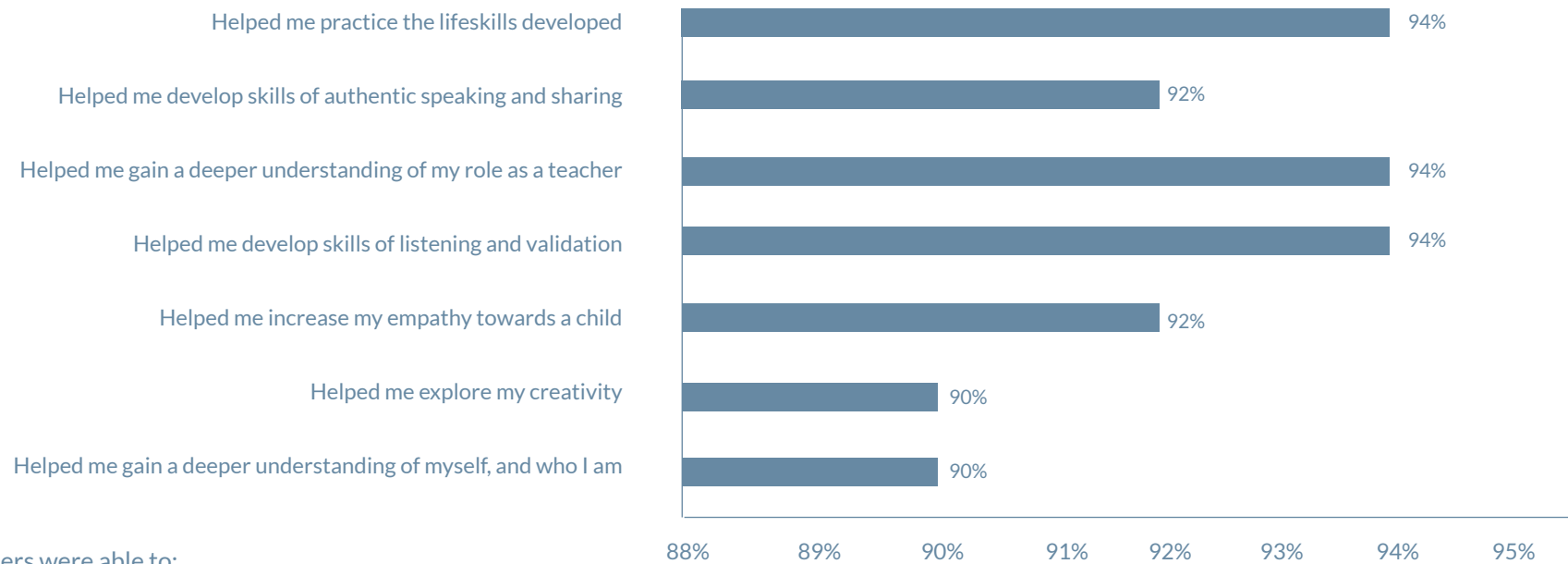
- **Kantha, Career Connect Programme**

Feedback Analysis

In TDP, feedback is collected from all participants at the end of each Life Skill Facilitation (LSF) module. We had a total of 30 partner schools. Since TDP is a four-module programme and stretches across 8 months, only 19 partner schools completed all four LSFs in 2019-20. The feedback data was collected from all these partner schools for analysis which helped us gain a deeper understanding of the programme.

The analysis of feedback from all 4 LSF's on the life skills developed in teachers, the quality of training and Building a supportive community are as follows:

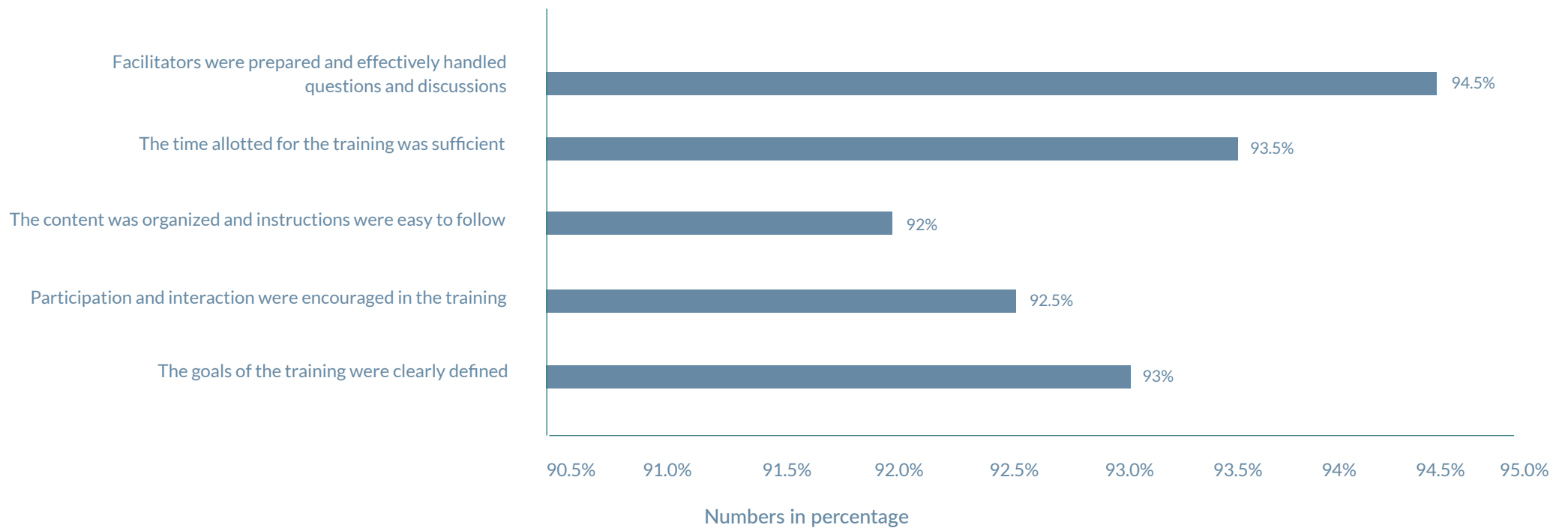
Life Skills Developed In Teachers Through Life Skill Facilitation



90% of the teachers were able to:

- Explore their creativity
- Develop skills of listening and validation
- Gain a deeper understanding of their role as a teacher
- Develop skills of authentic speaking and sharing
- Create a space for themselves and celebrate their journey
- Helped to practice the life skills developed

Feedback on the Quality of the Training



92% and more teachers felt :

- Facilitators handled the sessions effectively
- Time allotted was utilized well
- Trainings were well organized and easy to follow
- Encouraged interaction and participation during sessions
- Goals of the training were clearly defined

The Way Forward

This impact report presents the influence of life skills intervention on young people and teachers through ASLSP, CCP and TDP. The report shares details of life skills interventions among young people and teachers and this is measured using the Dream a Dream developed Life Skills Assessment Scale (LSAS).

The study findings indicate that all intervention strategies are effective in developing life skill competencies among the participants. The analysis of life skills interventions indicates that all programmes are on track and achieve their intended results.

The ASLSP related interventions were effective and timely and have ushered in positive changes among young people. The programme works towards building an empathetic ecosystem of teachers, parents and young people. In 2019-20 the programme continues to deepen impact with 96.1% participants improving their life skills scores by one standard deviation ($\geq .75$) and are above norms (2.5 points). For young people who lack critical skills and are below norms, ASLSP continues to help improve their skills through events like 'Life Skills Day'. This year in this uncertain time of the COVID pandemic, ASLSP plans to enhance coping skills and practice mindfulness through life skills intervention. Re-integration sessions will be conducted for young people who attend the sessions. The programme will also focus on building resilience skills in young people.

The interventions carried out in CCP showed a positive change in young people skills. 96% of the participants improved their scores by one standard deviation ($\geq .75$) and were above norms (2.5 points). In this uncertain environment, the programme is ensuring that learning continues, and no one is left behind. Career Connect Programme plans to deliver life skills using a blended approach with experiential learning along with technology available in various platforms. The programmes will include mindfulness practice and techniques along with life skills. The sessions will also focus on long terms needs such as providing placement opportunities to young people and to be self-reliant.

The interventions carried out in TDP showed a positive change in life skills in young people. 77.7% of the of the students assessed improved their scores by one standard deviation ($\geq .75$) and were above norms (2.5 points). Teachers play a critical role in the lives of the students. Along with the system (educational, government, policies), the other immediate circles around children (parents, caregivers etc.) need to adapt and change. This led to the idea of involving all the stakeholders in the work that we do - Teachers, Parents, Government Bodies, Community Leaders and Universities (curriculum for teacher education) etc. in our programmes. We will continue to build on this in the year 2020-21.

LIFE SKILLS ASSESSMENT SCALE (LSAS)

Please complete this scale while observing, or as soon as possible after observing, the young person. You may need to spend some time observing before you decide. 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).

Put an ✓ in **one** most relevant box for each question. The comments box can be used to note down things that you saw that helped you fill in the boxes or for any other comments. You do not always have to fill in the comments boxes.

Name of young person	Gender	Name of assessor
Actual age	How old does the young person look?	Is the young person having difficulty working in a language other than his/her native language?

Date of assessment	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?										
Any other comments you would like to make:										
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?										
Any other comments you would like to make:										
TI. Taking Initiative For example, does X carry out tasks without being told? Does X show age-appropriate leadership?										
Any other comments you would like to make:										
MC. Managing Conflict For example, does X show appropriate assertiveness? Does X resolve disagreements appropriately? Does X accept appropriate correction? Does X do this without violence or foul language or running away?										
Any other comments you would like to make:										
UI. Understanding and following instructions For example, Does X understand appropriate instructions when given? Does X comply with instructions? Does X ask for clarification when needed?										
Any other comments you would like to make:										
OS. Overall Score You get the Overall Score by changing each ✓ into numbers Does not yet do = 1 Does with lots of help = 2 Does with some help = 3 Does with a little help = 4 Does independently = 5 Add all the numbers and put the total in the box on the right, then divide by 5. This is the Overall Score. Put this in the Overall Score box.					<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Total</td> <td rowspan="2">=</td> <td>Overall Score</td> </tr> <tr> <td><u> </u> 5</td> <td></td> </tr> </table>	Total	=	Overall Score	<u> </u> 5	
Total	=	Overall Score								
<u> </u> 5										
Any other comments you would like to make:										

LIFE SKILLS ASSESSMENT SCALE

Life Skills Assessment Scale (LSAS) has been developed by Dr. David Pearson and Dr. Fiona Kennedy from the UK who have been working with Dream a Dream since 2007 to develop and publish a standardised and reliable measure for Dream a Dream's life skills programmes for young people from vulnerable backgrounds.

Their immense work has resulted in a paper co-authored by them along with Dream a Dream co-founder, Vishal Talreja. This has been published in a peer-reviewed academic journal: Kennedy, F., Pearson, D., Brett Taylor, L. & Talreja, V. The Life Skills Assessment Scale: Measuring life skills of disadvantaged children in the developing world. *Social Behaviour and Personality: An International Journal* 42(2), 197-210.

WHAT THE LSAS CAN DO FOR YOU

MEASURING PROGRAMME IMPACT

Find out how effective interventions are at increasing life skills among disadvantaged young people in India.

ALLOCATING A CHILD TO THE PROGRAMME BEST FOR THEM

See how a young person thrives in different programmes and help them choose the best one for them.

GETTING A SKILLS PROFILE FOR AN INDIVIDUAL CHILD

Look at five different skills to see relative strengths in an individual young person.

COMPARING ONE PROGRAMME WITH ANOTHER

Discover which life skills are best developed by a given programme.

COMPARING AN INDIVIDUAL'S SCORES WITH NORMS

See how one young person compares with the average scores for their age group.

FEEDBACK ON PROGRESS

Let stakeholders (donors, parents, teachers, careers, young people) see progress visually.

LSAS CAN BE USED BY

NGOs

Give feedback to stakeholders, inform strategy and maximise effectiveness.

CLINICIANS

Use life skills as an outcome measure alongside mental health measures and know it is appropriate for disadvantaged young people.

DONORS

Make better informed decisions about funding allocation and support.

PROGRAMME DEVELOPERS

Check out programme performance at an early stage.

RESEARCHERS

Advance the study of life skills.

FEEDBACK ON PROGRESS

Keep track of the progress of young people in your care.

ABOUT THE AUTHORS



Dr. DAVID PEARSON

Consultant Clinical Psychologist, is a specialist in child and adolescent mental health, formerly an NHS Head of Psychology and Honorary Tutor at the University of Southampton. He has worked for government hospitals (NHS) for over twenty years including heading the Psychology Department for both adult and child services as a part of the Isle of Wight (NHS) Trust, UK. Research interests and publications have included clinical applications in child hyperactivity, food additives, hallucinations and effects of child adversity. He has also published a wide range of international scientific journals, edited a mental health text book and is an award winning author of a self-help book with Dr. Fiona Kennedy about overcoming adversity and how to thrive.



Dr. FIONA KENNEDY

Consultant Clinical Psychologist, was formerly an NHS Director of Psychology and Honorary Tutor at Manchester, Southampton and Exeter Universities. She is Associate Fellow of the British Psychological Society (BPS) and Fellow of The British Association for Behaviour and Cognitive Psychotherapists (BABCP). She has published journal articles and book chapters on consequences of child trauma and personality problems. She edited a book on dissociation after trauma and has written an award winning self-help book with Dr. David Pearson about overcoming adversity and how to thrive.



Mr. VISHAL TALREJA

Co-Founder of Dream a Dream. 18 years of experience in the development sector. Vishal is an Ashoka Fellow & Eisenhower Fellow; Founder Director & Advisory Board Member at UnLtd India; Board Member of Partners for Youth Empowerment (PYE Global) and Board Member of Goonj. He is a TEDx Speaker, active writer on development challenges and human interest stories and a poet.

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OUR SUPPORTERS FOR THE PAST 3 YEARS





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