



ANNUAL
REPORT
2020-21

YOUNG CHANGEMAKERS



“I always loved playing with colours and making art, this made me really happy. Art brings a smile on everyone’s face. I thought of gifting art materials to children, setting them free in the creative world through colours,” shares Aishwarya.

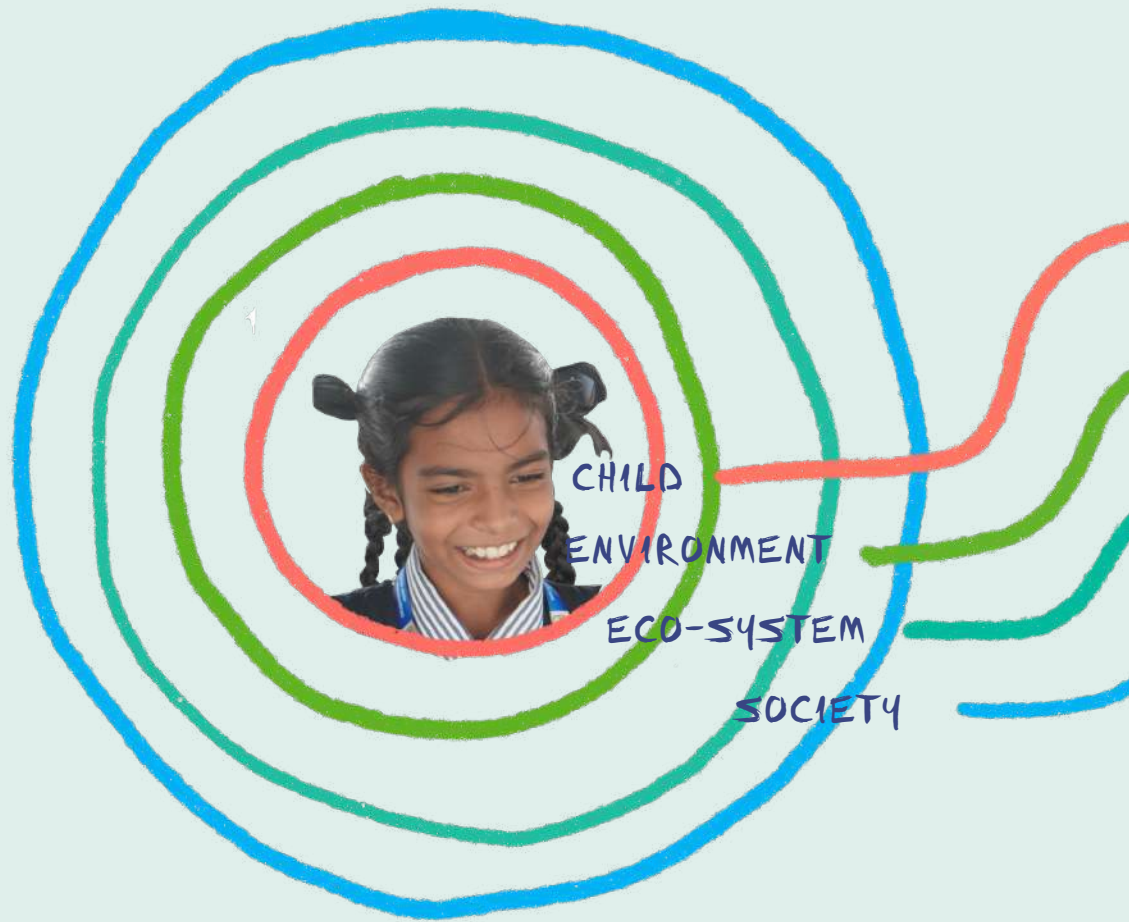
Aishwarya, a 21 year old young person from the Dream a Dream Career Connect programme, rediscovered her hobby of creating art out of waste during the lockdown at the start of the pandemic in March 2020. She started posting her work on different social media platforms and received a lot of encouragement and praise for her creative approach in re-using waste materials.

With her enterprising mind, Aishwarya found ways to sell her art online to raise funds for other children who wanted to buy art materials for themselves.

STORY OF AISHWARYA

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Dream a Dream is a registered, charitable trust empowering children and young people from vulnerable backgrounds to overcome adversity and flourish in the 21st century using a creative life skills approach.

OUR APPROACH

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

Next, their closest influencers. A caring and compassionate adult. It could be a teacher, a parent, a facilitator, a mentor, or a volunteer.

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

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

Society

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

Eco-System

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

Environment

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

Child

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

FOCUS ON SYSTEMS

FOCUS ON YOUNG PEOPLE



Suchetha Bhat

CEO

MESSAGE FROM THE CEO

On 23rd March 2020, India went into a country-wide full lockdown with a 4-hour notice and life as we knew it changed overnight. As we tried to make sense of what was happening around us, we at Dream a Dream offered an invitation for all of us to pause. To just breathe. Take a moment of stillness before we respond. Take time away from panic to give way to clarity and allow for us to potentially offer a whole new response, something different, unique, and contextual to the current crisis. Especially in education, especially for our children. The question was simple, What if? What is the #WhatIf we wish to invite into our imagination to transform education for all our children? Dream a Dream's #WhatIf campaign resonated with hundreds of individuals and dozens of national and international organizations who joined us on the journey to re-imagine the future.

And as we grappled with making sense of what the future could look like, young people in our programs showed us what is possible. Despite all the economic and political fall-outs of this pandemic, alumni and young people who were part of our programs showed us the skills they had developed to navigate our interconnected, complex world which was in crisis. They came forward and offered compassionate solutions to the issues that were unfolding around them. From helping migrants with rations to volunteering towards COVID relief work to turning into entrepreneurs to support their families, our young people found their own unique solutions.

The year also saw recognition for Dream a Dream from diverse quarters. In continuation of our partnership with the Delhi Government, a snapshot evaluation of the Happiness Curriculum by the Brookings Institution showed increased levels of self-awareness, reflection, and communication amongst students. Dream a Dream also won the Football for Good award presented by Common Goal at the World Football Summit. We were also humbled to be certified as a Great Place to Work organization with over 94% of the staff expressing pride about their job and the organization.

The crisis is not over, and the future continues to be uncertain. But the pandemic made us even more starkly aware of the systemic inequities that continue to hold our children back. All of it for us has meant a renewed focus on a complete mindset shift in the purpose of education and the role of society towards that change. It is a journey that ensures every child is responsible, happy, and resilient, while also breaking down the systemic barriers that stop them from reaching their potential. And as we move forward from the devastation of the COVID crisis we commit to ensure that children have the life skills to overcome adversity and prepare for an uncertain future. At the same time, we also commit to doing our best to dismantle the intersectional and deeply entrenched discrimination that marginalised children face.

We thank the over 10,000 young people who enrol in our programmes every year, the 35,000 teachers who chose to attend our trainings through the years, and the numerous education officials in the 5 states of Delhi, Jharkhand, Karnataka, Telangana and Uttarakhand for the opportunities they provided us to work with over 1 million children. We are forever indebted to all our supporters and donors who have walked this journey to ensure every young person thrives.

The disruption caused by the pandemic while impacting all our lives irreversibly also ensured that our young people rose to the challenge and became changemakers within their own communities. In this annual report, we share some stories of our young changemakers. We hope you get inspired by them, just like us. With hopes for a better and safer future, we look forward to continuing this journey with each one of you.



STORY OF BHARATH

In May 2020, 21 year old Bharath, a graduate of the Dream a Dream Career Connect Centre, was overwhelmed by the plight of migrant workers and wanted to help them.

He arranged a zoom call with his classmates, friends, and neighbours to come forward and use their ration cards to source 3 kg of rice from each family. He managed to get the support of around 200 people. The rice was distributed among migrant workers who were stranded at the local bus station.

Backed by the community, Bharath was able to support 50 migrant families.

He shares, "I felt very happy, and I pray to all citizens to extend a helping hand to the needy. Our motto while distributing rice to migrant workers was simple - to not strip them off their dignity in the name of donations."

COVID-19 Response

The onset of COVID-19 had a devastating effect on our community. It heightened existing adversities, and we decided to step back from our programmes, and focus on providing COVID support for our young people and their families.

Dream a Dream's COVID Relief support consisted of

4957

Ration kits provided to young people

23

Schools were provided timely support along with 2 community centers.

60

Families were provided awareness about COVID-19

57

Young People were provided with emotional support and validation.

257

Young People were provided with school kits.

3000

Masks distributed



21 YEARS OF DREAM A DREAM

21 years ago, a group of volunteers came together to work with HIV+ children in Bangalore. In the early days, life skills were an abstract concept, especially in the Indian context. We have come a long way since then, with school syllabi actively incorporating elements of life skills education and social-emotional learning as a part of large scale education. This is just the beginning.

Facilitating Committees with Delhi Government

Delhi Government's Happiness Curriculum in partnership with Dream a Dream is a revolutionary programme that introduced social-emotional learning as a part of the school curriculum in 2018. We're now in our next stage of partnership with Delhi where we are anchoring two expert committees working on a new curriculum framework and assessment methodology for a new Delhi Education Board. Both committees have been working relentlessly since April 2020 to conceptualize a whole new curriculum framework that focuses on developing skills, values, attitudes, and competencies in students.

Teaching Children to Thrive - Learnings from the Happiness Curriculum

Dream a Dream organised a panel discussion on Teaching Children to Thrive - Learnings from the Happiness Curriculum, where Deputy Chief Minister of Delhi, Manish Sisodia was the keynote speaker. The discussion panelists included Shri. Shailendra Sharma, Principal Advisor, Director Education, Delhi, Geeta Goel, Country Director, Michael and Susan Dell Foundation, Esther Care, Professorial Fellow, University of Melbourne, Shweta Dhyani, Student of Happiness Curriculum, Government School of Delhi, NCR and was moderated by Suchetha Bhat, CEO, Dream a Dream.



Change The Script x (CTSx) Global

It was designed as a cross border youth leadership programme where young people from Kenya, Singapore, Tanzania, Indonesia, Portugal, and India were invited to initiate a dialogue on leadership, intersectionality, youth sensitisation and inspiration with the intention to publish stories of young change makers. This event was completely organised and facilitated by young people. 51 young people participated on day one and 35 young people on day two. A total of 2100 young people watched the sessions on Facebook Live.

Change the Narrative

It is a collective cause curated by and for the young people from the Career Connect Centre, emerged from the ethos of our annual conference - Change The Script, a gathering aimed at reimagining the future of education. Change the Narrative aims at providing a supportive space for young people to initiate, build, and debate on challenges faced by young people in the 21st century. Online sessions were delivered to 135 young people through podcasts and social media. These sessions provided an insight into how young people are dealing with the lockdown.



International Partnerships & Collaborations

Dream a Dream is part of around 27 key partnerships/collaborative platforms including OECD, Big Change, Catalyst 2030, Karanga, Laureus, The Weaving Lab, Teach4All and others among international collaboratives, UNICEF Yuwaah, Life Skills Collaborative, Thrive Collaborative among our national engagements.

Football for Good Award

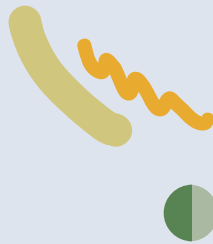
Dream a Dream's won the World Football Summit (WFS) Football for Good Award presented by Common Goal. The organisation has recognized Dream a Dream's After School Life Skills Programme that has been driving mindset shifts through sports as a medium. Announced on 17th of November 2020, the award lauds the efforts of not for profit organisations that are using the medium of football to build positive change in the community.



Dream a Dream is certified as a Great Place to Work

We are also humbled to be certified as a Great Place to Work with over 94% of the staff expressing pride about their job and the organisation.

IMPACT AT A GLANCE



AN AVERAGE OF
94.7%
PARTICIPANTS
SHOWED A POSITIVE
CHANGE IN THEIR
LIFE SKILLS

After School Life Skills Programme

91.9%

of the young people showed a positive change in their average scores.

*Increase in young people
graduating from the programme
year after year:*

2019-20: 1042

2020-21: 1470

76.6%

of the young people showed an improvement in each life skill

95.5%

of the young people were above norms* by the end of the programme.

* Standard Norm/Norm is the standard frame to compare the individual or group scores (LSAS normative score >= 2.5 points)

Career Connect Programme

100%

of the young people showed a positive change in their average scores.

98.2%

of the young people showed significant improvement in each life skill

94.5%

of the young people improved in each life skill measured

99%

of the young people were above norms* by the end of the programme.

Teacher Development Programme

1139

teachers from **25** partner schools attended the online Life Skills Facilitation workshop from Karnataka, Telangana, Tripura, & Uttarakhand

259

teachers from **9** partner schools in Karnataka attended the on-site Life Skills Facilitation workshop

Since 2008, Dream a Dream has been tracking its impact using the Life Skills Assessment Scale (LSAS). The scale is the result of a 7-year long study to develop and publish a standardised and reliable impact measurement tool for life skills programmes for young people from vulnerable backgrounds. It was developed by Dr. David Pearson and Dr. Fiona Kennedy in collaboration with Vishal Talreja, Co-founder of Dream a Dream. The research titled *The Life Skills Assessment Scale: Measuring life skills of disadvantaged children in the developing world* was published in *Social Behaviour and Personality: An International Journal* in March 2014 (Kennedy, F., Pearson, D., Brett Taylor, L. & Talreja, V.).

* Standard Norm/Norm is the standard frame to compare the individual or group scores (LSAS normative score >= 2.5 points)



STORY OF ANJALI

“I was so excited after I sold my first sketch. I immediately gave the money to my family; it made my mother so proud”, says 20-year-old Anjali.

An alumna of our After School Life Skills Programme from Mount Everest School, shared an inspiring story about her experience during the pandemic and lockdown.

Anjali always wondered how she could contribute to the responsibilities of looking after her family.

The pandemic had affected their livelihood and Anjali wanted to help her mother during this trying time. She started helping her mother by working in a local store but it was short-lived, because the lockdown meant the store had to be shut. Anjali used her skills of drawing and sketching to create beautiful works of art to sell them to her friends and acquaintances. Through this, she was able to help with some of the financial needs of her family.

Strategic Partnerships

The Strategic Partnerships team focuses on scaling the life skills approach, the core of what we have learnt in Dream a Dream for the past 21 years. This endeavour creates great opportunities to contribute to the work of State Governments in implementing non-cognitive curriculum like the Happiness Curriculum work with Delhi, Uttarakhand, Jharkhand, Telangana, and Karnataka Governments. We also look at direct impact by creating avenues for our Teacher Development Programme to train teachers across various states and contexts. There is also a strong focus to integrate this learning into programme design of various NGOs to reimagine their work with their stakeholders.

DELHI

In 2020, the focus was on virtual learning and emotional well-being of students and their families. During the first wave of COVID- 19, the schooling system was affected globally. Hence, the team delivered the Happiness Curriculum through audios, IVRS, online worksheets, YouTube and Facebook to engage students. Online training was conducted for the Happiness Curriculum teachers and coordinators to re-emphasise its importance during the pandemic. The Happiness conference was organised to provide insights into Happiness classes and to share national and international perspectives on the Happiness Curriculum. Dream a Dream also anchored a dialogue on the newly formed Delhi Board and Curriculum with education experts from across the country. An English version of Grade 8 Happiness Handbook was launched to ensure access to non-Hindi speaking states.

The team developed content for online training for Happiness teachers and coordinators on the Diksha platform. Diksha is a government capacity building platform for both teachers and students. The team is also working on developing the Happiness website. A reintegration session was conducted for 200 mentor teachers to understand and deal with their own emotions during the pandemic. A series of 10 mindfulness sessions were conducted for Delhi Government mentor teachers.



Happiness Blog was launched with the support of the Delhi Government. As a part of ensuring holistic learning and well-being, the team was able to integrate worksheets with Happiness content that were distributed to students of all Delhi Government schools.

We are now in our next stage of partnership with Delhi where we are anchoring two expert committees working on a new curriculum framework and assessment methodology for a new Delhi Education Board. Both committees have been working relentlessly since April 2020 to conceptualise a whole new curriculum framework that focuses on developing skills, values, attitudes, and competencies in students.

UTTARAKHAND

The Strategic Partnership team created 46 animated videos of Anandam Pathyacharya for the Anandam YouTube channel to reach out to students during the pandemic. Dream a Dream launched the pilot version of the Shikshalokam App to capture data of pre-test and post-test to understand the quality of teacher training. After the pilot phase, the App was rolled out in a batch-wise manner to enable teacher training at a large scale. 3753 teachers were trained through these labs. Vishal Talreja, Co-founder, Dream a Dream, visited schools in Uttarakhand and met with State Institute of Educational Management and Training (SIEMAT) and decision makers in Uttarakhand to discuss the implementation of the National Education Policy (NEP) and other aspects of the Anandam programme. The team also launched the Anandam Teacher Handbook for Class 7.

A reintegration session was conducted for 18 faculty members from the District Institution of Education and Training (DIET) to pause, recognise, understand, and regulate emotions and reflect upon their journey over the past few months of uncertainty. An internal team of 8 trainers was created at the State Council for Educational Research and Training (SCERT) to facilitate online and virtual training. After completion of training of trainers in the month of August, it was later extended to 9000 teachers through a virtual lab.

Uttarakhand Government initiated the virtual classroom project in November benefitting 1.9 lakh students from classes 6-12. The virtual classroom was an online method of teaching, where teachers taught students live from studios in Dehradun. This project was initiated under the Information and Communication Technology scheme of 'Samagra Shiksha Abhiyan' in the state to facilitate in-service teachers. Through this platform, the team in collaboration with Uttarakhand SCERT oriented 15000 teachers/Heads of Schools on Anandam Pathyacharya.

JHARKHAND

Dream a Dream assisted the state government in implementing the Digi-SATH programme in the district of Ramgarh. Digi-SATH is an initiative of the Jharkhand Government to ensure continuous education through Information Communication Tools (ICT) and digital mediums.

The team was responsible for co-ordinating with district and block officials and helping them distribute digital content. In 2020, we were chosen to be part of Project Sampoorna which is a Social Emotional Learning (SEL) initiative for school-going adolescents by the Government of Jharkhand in partnership with a consortium of organisations (Dream A Dream, QUEST Alliance, Kaivalya Education Foundation, Sattva Consulting, Porticus, IDinsight). The project aims to embed and strengthen SEL policies, practices, and approaches by closely working with all stakeholders in the school education delivery value chain i.e. state-level officials - Jharkhand Education Project

Council (JPEC) & Jharkhand Council for Education Research and Training (JCERT), district and block level officials, teachers, school heads and parents.

The team supported JCERT and coordinated with the Health Department to provide contextual inputs to the SEL Module. Dream a Dream also extended support to the Education Department in Ramgarh District to increase accessibility of Learnytic App. This app is a free android application launched by the Indian Government for students to encourage online education.



TELANGANA

The pandemic has been a huge challenge for the Telangana Social Welfare Residential Educational Institutions Society (TSWREIS). Reintegration sessions on well-being were conducted for 100 teachers and 104 Principals. The team along with the Teacher Development Programme worked closely with 10 TSWREIS schools and encouraged them to apply for the T4 Global education event, out of which TSWREIS Chevella made it to the top 100 schools on the global list. The Strategic Partnerships team also facilitated cross learning between the Delhi and Telangana government schooling systems. It gave the TSWREIS Leadership team a first-hand account of what SEL based curriculum could look like and its transformational impact on schooling systems. Dream a Dream co-presented learnings from the Happiness Curriculum to the Secretary, TSWREIS and 50 Regional level coordinators. 2 students from TSWREIS took part in the “Change the Narrative” event which is a global youth conference organised by Dream a Dream.

KARNATAKA

Since the onset of the pandemic, the team has been involved in developing the No-Bag Saturday module in assistance with the Department of State Educational Research and Training (DSERT) and Education Department of Karnataka. In addition to this, a well-being and Happiness Curriculum proposal was shared with the Education Department Commissioner.

Dream a Dream has been involved in the Nali Kali Curriculum reform to incorporate SEL based learning and ideas linked to National Educational Policy (NEP) in the curriculum through a 3-day workshop in Bangalore. The proposal to work with Kasturba Gandhi Balika Vidyalayas (KGBVs) and Adarsha schools is still in the pipeline. The team has also been conducting a series of meetings with the State Project Director and Programme officers within the Sarva Shiksha Abhiyan (SSA), Karnataka office to work on implementing a curriculum-based intervention.

Research

Over 21 years, Dream a Dream has deepened its understanding of the challenges faced by young people and delivered high impact programmes at scale. We realise that direct scaling of our programmes will not bring about a paradigm shift in society. For this, we need to create impact using a multiplying lever that creates mindset shifts. With this in mind, we conceived the Research function at Dream a Dream to build evidence on the impact of developing life skills in young people.

Dream A Dream's School Readiness Survey

The Research & Impact team conducted a research survey to understand the impact of the pandemic on schools & teachers. The 'School Readiness for the Post Covid-19 - A survey' explored major concerns pertaining to the reopening of schools post lockdown & engaged with principals, heads of institutions, & teachers of 853 educational institutions (affordable private schools, government schools, & government aided schools) across 28 districts of Karnataka.

The findings suggested -

- 96% of the schools require support to address student's wellbeing & mental health concerns following the closure post-COVID.
- 95% of schools want to postpone exams this year since most of the schools were still in the process of completing the syllabus or were working on model preparations for the board exams.
- 92% of the teachers & principals requested reduced syllabus for the new academic year
- 97% of the schools surveyed had limited digital infrastructure to support the delivery of online classes.
- 89% of the schools need financial assistance from various stakeholders to stay afloat.

Thriving: Stories of Success Redefined Report

This report is an attempt to bring out the stories of our young adults whose unique journeys are inspiring and motivating for us. The report chronicles eight such stories of our alumni from the Career Connect Programme. This programme proves that life skills is an evidence-based intervention for children from adversity and contribute to their thriving journeys. Read the report [here](#).



Whitepaper presented at inspirED 2020

The paper titled ‘Empowering Teachers through Teacher Development Programme: How Dream a Dream is transforming teachers’ written by Sreehari Ravindranath and Bhavani Arumugham was presented at inspirED 2020, the virtual conference organised by Teach for India & Firki. The whitepaper focuses on learnings from the Teacher Development Programme which addresses the functional competencies of teachers, preparing them to deliver 21st century skills. The paper also provides evidence-based guidelines for the National Curriculum Framework for Teacher Education.

The Life Skills Assessment Scale: Extension of Norms

The Life Skills Assessment Scale (LSAS), is a 5-item impact assessment scale developed in India, that provides a simple, yet valid and reliable, instrument to assess life skills of disadvantaged children and young people, with age norms of 8–16 years. In this study, we used observational data obtained from 656 disadvantaged young people to extend the LSAS age norms to 17–19 and 20–22 years age groups, resulting in a simple, valid, and reliable assessment tool for children and young people aged from 8 to 22 years.

Access the scale [here](#).

Publications under Review in International Journals

- Does the After School Life Skills Programme work? A Comparative quantitative study on the impact of After School Life Skills programme on young people from adversity.
 - Does the Career Connect Programme work? A comparative quantitative study on the impact of the Career Connect Programme on young people from adversity.
 - Impact of life skills intervention on the Social and Emotional Learning of young people: Insights from 4-year longitudinal study(2015-2018).
 - Transforming Teachers: Measuring the impact of the Teacher development programme of Dream a Dream.
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Internal Publications

- Role of Dream a Dream in promoting life skills education for children from low resourced schools in urban India: A case study
- Happiness Curriculum evaluation report- Development of student and teacher measures of Happiness Curriculum factors

Teacher Development Programme

The Teacher Development Programme engages teachers to deepen impact on young people & unlock potential of their students. The model has been adapted from the Creative Empowerment Model developed by Partners for Youth Empowerment (PYE). Since 2012, we have, through direct implementation & advocacy outreach, engaged with over 35,000 teachers/educators from five states & 19 districts impacting close to a million young people. We deliver the Teacher Development Programme through a series of four Life Skills Facilitation workshops over six to eight months. In each workshop, the participant progresses through stages of expressing his or her own creative potential, engaging young people with empathy, understanding how young people learn, developing facilitation skills, & celebrating his or her role in a young person's life.

IMPACT IN NUMBERS

Teachers engaged in the last year

23278

Total number of teachers engaged last year (Direct Delivery)

2139

Teachers engaged in the last year with Strategic Partnerships

21139

Participation of teachers in Online Life Skills Facilitation workshops

1139 teachers from **25** partner schools in Karnataka, Telangana, Tripura, and Uttarakhand

Participation of teachers in On-site Life Skills Facilitation workshops

259 teachers from **9** partner schools in Karnataka

Reintegration programme conducted

741 teachers from **29** partner schools

- Dream a Dream organised a webinar on “Understanding the importance of Social Emotional Learning for Teachers in a post COVID-19 World”, to provide a platform for teachers to share their challenges. 93 teachers participated in the webinar. A survey during the webinar showed - 34% teachers are feeling frustrated and out of their comfort zone when it comes to using technology for learning, 61% of teachers felt that learning was impacted and 85% of teachers need training for teaching online.
- Dream a Dream collaborated with Leadership for Equity (LFE) to conduct a week long workshop for the LFE team about SEL and creative facilitation.
- We facilitated a panel discussion on “The importance of SEL through the lens of Teachers and Students, in a post COVID-19 world” at the InspirED conference hosted by Teach for India and Firki. Enabling Young People to Thrive, a self learning course about Dream a Dream’s work in life skills has also been published on the Firki platform.
- Dream a Dream along with Alokita, conducted a webinar to listen to challenges faced by teachers and provided validation to 200+ teachers, Regional Coordinating Officers’ (RCO) and Principals from the Telangana Social Welfare Residential Educational Institutions Society (TSWREIS).
- In light of the impact of COVID-19 crisis on children’s education across the country, the Education Circle was created by Sattva and we collaborated with this organisation to: 1. Identify high priority focus areas for the ecosystem to reimagine a new normal of education transformation 2. Return to School – Guidelines for planned reopening by enabling preparedness of schools and stakeholders.
- Our partner schools (Mahatma Vidyalaya School, Anekal, and Chevella Freedom School, TSWREIS, Telangana) were among the Top 100 schools selected across the globe to present their learnings at the T4 Global Education week.
- We collaborated with ‘Education Above All’ to develop curriculum around Social Emotional Learning.
- We released a Coffee Table book that highlights the impact and approach of Teacher Development Programme.

Career Connect Programme

The Career Connect Programme equips 15- to 21-year-olds with information, skills, and access to opportunities to make a healthy transition to adulthood. We conduct career awareness workshops, short-term modules in English, communication skills, money management, and career guidance, and provide access to internships, scholarships, vocational training, and jobs. The programme is delivered in two learning centres, based in Bangalore. Since inception, over 40000 young people have been engaged with the programme.

The goal of this programme is also to provide a support system to young people at a crucial age when they are making critical life choices, particularly, in choosing their occupation. The Career Connect Centres engages in long-term tracking of 7,000 programme graduates to ascertain their progress on a career path.

IMPACT IN NUMBERS

100%

positive change in average scores of participants

99%

participants above norms by the end of the programme

98.2%

participants improved their skills significantly

94.5%

participants improved in each life skill

97.5%

participants meaningfully engaged



2923



2183

Gender-wise distribution of young people who completed the programme

- The Dream a Dream mentoring programme provided 64 young people with emotional and social support during the pandemic. The team had volunteers turned mentors from organisations like UBS and UiPath to help support young people.
- 121 young people were provided with placement support and we collaborated with partners to facilitate employment opportunities to 150 young people. 250 young people were provided scholarships to pursue their learning journey. 50 young people benefited from 'Fund my project'. They were encouraged to explore, take risks and build skills to kick start business ventures which included entrepreneurial interest in tailoring, art, beautician, agriculture, food industry, home appliances, pet care, technology and automobiles among others.
- Dream a Dream hosted an event called “Celebrating You” to celebrate stories of resilience of 87 young changemakers.
- Due to the pandemic, we re-designed the programme curriculum and introduced the hybrid module sessions for young people from Karnataka, Tamil Nadu and Andhra Pradesh.
- Eshwari.L, a Graduate from the Career Connect Centre was selected as a HundrED Youth Ambassador. She will represent Dream a Dream at the conferences hosted by HundrED, focusing on educational needs and inclusion of life skills in the school system.
- Dream a Dream also designed and delivered reintegration sessions to address & validate emotions that young people experienced during the pandemic. We were able to engage 2095 young people through the reintegration module at two of our community centres in Bangalore.



Photograph from the Celebrating You event



STORY OF NIKITHA

19-year-old Nikitha is an alumni of the Dream a Dream's Career Connect programme and is pursuing her final year B. Ed programme. At the start of the pandemic last year in March 2020, when Nikitha found out that her college teachers were planning to conduct an awareness drive for COVID-19, she decided to volunteer with them. However, she faced strong resistance from her family as they were afraid about Nikitha's health and safety. Even as Nikitha empathised with her parents, explained why she wanted to volunteer and convinced her parents that she would follow all the safety measures.

She shares, "I was filled with a sense of pride and happiness because I could help the community in some way. It also helped me establish better relationships with my teachers."

Together with her teachers, Nikitha helped conduct health check-ups for residents of three localities and reported all the insights to the area corporator's office.

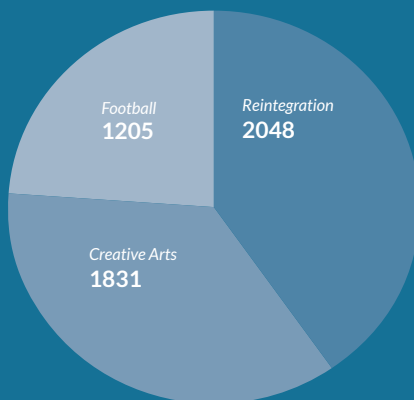
After School Life Skills Programme

Since 2000, the After School Life Skills Programme has been making use of creative arts and football as mediums to engage and develop critical life skills among young people between the ages of 8 to 15 years. This programme is an Innovation Lab where new approaches to life skills development are introduced, demonstrated, documented, evaluated, and fed back into a larger framework for re-imagining learning for young people in the country. To measure the improvements in life skills amongst the young people, we use the Life Skills Assessment Scale (LSAS*). Over 50000 young people have been engaged with After School Life Skills programme since inception.

*The LSAS is the first impact measurement tool in the world to measure improvement in life skills among disadvantaged children.

IMPACT IN NUMBERS

Programme-wise distribution of participants



91.9%

positive change in average scores of participants

95.5%

participants above norms by the end of the programme

76.6%

participants improved in each life skill

76.7%

participants improved their skills significantly



2590



2494

Gender distribution of participants who completed the programme

- Dream a Dream supported young people during the pandemic through different means -

2471 young people continue to receive weekly life skills interventions and learning through a blended approach. This approach is supporting young people develop and learn new skills like using Zoom.

2048 young people were engaged through a reintegration module across different partner schools/communities in Bangalore to address and validate the emotions they experienced during the pandemic.

The team provided 259 young people with home activity kits to ensure continued learning. Our home activity kit includes sports, arts, and experiential activities to engage young people as a part of their home-based learning activity.

Due to the pandemic, parents of many young people lost their jobs and other young people couldn't afford to pay for their classes. We supported 199 young people with scholarships to ensure continued learning.

The After School Life Skills Graduation event was organised for over a week at 20 Partner schools, keeping in mind social distancing norms and other COVID-19 protocols. 1470 young people graduated from the programme and the event provided an opportunity for young people to reflect and relook at their learning journey.

- Anjali L, a graduate from the After School Life Skills programme was selected as a HundrED Youth Ambassador. Anjali will represent Dream a Dream at the conferences hosted by HundrED on current educational needs and inclusion of life skills in the school system.
- On Women's Day, 30 young people from our 3 partner schools participated in the women's football tournament organised by Barca Academy in Bangalore.
- After School Life Skills facilitator, Chandrashekar N, collaborated with two of our young people, Ashraf Unnisa and Ayesha Taj to organise a Doodle Art Exhibition to showcase their creative talents at Karnataka Lalithakala Academy in Bangalore.



Photograph from the Graduation Day

Strategic Initiatives

Strategic initiatives are the means through which Dream a Dream's vision is translated into practice. It is a collection of finite-duration discretionary projects and programmes which are designed to help the organisation achieve its targets.

Change the Narrative, a collective cause curated by and for the young people from the Career Connect Centre, emerged from the ethos of our annual conference - Change The Script, a gathering aimed at reimagining the future of education. Change the Narrative aims at providing a supportive space for young people to initiate, build and debate on challenges faced by young people in the 21st century. Online sessions were delivered to 135 young people through podcasts and social media. These sessions provided an insight into how young people are dealing with the pandemic induced lockdown.



Change The Script x (CTSx) Global was designed as a cross border youth leadership programme where young people from Kenya, Singapore, Tanzania, Indonesia, Portugal and India were invited to initiate a dialogue on leadership, intersectionality, youth sensitisation and inspiration with the intention to publish stories of young change makers. This event was completely organised and facilitated by young people. 51 young people participated on day one and 35 young people on day two. A total of 2100 young people watched the sessions on Facebook Live.

As a follow-up to the annual Change the Script conference, a smaller group of influencers were invited to be a part of a collaborative impact network. This group of 16 individuals and organisations came together to discuss CTS and other initiatives.

My Voice, My Freedom was another online initiative that created a platform for 45 young people to raise their voices and put forth their opinions and experiences on freedom. Different angles of intersectionality were looked into - what freedom means to girls, women, boys, men, young people, and students.

Nadia Chaney, Mentor, Master trainer and Curriculum designer for Teacher Development Programme, engaged with 38 master leads, leads, staff and new employees during this pandemic through reintegration and personal resilience workshops. 65 participants engaged in online sessions on mindful breathing, listening, and sharing of thoughts.

As a part of the Thrive Collaborative, we curated a shared purpose statement - 'For Every Child a Thriving Life' along with other participants. Participants included Tarun Cherukuri (Indus Action) Saransh Vaswani (Saajha), Aakash Sethi (Quest Alliance), Amrita Nair and Rohit Kumar (Apnishala), Ashweetha (Bodhi Tree), Arhan Bezborra, Madhu Shukla (Play space), Mary Ellen Matsui (ATMA), Shamin Mehrotra (UMMEED), Kuldeep Dantewadia (Reap Benefit), Neha Jagani (Indus Action), Siddesh Sarma (Leadership for Equity), Satya Sandeep Kalepu (Azim Premji University), Surendra Singh Sucharia (Ekstep) and Romana Shaikh. Dream a Dream was represented by Vishal Talreja, Suchetha Bhat and Ansar A. All of them participated in two online workshops to deepen mutual trust with the goal of developing a shared vision of what young people need, to thrive in the 21st century.

Global Advocacy

In 2018, we began our Global Advocacy journey intentionally with the idea of transforming education globally through grounded insights from our work with young people and bringing the voices of young people to the forefront in influential education ecosystems. Today we are part of prominent platforms where the voice of young people needs to be represented. We are part of around 27 key partnerships/collaborative platforms including OECD, Big Change, Catalyst 2030, Karanga, Laureus, The Weaving Lab, Teach4All and others among international collaboratives, UNICEF Yuwaah, Life Skills Collaborative, Thrive Collaborative among our national engagements. Along with this, we identified and developed champions who can take the voice of young people to the global influential audience. We are looking to develop a Global Advisory Council to support our work with State and Central Governments in India towards education reform.

In 2020, our leadership team has engaged in more than 50 national and international speaking engagements potentially reaching over a million people. Some of the esteemed forums our team has been a part of, include WISE, HundrED, AVPN, FIFA, OECD, and so on. We are now focussing on changing the narrative in global education conversations towards redefining success towards thriving and keeping SEL and life skills at the forefront of curriculum and pedagogy change.

SPEAKING ENGAGEMENTS

INTERNATIONAL

- Vishal presented the Opening keynote at the WISE Conference - Education Disrupted, Education Reimagined (Part-1) in April 2020. Other speakers included Marc Brackett (Founding Director of the Yale Center for Emotional Intelligence), Kiran Sethi (Founder of Design for Change), Andreas Schleicher (Director for Education and Skills, and Special Advisor on Education Policy to the Secretary-General at the OECD) and so on.
- Vishal Co-chaired the OECD e2030 Virtual Workshop in May 2020 and the Focus Group 2 Webinar in July 2020 on “Overcoming challenges in curriculum delivery during school closures and transition back to school.”
- Suchetha presented at a panel in the Tortoise Education Summit where reformers from the OECD, Finland and the Global South made their case on “Which is the best education system in the world?” (June 2020). Other Panelists included Pasi Sahlberg (Professor of Education Policy, UNSW Sydney) and Andreas Schleicher (Director of Education and Skills, OECD).
- Suchetha and Vishal facilitated sessions on the ‘What if’ campaign at WISE, Catalyst 2030, The Weaving Lab, Teach For All, Karanga and the Teach for India - Firki Webinar between April - July 2020

- Suchetha joined the panel alongside Sol Campbell (former English International Footballer) and others at the first FIFA Community Talk to discuss how football can Shape the New Normal and create a fairer society for all (October 2020). The panel also included Maria Ines Salamanca, Partnerships and Resource Mobilization Specialist at UN Women moderated by Leila Zakhem.
- Vishal presented at the HunderED Innovation Summit 2020 panel on “What if the Education revolution comes from the most challenging learning environments?”, November 2020

NATIONAL

- Vishal presented in panels of Charcha 2020 - Skill Development & Entrepreneurship and Scaling Impact with Government Partnerships in May, 2020
- Sreehari spoke at the facilitators professional development programme organised by Tata Strive on Social and Emotional Learning and how to reach learners, May 2020
- Suchetha presented at the Arthan Conference - Building Civil Society Organisations of the Future on the panel of “Future of Education :The Only Way Forward: Enabling Alignment of Head, Heart, Hand and Soul”, July 2020
- Suchetha presented at a panel on Enabling 21st Century Skills hosted by Nexus of Good, October` 2020. The other panelists included Sandip Pradhan, Director General, Sports Authority of India and Pullela Gopichand, Former All England Champion, Chief National Coach, Indian Badminton Team delivered the keynote address.
- Bhavani Arumugham, Director, Programme Design and Development, delivered a session at the InspirED conference by Teach For India and Firki where she shared about the importance of SEL through the lens of Teachers and Students in a post Covid world, October 2020.
- Vishal addressed the valedictory session on the theme “Novum Iter: Moving forward Together” at the National Progressive Schools’ Conference, February 2021. Leading educationists, research scholars, and academicians from over 100 international schools participated and there was a global attendance of over 2500 educators. Some prolific speakers included Prof. Anil D Sahasrabudhe, Chairman (AICTE), & Valerie Hannon, Director, Innovation Unit, UK

PUBLISHED WORKS - BOOKS/CHAPTERS

Vishal and Suchetha contributed an article in an e-book published by WISE as part of their ‘Education Disrupted, Education Reimagined’ series along with 40 other global education influencers.

Vishal Talreja contributed an article as part of Big Change’s #NewEducationStory series along with the likes of Holly Branson, Pasi Sahlberg and Andreas Schleicher.

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About this platform

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About

ARTICLE TYPE
News

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Anshu Chaitanya

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Bringing communities together through sports

"We have to work with the rural infrastructure. How many times have we all seen an

[Dream a Dream featured in sportanddev.org](#)

हैप्पीनेस कैरीकुलम अपने अनुपालन के 2 वर्षों के दौरान ही बच्चों में एक सकारात्मक प्रभाव देखा : सुचेता

संघर्ष/संवाददाता । ड्रीम ए ड्रीम पिछले 20 सालों से आर्थिक और सामाजिक रूप से कमजोर बच्चों को आगे बढ़ने में मदद करने के लिए काम करते आ रही है और एक व्यवस्थित मध्यस्थता के फलस्वरूप प्राप्त होने वाले सकारात्मक प्रभावों को देखना बहुत ही सुखद अनुभूति है। बुकिंग्स इंस्टीट्यूट यूएसए ने हाल ही में 'हैप्पीनेस कैरीकुलम' के अपने मूल्यांकन को पूरा किया है जिसे केजी से 8वीं तक के 800,000 छात्रों में खुशियां बांटने और उनके विकास को नींव को मजबूत करने के लिए डिजाइन किया गया था तथा जुलाई 2018 से दिल्ली सरकार के द्वारा 1030 स्कूलों में लागू किया गया। "हेवलपमेंट ऑफ स्टूडेंट एंड टीचर मेजर्स ऑफ हैप्पीनेस कैरीकुलम फैक्टर्स" शीर्षक को अपनी इस रिपोर्ट में बुकिंग्स ने हैप्पीनेस कैरीकुलम में छात्रों में आत्म-जागरूकता, आत्म-निरीक्षण तथा संवाद के स्तरों में बढ़त के साक्ष्य साझा किये। रिपोर्ट बताती है कि प्रतिदिन 35 मिनट की क्लास में छात्रों को एकाग्रता, जटिल विषयों को समझने और सुलझाने में बढ़ोतरी, आत्म-निरीक्षण और सामाजिक-भावनात्मक कौशल को शामिल किया गया था और इससे छात्रों में क्लास में तथा क्लास के बाहर दोनों ही जगह रिश्तों में सकारात्मक सुधार दिखाई दिये। ड्रीम ए ड्रीम की सीईओ सुचेता भाट ने कहा, हैप्पीनेस कैरीकुलम अपने अनुपालन के 2 वर्षों के दौरान ही बच्चों में एक सकारात्मक प्रभाव बनाने लगा है जो छात्रों को स्थायी प्रसन्नता का अहसास कराने की ओर एक बड़ी जीत है।

[Dream a Dream featured in Ranchi Express](#)

idr

ABOUT SECTORS EXPERTISE THEMES HUMOUR FEATURES COVID-19 MORE

EDUCATION July 06, 2020

Are schools ready for the post-lockdown world?

A survey of government and low-cost private schools in Karnataka highlights the concerns they have post-lockdown, and what support they require from the government and civil society.

By SHARVA RANDEY

491 views

For more than two months now, all schools, colleges, and educational institutions in India have been shut, adversely impacting more than 30 crore students across the country. While some schools have shifted to online-teaching, low-cost private and government schools do not have the resources to do so. Students, on the other hand, who are under social stress during the lockdown, are not only missing out on their education, but no longer have access to healthy meals and other resources that they had earlier.

[Dream a Dream featured in India Development Review \(IDR\)](#)

BUSINESS NEWS THIS WEEK

A LEADING BUSINESS NEWS PORTAL

HOME BUSINESS ENTREPRENEURSHIP WORLD NEWS HEADLINES PRESS RELEASES CONTACT US

FEATURED RESOURCES

Reviews of the Best Gambling Apps for Real Money in India 2020, at betopods.com/casino-apps/

Visit <https://www.10cr1.com/india-#1-operator-for-sportsbetting-and-casino-games>

Open Call for Artists to 'Reimagine education' with #Whatif Global movement

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Business News This Week > National > Open Call for Artists to 'Reimagine education' with #Whatif Global movement.



Bollywood



Bombay Stock Exchange

TOP 10

Dream a Dream, a Bangalore based not for profit, working to empower young people from vulnerable backgrounds to overcome adversity and flourish in a fast-changing world, along with Artists invites artists across the world to share art that inspires questions and engages with the idea of reimagining the education system for all our children. Instead of going back to 'business-as-usual'. Artists, the most loved online marketplace for world contemporary art, believes in exploring new ways of connecting and

[Dream a Dream featured in Business News This Week](#)

The #WhatIf Movement

As we tried to make sense of the chaos the pandemic caused, we at Dream a Dream offered an invitation to take a pause, embrace stillness, and allow for the emergence of our most compassionate offer to our children? We implored communities to re-evaluate education systems before diving back into business as usual through the [#Whatif movement](#). The movement sparked revolutionary ideas that opened up new possibilities for building a thriving life for all children. We saw an overwhelming response with hundreds of individuals and dozens of national and international organizations joining us on the journey to re-imagine and articulate our #WhatIf for the future (Kindness is the New Normal in a Post-Covid World). In #WhatIfWednesday, a Twitter Chat in partnership with Save Our Future we had an outreach of 3.8 million Twitter users and garnered 1400 engagements across 6 continents.

Our partnership with Artflute ensured we could invite the artist community to lend their creative voices to reimagine the world of education. The movement was brought to life with interventions that added value to the initiative such as art, ideas and events like open mic, watch party, social media giveaways and workshops. The campaign featured 105 artworks from 80 artists from 8 countries. We also curated 200+ artworks received from Akanksha Foundation's 'Art for Akanksha' program from children of class 1 - class 10. The overall reach of the #WhatIf campaign through art was over 2.108 million, via social media specifically Facebook and Instagram the outreach was 598,525 and 1.512 million respectively.

The #WhatIf Movement transformed into a vibrant platform for young people to share their stories of change, where they shared their stories of change, of being self reliant and supporting their families and communities. Some young people shared their stories of standing against discrimination, anecdotes on redefining leadership and inspirational stories of thriving.

The #Whatif movement resonated with people across the world and turned into an organic movement with a life of its own. Around 40 organisations partnered with the WhatIf movement and owned it in their own inspiring way. While for Dream a Dream, #WhatIf ended in December 2020, others continue to anchor this movement.



Postcards from our participants at the #WhatIf movement



Photograph from our offline event at Church Street





People who engaged
with the Movement: 3315

60% of users from India

15% from US

4% of users from UK

2% from China

1.5% from Germany

<1% from Canada, UAE, Netherlands, Australia and France

Art Campaign with Art Flute

Overall Reach: **2.108 Million**

Facebook Reach: **598,525**

Instagram Reach: **1.512 million**

OUR SUPPORTERS FOR THE PAST 3 YEARS



WE WOULD ALSO LIKE TO THANK:

Ajay Raghavan
Anjana Sasidharan
Anuradha Vaidyanathan
Arjun Dugal
Arnavaz Rohinton Aga
Bengaluru FC
BRK Murthy
Chrysos Foundation
Devang Jawahar Kapadia
Devanshu Nagpal
Dipika A Khaitan
Dipika V Maiya
DR VNK Rao Memorial Trust
Dr. David Pearson
Dr. Fiona Pearson

Ed Williams
Elizabeth George
Elizabeth Jacob
Hon. Henry De Sio
J Mark Partners
Jasper Bovenberg
Joann Maria Mcpike
K Arumugam
Karan Sodhi
Kunku Soota
Late Miss Evelyn Harrington's Estate
Meenakshi Iyer
Meera Rao
Mrinal Todi
Rajesh Gandhi

Rakesh Sanghvi
Raman Madhok
Rangoonwala Foundation (India) Trust
Ryan Ninan
Sandeep M Farias
Sangita Jindal
Sanjay Madhav Pai
Seetharama Bhat
Shoolini Parameshwari Foundation
Sultan Trust
T.C. Meenakshi Sundaram
Vaibhavi Rangarajan
Watumull Foundation

JURISDICTION AND TASKS OF BOARD AND MANAGEMENT DURING 2020-21

THE BOARD

- Is ultimately responsible for strategy, policy, budget and results
- Approves audited financial statements and ensures the organisation's compliance with laws and regulations
- Sees to it that the activities of the organisation are aimed at realising the target and contribute to its mission
- Examines the strategic long-term plan and the individual annual plans and budgets and reviews the progress of the plan throughout the year
- Decides adjustments of plans, budgets and investments
- In 2020-21, the board met four (4) times: 26th May 2020, 28th August 2020, 8th October 2020, 9th December 2020

MANAGEMENT: LEADERSHIP TEAM THAT INCLUDES THE CHIEF EXECUTIVE OFFICER (CEO) AND THE CO-FOUNDER

- Is responsible for developing the long-term strategy, annual plan and policy
- Informs the Board of all relevant facts and developments
- Evaluates the execution of Dream a Dream's annual plans and presents it to the Board
- Engages in new partnerships and core fundraising
- Ensures financial management and operational governance.

Composition of the Board for the 1st April 2020 – 31st March 2021

Name	Position on Board	Meetings Attended	Years on Board	Gender	Occupation
Deepak Srinath	Chairman	4/4	8	Male	Business
Vishal Talreja	Co-founder & Trustee	4/4	9	Male	Social Worker
Pervin Varma	Trustee	4/4	6	Female	Consultant
Padmaja Nagarur	Trustee	4/4	3	Female	Consultant
Ajay Raghavan	Trustee	4/4	3	Male	Lawyer

Notes on Board of Trustees

- None of the Board Members are related to each other
- A Board rotation policy exists and is practiced
- Vishal Talreja receives remuneration from the organization
- No other board members have received any remuneration from the organization

Management: Distribution of staff according to salary levels as of March 31st, 2021

Gross in Salary	Male Staff	Female Staff	Total Staff
< 10,000	0	0	0
10,001 – 25,000	22	19	41
25,001 – 50,000	18	8	26
50,000 – 1,00,000	13	12	25
1,00,000>	2	2	4
Total	55	41	96

Notes on Staff Remuneration:

- Suchetha Bhat, CEO has been paid a remuneration of INR 1,96,000 per month
- Remuneration of 3 highest paid staff members: INR 1,96,000, INR 1,41,000, INR 1,11,000 per month
- Remuneration of 3 lowest paid staff members: INR 15,000 per month

NOTE: International Travel - There was no international travel during 2020-21

BALANCE SHEET AS ON 31ST MARCH 2021

Particulars	As On March 31, 2021 (in INR)	As On March 31, 2020 (in INR)
Liabilities		
1. General Fund		
As per last Balance Sheet	5,29,95,369	5,08,77,455
	5,29,95,369	5,08,77,455
Add: Excess of Income as per Income and Expenditure account	4,21,55,810	21,17,914
	9,51,51,180	5,29,95,369
2. Corpus Fund		
	59,95,030	59,95,030
Add: Net Increment in Corpus during the year	-	-
	59,95,030	59,95,030
3. Current Liabilities		
Duties & Taxes Payable	9,52,819	19,42,516
Other Current Liabilities	7,88,999	39,80,340
Provisions for Expenses	5,68,17,650	2,31,04,727
Total	15,97,05,678	8,80,17,983
Assets		
1. Fixed Assets		
As per Schedule	67,90,196	67,86,541
2. Investments / Deposits		
Rent Deposit	20,38,500	20,86,000
Fixed Deposit - Banks	14,01,54,106	6,75,34,421
3. Cash and Bank balances		
Cash in Hand	36,219	44,554
Cash at Bank	94,83,948	92,03,599
4. Current Assets		
Staff Advances	1,39,662	4,72,800
Accrued Interest	6,56,191	4,96,383
Tax Deduction at Source	2,52,441	4,28,607
Loans & Advances	1,51,415	9,62,077
Deposits - Telephone	3,000	3,000
Total	15,97,05,678	8,80,17,983

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2021

Particulars	Year Ended March 31, 2021 (in INR)		Year Ended March 31, 2020 (in INR)	
Income				
Donations - Domestic	3,33,91,006		2,91,05,623	
Donations - FCRA	14,31,68,428		11,24,01,601	
Interest Incomes /Income-tax Refunds	-		8,856	
Interest Incomes	43,35,124		24,18,819	
Service Incomes	-		13,68,345	
Provision no longer required written back	4,73,241		-	
		18,13,67,800		14,53,03,244
Total		18,13,67,800		14,53,03,244
Expenditure				
Salaries & Wages	6,73,01,061		6,13,10,033	
Lead Facilitator Professional Fees	35,04,750		55,68,600	
Professional Charges	2,24,62,303		2,71,72,952	
Equipment	38,38,723		15,43,684	
Rent	76,17,178		53,36,453	
Refreshments & Supplies - Events	23,26,391		35,15,067	
Travel - Domestic	9,79,639		45,29,270	
Venue Rental Facilities	2,73,013		56,63,170	
Transport	2,93,763		9,50,682	
Courier & Postage	44,838		46,124	
Employer's Contribution to Provident Funds	19,86,478		20,85,266	
Food & Beverage	42,18,824		18,52,308	
Software	6,71,014		2,62,051	
Employer's Contribution to ESI	1,68,447		2,24,594	
Maintenance - Computers & Online Platforms	9,97,411		18,42,246	
Printing	5,59,284		8,96,341	
Accomodation	87,079		9,97,886	
Video & Editing	11,88,100		56,000	
Telephone & Communication	11,06,017		8,19,858	
Gratuity - Employees	21,85,448		50,92,211	

Particulars	Year Ended March 31, 2021 (in INR)		Year Ended March 31, 2020 (in INR)	
Expenditure				
Scholarships	52,44,149		20,99,147	
Design & Publicity	13,803		1,26,106	
Insurance	18,22,309		4,98,901	
Admission & Entry Fees	1,94,263		6,89,490	
Administration Charges	2,52,871		6,92,331	
Souvenirs	7,00,176		8,45,560	
Stationery & Materials	16,96,580		11,70,037	
Travel - International	1,10,787		25,25,416	
Staff Welfare	1,67,151		2,09,040	
Repairs & Maintenance	43,83,761		14,60,630	
Volunteer Allowance	81,271		3,01,600	
Rates & Taxes	1,896		18,687	
Electricity, Power & Water	1,37,770		3,83,695	
Miscellaneous Expenses	3,06,491		1,69,440	
Audit Fees	1,60,000		2,52,380	
Bank charges	58,831		47,374	
Income Tax Expense	3,79,349		1,70,000	
Depreciation as per schedule	16,90,770	13,92,11,989	17,61,701	14,31,85,330
Excess of Income over Expenditure transferred to Balance Sheet		4,21,55,810		21,17,914
Total		18,13,67,800		14,53,03,244

CONSOLIDATED RECEIPTS AND PAYMENT ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2021

Particulars	Year Ended March 31, 2021 (in INR)		Year Ended March 31, 2020 (in INR)	
Receipts				
Opening balances				
Cash in hand	44,554		47,287	
Bank Balance	92,03,599		75,43,560	
		92,48,153		75,90,847
Donations - Domestic	3,33,91,006		2,91,05,623	
Donations - FCRA	14,31,68,428		11,24,01,601	
Corpus - Donation	-		-	
Disposal of Scrap/Fixed Assets	2,000		21,306	
Service Incomes	-		13,68,345	
Provision no longer required	4,73,241		-	
Interest Incomes	38,90,131		24,27,675	
		18,09,24,807		14,53,24,550
Fixed Deposits Matured (Net)	9,64,36,095		4,50,26,421	
Changes in Current Assets/Liabilities	-		40,35,770	
		9,64,36,095		4,90,62,191
Total Receipts & Opening Balance		28,66,09,055		20,19,77,588
Payments				
Expenditure Payments	13,75,21,220		14,14,23,629	
Provisions for Expenses	(3,37,12,922)		(2,31,03,727)	
Changes in Current Assets/ Current Liabilities	29,73,380			
		10,67,81,678		11,83,18,902
Other Expenditure/Deposits				
Fixed Assets Purchased (Net)	16,96,424		24,10,533	
Investment in Fixed Deposits (Net)	16,86,10,786		7,20,00,000	
		17,03,07,210		7,44,10,533
Closing Balance				
Cash in hand	36,219	36,219	44,554	44,554
Bank Balance	94,83,948	94,83,948	92,03,599	92,03,599
Total Payment & Closing Balance		28,66,09,055		20,19,77,588

NOTES FORMING PART OF FINANCIAL STATEMENTS FOR THE YEAR ENDED MARCH 31, 2021

1. Background

Dream A Dream was constituted as a Public Charitable Trust, not for profit under Deed of Declaration of Trust dated May 27, 2000. The trust obtained registrations u/s 12AA of the Income-tax Act, 1961 (IT Act) on July 2, 2001 and u/s 80G of the said IT Act on September 2, 2008. The Trust has applied for renewals of both the Registrations, per the IT Act.

2. Basis of preparation of Financial Statements

The financial statements are prepared on a going concern concept, under historical cost convention.

3. Fixed Assets and Depreciation

Fixed Assets are accounted at cost of acquisition and depreciation on the same is charged on the Written Down Value method as per the provisions of the IT Act, read with Rules thereto. Opening Balance of Assets are as per Income-tax Returns filed for YE March 2020

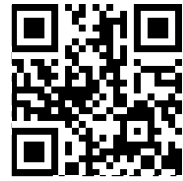
4. Others

- a) The Trustees estimate that there exists no liability actual or contingent related to employee benefits, other than those accounted in the books.
- b) The Activity of the Trust is exempt under IT Act. Hence, no taxes are provided for nor any tax liability is anticipated.
- c) Food and Beverages expenditure includes amounts of INR 30,71,362 (INR 344,762 under FCRA), representing COVID Relief food kit distributions made by the Trust.

5. Previous Years figures

Previous year's figures have been regrouped and reclassified wherever required.

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Dream a Dream is a registered charitable trust with requisite tax exemptions for all donations made.

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