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# IMPACT REPORT

2015-2016

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# EXECUTIVE SUMMARY

Started in 1999, Dream a Dream is a registered, charitable trust empowering young people from vulnerable backgrounds to overcome adversity and flourish in a fast-changing world using a creative life skills approach. Currently, Dream a Dream engages with over 10,000 young people directly every year, referred from over 40 partners; has transformed over 2200 educators, working with 3000 volunteers impacting over 75,000 young people in the last 3 years.

The organisation works on a strong collaborative approach with local schools, government, charities, corporates, volunteers, expert consultants and a host of national and international strategic partners.

Our Core Programmes are After School Life Skills (ASLS) Programme, the Career Connect (CC) Programme and the Teacher Development (TD) Programme.

To measure the improvements in life skills amongst the young people, we use the Dream Life Skills Assessment (DLSA) Scale. The DLSA Scale developed by Dream a Dream is the first standardised impact measurement tool in the world to measure improvement in life skills among disadvantaged children. The scale is externally administered by programme facilitators at the beginning and end of the life skills programme to measure 5 life skills namely: interacting with others, overcoming difficulties, taking initiative, managing conflict and understanding and following instructions.

In this impact report, we have analysed our programmes' impact for 2015-16 based on the Life Skills Assessment Scores. In addition, we have also initiated the process of tracking the life skill improvement of young people who have re-engaged with us in the After School Life Skills Programme for two consecutive years (2014-15 and 2015-16). In Career Connect, we have also been tracking the young people who have graduated from the programme to assess the longevity of impact. In the Teacher Development Programme we analyse the feedback from teachers to give us an indication of the quality of delivery of the programme. We also collect Stories of Change and testimonials to assess qualitative impact.

## **The Learnings and Outcome of the Impact Report 2015-16:**

The programmes assessed showed an equal participation of male and female participants in the programme. The ASLS programme had 51% male and 49% female participants and the Career Connect had 52% male and 48% female participants.

Across all the programmes assessed, the participants of the life skills programme lacked age appropriate life skills at the onset of the programme and showed a positive development in their life skills by the end of the programme.

- 97.5% participants in ASLS and 99.6% in CC Programme showed positive change in their average score.
- 97% girls and boys in ASLS programme and 99% girls & 100% boys in CC programme have shown improvement in at least 4 life skills.

The analysis in ASLS programme showed a strong correlation between baseline scores and improvement - lower the baseline higher the improvement in life skills. The study on attendance showed a positive correlation between improvement in life skills and attendance. The longitudinal study revealed that re-engaged participants begin with a higher baseline score and also end with a better end line score when compared to the young people newly enrolled in the programme.

In the Last Mile Support Programme, 71% of the young people showed a positive transition during the periodic tracking by facilitators. The programme is successful in maintaining the dropout rate at 2.74%.

In the Teacher Development Programme, there is positive feedback from more than 87% of the teachers attending the Life Skills Facilitation Workshops (LSF). Teachers across all LSF workshops (module 1- 4) felt that quality of facilitation was high & participation and interaction were encouraged during the training.

Life skills development in young people is a long process wherein young people overcome adversity and prepare for the fast pace of change in the world. The impact report has helped us in understanding, evaluating and measuring the impact of the programme and how it contributes to positive behaviour change in the participants in the year 2015-16.

Going forward, in addition to quantitative assessments, our impact report will also focus on longitudinal studies to measure the long term impact of our programmes. The insights gained from this impact analysis will help us to further develop, redesign and optimize our programmes.

# AFTER SCHOOL LIFE SKILLS PROGRAMME

**THE AFTER SCHOOL LIFE SKILLS (ASLS) Programme** uses the medium of sports and arts to engage and develop critical life skills. The programme is an Innovation Lab where new approaches to life skills development are introduced, demonstrated, documented and fed back into the larger framework for re-imagining learning for young people in the country. The participants of this programme are between 8-19 years of age based in Bangalore and the learning opportunities provided are broadly divided under two heads: Life Skills through Creative Arts and Life Skills through Sports (Football).

## OVERALL IMPACT 2015-16

5528

Participants

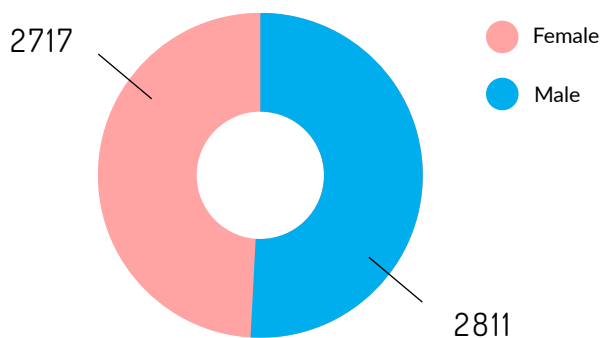
88.9%

Average Attendance

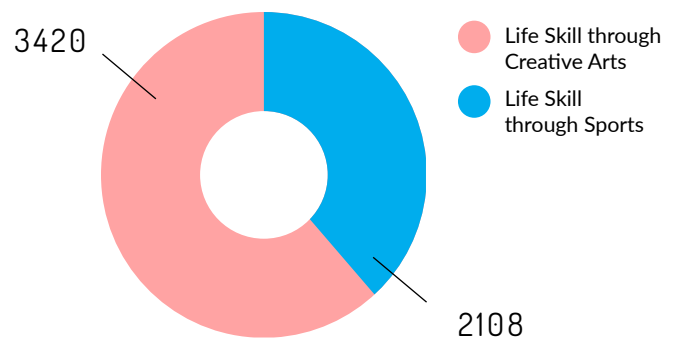
95%

Retention Rate

**GENDER DISTRIBUTION OF PARTICIPANTS**



**PROGRAMME WISE DISTRIBUTION OF PARTICIPANTS**



## IMPACT ANALYSIS- LIFE SKILL ASSESSMENTS: 2015-16

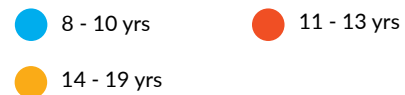
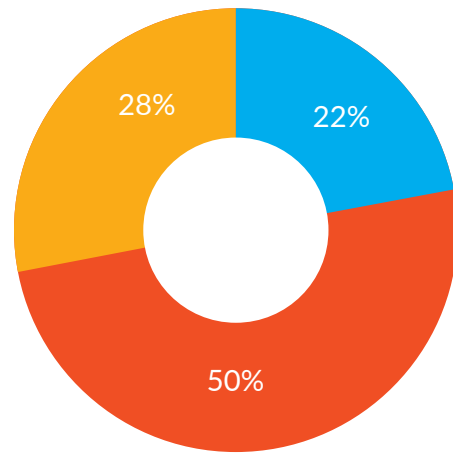
**Data Summary:** In this analysis the data set presents the Life Skill Assessment data of 4506 participants who were a part of the After School Life Skill Programme. Among them there were 2302 male and 2204 female participants. The assessment records are collected from participants belonging to 25 partner schools of ASLS programme. The age of the participants involved in the ASLS programme is from 8-19 years.

Facilitators of the programme assessed the participants at the start (Baseline Assessment) and end (End line Assessment) of the programme using the Life Skills Assessment (LSA) Scale (See Page 29). Results gathered help to give an indication of the programme’s effectiveness in developing participants’ life skills.

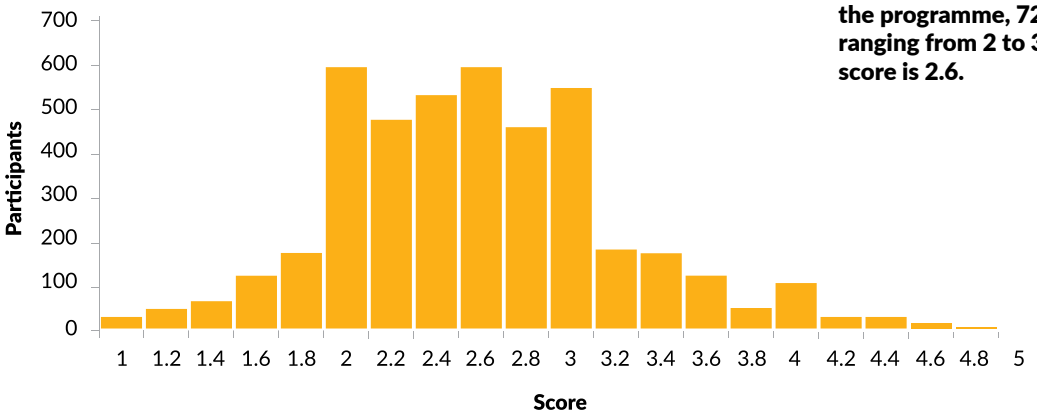
### AGE-WISE DISTRIBUTION OF PARTICIPANTS

AGE (IN YRS)	COUNT	PERCENTAGE %
8 - 10	974	22
11 - 13	2274	50
14 - 19	1258	28

The age distribution showed that 50% of the participants belonged to the age group of 11-13 years. It also showed that the highest participation came from the age of 12 years (18.7%).



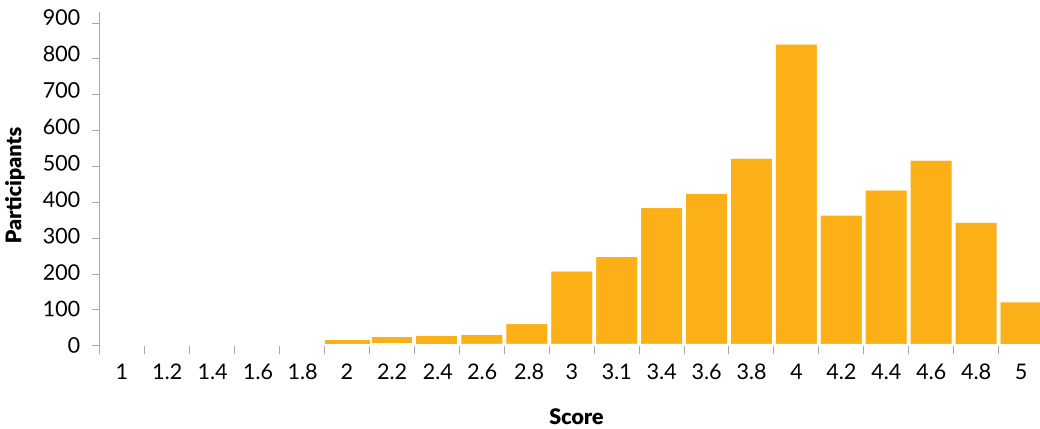
### OVERALL BASELINE DISTRIBUTION OF PARTICIPANTS



The baseline distribution showed, at the start of the programme, 72% of the participants had scores ranging from 2 to 3 points. The average baseline score is 2.6.

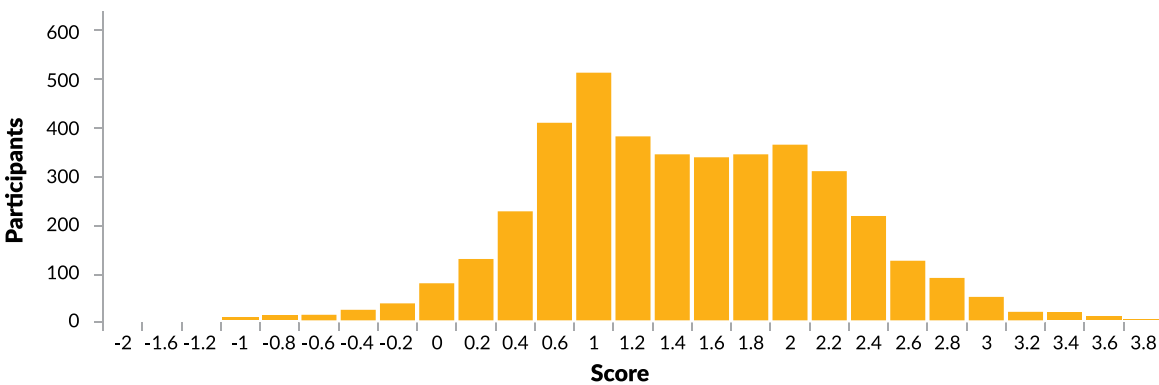
### OVERALL END LINE DISTRIBUTION OF PARTICIPANTS

The endline distribution showed that about 79% of the participants improved their scores between 3.5 and 5 points by the end of the programme. The average end line score is 4.0.



### OVERALL AVERAGE IMPROVEMENT OF PARTICIPANTS

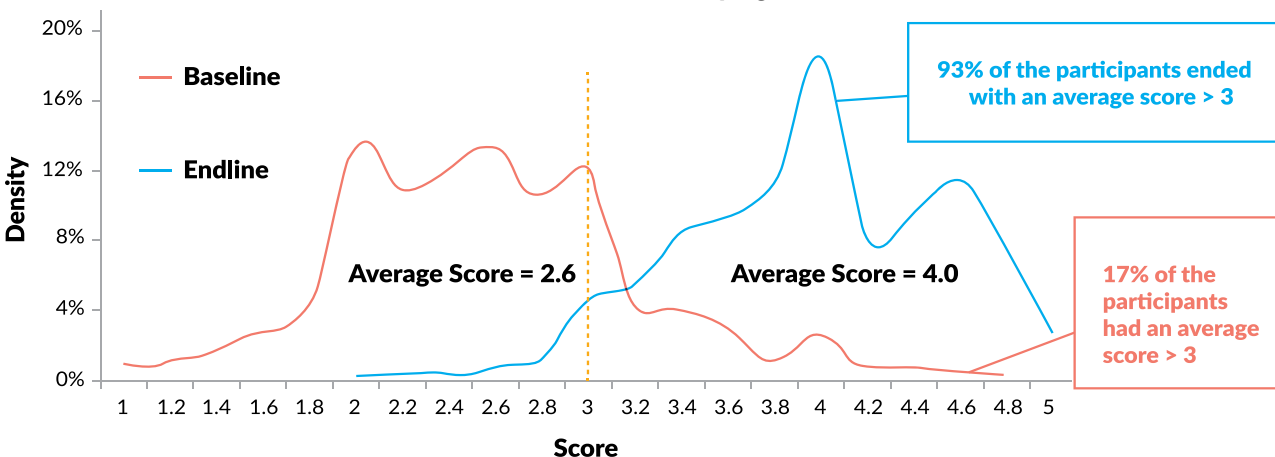
The distribution showed 80% of participants improved their scores by 0.5 to 2.5 points. The average improvement is 1.4.



### DENSITY DISTRIBUTION OF BASELINE & ENDLINE

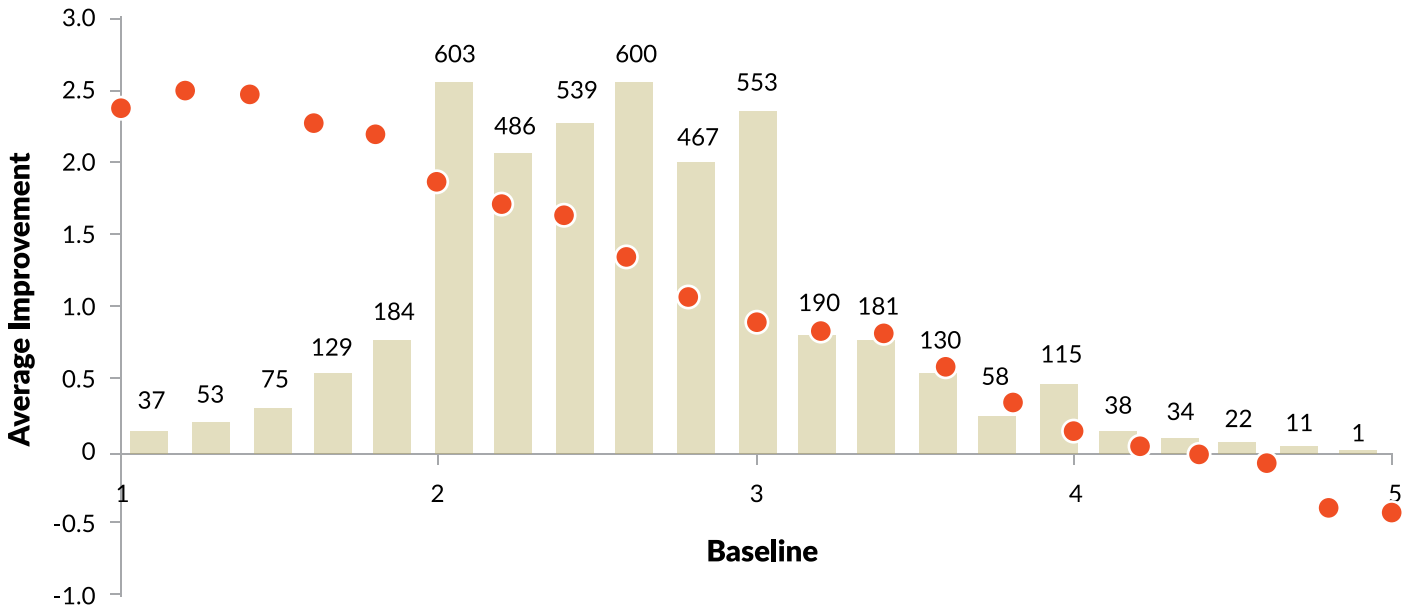
The analysis showed that 97.5% of the participants have seen a positive change in their average score in the programme. It is also seen that the average score of the participants increased from 2.6 to 4.0.

In the graph below, while it is seen that only 17% of the participants had a score of greater than 3 in the beginning of the programme, this increased to 93% by the end of the programme.



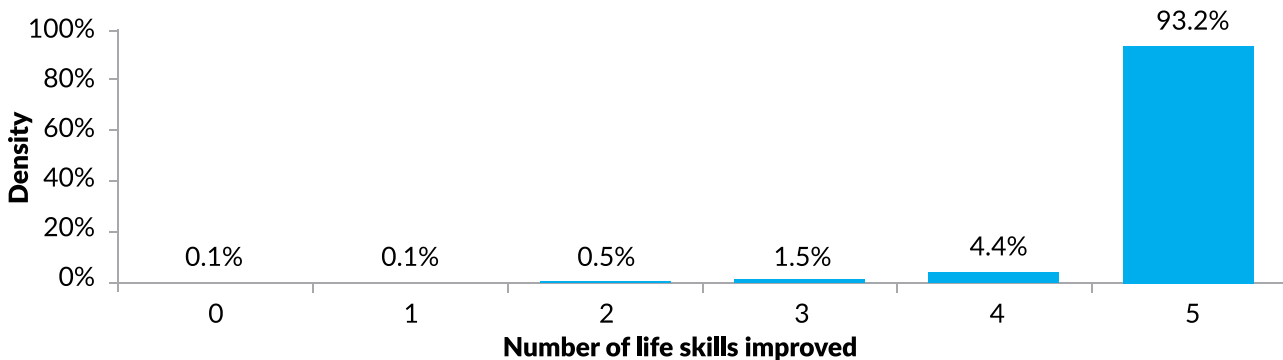
**RELATION BETWEEN BASELINE AND IMPROVEMENT**

The analysis showed that 72% of the participants who had an average baseline score between 2 and 3 points showed an improvement by 1 to 2 points. This indicates that participants with baseline scores of less than 3 have shown significant improvement in their scores. This further demonstrates that participants with lower baseline score at the beginning of the programme show higher improvement at the end of the programme.



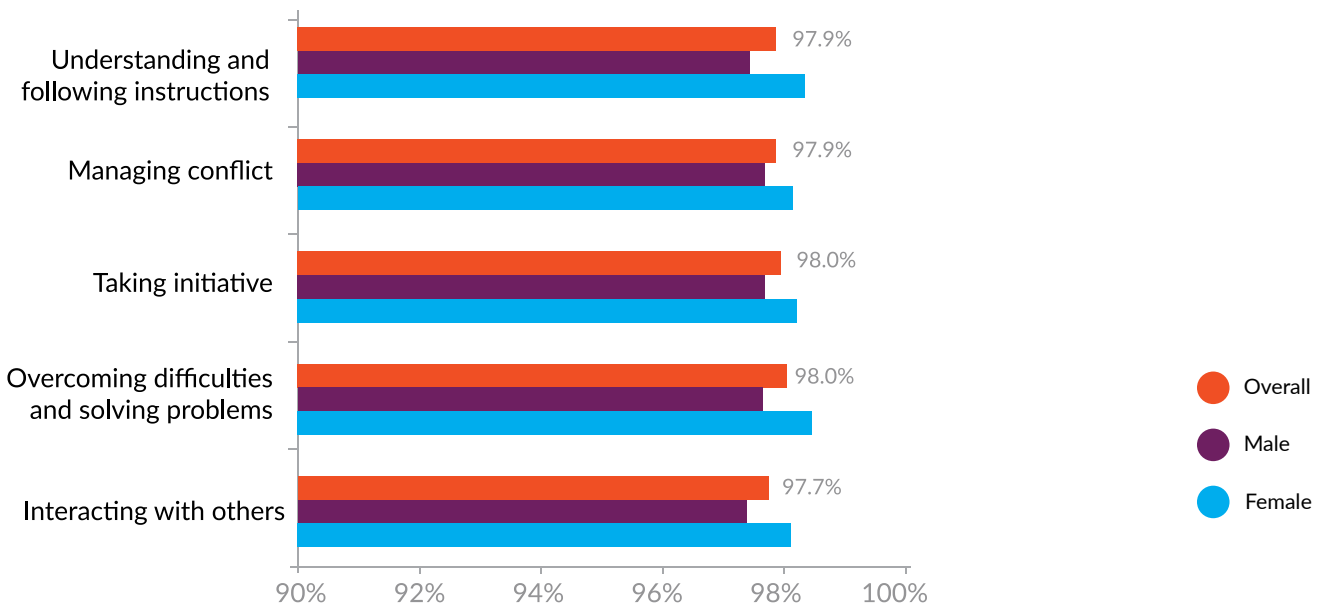
**PARTICIPANTS SHOWING IMPROVEMENT IN ALL 5 LIFE SKILLS**

The analysis showed that more than 93.2% of the participants showed improvement in all 5 life skills.



## PARTICIPANTS SHOWING IMPROVEMENT IN EACH LIFE SKILL

The analysis showed that at least 97% of the participants have shown an improvement in their average scores in each of the 5 life skills.



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

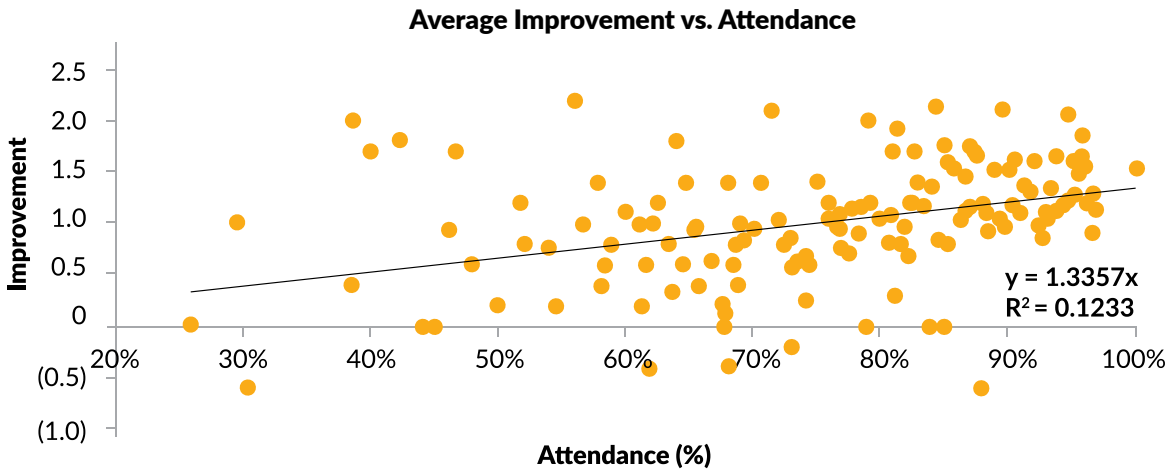
LIFE SKILL	BASELINE	ENDLINE	IMPROVEMENT
<b>Interacting with others</b>	2.75	4.03	1.28
<b>Overcoming difficulties and solving problems</b>	2.49	3.88	1.38
<b>Taking initiative</b>	2.52	3.97	1.45
<b>Managing conflict</b>	2.42	3.82	1.40
<b>Understanding and following problems</b>	2.77	4.15	1.38
<b>Average</b>	<b>2.59</b>	<b>3.97</b>	<b>1.38</b>

The overall average improvement is 1.38.



## CORRELATION BETWEEN ATTENDANCE AND IMPROVEMENT OF LIFE SKILLS

**Data Summary:** In this analysis, the Life Skill Assessment Scores and Session attendance records of the participants was compared. The data was collected from 4323 participants of whom 2178 were male and 2145 were female.

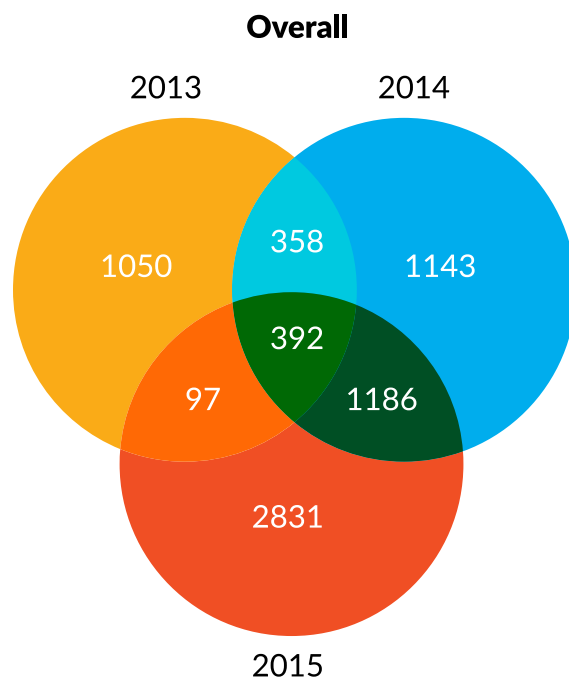


The analysis showed a positive correlation between improvement in life skills score and attendance in the programme. As seen from the graph for every 10% increase in attendance of the participants there is a 13% improvement in the average life skills score.

## AFTER SCHOOL LIFE SKILLS PROGRAMME - A LONGITUDINAL STUDY: 2013, 2014, 2015

**Data Summary:** In this analysis, life skill assessment scores of participants in the ASLS programme for the past three years was analysed. The LSA data sets were collected from 1897, 3079 and 4506 in the years 2013, 2014 and 2015 respectively.

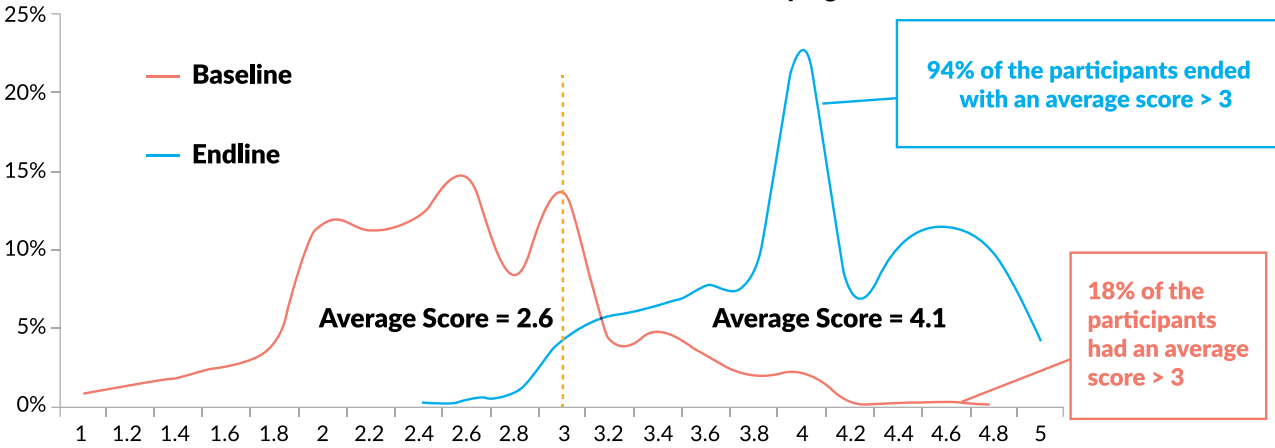
Of the data set, 1186 re-engaged for one year in the programme (2014) and 392 participants re-engaged for two years in the programme (2014 & 2015).



**CONTINUOUS RE-ENGAGEMENT OF PARTICIPANTS AFTER ONE YEAR (2014) IN THE PROGRAMME**

The analysis showed that 98.1% of the participants have seen a positive change in their average score after 1 year (2014) of re-engagement. It is also seen that the average score of the participants increased from 2.6 to 4.1.

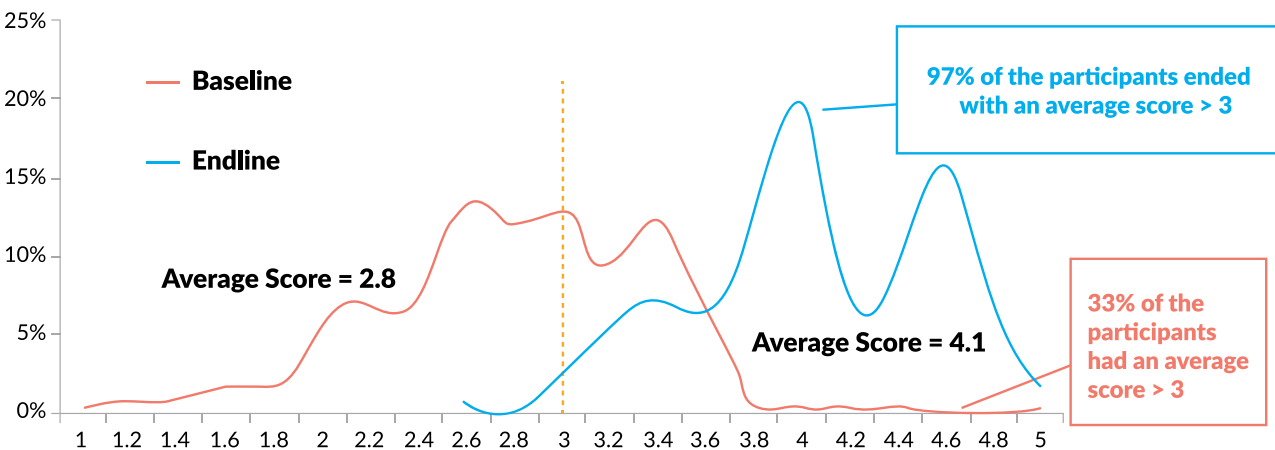
In the graph below, while it is seen that only 18% of the participants had an average score greater than 3 in the beginning of the programme, this increased to 94% at the end of the programme.



**CONTINUOUS RE-ENGAGEMENT OF PARTICIPANTS AFTER TWO YEARS (2014 & 2015) IN THE PROGRAMME**

The analysis showed that 99% of the participants have seen a positive change in their average score after 2 years (2014 and 2015) of re-engagement. It is also seen that the average score of the participant increased from 2.8 to 4.1.

In the graph below, while it is seen that only 33% of the participants had an average score greater than 3 in the beginning of the programme, this increased to 97% at the end of the programme.



## CORRELATION BETWEEN RE-ENGAGEMENT VS IMPROVEMENT

The following table gives us an understanding of the correlation between re-engagement vs improvement. It also throws light on the baseline, end line and improvement distribution of participants who attended one and two years of the programme.

RE-ENGAGEMENT	NUMBER OF PARTICIPANTS	BASELINE	ENDLINE	IMPROVEMENT	ENDLINE SCORE > 3
<b>New in 2015</b>	2928	2.56	3.93	1.37	91.1%
<b>1 year (2014)</b>	1186	2.60	4.05	1.45	94.4%
<b>2 years (2014 &amp; 2015)</b>	392	2.81	4.05	1.24	96.9%
<b>Grand Total</b>	<b>4506</b>	<b>2.59</b>	<b>3.97</b>	<b>1.38</b>	<b>92.5%</b>

(Participants with a break in continuity are considered new.)

The analysis shows the correlation between years of participation in the programme (re-engagement) and improvement of lifeskills among the participants. The re-engaged participants begin with a higher baseline score and also end with a better endline score.

Also, as the re-engagement (number of years in the programme) increased, the proportion of participants with an endline score > 3 also increased.

## TESTIMONIALS

“I learned the qualities of a healthy relationship - such as mutual respect, care and responsibility. From sharing and interacting with my friends and others, it helped build my confidence to talk in a big group. I also learned that when I face difficult situations, I have to face it confidently and try to solve the problems on my own. I also feel proud of myself for taking the leadership role when playing football without anybody telling me to.”

**Sharan Raj. A,**

Life Skills through Sports

“I learned how to make decisions on my own and not to just follow others. I learned that communication is important to achieve our goals and to help us better understand ourselves. I was also taught how to say ‘No’ in a positive way in my real life and that, it is acceptable to say so when my elders are doing something wrong. I also use the knowledge I learnt to lead small games and manage team members. I am very thankful to Dream a Dream for giving me this opportunity.”

**Afreen Taj. R,**

Life Skills through Sports

“The sessions conducted by Dream a Dream are very good and bring improvement in the child’s behavior and attitude. The programme has helped the child to be self reliable and free from stage phobia which is very essential for the overall development of a child. The child is able to show more interest towards both academic and co-curricular activities. The concentration levels have raised that makes us feel more blissful. The sessions conducted by the facilitators of Dream a Dream are well organized to make the students learn the essential thing of life through fun based activities.”

**Uma Devi, Principal,**

Pragna Vidyanikethan

## STORIES OF CHANGE

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Karthik\* is 10 years old. He is studying at Pragna Vidyan-ikethan School, one of Dream a Dream's partner schools. Karthik is currently in 5th standard and has participated in the After School Life Skills Programme through Creative Arts for the past 2 years. His father is a tailor and his mother is a housewife. He has a younger sibling who is studying in 4th standard in the same school.

Karthik is a naughty and playful student. Not only does he not concentrate in class, he is also a constant disturbance to his fellow classmates. He interrupts his classmates when they are answering questions and irritates others when the facilitator is giving instructions during activities.

When the facilitator was conducting an activity on "Story Telling", Karthik was just moving around in the classroom and ignoring the facilitator's instructions. His behavior annoyed his classmates and no one wanted to partner with him for the activity. Thus, he had to sit out of the activity while everyone else got to participate in it. Sitting alone and observing his classmates participate in the activity made him realize how much he was missing out due to his bad behavior. From then on, he decided to stop his disruptive behavior and be more attentive in class.

Karthik's remorse did not go unnoticed. After the activity session ended and others had left for home, the facilitator helped to conduct the activity again for Karthik. The facilitator also reassured Karthik that being friendly and attentive in

class would help to ease his relationship with his classmates. He also decided to make Karthik conduct the warm-up activity 'Tom and Jerry' for the class the next day.

Karthik was not the same person the next day. As previously discussed, facilitator announced to the class that Karthik will be conducting the warm-up activity - 'Tom and Jerry' for the day. Karthik was all ready to deliver the session. However, his classmates refused to accept him leading an activity as they believed he was still the same person who disturbed everyone. This made Karthik very nervous and he started to have doubts about his ability to lead the session. The facilitator then stepped up to encourage Karthik and appealed to his classmates to be more forgiving and to give Karthik a chance.

At the end, Karthik's conduct at the warm-up activity was well received and met with a loud applause by his classmates. Karthik said, "I am really very happy that I explained the activity to my classmates. This was my first experience of leading my class and I am very happy to see everyone clapping for me at the end of the session."

Now Karthik no longer disturbs his fellow classmates. He is also more attentive in class and his classmates have also become friendlier to him because of this positive change in his behaviour.

(\* ) *Name changed to protect identity.*

Aysha\* is a 14 year old girl. She is studying in 8th standard at Raza Excellent English School in Bismillah Nagar. Her father is a driver and mother a house wife. Aysha has two siblings studying in 6th and 1st standard in the same school. She is associated with the After School Life Skills Programme through Sports (Football) for past 2 years.

Being a soft spoken and quiet girl, Aysha was not very regular to the life skills sessions. Her participation in the programme was very low. She never expressed her feelings to anyone. This made the facilitator feel that Aysha needed attention and made use of the life skills sessions.

It was during one of the sessions the facilitator asked Aysha the reason for missing the life skills sessions. She had no answer to it. After a long candid conversation, Aysha said that as she comes from a very large and conservative family, her parents and elders in the family did not want her to play football as they believed it was a game for boys. Hearing this, the facilitator said that he will support her so that she can attend classes at least once a week with her parents' permission. This helped her to be a part of the life skills programme.

Although Aysha started attending the life skills sessions, she did not voice her opinion or seek clarification during the

sessions. Her family environment was the cause for it. She attended one of the sessions conducted by the facilitator on "Peer Pressure." The activity explained on harmful effects of drinking alcohol. The session also focused on taking decisions, say no to peer pressure etc. In this session, students came up and shared their personal experiences. This surprised Aysha. She expressed her willingness to share her life experience and did so. At the end of the session Aysha told the facilitator that she enjoyed the session thoroughly.

Hearing and sharing the life experiences had changed Aysha. She felt nothing is impossible in this world if we try. She no more missed the sessions. The facilitator also gave her a chance to lead the session. Aysha started showing interest in learning football, the game she always wanted to learn. The life skills sessions also helped her build leadership qualities and the ability to take initiative.

According to Aysha, "Being a part of the programme has helped me take decisions on my own. This decision has brought positive change in my life and build knowledge in me. Thank you Dream a Dream."

(\* ) *Name changed to protect identity.*

# CAREER CONNECT PROGRAMME

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

## OVERALL IMPACT 2015-16

1610

Participants

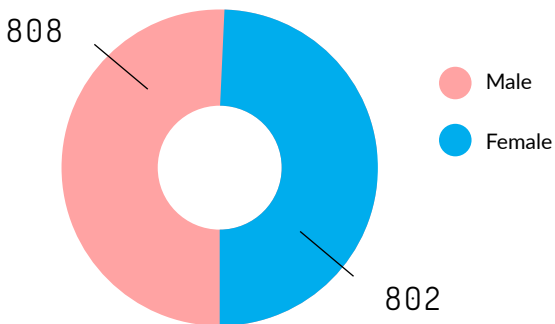
88%

Average Attendance

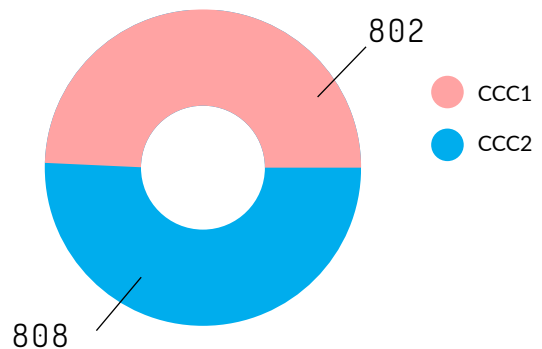
84.9%

Retention Rate

GENDER-WISE DISTRIBUTION OF PARTICIPANTS



CENTRE-WISE DISTRIBUTION OF PARTICIPANTS



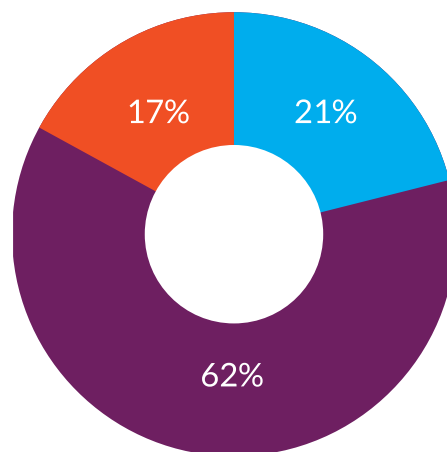
## IMPACT ANALYSIS – LIFE SKILL ASSESSMENTS: 2015-16

**Data Summary:** In this analysis the dataset presents the Life Skills Assessment scores of 1240 participants who were a part of the Career Connect Programme. Among them there were 596 male and 644 female participants. The data points were collected from 515 and 725 participants from CCC1 and CCC2 respectively who enrolled for the Skill Development programme. The age of the participants involved in the programme is from 14-19 years.

### AGE-WISE DISTRIBUTION OF PARTICIPANTS

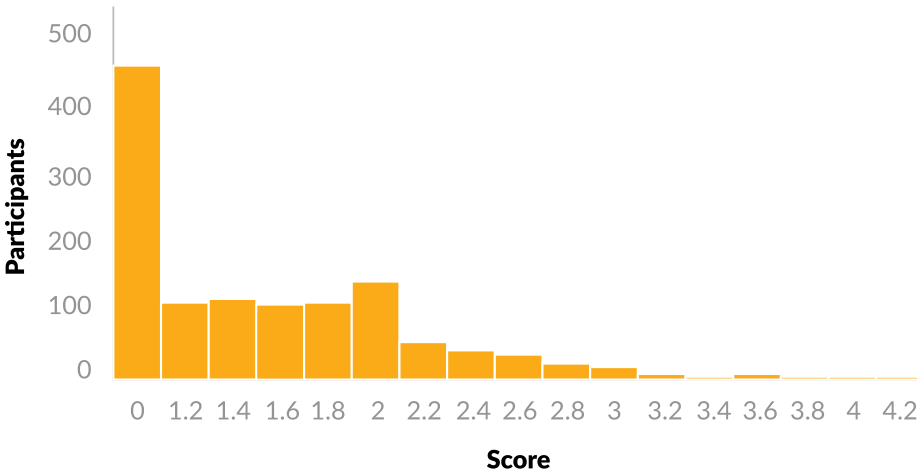
AGE (IN YRS)	NUMBERS	PERCENTAGE
11- 15 yrs	261	21%
16 -18 yrs	765	62%
19 -24 yrs	214	17%

The age distribution showed that 62% of the participants belonged to the age group of 16-18 years. It also showed that the highest participation came from the age of 16 years (30%).



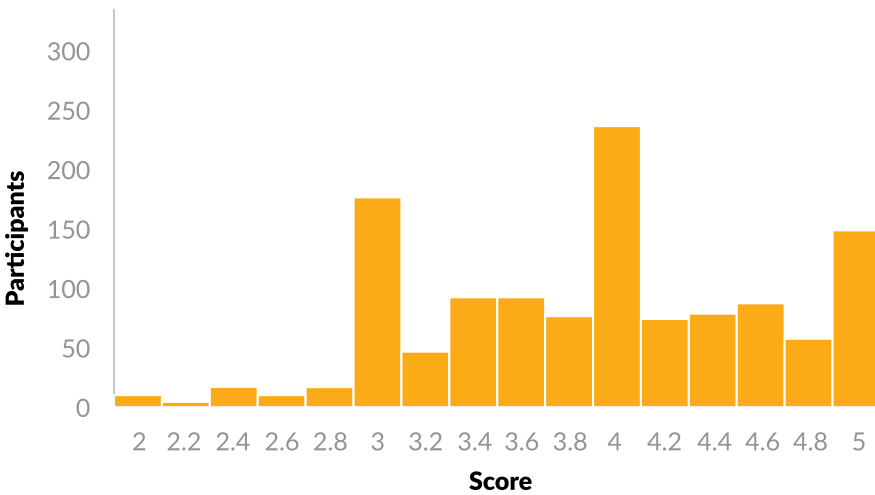
### OVERALL BASELINE DISTRIBUTION OF PARTICIPANTS

The baseline distribution showed, at the start of the programme 84% of the participants had scores ranging from 1 to 2. The average baseline score is 1.5.



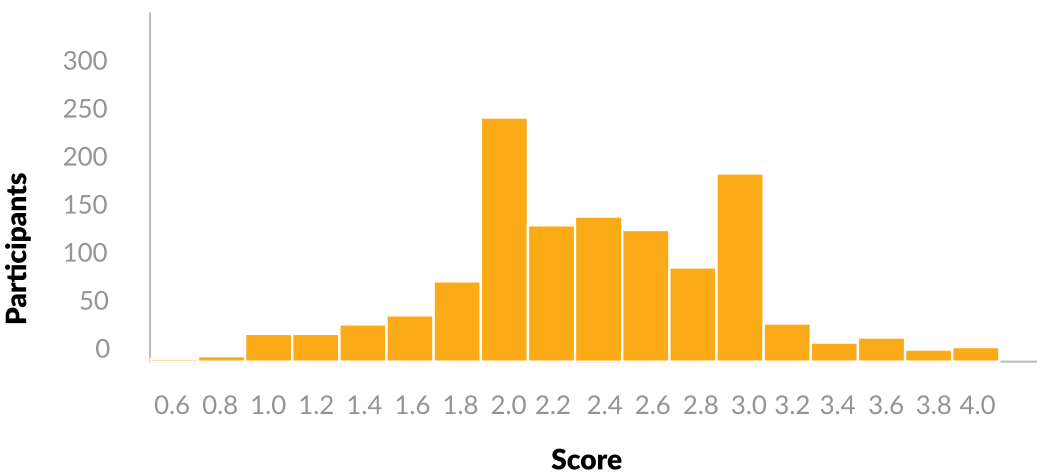
### OVERALL ENDLINE DISTRIBUTION OF PARTICIPANTS

The endline distribution showed that at the end of the programme 96% of the participants had scores ranging from 3 and 5. The average endline score is 3.9.



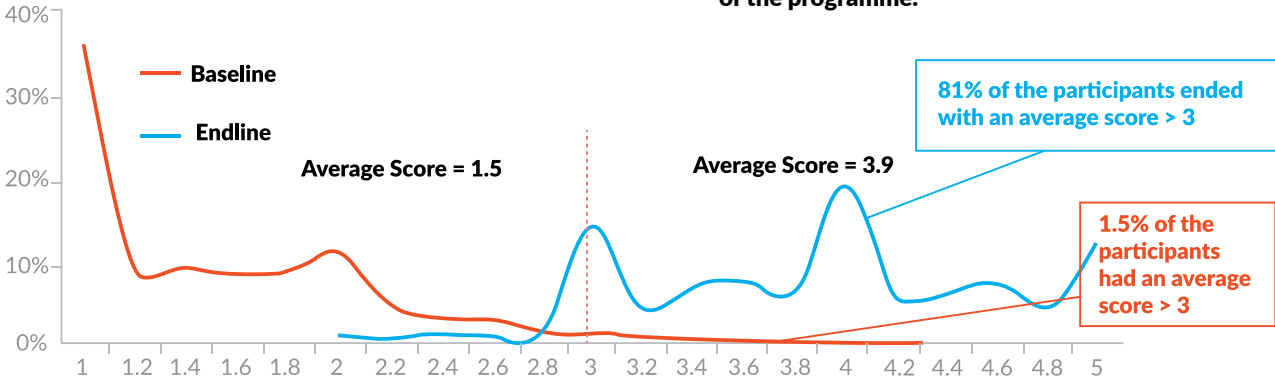
### OVERALL AVERAGE IMPROVEMENT OF PARTICIPANTS

The distribution showed that 74% of the participants improved their score by 2 to 3 points. The average improvement is 2.4.



### DENSITY DISTRIBUTION OF BASELINE AND ENDLINE SCORE OF PARTICIPANTS

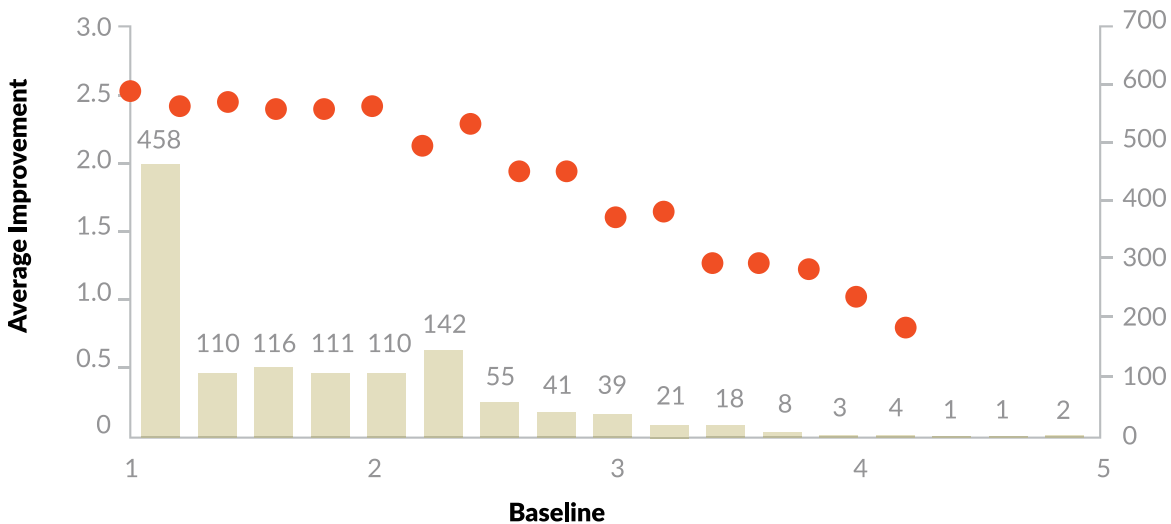
The analysis showed that 100% of the participants have seen a positive change in their average score in the programme. It is also seen that the average score of the participants increased from 1.5 to 3.9. In the graph below while it is seen that only 1.5% of the participants had an average score of greater than 3 in the beginning of the programme, this increased to 81% at the end of the programme.



### RELATION BETWEEN BASELINE AND IMPROVEMENT

The analysis showed that 84% of the participants who had an average baseline score between 1 and 2 showed an improvement by 2 to 2.5 points. This indicates that participants with baseline scores of less than 3 have shown significant improvement in their scores. This further demonstrates that participants with lower baseline score at the beginning of the programme show higher improvement at the end of the programme.

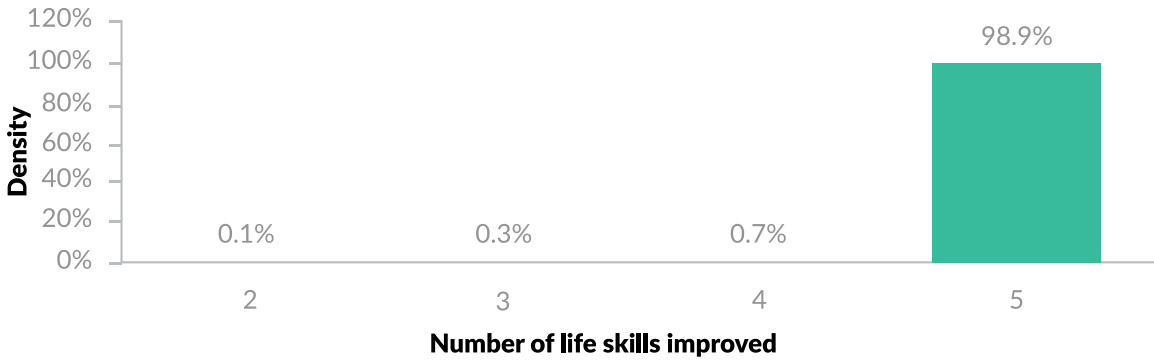
Average Improvement vs Baseline





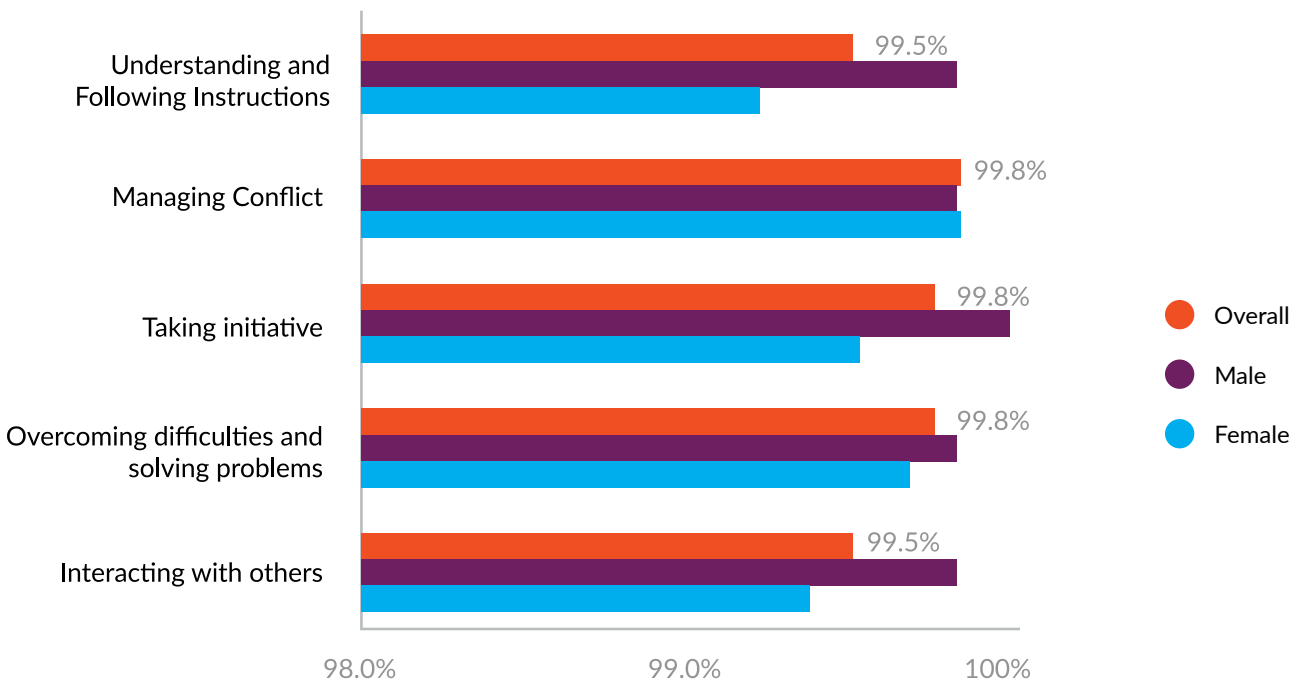
### PARTICIPANTS SHOWING IMPROVEMENT IN ALL 5 SKILLS

At the end of the programme 98.9% participants have shown improvement in all 5 life skills.



### PARTICIPANTS SHOWING IMPROVEMENT IN EACH LIFE SKILL

This analysis also indicates that at least 99% of participants have shown an improvement in their average score in each of the 5 life skills.



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

LIFE SKILL	BASELINE	ENDLINE	IMPROVEMENT
Interacting with others	1.52	3.95	2.44
Overcoming difficulties and solving problems	1.45	3.76	2.31
Taking initiative	1.53	3.86	2.33
Managing conflict	1.46	3.80	2.34
Understanding and following problems	1.75	4.17	2.41
<b>Average</b>	<b>1.54</b>	<b>3.91</b>	<b>2.37</b>

The overall average improvement is 2.37.

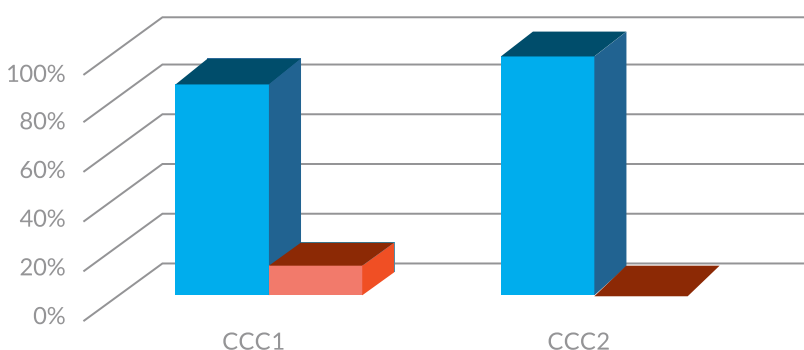
## LAST MILE SUPPORT PROGRAMME

Participants who have successfully completed the Skills Development module are termed as 'Graduates'. These graduates get enrolled in the Last Mile Support programme which aims at providing further support to young adults in building a career path. The graduates under the programme are tracked through periodic phone calls every three months until the young adults feel they are meaningfully engaged. The youth between the ages of 16-22 years who have completed any of the Skill Development modules at Career Connect Center are eligible to avail the LMS services. The services include scholarships, employment and vocational training programmes. There are currently 3026 graduates enrolled in the LMS programme.

### LAST MILE SUPPORT 2015-16 IMPACT

**Scholarships:** 150 Participants received scholarships  
**Vocational Training:** 116 Participants underwent vocational trainings  
**Employment Placements:** 21 Participants secured Employment Placements

### TRACKING STATUS OF THE PARTICIPANTS ENROLLED IN LMS 2015-16



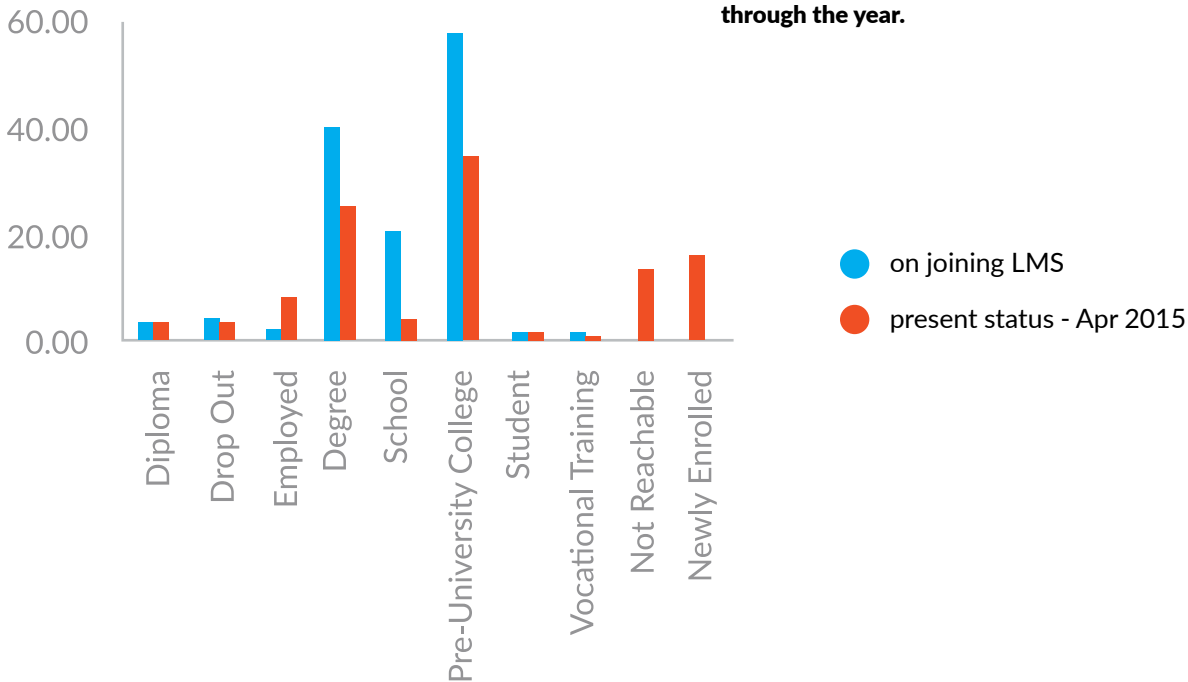
**87.72% of participants from CCC1 and 99.5% from CCC2 remained active during the tracking process.**

● Active  
 ● Inactive\*

\* not reachable for 3 quarters or more

## STATUS OF PARTICIPANTS ON JOINING THE LAST MILE SUPPORT PROGRAMME

71% of the participants showed a positive transition after enrolling into LMS programme (they were able to go the next level of their education or join vocational training or employment). LMS was also effective in keeping the drop-out rate of participants (not meaningfully engaging) at 2% all through the year.



## TESTIMONIALS

“Before coming here, I was shy and quiet. I was not able to mingle with anyone and was afraid to speak in front of a crowd. Career Connect helped me to come out of my inhibitions. I was able to speak in front of a crowd and mingle with people. I was able to take initiative in many activities that I participated. The computer classes helped me a lot. My communication skills have improved and I feel confident when speaking to people. I am able to teach my friends what I have learnt here and also taught my brother how to use MS Office.”

**Nagashree K,**  
Career Connect Centre

“I used to get angry unnecessarily and did not respect anyone. Now, I have learnt to respect others. When possible, I also extend help to my friends. My parents appreciated the positive changes in my behaviour. The computer classes were very useful. I will try to apply whatever I learnt in class throughout my life.”

**Syed Siddiqui S,**  
Career Connect Center

“I would like to thank Career Connect for giving me a very good opportunity to learn something new. All classes were useful and effective, and I enjoyed each and every session. The ‘Healthy Relationship’ class was very useful. I try to apply what I learn in my life. I had some problems with my parents and hence, I did not interact much with them. But after this session, I was able to interact with them better and I feel that our relationship has become much stronger. The ‘Portraiture’ class also had a significant impact on me. I used to misjudge people based on incomplete knowledge. After the session, I decided that I would stop such behaviour. The Career Connect Center is a very good place for students to learn new things in life. Facilitators were very good in explaining things and I really enjoyed the activities that were conducted. I wish all students made use of this opportunity and I wish the Career Connect Center the very best in continuing this great deed.”

**Sangeetha G**

Career Connect Centre

“The Career Connect programme has been very useful for us, the programme helped my daughter very much and many others. Initially my daughter had very low self-esteem and confidence. She lacked the motivation to do anything. After attending the Career Connect programme, she improved enormously and is very pro-active. She is now very focused in her life. She motivates me to do things. Her exposure to different situations has helped her a lot.”

**Shai Lakshmi,**

Mother of Keerthana, participant of Career Connect

“The Career Connect Programmes have been very useful for our students, where most of the them are from vulnerable backgrounds. The Career Awareness programme helps students to plan for their future. We see a lot of changes after the programme, where they are more focused in their classes.”

**Smitha. S. R,**

Principal, St. Antonys High School

“Career Connect Center has conducted Career Awareness programmes in our school for the past 2 years, and this has proved very useful for students. The programme focused on career development and career paths. They make the students more aware of future opportunities and also be better citizens. The Dream a Dream organisation is doing tremendous work in the community; I wish them all the best.”

**Malikarjun,**

Principal, Lal Bahadur Shastri High School

## STORIES OF CHANGE

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Ramya\* is 18 years old. She is from Virat Nagar, Bangalore. Her family was originally from Kunigal, Tumkur district in Karnataka. She has a younger sister who is studying in 9th standard. Her father, Chandra, is a factory worker and mother, Siddaligamma, is a maid. However, her mother can be considered to be the only breadwinner in the family. Her father never took care of the family and worse still, is also an alcoholic. Unable to repay the debts accrued due to his drinking addiction, the family was on the verge of “committing suicide”. Her father deserted the family. It was only after a few months that people in the neighborhood managed to find her father and bring him back.

The problems in the family affected Ramya a lot and she did not know how to overcome them. Her father also did not allow her to participate in any extracurricular activities or go anywhere except to school. All these made her timid, fearful to talk, and hesitant to participate in any activities in school.

It was at this time that she learned about Career Connect through one of her friends. She enrolled into the programme after hearing a facilitator’s explanation of the programme (which further piqued her interest). Attending the life skills sessions (part of the Skills Development programme) helped her a lot. In particular, there was one session on ‘Communication and Dealing with parents’ that was taught in a role-play manner. It was in this session that she could draw similarities from what was being portrayed and what happens in her home. This experience helped her learn the importance of politeness, respecting others, responsibility and listening. This influenced her a lot and she learned to stand up more for herself as well. She also started to take some part-time jobs to support her mother.

These sessions brought about further positive changes in Ramya. For example, she started to question her father for stealing money from home. Neighbors who observed this commended her boldness. Ramya herself feels very happy that she is now able to handle these problems herself. She is no longer scared and fearful, but bold and brave. Her mother also noticed these positive changes in her behaviour and encourages her to attend all of Career Connect’s programmes. Fueled on by this encouragement, Ramya participated in camps, workshops on money management, legal awareness and workplace readiness, and career talks.

Now Ramya is pursuing her 1st year B.Com at Hombegowda College. She participates actively in college programmes and is also better able to handle problems in her family. Ramya also dreams of becoming a journalist and she is confident of achieving her ambition. In Ramya’s own words, “I would like to thank Career Connect. My family is not so well to do and my mother struggles to educate us. I was fortunate enough to receive scholarship twice (II PU and Degree) from Career Connect. This support means a lot to me. One thing I would like to say is that Career Connect has enabled me to explore and learn more about myself.” She also adds, “I don’t have big dreams. Whatever comes in my life, I will accept it and try to be successful in it. Because what we expect may not be what we get – especially in my family. That’s what I learned.”

(\*) *Name changed to protect identity.*

Sheela\* is 16 years old. She is from Neelasandra in Bangalore, and is studying in 1st PUC (Pre-University College) at Government College Madiwala. Her mother is a homemaker and her father is a car driver. She has two younger siblings, Akeela and Neela. Akeela is a school dropout and is currently learning tailoring while Neela is studying in 8th standard. Another person who was very dear to Sheela was her grandmother. Her grandmother doted on her and cared for her a lot. On the contrary, her parents did not share the same affection towards her as they spent most of their time quarreling over petty matters.

Sheela was very scared of her parents and there was hardly any communication between them. On the other hand, her grandmother was her close friend and confidante and things changed for the worse when she passed away. This loss made her very upset and she felt very lonely. She lost interest in studying and stopped going to college.

It was during this time that her friends pursuing Skills Development (Basic Computer) module at the Career Connect Centre, persuaded her to join them. Although she was reluctant initially, she grew up to enjoy the sessions and attended regularly. It was during the session on 'Communication and Dealing with parents' where she understood the importance of communication in the family. She learned how to manage her family situation; in which there is hardly any communication. She learned to listen, remain relaxed, be respectful and to appreciate.

Ensuing changes in her family members' behaviours changed her views about education and she decided to continue studying. Sheela had dreams of becoming a fashion designer someday. During the course of the programme, she was also greatly influenced by her facilitator - someone whom she looked up to as a role model. This, and the fact that her grandmother also wanted her to become a teacher, has led her into thinking of changing to a career in the teaching profession instead.

Today, Sheela shows great interest in learning and participates actively in all sessions. As part of the Last Mile Support Programme at the Career Connect Center, she learned how to quill. She made use of this newly learned skill to quill earrings for her classmates at college and earn some money. She also got the opportunity to participate in Dream a Dream's "Change The Script" Conference.

All of these have raised Sheela's self-belief and confidence that she can learn and do more.

According to Sheela, "Career Connect has made a big change in me. Every young person who enters the center has benefited in one way or another. I myself am a fine example. I am sure Career Connect will continue to inspire everyone like me. Thank you Dream a Dream."

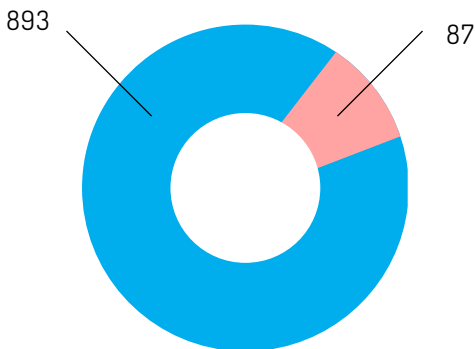
(\* ) *Name changed to protect identity.*

# TEACHER DEVELOPMENT PROGRAMME

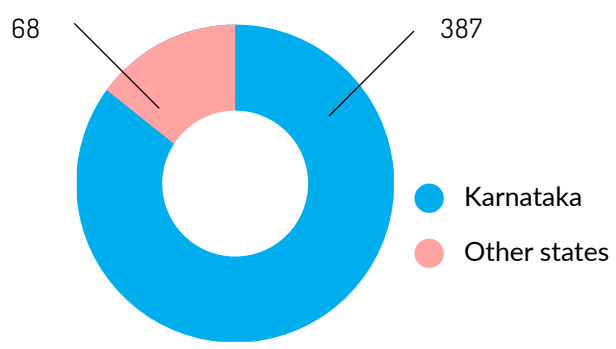
**THE TEACHER DEVELOPMENT PROGRAMME (TDP)** engages adults to deepen impact and unlock potential of young people. We use the creative life skills approach to nurture empathy, expand their creativity, develop listening and validation skills and their ability to share authentically while also learning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

## OVERALL IMPACT 2015-16

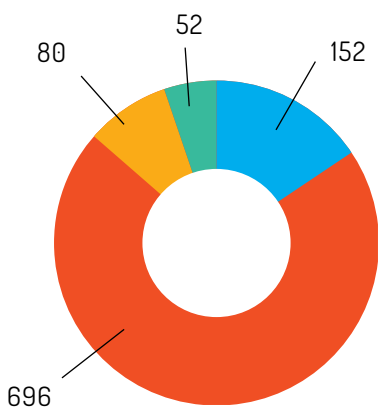
**TOTAL TEACHERS ENROLLED: 980**



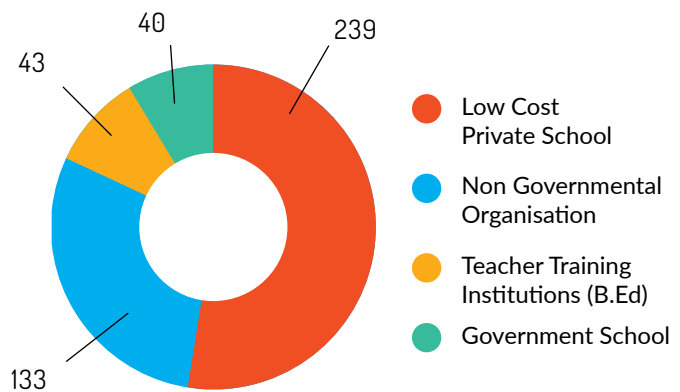
**TOTAL TEACHERS COMPLETED: 455**



**DISTRIBUTION OF TEACHERS ENROLLED**



**DISTRIBUTION OF TEACHERS COMPLETED**



## FEEBACK ANALYSIS: 2015-16

In the Teacher Development Programme, feedback was collected from all participants at the end of each Life Skill Facilitation modules. We had a total of 27 partners in the Teachers Development Programme in the year 2015-16 of which 11 partners completed

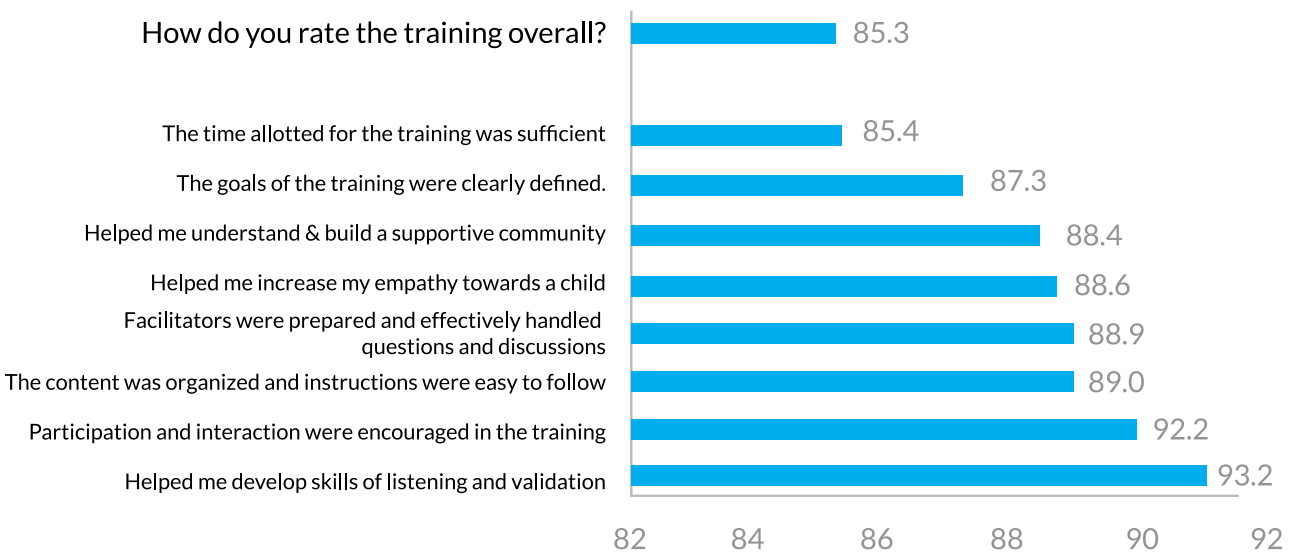
all the four LSF modules. The data for feedback analysis was obtained from 4 partner schools in Bangalore and 7 schools from various parts of the state.

### LSF 1: LEARNING TO UNDERSTAND AND EXPRESS OUR CREATIVE POTENTIAL



In the LSF1 feedback analysis, highest rating was given to the quality of facilitation. It was seen that 93% of participants said that the facilitators were well prepared and effectively handled questions and discussion while 92% mentioned that participation and interaction were encouraged in the training. The teachers gave an overall rating of 87.7% for LSF 1.

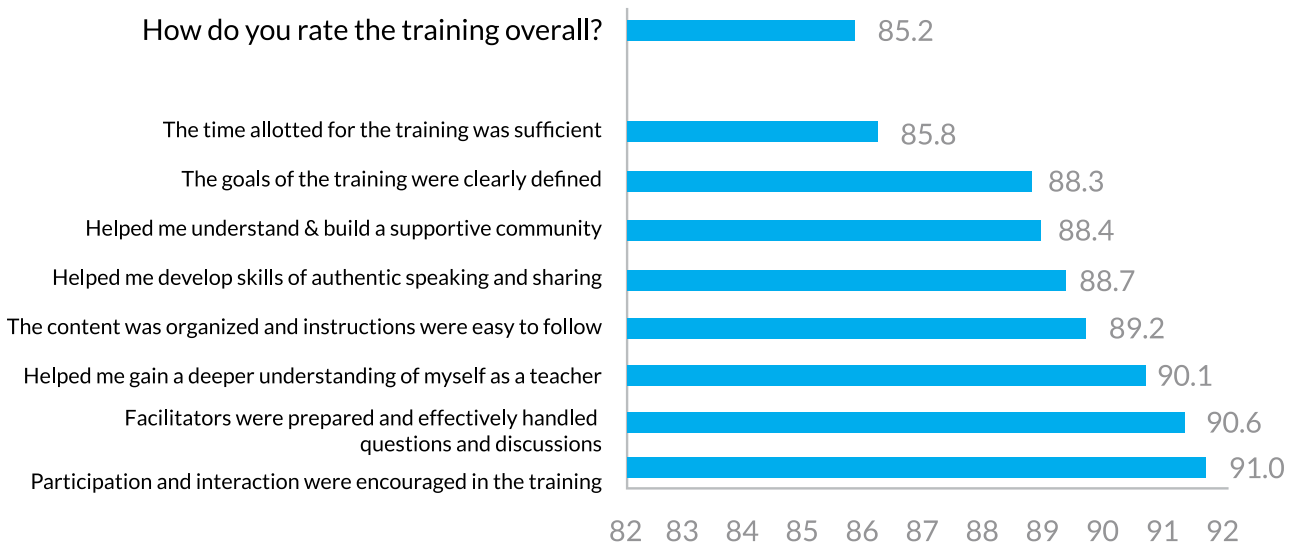
### LSF 2: UNDERSTANDING AND ENGAGING WITH YOUNG PEOPLE WITH EMPATHY



In the LSF 2, the training module and quality of facilitation was rated the highest. It was also seen that 9 out of 10 said that the training helped them develop skills of listening and validation. The teachers also opined that participation and interaction were encouraged in the training. The teachers gave an overall rating of 85.3% for LSF 2.

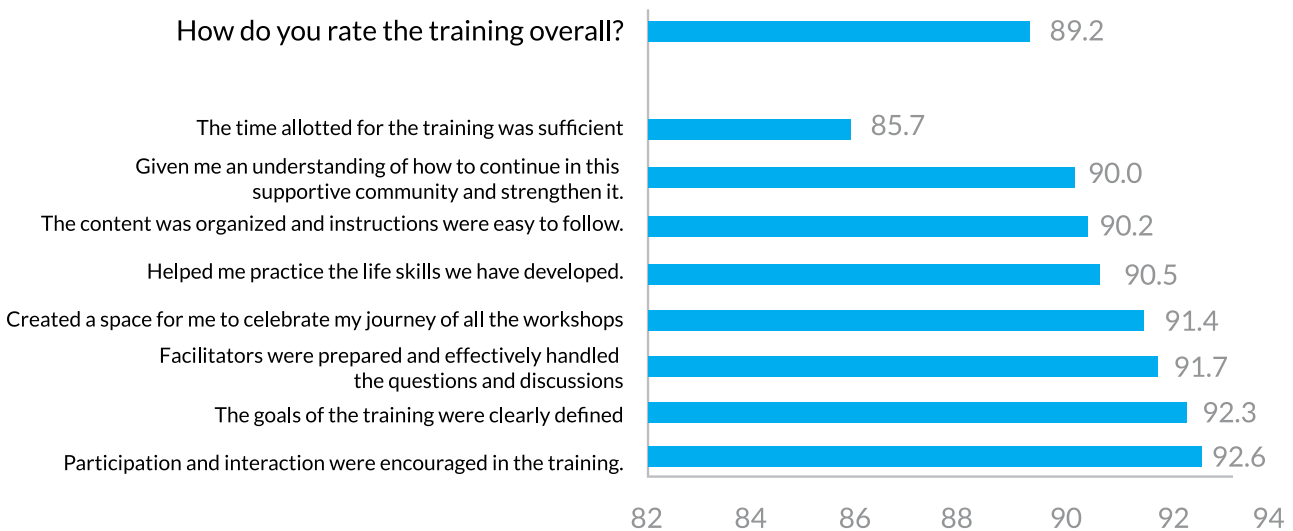


### LSF 3: DEEPENING UNDERSTANDING OF HOW YOUNG PEOPLE LEARN AND DEVELOP FACILITATION SKILLS



In LSF 3 feedback analysis, 9 out of 10 teachers said that the facilitators were prepared and handled questions and discussions effectively. Highest number of teachers felt that participation and interaction were encouraged in the training. The teachers gave an overall rating of 85.2% for LSF 3.

### LSF 4: CELEBRATING YOUR ROLE IN THE YOUNG PERSON'S LIFE



In the LSF 4 feedback analysis, 93% of the teachers said that participation and interaction was encouraged in the training. Also 92% of the teachers felt the goals of the training is clearly defined. The teachers gave an overall rating of 89.2% for LSF 4.

## TESTIMONIALS

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“Dream a Dream’s workshop offered me much information which I was not aware of before, some of which include: being supportive in a community, understanding emotions of others & self, and empathy was honed in this workshop, as well as building creative confidence. I have changed a lot as a person from participating in this workshop.”

**Participant from Pragna Vidyaniketan**

“Some of the learning I received from this workshop is: the importance of a community, the significance of a teacher in a young adult’s life as a life changer, and adapt to some of the students’ needs in this fast changing world to offer quality education.”

**Participant from RSSN**

“The workshop helped me to understand my students’ thought process and the importance of valuing thinking of young adults. I will do the best to lessen the conventional teaching methodology and replace it with enthusiasm and love.”

**Participant from Indian Public School**

## STORIES OF CHANGE

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### VEENA

Teaching was my dream and I followed it. I teach students from 5th to 10th standard at Sri Krishna Shikshana Samithi for the past 5 years. My school is located in the outskirts of Shedbal village. It is about 32 kms away from Athani Taluk of Belgaum district, Karnataka.

I was a very shy and introverted person. I rarely shared my thoughts with colleagues and children. Due to my unapproachable nature, I found it difficult to work with high school children. Taking lead in any activities in school was a difficult task. I was very judgmental towards people and students around me.

Struggling with these shortcomings, I seized the opportunity to attend the Teacher Development Programme conducted by Dream a Dream. The programme consists of several Life Skills Facilitation (LSF) workshops which were participatory in nature and focused on developing life skills in teachers. It was during the first workshop (LSF 1) that I participated in an activity called “River of Life”, which left a deep impression on me. Before then, I always thought that I was the only unfortunate one while others around me were always happy. The life experiences shared

by many of my colleagues was an eye opener to me. I learned that others seemed happy not because they were more fortunate, but because they made the best of what they have in spite of the difficulties they face. This also led me to shed the judgmental attitude I had towards others and to understand them as well.

I changed a lot as a person after completing all 4 LSF workshops in the Teacher Development Programme. Rather than just judging others based on their actions, I started making an effort to listen to them as well. I also tried to understand the reason for the student’s behaviour as I realised the importance of understanding how my students think and guide them better.

Changes in me also brought in change in the attitude of my students and colleagues towards me. Students started talking to me and thereby sharing their difficulties. I developed greater bond with my colleagues & also respected and listened to them even more. I started using more creative teaching methods, which in turn, have made my students more curious and eager to learn.

**AKSHATA**

A teacher by profession, I work at Sri Krishna Shikshana Samithi School at Shedbal, a remote village in Belgaum District, Karnataka. For the past 9 years I teach English and Maths to upper primary school children.

Despite my long teaching experience, I found it difficult to mingle with colleagues and friends. I never took lead in any kind of activities nor dared to take risks. I rarely shared my thoughts to others, lacked confidence both in my professional and personal life.

I was one among the teachers selected to take part in the Life Skill Facilitation Workshops offered by Dream a Dream. Life Skill Facilitation (LSF) workshops are very innovative with many activities that are delivered with fun. Moreover, these activities allowed me to work on my confidence and encouraged me to take risks.

In LSF 3, I narrated my personal experiences to inspire others (based on the theme of "Strength Based Facilitation"). It was while in the process of inspiring others during this activity that I realized and learned to appreciate the strengths and qualities I possessed. To me, participating in and completing this activity also represented a "creative risk" that I did not know I had it in me to attempt. Participating in the various other LSF workshops has also helped me develop confidence to overcome challenges in life, and taught creative ways to work and manage stress.

I am a changed person today. This is quite evident in me after returning back to teaching in school from the LSF workshops. I am convinced now, that if you are confident we can teach confidently. I have now built the ability to recognise and develop confidence among the children in the class as well.

# GLOSSARY

**ASLSP** – After School Life Skills Programme  
**CCP** – Career Connect Programme  
**CCC1** – Career Connect Centre, Bommanahalli  
**CCC2** – Career Connect Centre, K R Puram  
**TDP** – Teacher Development Programme  
**LSF** – Life Skill Facilitation Workshops  
**LMS** – Last Mile Support Programme  
**LSAS** – Life Skill Assessment Scale

**AVERAGE ATTENDANCE (PERCENTAGE) =** 
$$\frac{\text{Sum of Attendance Percentages of all Participants enrolled in a particular programme}}{\text{Number of Participants}}$$

## IMPROVEMENT IN OVERALL LSA SCORE

- Improved** - Overall LSA Score Change is 0 and above.
- Did not Improve** - Overall LSA Score Change is lesser than 0.

## OVERALL LSA SCORE CHANGE

$$\frac{\text{Sum of Overall LSA Score Changes of all Participants}}{\text{Number of Participants}}$$
 **in a particular group of participants**

**LSA SCORE CHANGE =** End line LSA Score – Baseline LSA Score

# ACKNOWLEDGEMENT

We extend our gratitude to Sunil Shivashankarappa, for providing his expertise for all the statistical analysis provided in this impact report. Sunil Shivashankarappa is the Head of Analytics in an E-Commerce Firm based in Bangalore, Karnataka.



## Dream Life Skills Assessment Scale (DLSAS)

Please complete this scale while observing, or as soon as possible after observing, the child. You may need to spend some time observing before you decide on your rating. Do not spend too long thinking about each question, just record your impression. For each question, consider age appropriateness (think of actual age, rather than physical appearance).

**Mark the most relevant number in the boxes for each question. The comments box can be used to provide example observations that helped you to decide on your rating, or for other comments.**

Name of child	Gender	Name of assessor				
Actual age	How old does the child look?	Is the child having difficulty working in a language other than his/her native language?				
	Does not yet do	Does with lots of help	Does with some help	Does with a little help	Does independently	
<b>IO. Interacting with others</b> For example, does X interact appropriately with peers, staff, opposite sex? Does X communicate effectively? Does X show sensitivity to others' needs and feelings?		1	2	3	4	5
Comments						
<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?		1	2	3	4	5
Comments						
<b>TI. Taking initiative</b> For example, does X carry out tasks without being told? Does X show age-appropriate leadership?		1	2	3	4	5
Comments						
<b>MC. Managing conflict</b> For example, does X show appropriate assertiveness? Does X resolve disagreements appropriately? Does X accept appropriate discipline? Does X do this without violence or foul language or running away?		1	2	3	4	5
Comments						
<b>UI. Understanding and following instructions</b> Does X understand appropriate instructions when given? Does X comply with instructions? Does X ask for clarification when needed?		1	2	3	4	5
Comments						
<b>OS. FOR THE OVERALL SCORE, ADD ALL ITEMS AND DIVIDE BY 5</b>		1	2	3	4	5
Comments						

Kennedy, F., Pearson, D., Brett-Taylor, L. & Talreja, V. (2014). The Life Skills Assessment Scale: Measuring life skills in disadvantaged children in the developing world. *Journal of Social Behavior and Personality: An international journal*, Vol 42, No 2 (2014)



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