



# IMPACT REPORT 2018-19

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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*

**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  $\geq 2.5$*

**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*

# Preface



**Suchetha Bhat**  
CEO

Started in 1999, Dream a Dream has been working towards empowering young people from vulnerable backgrounds to overcome adversity and prepare them to flourish in a fast-changing world. Over the years, we have impacted the lives of over 1 million children through our creative life skills approach. In this report, we have highlighted the impact of our After School Life Skills Programme, the Career Connect Programme and the Teacher Development Programme for the year 2018-19.

We publish the impact report every year to help move forward the larger dialogue on the urgency of life skills for children from vulnerable backgrounds. The results of this report provides us with invaluable information on the efficacy of our programmes. I hope this report also triggers further conversation on the movement to equip millions of children with the critical skills that they need to thrive in the 21st century, both in India as well as internationally.

I extend my deepest gratitude to all the stakeholders who have made this report possible. We stand ready to continue this important work in the future and to report our further progress to the national and international community.

We look forward to hearing from you if you have any thoughts to share with us.

A handwritten signature in black ink that reads "Suchetha". The signature is written in a cursive style with a long horizontal line extending from the start of the word.

# Acknowledgements

————— This impact report required 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. Revanna, S. Chandrashekar, Sheetal Lydia, Renuka Patil, Anjali Paul and Tashi Mitra. Without their knowledge and experience, the report would have been incomplete in terms of quality of outcomes.

We would also like to acknowledge Shashank Jayaprasad and Anusha Raichur 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 to 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. Also, we would like to extend our sincere gratitude to all young people for their cooperation and active participation in all programmes

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 re-definition 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.

Currently, we work with 10,000 young people a year through our two innovation labs - After School Life Skills Programme (ASLSP) and Career Connect Programme (CCP), have trained over 7700 teachers/educators from 206 partners impacting over 192,500 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.

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.

This report represents the impact evaluation of the life skills approach implemented across all the three programmes of Dream a Dream for the year 2018-2019. The purpose of this report is to document the best practices and innovations to provide inputs and insights for national and international level policies and programmes in life skills education. Further, the purpose of the study was to provide a qualitative and quantitative assessment and analysis of the processes and results of the programme as per the programme objectives.

Major findings include: 1) All three programmes (ASLSP, CCP, TDP) showed improvement in life skills of young people. 2) The improvement in

scores was statistically significant 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 97.6% of the young people were meaningfully engaged. 5) Life skilling teachers through TDP helped in improving the life skills of students. Through the teachers, life skills of students have improved drastically.

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

# 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:

### After School Life Skills Programme

Young People: **8-16 years**  
Partner Schools: **28**  
Young people who completed the programme: **5658**

### Career Connect Programme

Young People: **14-19 years**  
Partner Schools: **11**  
Partner Colleges: **8**  
Young people who benefitted from the programme: **5026**

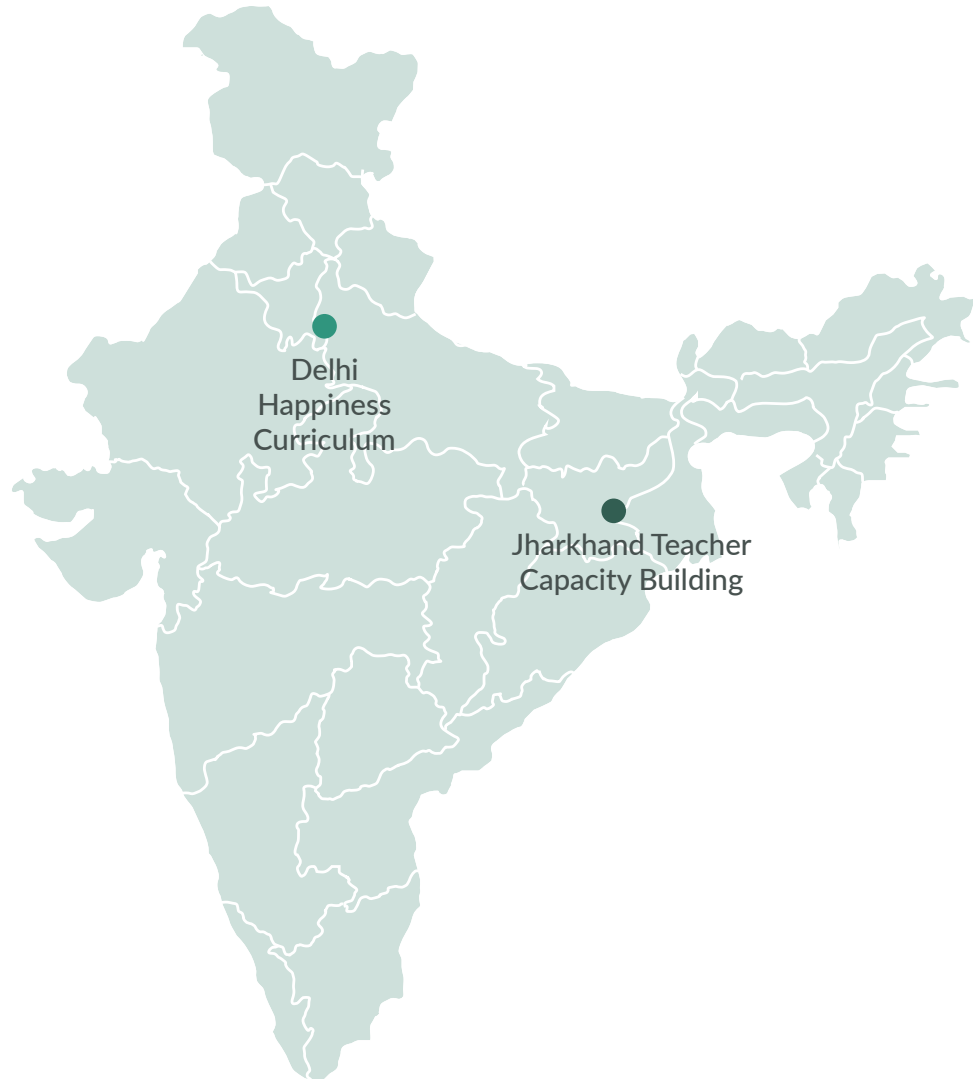
### Teacher Development Programme

Districts in Karnataka: **20**  
Partners: **46**  
Teachers who completed the programme: **1450**  
Young people who benefitted from the programme: **36250**



# Dream a Dream Strategic Partnerships:

## State Partnerships



## Impact

### Happiness Curriculum

- 30 Happiness Core Team
- 1024 Happiness Coordinators
- 21000 Teachers
- 800000 Students

### Jharkhand Teacher Capacity Building

- Trained and Impacted 82 Master Trainers

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## NGO Partnerships

- 132 Teachers & Facilitators Trained - Aga Khan Foundation, Kenya
- 492 Teachers trained in partnership with various NGOs

## Voices of Impact:

\_\_\_\_\_ “It was through Dream a Dream training the inner me was seen. I would always take hours to look myself into the mirror but could not be able to see the beautiful me. Dream a Dream facilitators gave me a chance to see and also sketch how beautiful I was and I am.”

- Kauthar, Participant, Aga Khan Foundation

\_\_\_\_\_ “It was a great learning to deep dive into the self and also connect with others in the group. Most appealing was the technique of validation which is useful in our effective communication with everyone, be it our students, our own children or our colleagues.”

- Neeru Puri, Mentor Teacher, Happiness Curriculum Delhi

\_\_\_\_\_ “I understood about my strength and how to make myself a role model to present in front of kids and set a good example to the community around me as a teacher. I learnt how to be myself in front of everyone and learn to enjoy the activities. I learnt skills about handling the kids using some activities.”

- Sannathimmaiah GT, Teacher

# Learnings and Outcome of the Programme:

## DELIVERING IMPACT

Positive change in participants' average scores	Improvement in participants' life skills in atleast 4 skills and above	Participants showed improvement in skills by at least one standard deviation ( $\geq .75$ )	Participants had a normative score $\geq 2.5$ points by the end of the programme	Participants who had meaningful engagement (ie; made meaningful choices in life)
<b>95.9%</b> ASLSP	<b>84.6%</b> ASLSP	<b>86.2%</b> ASLSP	<b>97.6%</b> ASLSP	
<b>99.9%</b> CCP	<b>93.9%</b> CCP	<b>99.5%</b> CCP	<b>87%</b> CCP	<b>97.6%</b> CCP
<b>86.7%</b> TDP	<b>97.9%</b> TDP	<b>66.3%</b> TDP	<b>91.3%</b> TDP	

## KEY HIGHLIGHTS

- All programme interventions improved life skills in young people by the end of the programme
- 95.9% of the participants showed a positive change in life skills in ASLSP
- 97.6% of the participants were meaningfully engaged in CCP
- 86.7% of the students had a positive change in life skills in TDP
- Our programme proves that life skills is an evidence based intervention for children from adversity and contribute to thriving

## Methodology:

The methodology followed by ASLSP, CCP and TDP is to assess the participants at the start (Baseline Assessment) and end (End line 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 TDP the baseline is administered three days before the Life Skills Facilitation workshop-1 and endline is administered for the same young people at the end of the programme (after all four LSFs).

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

- a) Ability to take initiative
- b) Ability to interact with others
- c) Ability to overcome difficulties and solve problems
- d) Ability to manage conflict
- e) Ability to understand and follow instructions

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## Assessment Instrument:

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.

Assessment Scale: Measuring Life Skills of Disadvantaged Children in the Developing World." Social Behavior and Personality: An International Journal, vol. 42, no. 2, 2014, pp. 197-210.

Access to the LSAS paper can be found below: [https://www.changemakers.com/sites/default/files/competition\\_entry\\_form\\_files/3518\\_lsas\\_sbp\\_journal\\_march\\_2014.pdf](https://www.changemakers.com/sites/default/files/competition_entry_form_files/3518_lsas_sbp_journal_march_2014.pdf)

Kennedy, Fiona, et al. "The Life Skills

## Data Interpretation:

The following assessment options of the 5 life skills in the LSAS (does not yet do, does with 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 at in the development of the LSAS scale along with the SD for each skill:

- The "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).

- Furthermore a SD indicated below has been considered to make inferences of extent of change on each life skill (Kennedy et al, 2014, p. 203)

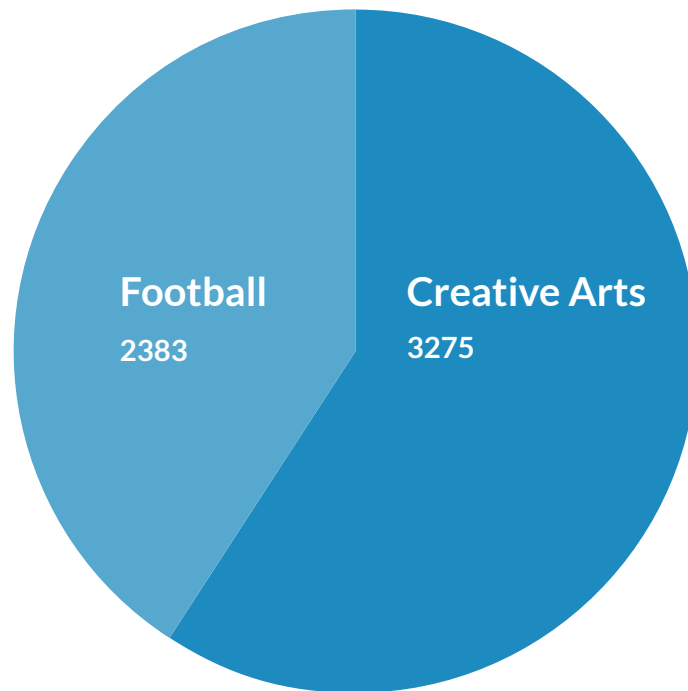
- 0.92 for interacting with others
- 0.94 for overcoming difficulty/solving problems
- 0.94 for taking initiative
- 0.95 for managing conflict
- 0.90 for understanding and following instructions

# 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 8-15 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. The programme was conducted with 28 partner schools in 2018-19.



## Programme-wise Distribution of Participants Who Completed the Programme



Total Participants

**5658**

Average Attendance

**89%**

Retention Rate

**94.5%**

Partner Schools

**28**

Facilitators

**38**

Parents Oriented

**594**

Teachers Oriented

**375**

Increase in young people completing the programme year after year

2017-18: 5240

2018-19: 5658

Increase in average attendance year after year

2017-18: 88.8%

2018-19: 89%



**2752**



**2906**

participants completed



## Voices of Impact:

\_\_\_\_\_ “Today, our children who come from very difficult backgrounds are able to stand confidently and speak out despite the circumstances in which they were raised. Dream a Dream is doing a lot for the community by being a light in the darkness when children do not know the way out of adversity.”

- Founder, Principal, Stella Mary's School

\_\_\_\_\_ “ used to be very quiet and shy. After starting to play football, I understood my capabilities through the programme. I was unaware of what was inside me. I didn't think I could talk to a room full of people, let alone be an anchor in front of a crowd of 800. Dream a Dream gave me the ability to believe in myself, no matter how scary the challenges seemed. Dream a Dream is like a medicine to me. It brought out the power that I had in me all along.”

- Young Person, Stella Mary's School

\_\_\_\_\_ “My name is Venugopal and I study at Vishnu International School. My father is a farmer while my mother and brother run a family business. I've been with Dream a Dream for the last two years and a lot has changed since I first joined the program. I used to be very afraid of what others might think of me and as a result, I was always the quiet one and would never participate. Through Dream a Dream, I learned to mingle and participate and give my best to everything that I do.”

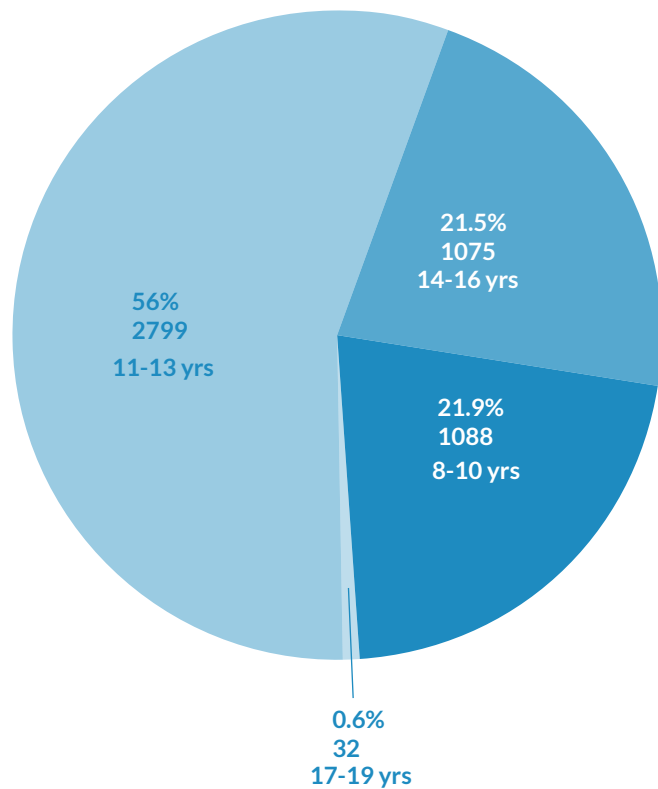
- Venugopal, Vishnu International School



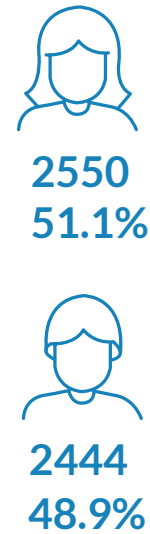
## Impact Analysis: Life Skills Assessments - 2018-19

The Life Skills Assessment analysis presents the data sets of 28 partner schools under the After School Life skills Programme (ASLSP). The partner schools are low-cost private schools located in and around Bangalore. A total of 5658 young people completed the programme of which data sets were collected from 4994 participants. For the analysis, there were 2550 male and 2444 female participants. They were in the age group of 8-19 years and between the grades of 4th to 9th.

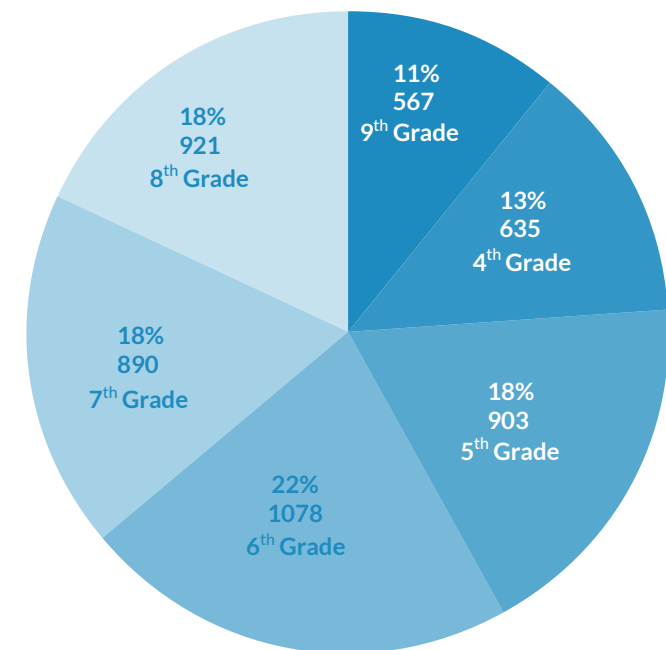
### Age Distribution



### Gender Distribution

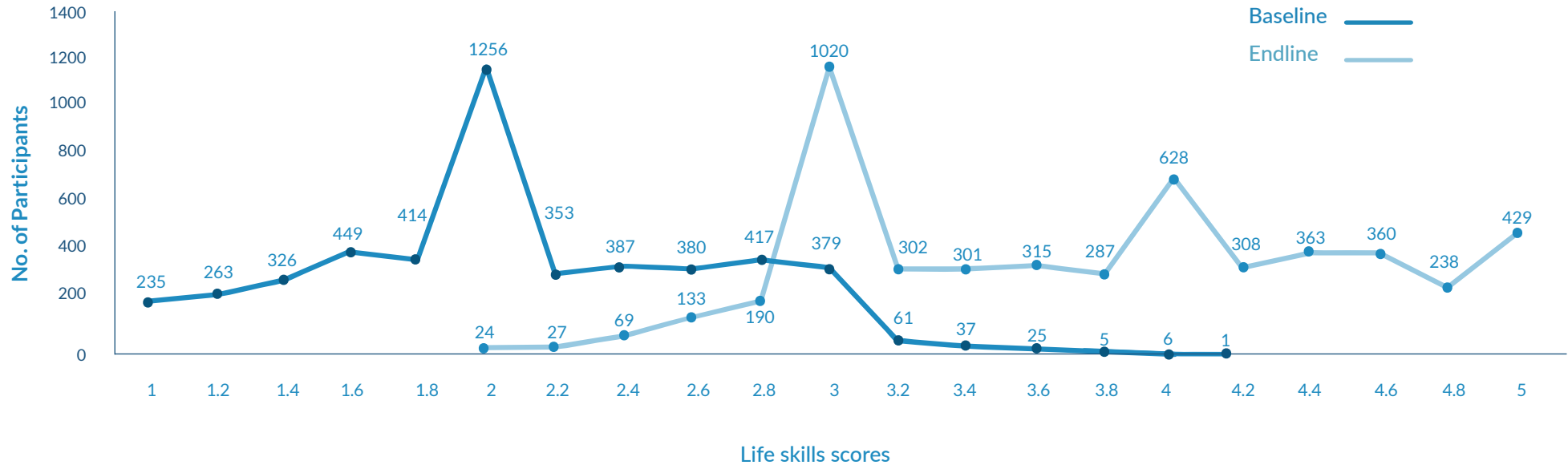


### Grade Distribution



# Life Skills Improvement

95.9% of the participants improved in life skills



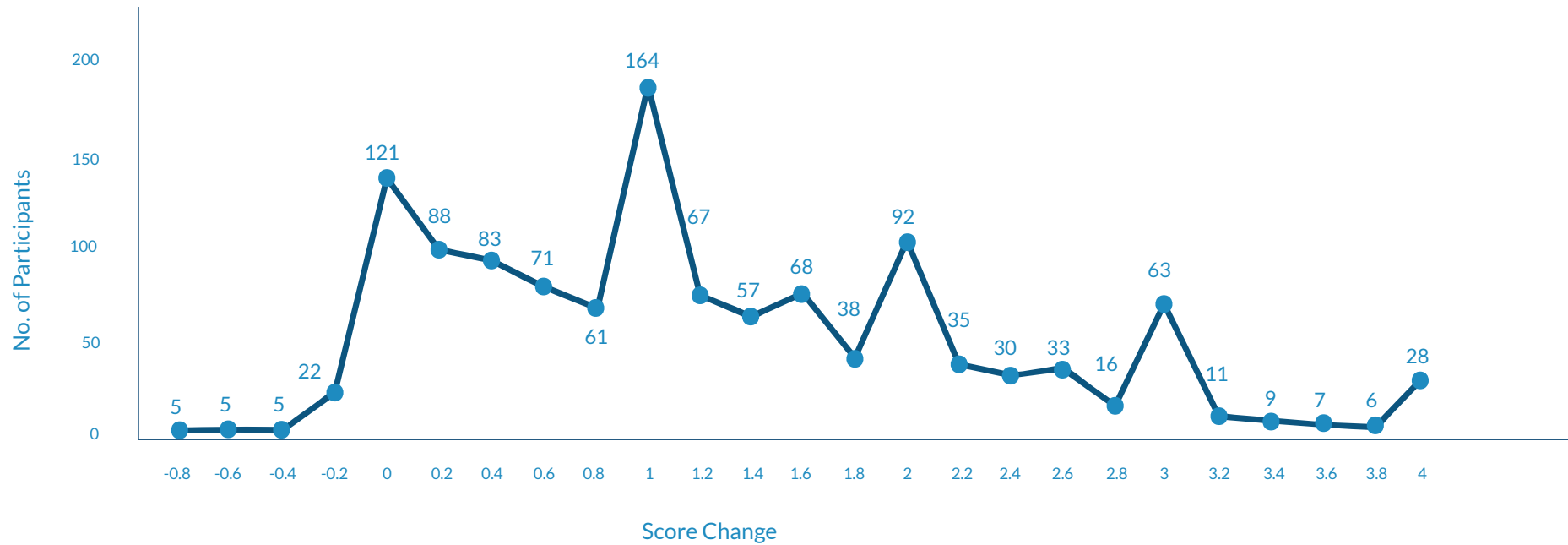
The analysis showed:

- The average score of the participants increased from **2.1** to **3.8 points**
- **10.3%** of the participants had an average score of  $\geq 3$  in the beginning of the programme and this improved to **91.1%** by the end of the programme

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	2.2	3.9	1.7
Overcoming difficulties and solving problems	1.9	3.6	1.7
Taking initiative	1.9	3.6	1.7
Managing conflict	2.1	3.8	1.7
Understanding and following instructions	2.3	3.9	1.6
<b>Average</b>	<b>2.1</b>	<b>3.8</b>	<b>1.7</b>

## Overall Average Score Change:

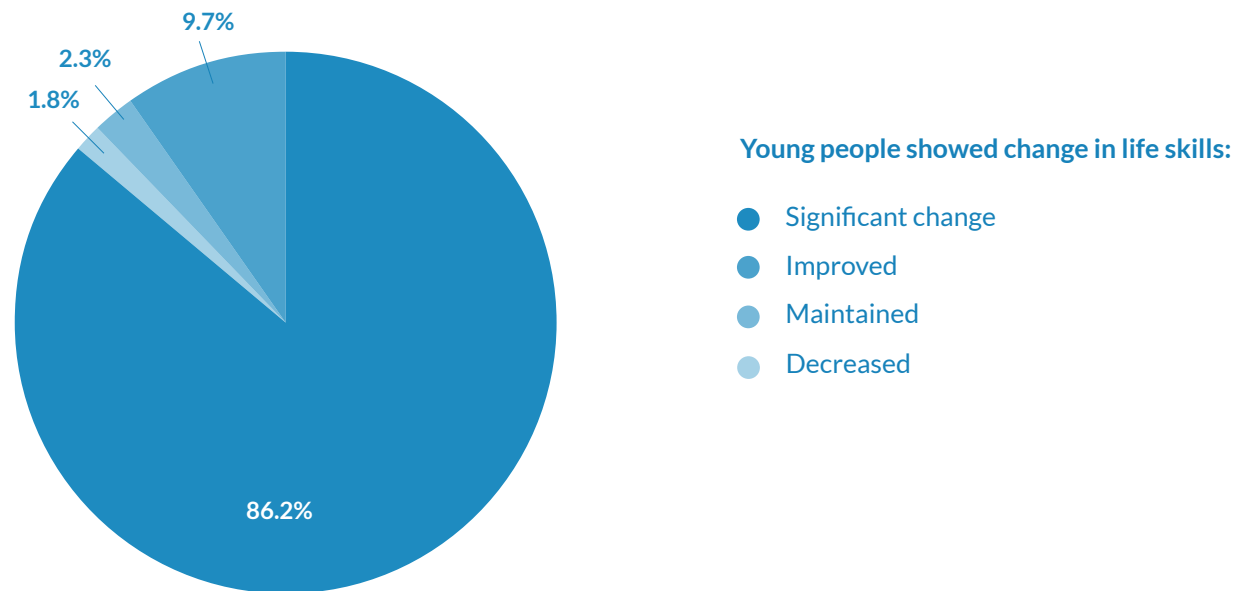


### KEY FINDINGS:

- Overall average score change 1.7 points
- Majority of the participants (40%) improved life skills from 1.1 to 2.0 points

## Overall Significant Change in Life Skills

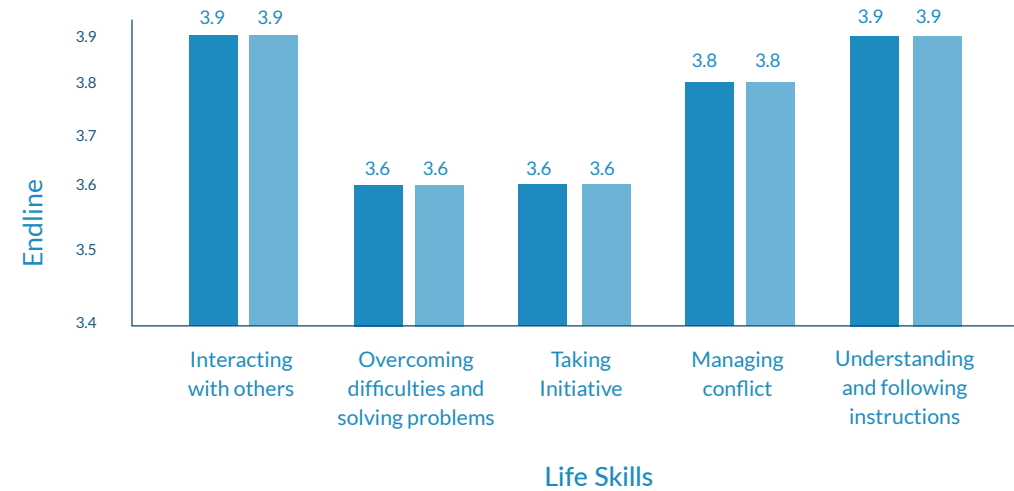
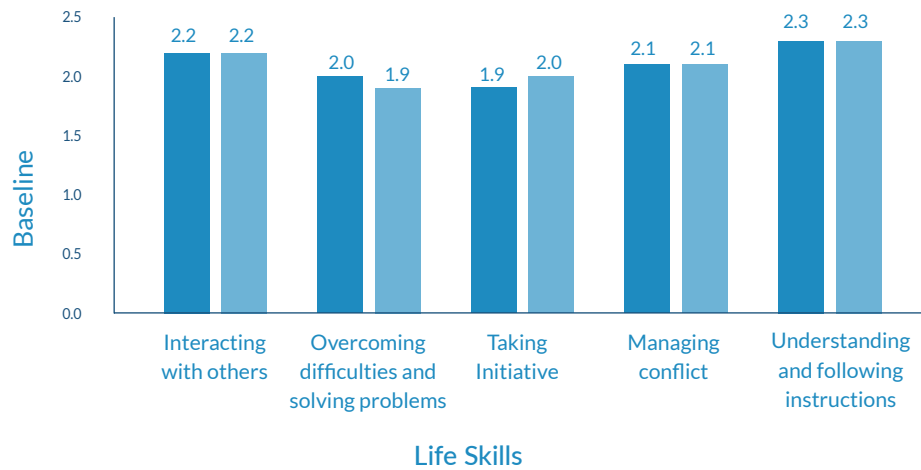
95.9% of the participants improved in each life skill



### THE ANALYSIS SHOWED:

- 86.2% of the participants improved their life skills scores by one standard deviation ( $SD \geq 0.75$ ) which is considered a significant change
- 9.7% of the participants improved their life skills scores ( $SD < 0.75$  and  $> 0$ )
- 2.3% of the participants maintained their life skills scores
- 1.8% of the participants life skills scores decreased

## Gender-wise Improvement In Each Life Skills:

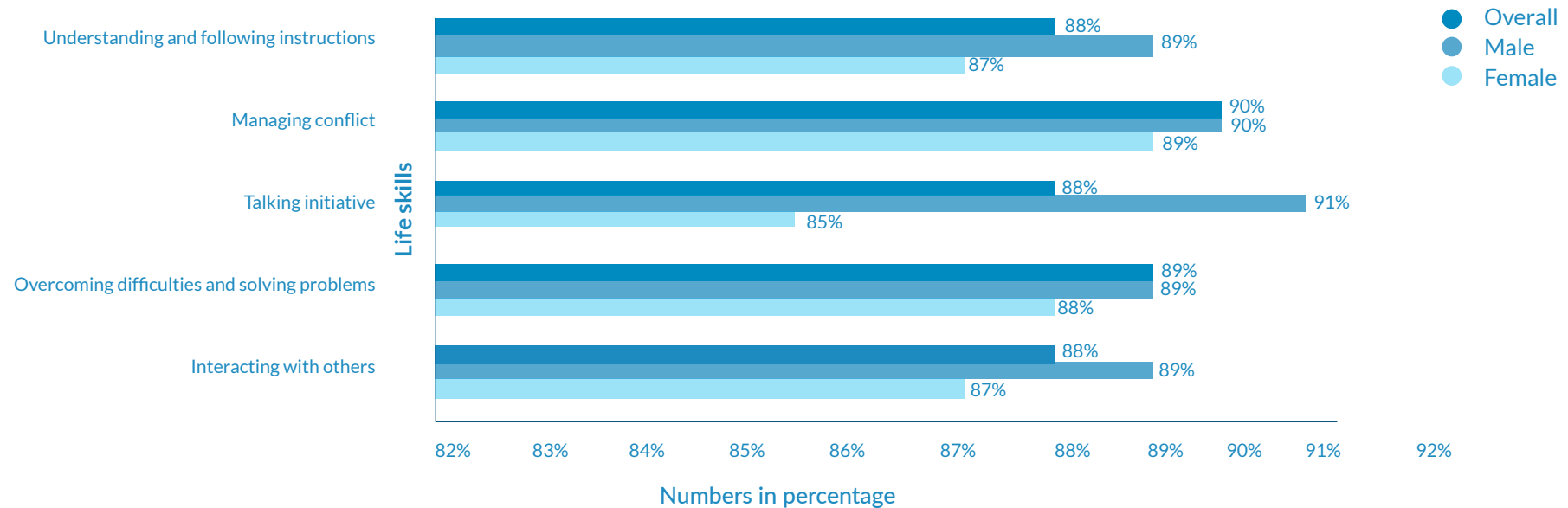


- Male
- Female

### KEY FINDINGS:

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

## Participants Showing Improvement in Each Life Skill



### WHAT WE LEARNED:

- It is evident that life skills intervention can be considered and is an evidence based intervention for young people that helps them to develop competencies to deal effectively with the challenges of everyday life
- From our findings it was clear that there is a shift in the behavior of young people after participating in the ASLSP. The change in behavior and characteristics include:
  - Improved interaction skills
  - Problem solving skills enhanced
  - Taking initiative and managing conflicts during difficult circumstances
  - Enabled in understanding and following instructions
- Testimonials of the students provide great insights on how life skills changed their lives and helped them to think critically, take control of their lives, make choices and thus achieve goals.

### KEY FINDINGS:

- 88% participants improved in each life skill
- Female participants had a higher improvement in all 5 life skills compared to male participants
- Female (91%) participants showed a high improvement in taking initiative and male (89%) participants showed a high improvement in managing conflicts out of 5 life skills measured.

\_\_\_\_\_ Rachana (name changed) is a sixth-grade student of Sai Baba School, located in Bommanahalli. She resides with her family, in a nearby slum community. Her mother is a homemaker and works as a coolie sometimes, to make ends meet. Her father is a daily-wage laborer but is irregular to work as he is an alcoholic. Rachana's family extends to her younger brother who studies in the 4th grade at the same school and her ageing grandparents.

Rachana was a highly hyperactive child, spending a lot of her time in school disturbing classes. She was enrolled in the After School Life Skills Programme through the medium of football. She would not participate in the sessions and never allowed her friends to concentrate, by constantly talking and distracting them. She also seemed to hate boys because whenever a boy spoke to her, she would respond in anger.

The facilitator, noticing this behavior for a few sessions and having received complaints from her teachers, realized that this must stem from something deeper and tried talking to her regarding how she was behaving towards the boys in her class. Having felt that there was an adult who cared enough to ask what was going on, she gradually opened up saying that she does not like boys because she thinks that they will treat her like her father does. She said "My father does something and comes home and beats my mother and me and sends us out of the house

if he is very angry". The facilitator helped Rachana feel safe about what she had shared and enabled her to understand that not every boy would treat her like her father. Having found someone to lend her an empathetic ear to what she was feeling and going through at home, Rachana's behavior began to change. She found herself motivated enough to start attending matches and was taken to the Bangalore Football Club grounds and began to develop an interest in football along with some other students.

Within a span of six to seven months, the changes began to be noticed by everyone. She started speaking to the boys and was now more respectful towards them. She gradually became regular to football sessions and truly began to love playing football. She started taking up responsibility and demonstrating leadership qualities in conducting and guiding the other children in sports drills. Her performance improved not only in the football sessions but in class as well, when she became the class leader and secured the first rank in her examinations.

Rachana's teachers said that there was such a drastic change from what she was before, from never being interested in doing class work to taking up responsibilities in class, speaking confidently and leading the class. One of the sessions the facilitator conducted was on alcoholism and how to deal with family members who drink. Rachana, being moved

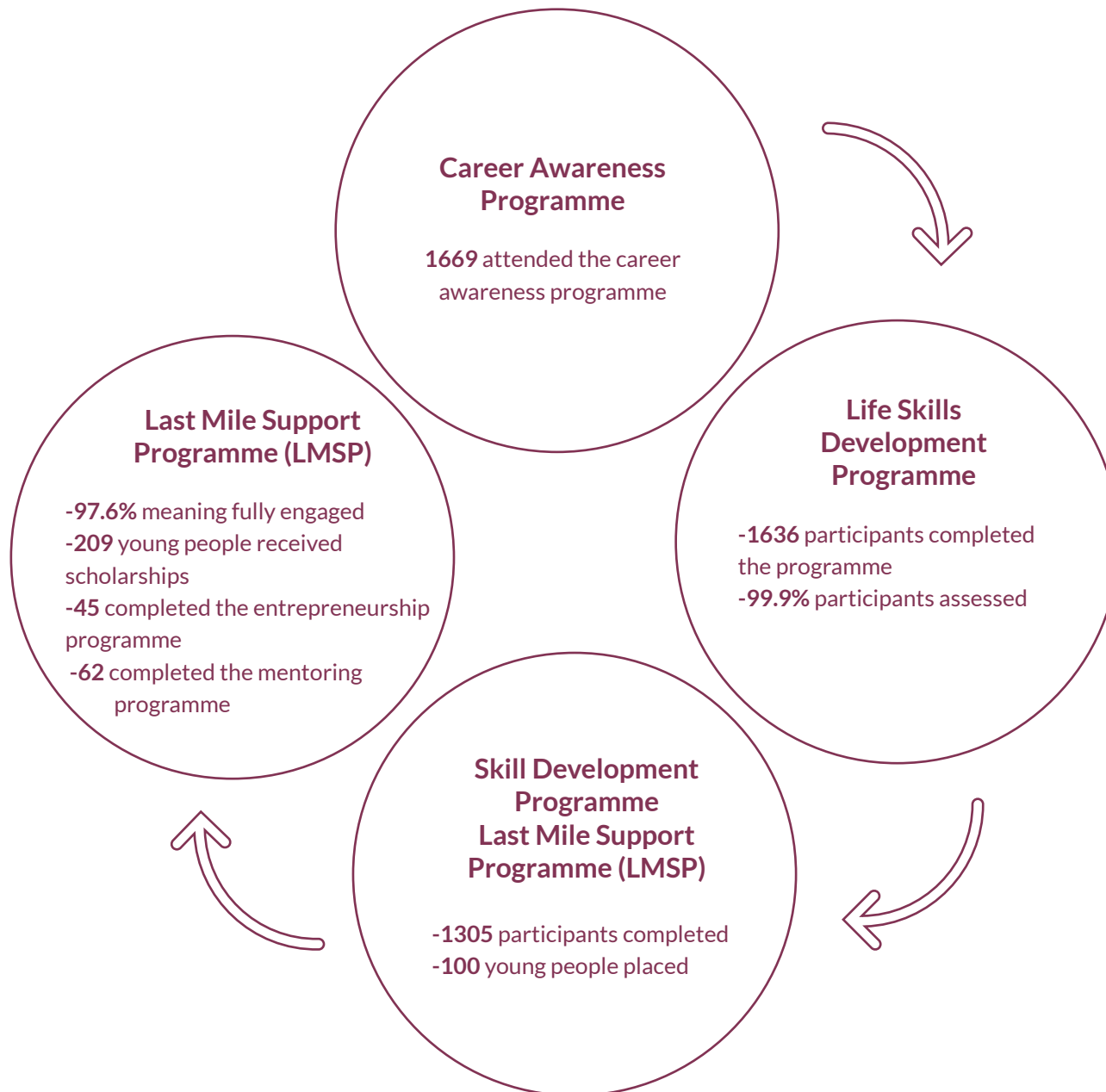
by this session, plucked up the courage and spoke to her father, telling him whatever she had learnt from the session. Her father promised not to drink from that day. Rachana said that he hasn't stopped entirely but has reduced the frequency of getting drunk. The facilitator still keeps in touch with Rachana and her family, continuing to take feedback from her.

## 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. The programmes are conducted in two learning centres, based in Bangalore.







Young people completed the life skills development programme



932



704

## Voices of Impact:

\_\_\_\_\_ “I lost my mother 2 years back and at the same time I lost my job too. It was then that my sister advised me to join Career Connect Centre. The life skills programme at the centre helped to regain my confidence and get a job again. Now I am independent and support my family too”

- Vani, Young Person, Career Connect Programme

\_\_\_\_\_ “I just completed my 12th STD exams and have decided that I do not want to pursue my education. I have taken this once impossible decision because of the experience and opportunities given to me at the centre. Cooking is my passion and I worked in a bakery part-time but did not see dignity in my work. Dream a Dream helped me to see that dignity by allowing me to facilitate baking sessions. Now, I’ve joined the culinary school at Taj and am training to be a chef.”

- Shanta Raj, Career Connect Programme.

\_\_\_\_\_ “I was a 2nd PUC drop out. I stopped my education due to financial constraints in my family. I wanted a job very badly but got rejected from every interview I attended as I could not speak properly and didn’t have a knowledge of computers and at the same time, I lacked the confidence to face people. The Life Skill Development Programme gave me a space to work on myself and no one laughed at me because of the way I spoke. Thanks to their appreciation, I was able to motivate myself and today, I have a job as a cashier in a mall and I’m also trying to complete my studies through distance education.”

- Kantha, Career Connect Programme

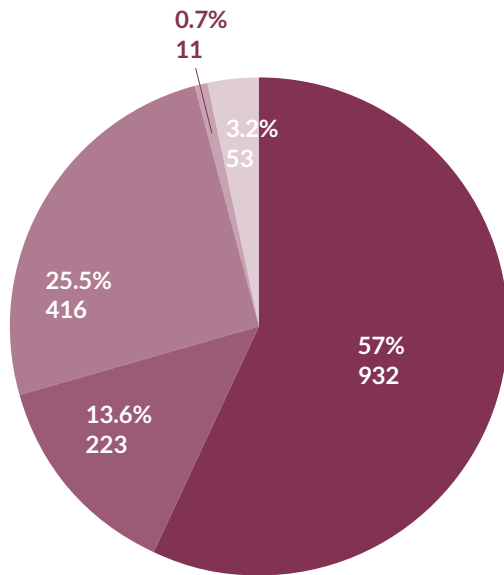




## Life Skills Assessment Analysis 2018-19

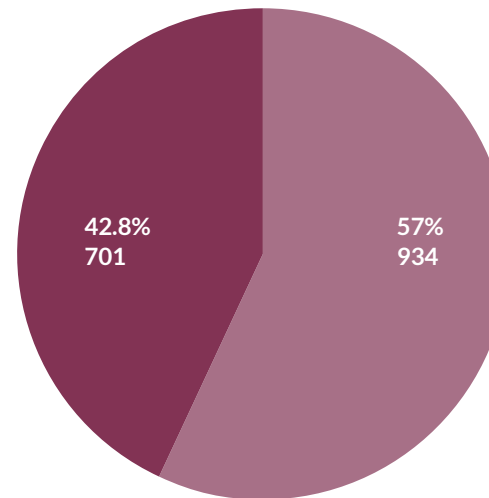
The Lifeskill Assessment Analysis presents data sets of young people who completed the Career Connect Programme. A total of 1635 young people completed the Life Skills development Programme. For the analysis, there were 934 male and 701 female participants. They were in age group of 13 to 28 years.

### Age Distribution



- 13-15 years
- 16-18 years
- 19 to 21 yrs
- 22 to 24 yrs
- 25 to 28 yrs

### Gender Distribution



- Female
- Male

Life Skills Development  
2018-19:

Average Attendance  
**89%**

Retention Rate  
**94.5%**

Increase in number of  
young people retained  
in life skill development  
programme year after  
year

2016-17: 88%

2017-18: 92.6%

**2018-19: 94.4%**

Skill Development  
2018-19:

Average Attendance  
**91%**

Retention Rate  
**92.7%**

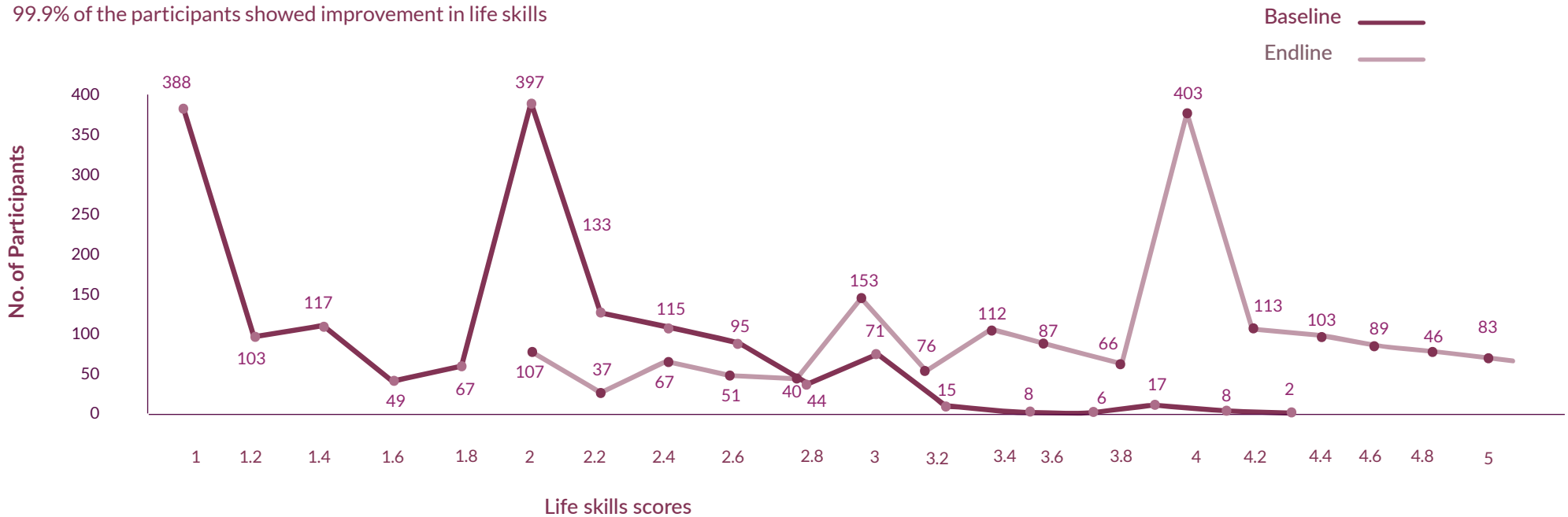
Increase in the number of  
young people completing  
skill development  
programme

2017-18: 764

**2018-19: 1305**

## Life Skills Improvement

99.9% of the participants showed improvement in life skills



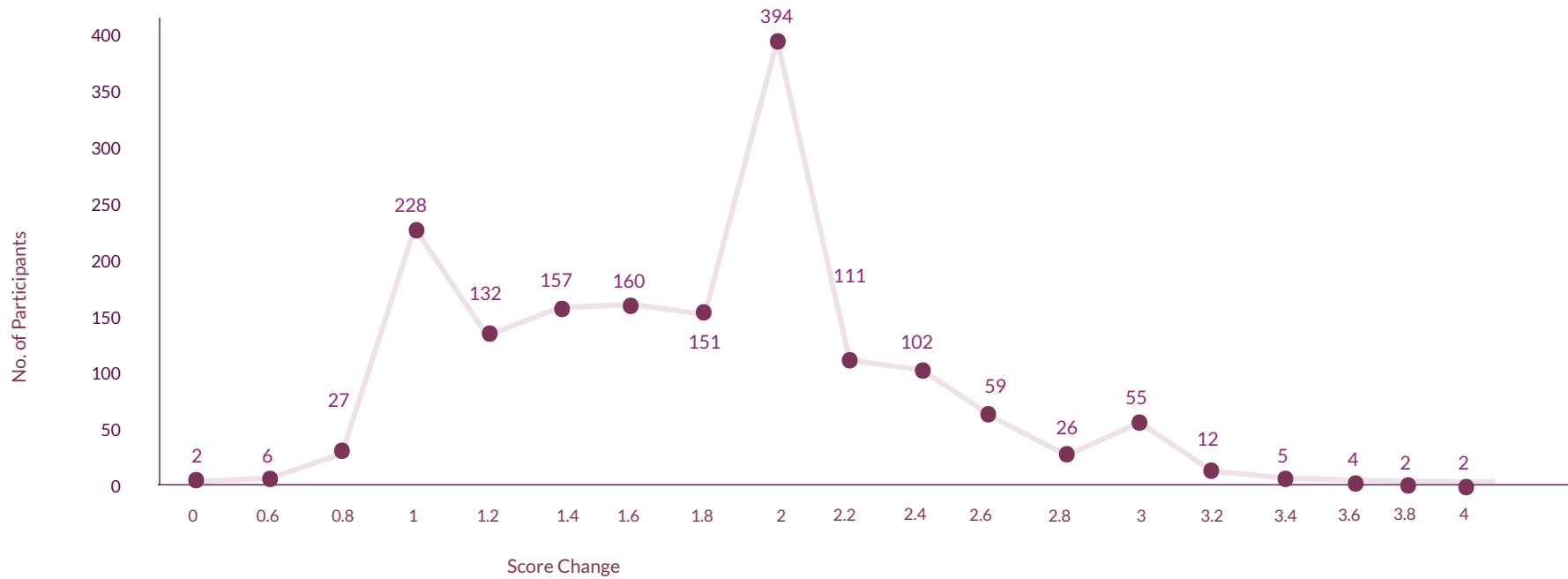
The analysis showed:

- The average score of the participants increased from **2.1** to **3.8** points
- **7.8** % of the participants had an average score of  $\geq 3$  in the beginning of the programme and this improved to **72%** at the end of the programme

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

Life skills	Baseline	Endline	Improvement
Interacting with others	2.0	3.8	1.8
Overcoming difficulties and solving problems	1.8	3.6	1.8
Taking initiative	1.8	3.5	1.7
Managing conflict	1.7	3.4	1.7
Understanding and following instructions	2.0	3.9	1.9
<b>Average</b>	<b>1.8</b>	<b>3.6</b>	<b>1.8</b>

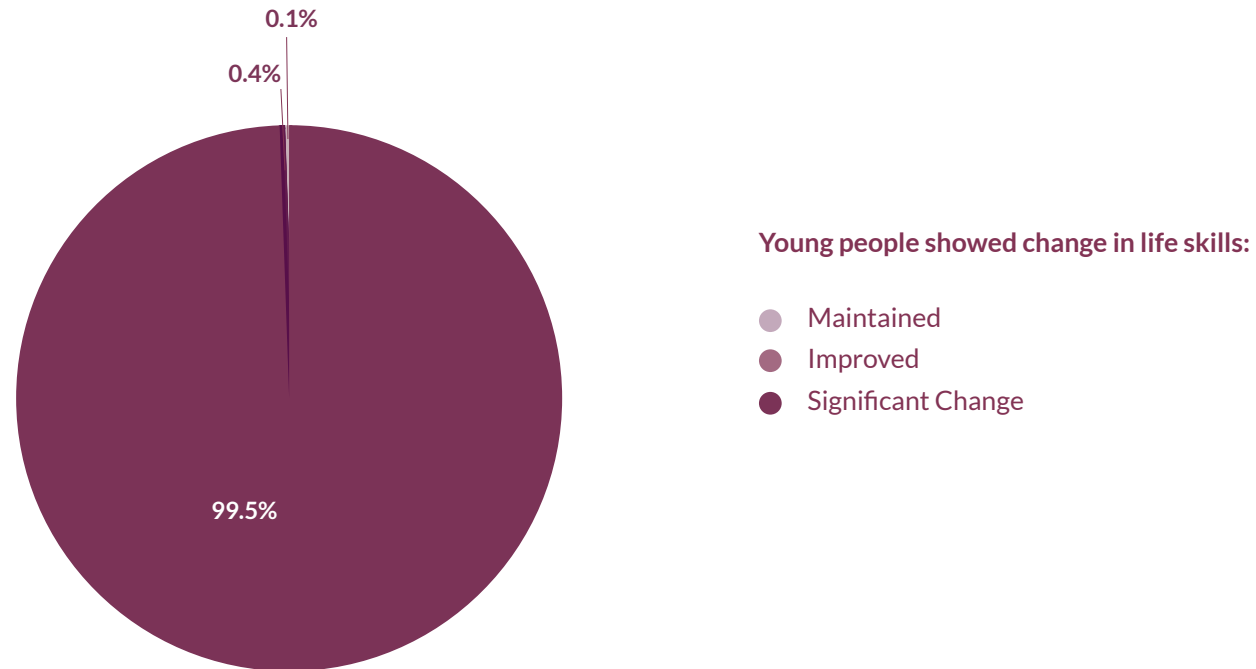
## Overall Average Score Change:



### KEY FINDINGS:

- Overall average score change 1.8 points
- Majority of the participants (60.8%) improved life skills from 1.1 to 2.0 points

## Overall Significant Change in Life Skills

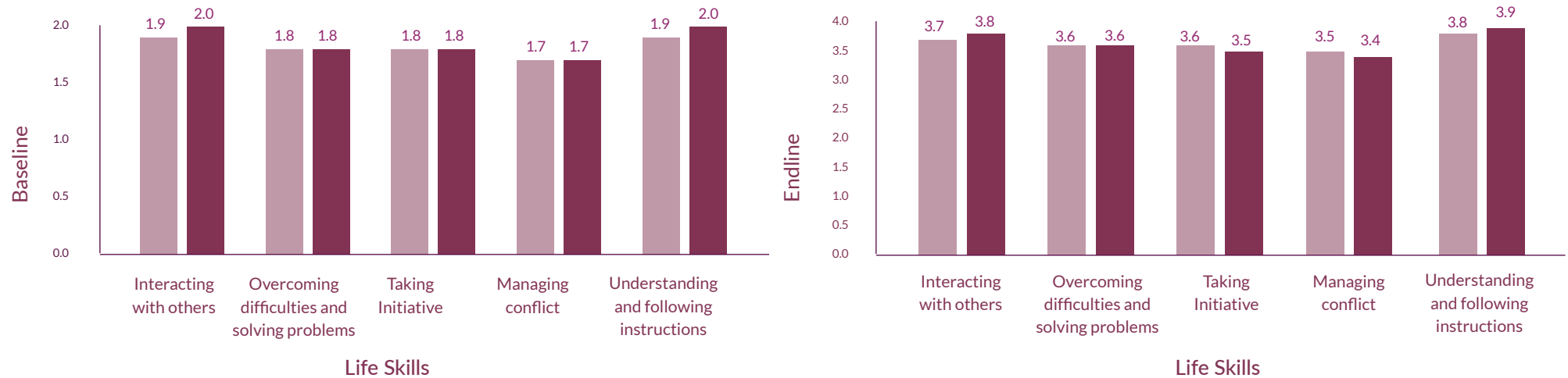


### THE ANALYSIS SHOWED:

- 99.5% of the participants improved their life skills scores by one standard deviation ( $SD \geq 0.75$ ) which is considered a significant change
- 0.4% of the participants improved their life skills scores ( $SD < 0.75$  and  $> 0$ )
- 0.1% of the participants maintained their life skills scores



## Gender Wise Improvement In Each Life Skill:

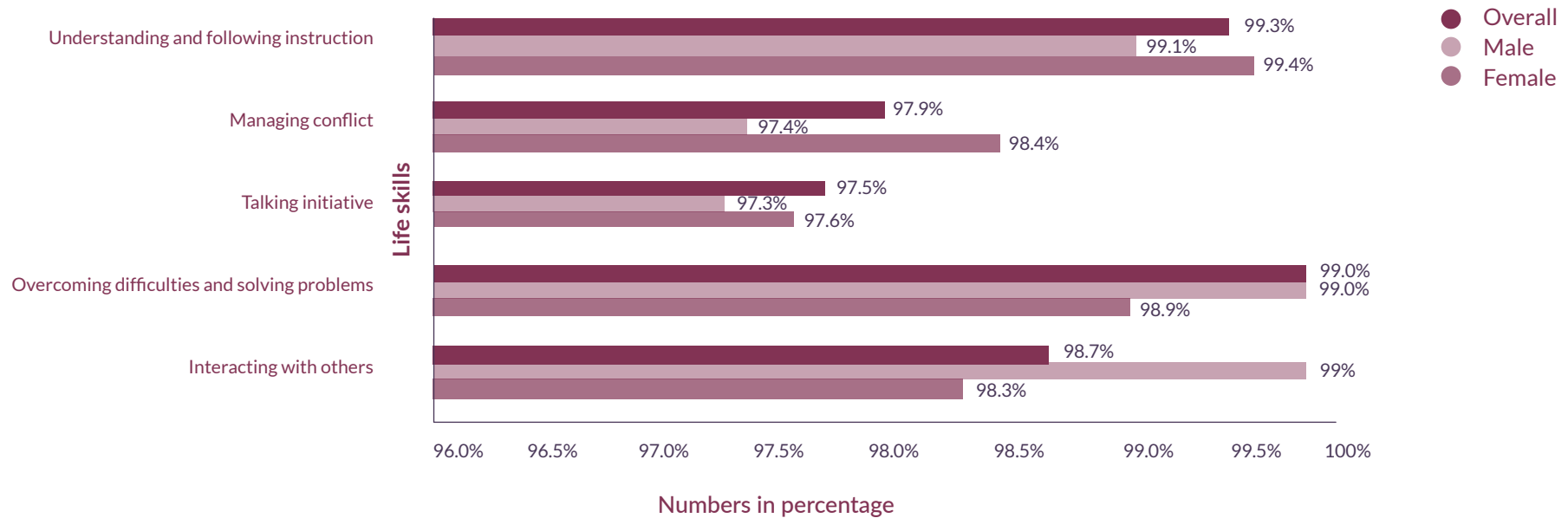


- Male
- Female

### KEY FINDINGS:

- The improvement on each life skills 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 ( $\geq 2.5$  points)

## Participants Showing Improvement in Each Life Skill



### WHAT WE LEARNED:

- Life skills development programme helped participants develop skills they can use throughout their lives and career
- All programmes offered at CCP has developed participants lifelong learning and employability skills
- Through the CCP, young people learned a number of personal traits like effective communication skills, problem solving skills, team work and collaboration which helps them in their academic, professional and personal lives
- Findings of the study indicate that life skills intervention helped young people to develop social competencies and problem solving skills, which in turn helped them to prepare for life, make meaning full choices and become productive member to the society

### KEY FINDINGS:

- 97.4% of participants improved in each life skills
- Male and female participants showed improvement of 90% and above in all five life skills.

\_\_\_\_\_ Nataraj, at the young age of 19 is confident, ambitious and holds a job which supports his family. Although, this wasn't the case a few years ago. Nataraj's father passed away, when he was young, suffering from cancer, leaving the family in a large amount of debt. His mother, working as a tailor and elder brother working at a courier company, together made ends meet and contributed to the repayment of the debt and paid for Nataraj's expenses. At 15-years, he smoked for close to Rs.3000/- a month and spent a lot of money enjoying himself with his friends, and it never occurred to him how difficult it was for his family to support his lifestyle.

Little did he know that this lifestyle would change, when the dire financial situation at home forced him to take up a job. At the end of Nataraj's first year of P.U., his friend Durga told him about a Basic Computer course at the Career Connect Centre in Bommanahalli. Nataraj started accompanying Durga to the centre and there was something about it that made him want to keep going back.

Attending the course, conducted by Shivu for a month and a half, Nataraj learnt a lot and enjoyed it thoroughly. The demeanor of the facilitators there made him feel at home and they gave him a sense of self-worth. Nataraj says, "Teachers are masters of rules and regulations. People like Shivu Anna, you will never say they are teachers. They are friends. They are like family. You can share anything you want with family. You can't

do the same with teachers." Once the sessions were done, he found himself in a dilemma because he was forced to drop out of college. The debt of his father's hospital bills was too much for the family to manage without him contributing to making ends meet.

It slowly began to dawn on him how difficult it was to keep a family going and to earn a month's salary. He began to own his mistakes, recognise his potential and think of ways to change himself. He had Shivu Anna who made him feel like he could make a difference.

Looking at himself in a new light, reflecting on his strengths and the newly acquired certification in Basic Computers, he knew that he could definitely do something productive with his life, by taking initiative. He remembered an activity called 'Dream Tree' which the facilitators had made him do during the Skill Development sessions. He compared that with his life and decided that he needed a good foundation for his father's dream of him becoming a Mechanical Engineer. His brother and uncle helped create a strong understanding of the subject and also helped him get a job as a lift mechanic. He earned close to Rs.20,000/- in those months and became confident enough to handle the contract for a building by himself. He found himself unemployed when the contract ended but he didn't give up. This was when his brother told him about a Diploma course in M.Tech, which was not only free but where he would be guaranteed a job with a good salary. Nataraj jumped at the chance. He joined

the course and found that the first two months of the course was what he had already done at the centre in a month. He soon began to display leadership skills and became the class representative and today when he speaks, the whole class goes silent, listening to him. He soon got employed in a tool manufacturing company.

After the life skills he received at the Basic Computers Course, Nataraj turned his life around. Today, he is a Junior Production Manager at a tool manufacturing company. His life has been a winding road of ups and downs but he has the self-confidence, initiative and courage to face them head-on.

The Career Connect Centre, through the Life Skills Development Programme, has helped empower young people like Nataraj, discover their hidden potential, take initiative and grow into strong leaders, not only at their place of employment, but in life. His friends and family, inspired by his transformation, go to him for help and guidance.



## 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 and skill development training opportunities to young people in the age-group of 16 to 22 years to ensure that they do not drop out. Currently we have 5669 active participants as a part of LMSP.

**Increase in the active participants year after year**

**2016-17: 5106**

**2017-18: 5301**

**2018-19: 5669**

### Last Mile Support Programme 2018-19

**97.6%**

Participants meaningfully engaged

**45**

Participants completed the entrepreneur model

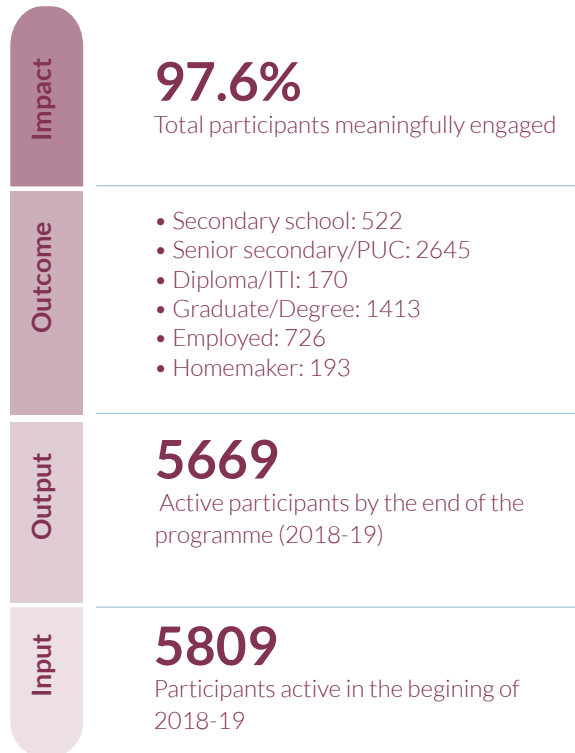
**209**

participants have received scholarships

**100**

participants were placed in jobs

## Impact Logic Model



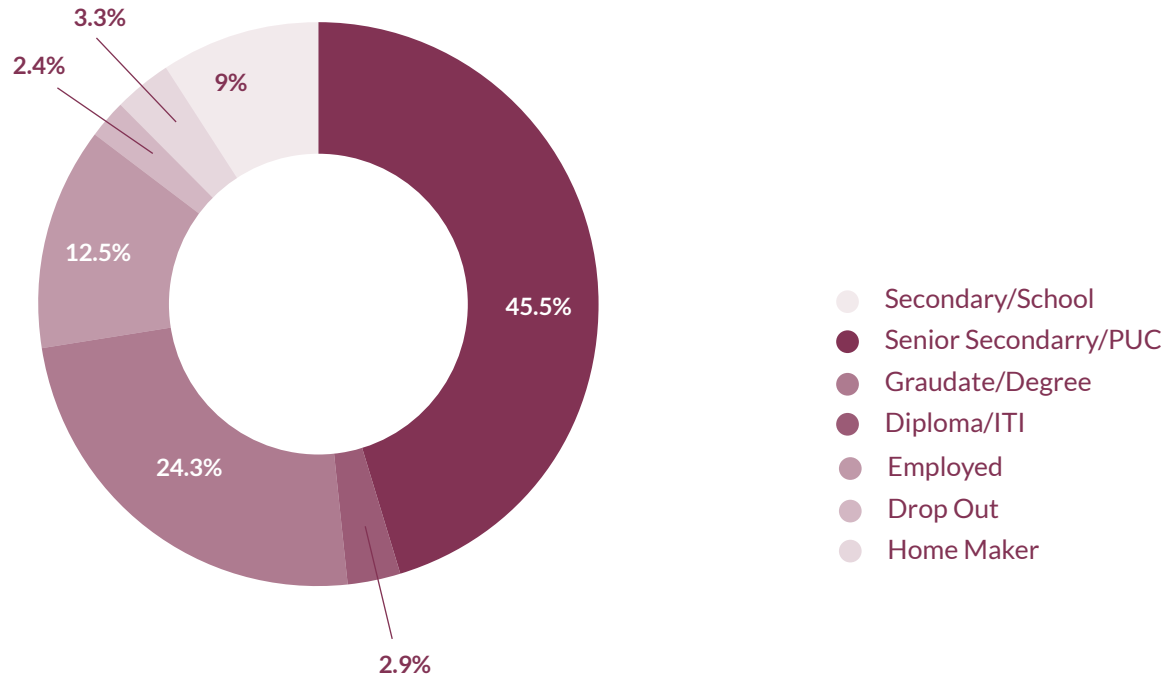
### KEY FINDINGS:

- 5669 young people were actively tracked by the end of 2018-19
- Young people tracked made a positive transition to
  - Senior secondary/PUC
  - Graduation
  - Vocational training
  - Employment

## Overall Tracking Status of the LMSP Participants (2013-14 to 2017-18)

Year	Young people enrolled in LMSP	Young people active and tracked at the end of 2018-19
2013-14	316	193
2014-15	1112	457
2015-16	2247	937
2016-17	5172	2890
2017-18	5988	3403
2018-19	9897	5669

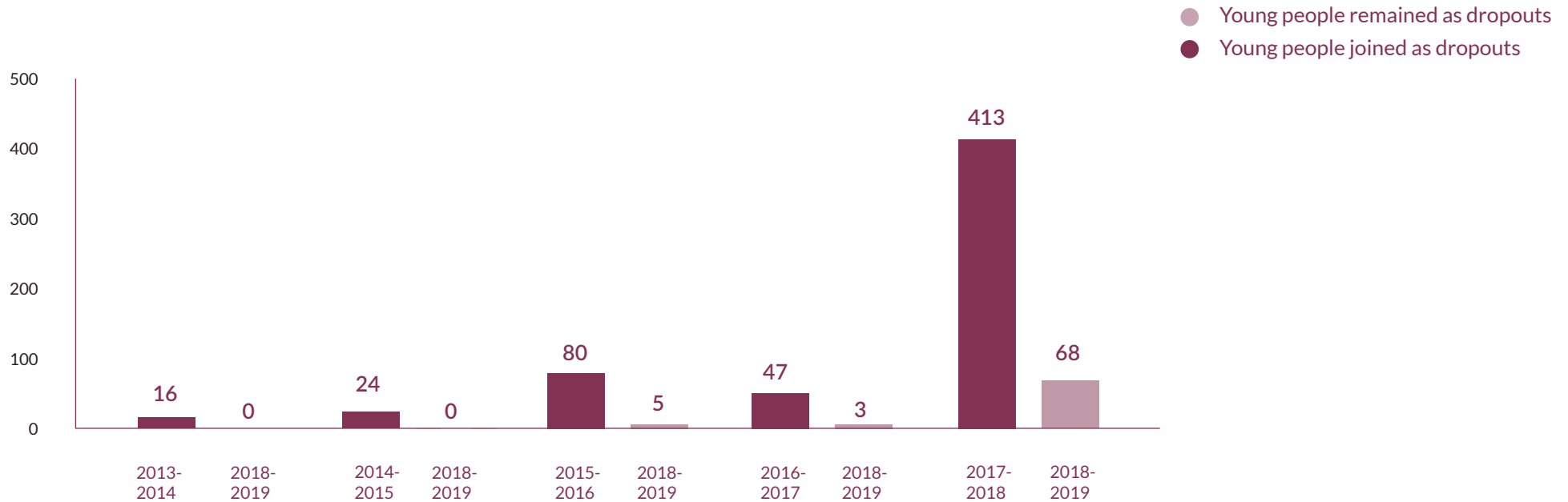
## Present Status Of The Active And Tracked Young People Who Enrolled In The Programme (2013-14 to 2018-19)



### KEY FINDINGS:

- 97.6% young people were meaningfully engaged by the end of 2018-2019
- 45.5% of the young people moved to senior secondary/PUC from school
- 24.3% young people completed their education till graduation by 2018-2019
- 12.5% of the young people tracked were employed

## Status Of The Dropouts Who Joined The Programme



### WHAT WE LEARNED

The LMSP has been successful in meaningful engagement of young people from adversity. Periodic tracking and support provided by the LMSP such as scholarships, job placements and skill development programmes have helped the young people make career choices and be prepared for life.

Life skills development programme and the LMSP made a tremendous impact on the school and college dropouts who joined the programme. Majority of the young people who joined as dropouts from school or college continued their education after attending the CCP.

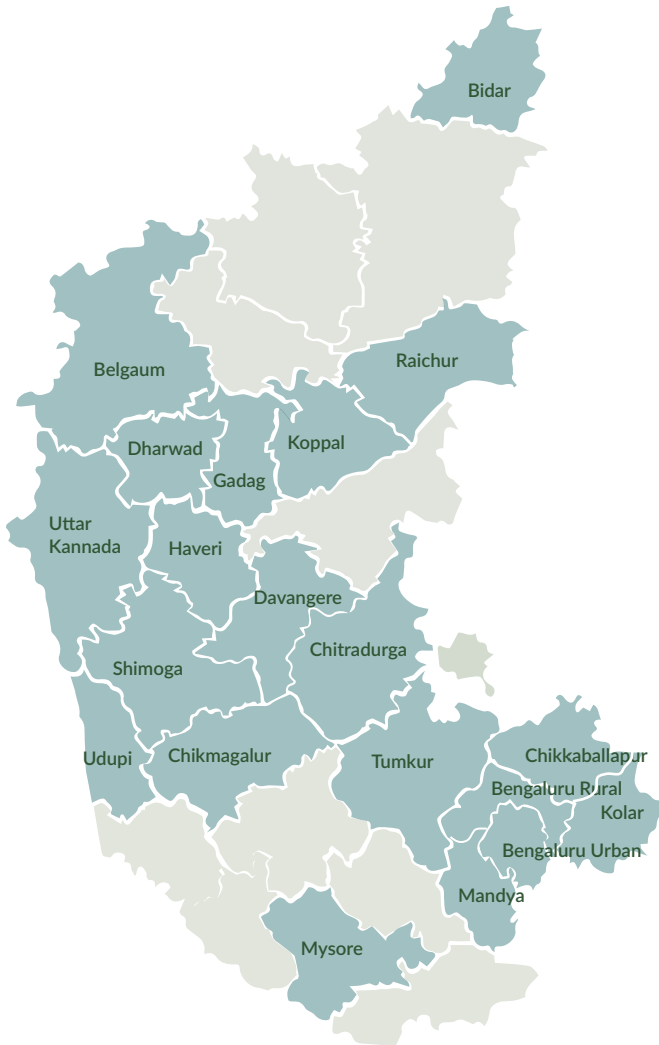


## 03 Teacher Development Programme (TDP)

\_\_\_\_\_ The Teacher Development Programme engages adults to deepen our 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: 2018-19



**1450**

participants completed all four Life skills facilitation workshops

**78.7%**

retention

Increase in programme reach year after year

2016-17: 11 districts

2017-18: 19 districts

2018-19: 20 districts

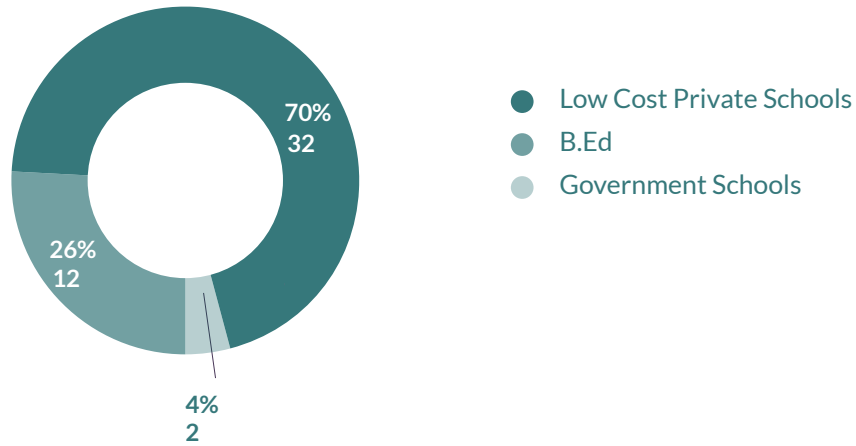
Increase in teacher participation year after year (completed all 4 LSF)

2016-17: 461

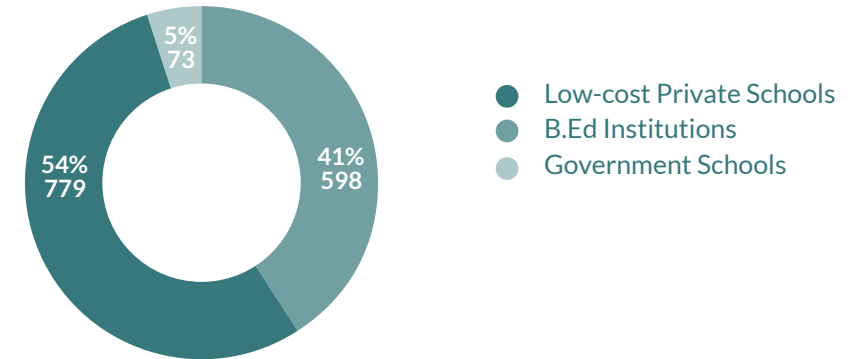
2017-18: 859

2018-19: 1450

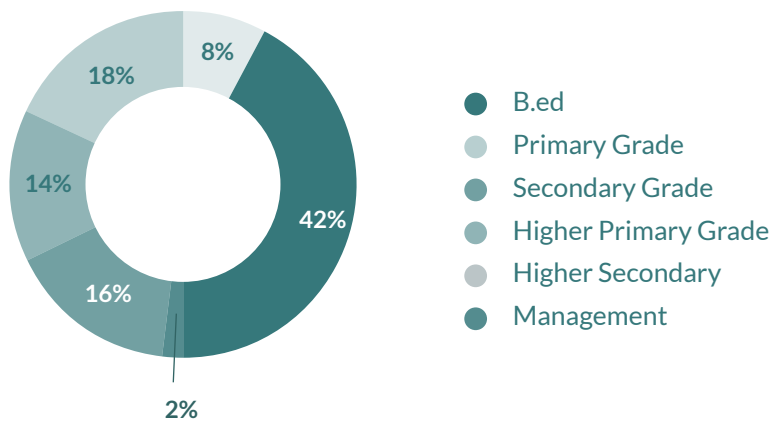
### Partner Profile



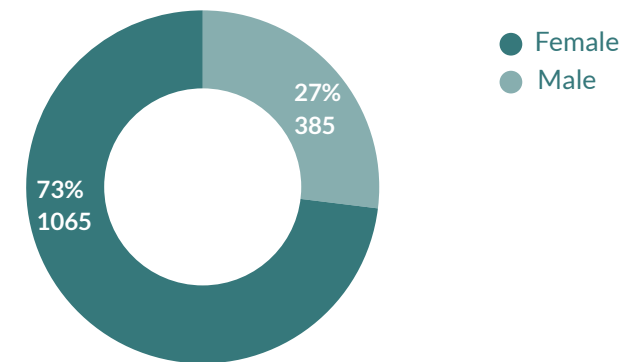
### Distribution of Teachers who Completed the Programme



### Grade Distribution Of Teachers



### Gender Distribution of Teachers



## Voices of Impact:

\_\_\_\_\_ “After attending the Dream a Dream programme, my perception in looking at things has started changing. I feel my energy level is raised and don't feel teaching as monotonous. I feel I can now identify the emotional need of a child. I have become softer in my approach and make my every class more creative by imparting a new attractive pre-activity apart from the textbook before the session. This has become a part of my approach. “I feel, strongly if a Teacher becomes Creative, Children will become Innovators.”

- Teacher, Prakruthi Vidyaniketan School, Bangalore

\_\_\_\_\_ “I realised that I was highly prejudiced, wasn't a good listener and did not think emotionally before I acted. After the workshop, I feel that I can be empathetic to children and the people around me. I promised myself that I will be a 'friend' and not a 'teacher' to whoever I connect within my life's journey.”

- Teacher, Alheera English Medium School, Raichur

\_\_\_\_\_ “I have changed”. A deep voice within me is heard nowadays and I feel happy 'being positive' about myself. I feel light-hearted and like to connect to people, students and my children. I strongly feel I should 'give space and empathize' each and everyone I come across.”

- Teacher, Government Primary School, Shimoga

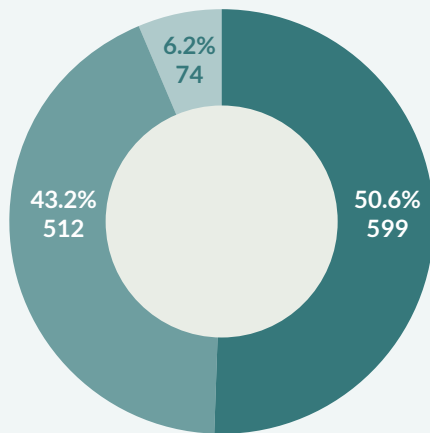


## Impact Analysis: Life Skill Assessments 2018-19

The Life skills Assessment Analysis presents data sets of 13 partner's 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).

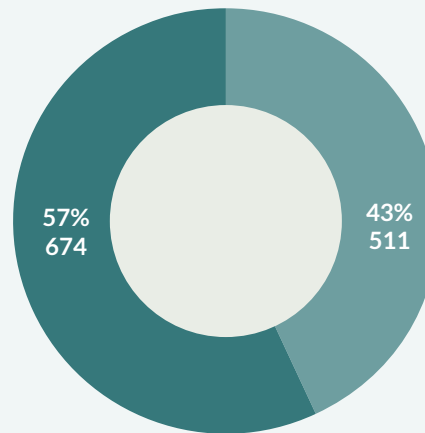
For the analysis 1185 data sets were collected, of which 674 were male and 511 were female participants. They were in the age group of 8-16 years and in grades 5th to 9th.

### Age Distribution



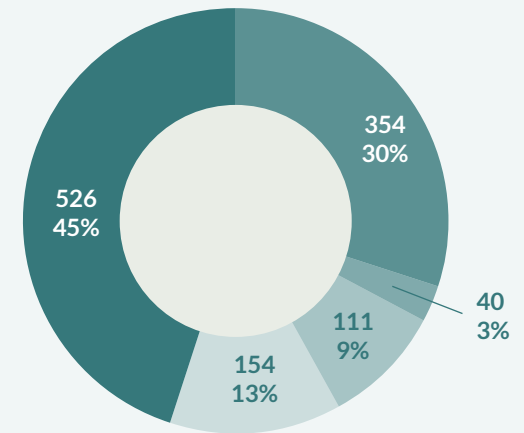
- 8-10 years
- 11-13 years
- 14-16 years

### Gender Distribution



- Male
- Female

### Grade Distribution



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

## Life Skills Improvement

86.7% of the participants improved in each life skill



### The analysis showed:

- The average score of the participants increased from 2.2 to 3.5 points
- 8.9% of the participants had an average score of  $\geq 3$  in the beginning of the programme and this improved to 80.8% at the end of the programme

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

Life skills	Baseline	End line	Improvement
Interacting with others	2.3	3.5	1.2
Overcoming difficulties and solving problems	2.1	3.4	1.3
Taking initiative	2.2	3.5	1.3
Managing conflict	2.0	3.3	1.3
Understanding and following instructions	2.3	3.6	1.3
<b>Average</b>	<b>2.2</b>	<b>3.5</b>	<b>1.3</b>



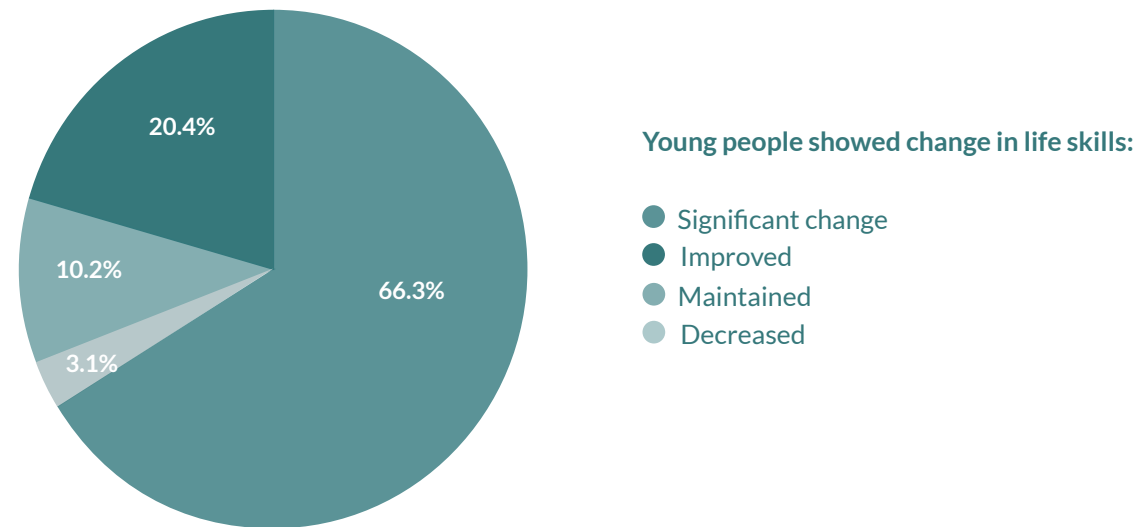
## Overall Significant Score Change:



### KEY FINDINGS:

- Overall average score change 1.3 points
- Majority of the participants (41%) improved life skills from 1.1 to 2.0 points

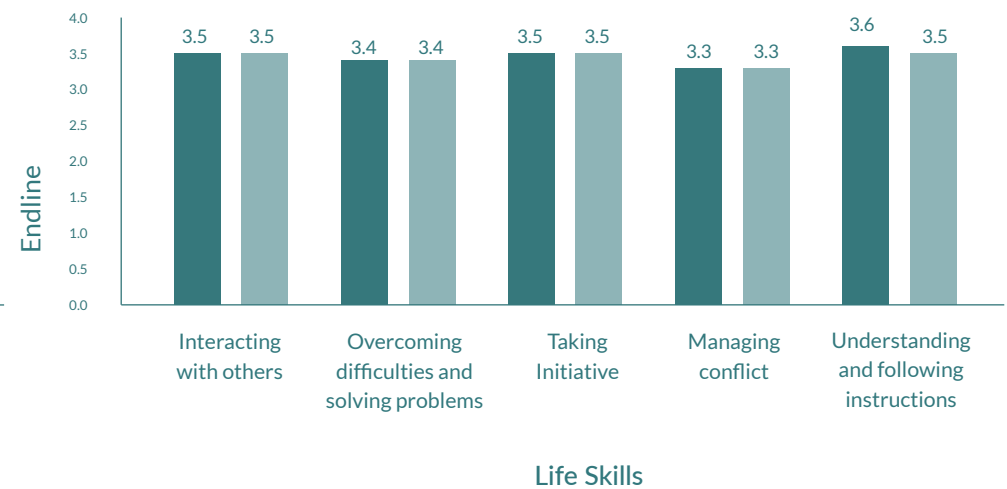
## Overall Significant Change in Life Skills



### THE ANALYSIS SHOWED:

- 66.3% of the participants improved their life skills scores by one standard deviation ( $SD \geq 0.75$ ) which is considered a significant change
- 20.4% of the participants improved their life skills scores ( $SD < 0.75$  and  $> 0$ )
- 10.2% of the participants maintained their life skills scores
- 3.1% of the participants life skills scores decreased

## Gender Wise Improvement in Each Life Skill:

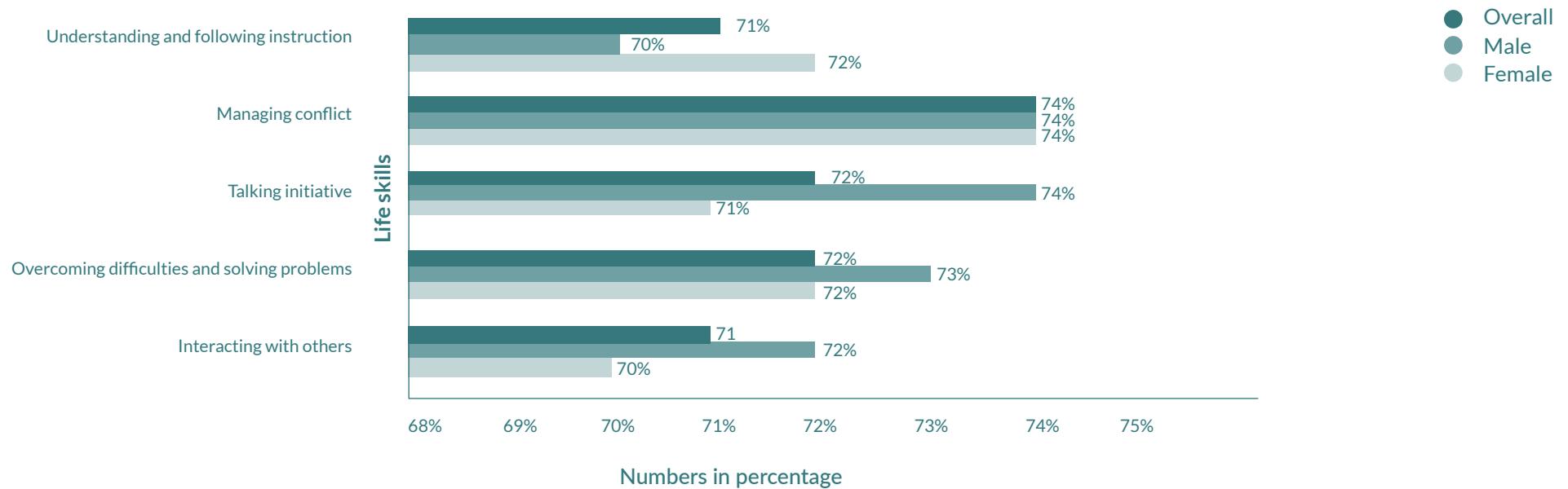


- Male
- Female

### KEY FINDINGS:

- The improvement on each life skill for both male and female participants was statistically significant ( $SD \geq 0.9$  points in 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 on each of the life skills and this increased to above norm by the end of the programme

## Participants Showing Improvement in Each Life Skill



### WHAT WE LEARNED

- TDP equipped the teachers to acknowledge and develop
  - Skills of listening and validation
  - Explore their creativity
  - Gain a deeper understanding of their role as a teacher
  - Develop skills of authentic speaking and sharing
  - Practice the life skills developed
- Findings from our study provide us insights on how professional development programmes enhance competencies and strongly influence their students
- The significant change in life skills score of the students provide us a great conclusion that TDP has influenced students through teachers
- From the evidence it is clear that teachers play an active role in developing life competencies among students

### KEY FINDINGS:

- 71% of participants improved in each life skill.
- Female participants had the highest improvement in managing conflicts and Taking initiative (74%).

\_\_\_\_\_ I am a 35-year-old, shy Mathematics teacher working at St. Thomas School at Holalu Village in Hoovina Hadagali taluk from Bellary district. Holding a B.Ed. and a Master's degree in Science, I enjoy teaching Mathematics to students between the fifth and eighth grade. I have been teaching for the past eight years. I have been highly closed and hesitant with new friends. Unless I was introduced to anyone, I would never go out of my way to get acquainted with them.

A year ago, our school management organised a Life Skill Facilitation workshop in our school, conducted by Dream a Dream. Little did I know that this would be a transformative moment. I was hesitant to participate in any of the activities, even though the trainer created a very safe space to get involved. Even though the activities were good, thought-provoking and educative, I could not find myself comfortable enough to participate. Finally, I dropped my guard and started getting involved and the first step was looking into myself, which I had never allowed myself to do before.

Through this process, I realised how adamant I was, how I never gave space for others to share their feelings and thoughts, always expecting them to listen to me instead. Recognising that I had a great skill of observation, during the 'Ride Share' activity in the third phase of the workshop, I noticed how people with different emotions and personalities influenced co-passengers during their journey in the car. Enjoying

the activity through my keen observations, I was still an outsider feeling infuriated at not being able to get the courage to participate in the activity. This led me to feel like I had lost a great opportunity and reflect on how other colleagues who were also shy like me participated and felt they had overcome their shyness, looking more confident. This encouraged me to gradually open myself up and mingle with my colleagues and make friends voluntarily. This changed approach allowed me to see people being happy around me especially in my in-law's house. They were the happiest people I saw.

A great opportunity to work on my newly learnt skill arose when I was promoted to become the Headmaster of the school. Along with my colleagues, I started to observe the emotional levels of every child in the school, to participate in the Science and Language Exhibition. The event was organised for students between kindergarten and higher secondary students. 135 students participated in the event and close to ten neighbouring schools were invited to view the event. We focused on 'giving space' to every child in the making of working models and visual models in science, giving speeches and other language activities. We motivated the shy students to take part and we stood by them. Nursery children brought raw vegetables and spoke about in on stage. It was a very grand event. The greatest learning, I had was that 'every child is unique'.

Post the event, we further shortlisted the children who needed support from us. Currently, we are trying to track every child's emotional status and link it to their academic performance. We have stopped using 'sticks' in our school, sometimes we find it tough to manage children, yet we are trying our best to refrain from it. Before the training we used to tell students to 'Keep Silent' but now we tell to 'Speak, Speak, Speak'.

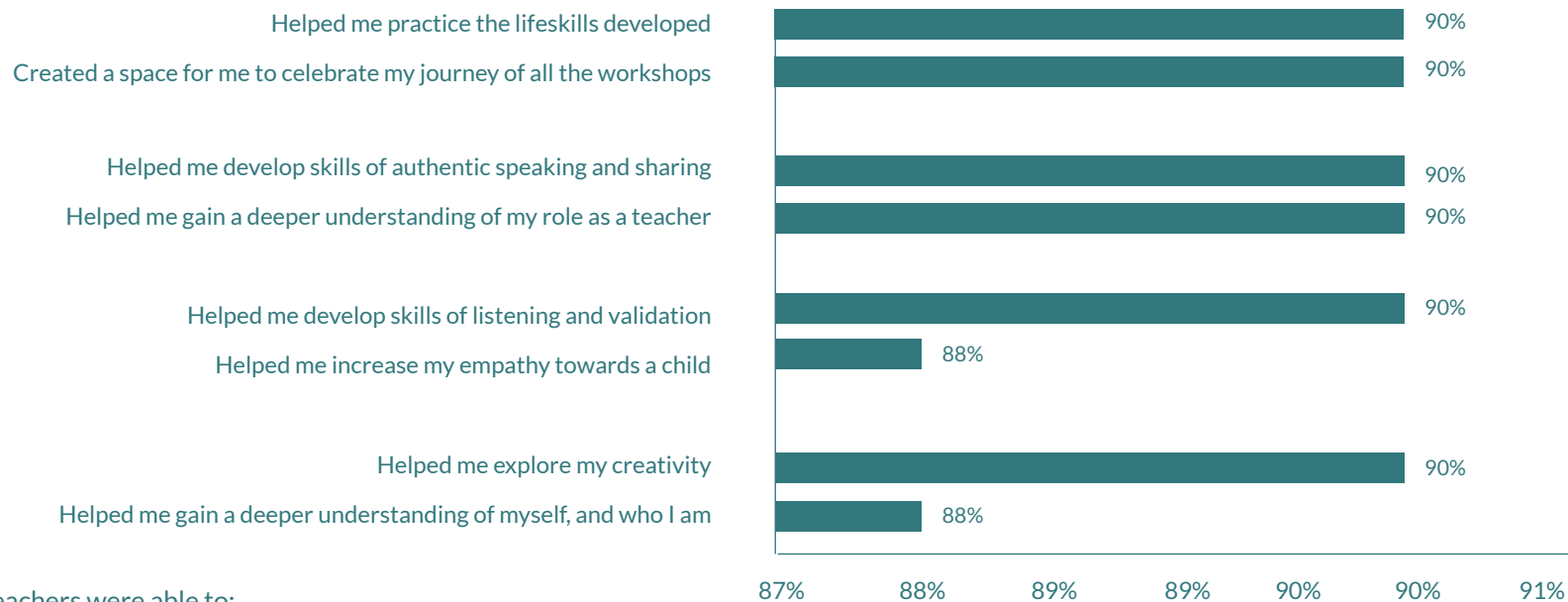
My key learning from the workshop was, "I should give space to everybody around me to express what they feel."

## Feedback Analysis: 2018-19

In TDP, feedback is collected from all participants at the end of each Life Skill Facilitation (LSF) module. We had a total of 25 partner schools enrolled in the programme. Since TDP is a four-module programme and stretches across 8 months, only 22 partner schools completed all four LSFs in 2018-19. 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 and the quality of training are as follows:

### Life Skills Developed In Teachers Through Life Skill Facilitation

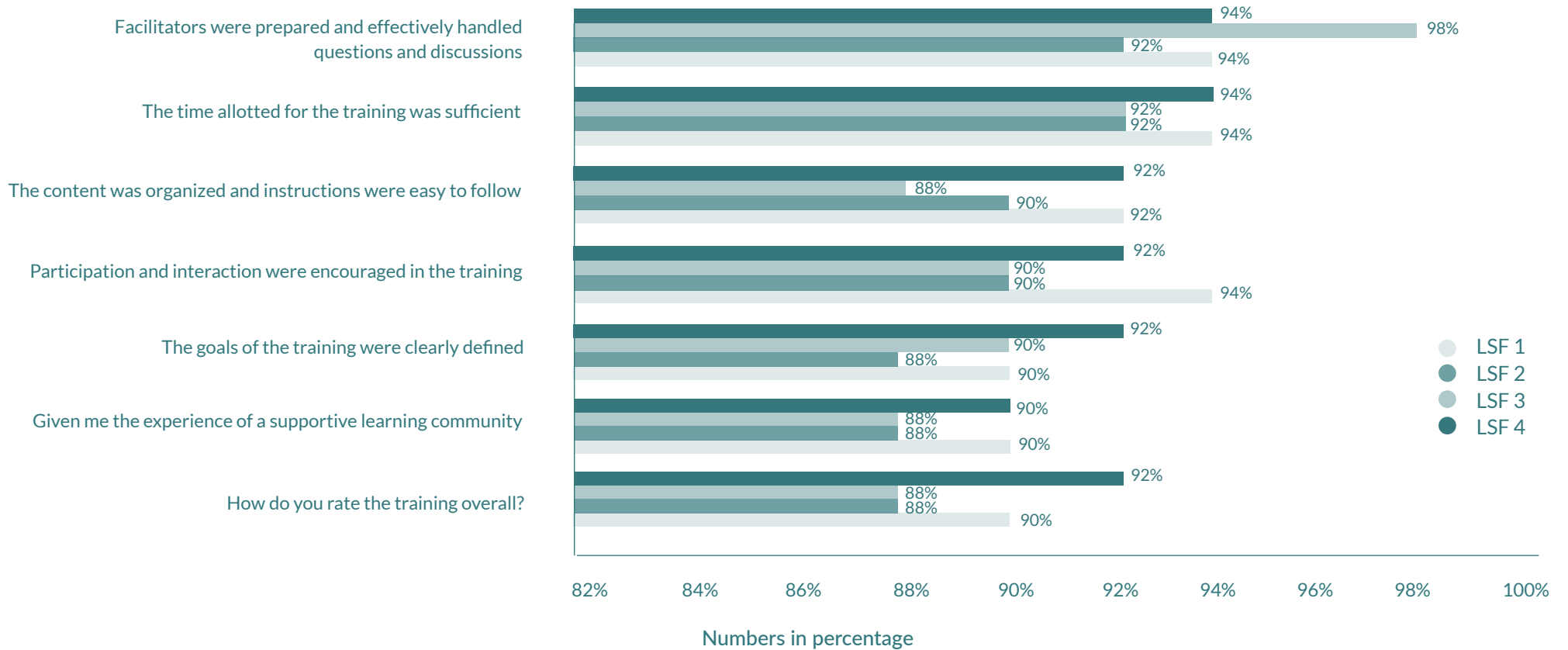


90% of the teachers were able to:

- 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

88% of the teachers felt that LSF 1 and 2 helped them to increase empathy towards a child and gain a deeper understanding of themselves

## Feedback on the Quality of the Training



More than 88% of the teachers felt that the goals of the training were met. The overall rating given for each LSF is as follows:

- The participants gave an overall rating of **4.5 out of 5** for LSF-1
- The participants gave an overall rating of **4.4 out of 5** for LSF-2
- The participants gave an overall rating of **4.4 out of 5** for LSF-3
- The participants gave an overall rating of **4.6 out of 5** for LSF-4

## The Way Forward

The impact report of the programmes (ASLP, CCP, and TDP) for the year 2018-2019 was conducted to assess the impact of life skills interventions on young people and teachers. We are specifically looking at developing and improving the life competency of the participants using the Life Skills Assessment scale (LSAS) developed by Dream a Dream.

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

ASLSP related interventions were delivered effectively and have had a positive impact on addressing critical challenges in young people and developing life skills in them. ASLSP works towards building an ecosystem of teachers, parents and young people. In 2019-20, the programme will continue to deepen the impact by 100% participants improving their life skills score by one standard deviation, which are above norms. For young people who lack critical skills and are below norms, ASLSP continues to improve their skills through events like 'Life Skills Day'. This year ASLSP will be orienting parents and teachers on life skills for a deeper understanding of the need of life skills in children. Another important area of focus will be to maintain the quality of sessions through regular monitoring and trainings so that young people develop skills.

The interventions carried out in the CCP had a positive impact on addressing critical challenges faced by young people. In 2019-20 CCP will look at influencing the system that affects the life choices of young people (Parents, Placement Partners, Peer Organization, Government Schools and Colleges, Community Leaders, Politicians) helping them understand the urgency for life skills and the need to build a strong supportive communities for young people thereby creating community change-makers. CCP will invest in deepening understanding on preparing young people for life and career. To strengthen the impact of the programme, two indicators will be developed, meaningful engagement and career readiness that can be measured as outcome of the programme. A survey on the meaningful engagement of young people enrolled in LMSP (2012-13 to 2014-15) was conducted by CCP. The analysis showed that the young people tracked for a period of 4 years were meaningfully engaged (took up jobs, higher education etc). The analysis also showed that young people developed life skills after attending life skills development programmes and have successfully made healthy career choices. Based on the survey, we have decided to stop tracking these young people and to consider them as prepared for life. Going forward, LMSP will continue tracking young people enrolled from 2015-16 and there by guide and support them to make meaningful life choices.

TDP has contributed to the development of teachers and the results of the study indicate that the training program for teachers has significantly influenced the life skills development of the children in classroom. The objective and focus on TDP for 2019-2020 is going to be having a deeper understanding of the outcomes of the program, capturing the behavioral and mind-shift changes in the teachers and to build a strong evidence-based tool for capturing the teacher impact.



## Lean Data Survey for Dream A Dream’s TDP by Omidyar Network India & 60 Decibels

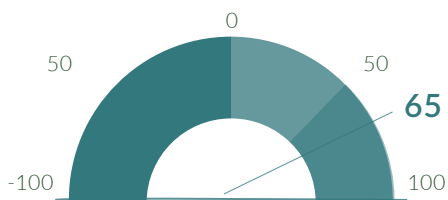
A survey was conducted by ON India & 60 Decibels on understanding TDP as a programme and its impact on the teachers.

TDP has a Net Promoter score of 65 which is excellent; and higher than the Lean Data global and India average

*The Net Promoter Score is a gauge of satisfaction and loyalty. Anything above 50 is considered excellent. A negative score is considered poor. TDP’s score of 65 is excellent.*

### NET PROMOTER SCORE (NPS)

Q: On a scale of 0-10, how likely are you to recommend Teacher Development Programme to a friend or family member? (n=200)



**NPS = % Promoters - % Detractors**

9-10 likely to recommend

0-6 likely to recommend

### NPS BENCHMARKS

Selected Lean Data Benchmarks (n = 100+ companies, 25,000+ respondents)	42
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Lean Data Global Average 100+ companies	34
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India Average 20+ companies	42
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Education Sector Average 40+ companies	
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### Top three self-reported outcomes for 94% of teachers who say quality of life improved

- 33%** experienced improvements in teaching
 

*“I didn’t want to become a teacher. I had no option left and had to take up this profession. But after the programme I have renewed vigour and motivation to become a good teacher”*
- 21%** experienced increase in empathy
 

*“Earlier I had lot of fear and shame. Kids didn’t mingle with me as I was short-tempered and they were scared of me. Now I am friendly with them.”*
- 21%** experienced increase in self-confidence
 

*“I had stage fear and was afraid to talk to others. I was also shy to talk to women and was scared of being embarrassed. The programme has helped me overcome that.”*

### Teacher Development Programme Performance

#### 60dB Global Benchmark

#### 60dB Education Benchmark

77% had no challenges with the TDP due to the positive changes in teaching and life

69%

76%

91% of TDP teachers report not having access to a good alternative

76%

68%

### Teacher Development Programme Helped In:

- improving self-confidence
- ability to motivate students
- training activities

### Top Out comes of the Programme

- Improvements in teaching
- Increased empathy
- Increased self confidence

# 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  $\checkmark$  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
<b>IO. Interacting with others</b> For example, does X interact appropriately with peers, staff, oppositesex? Does X communicate effectively? Does X show sensitivity to others' needs and feelings?					
Any other comments you would like to make:					
<b>DP. Overcoming difficulties and solving problems</b> 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:					
<b>TI. Taking Initiative</b> For example, does X carry out tasks without being told? Does X show age-appropriate leadership?					
Any other comments you would like to make:					
<b>MC. Managing Conflict</b> 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:					
<b>UI. Understanding and following instructions</b> 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:					
<b>OS. Overall Score</b> You get the Overall Score by changing each $\checkmark$ 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.	Total			=	Overall Score
	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), 197-208.

## 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, carers, 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 former Board Member of India Cares Foundation. He is a TEDx Speaker, active writer on development challenges and human interest stories and a poet.

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