



MID YEAR REPORT

APRIL 2018 TO SEPTEMBER 2018

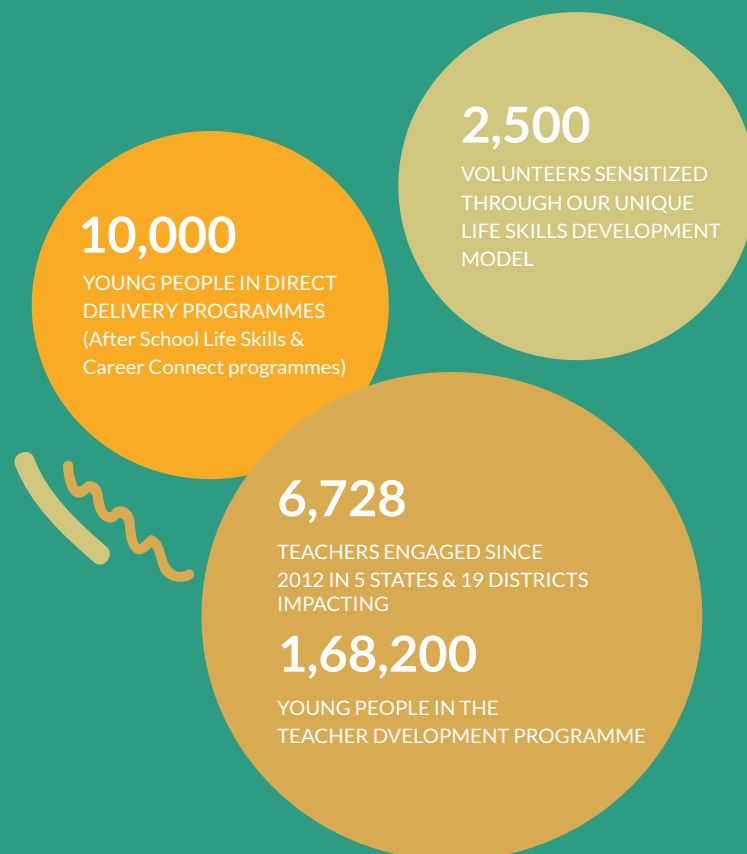


Dream a Dream is a registered, charitable trust empowering children and young people from vulnerable backgrounds to overcome adversity and flourish in the 21st century using a creative life skills approach.

Currently, we work with 10,000 young people a year through our two innovation labs – After School Life Skills Programme and Career Connect Programme; we have trained over 6,728 teachers/educators from 191 partners impacting over 1,68,200 children and young people and sensitize over 2,500 volunteers through our unique Life Skills Development model. We work on a strong collaborative approach with local charities, corporates, volunteers, governments, expert consultants and a host of national and international strategic partners.



Presently, we deliver life skills interventions through three programmes: After School Life Skills Programme, Career Connect Programme and the Teacher Development Programme.



Dream a Dream has been recognized and awarded for innovation, transparency and accountability over the years by Ashoka, GDN, Harvard, Rockefeller Foundation, Resource Alliance and others.

Two years ago, we unveiled our five-year strategic plan, which outlined our vision for 2016-21. Since 2016, we have continually invested in research & advocacy to build momentum around our vision of equipping young people from vulnerable backgrounds with life skills. The journey so far has been very exciting, and we believe we are on the right path. With this report we would like to share some key highlights from the first half of 2018-19 as we move closer to our 2021 vision.

A LOOK AT OUR PROGRAMME-WISE IMPACT

AFTER SCHOOL LIFE SKILLS PROGRAMME

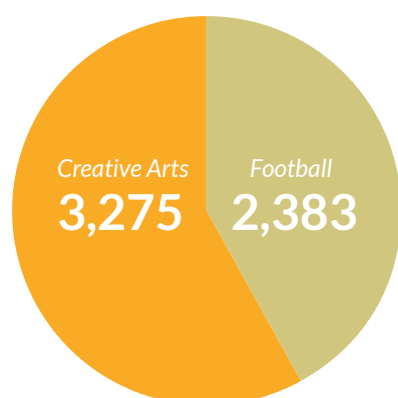
In our After School Life Skills Programme, we use creative arts and football as mediums to engage and develop critical life skills among young people between the ages of 8 to 15 years. This programme is an innovation lab where new approaches to life skills development are introduced, demonstrated, documented, 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 Dream Life Skills Assessment Scale (DLSAS*).

The programme's goals for the next three years (2018-21) are as follows:

- Engage 5,000 young people annually
- Ensure 90% of the young people enrolled in the programme demonstrate an improvement in their life skills
- Commission one new research study every year and an external programme evaluation

IMPACT IN NUMBERS

Programme-wise distribution of participants



48.63%



51.37%

Gender distribution of participants who completed the programme

Total Participants

5,658

Average Attendance

90%

Retention Rate

94%

Partners

28

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

HIGHLIGHTS



Generation Amazing, an initiative by the Supreme Committee for Delivery and Legacy, chose Pallavi, a graduate of the After School Life Skills programme as an ambassador. Pallavi and Revanna M, Manager - After School Life Skills Programme, traveled to Qatar, where the next FIFA World Cup will be hosted in 2022, and then to Moscow, for the FIFA 2018 Foundation Festival. In Qatar, Pallavi and Revanna met members of the Supreme Committee of Delivery and Legacy and had an enriching experience with learning how to use football for social development.



Young people from one of our partners, Raza School, published their first school magazine "SMILE" with the help of our facilitator, Chandrashekhar.

Ms. Hala Khalaf from Generation Amazing visited Dream a Dream and met with the youth ambassadors and various programme managers to understand our programme and how we implement it.



We reached a total of 5,658 beneficiaries in our After School Life Skills Program for 2018-19. We have also reached a re-engagement rate of 65%, against the planned re-engagement* rate of 64%.

Dream a Dream organized "Play For Change," a football festival that combines 'Life skills', 'Sports for Development' and 'Football 3 Methodology.' 200 young people participated in the event and played 21 matches. 40 staff members, 10 young mediators and three young leaders helped organize the event.

To map the long-term impact of our programmes, we have started tracking our graduates from the After School Life Skills Programme. Currently we are in touch with over 1,007 graduates from as early as 2006.

*Re-engagement is when a student comes back to the programme in the following year

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The training is the best ever training which I have never seen so far. This helps to make use of the creative skills to bring out some hidden skills and use it on field. As a Management person I feel happy to organize these kinds of training for our teachers to explore their teaching skills. As per my observation, teachers are having great interaction among them and also with students very well.

Mr. Neginal, DLN School

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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. 5,000 young people are engaged in this programme every year.

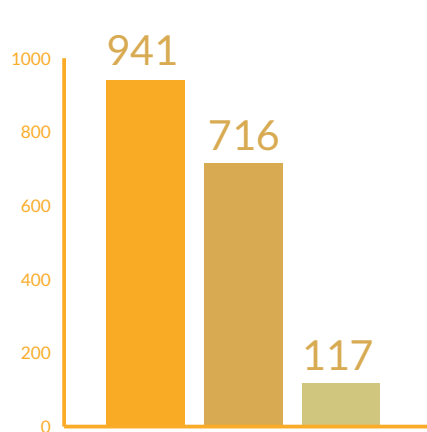
The goal of this programme is also to provide a support system to young people at a crucial age when they are making critical life choices, particularly, in choosing their occupation. The Career Connect Centres engage in long-term tracking of 7,000 programme graduates to ascertain their progress on a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

The programme's goals for the next three years (2018-21) are as follows:

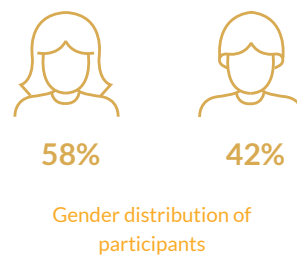
- Engage 5,000 young people annually
- Ensure 90% of the young people enrolled in the programme demonstrate an improvement in their life skills
- Commission one new research study every year and an external programme evaluation

IMPACT IN NUMBERS

Total Outreach



- Skill Development Programme
- Career Awareness
- Last Mile Support Programme



Total Unique Participants **1,774** Partners **8** Average Attendance **90%** Retention Rate **94%**

HIGHLIGHTS



621 Young people were engaged through our skill development training.

The number of girls outnumbered the boys in enrolment in the programme, and the completion percentage was as high as 94%.



The programme has provided 74 scholarships as of September 2018.



13 young people challenged the concept of dignity of labour by taking on the skill development training to become professional painters by Asian Paints Color Academy. Their very first contract was to paint the Career Connect Centre which they pursued with great enthusiasm. They have secured two more painting projects and are ready to change the script.

Placement and internship opportunities were given to 43 young people.





“

Earlier I did not have the patience to listen to anyone but after attending LSF #2, I understood the power and importance of listening. I also got to know the techniques to tap the child to unlock their talents. Overall the training was good, and it helped us to understand better by having life's examples only, so the learnings will be long lasting.

Teacher, St. Thomas School

POWERED
BY DREAMS
”

TEACHER DEVELOPMENT PROGRAMME

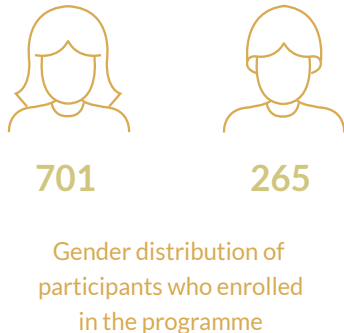
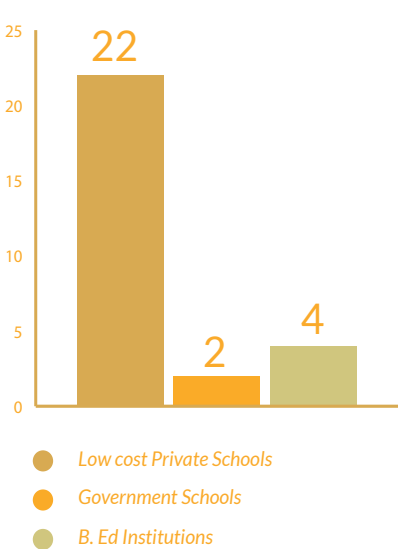
The Teacher Development Programme engages teachers to deepen impact on young people and unlock potential of their students. The model has been adapted from the Creative Empowerment Model developed by Partners for Youth Empowerment (PYE). Since 2012, we have engaged over 6,728 teachers from five states & 19 districts impacting 1,68,200 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, develop facilitation skills, and celebrating his or her role in a young person’s life.

This programme’s goals for the next 3 years (2018-21) are as follows:

- Enroll 6,000 teachers impacting over 1,50,000 children and ensure an average of 60 percent of the teachers enrolled complete all four modules
- Ensure 70 percent of the young people measured using the DLSAS demonstrate an improvement in life skills
- Ensure 70 percent of teachers measured using DLSAS demonstrate an improvement in creativity, empathy and facilitation skills
- Commission one new research study every year and an external programme evaluation

IMPACT IN NUMBERS



Teachers completed all 4 modules till september **531** Teachers Enrolled **966** Young People Impacted **24,150** Partners **28** Teachers on road to competition **238**

HIGHLIGHTS

This year, we used Dream Life Skills Assessment Scale (DLSAS) to measure the development of life skills in children who are indirectly impacted through the Teacher Development Programme. Currently we have collected 2,000 baseline from 11 partners.



We initiated government partnerships through the Education Department in Shimoga and Davangere. Through this partnership, we engaged 29 teachers in Shimoga and 60 government school teachers in Honnali and Davangere block, who are in the pipeline to join our programme in the future.

We have started developing master trainers' capacity to conduct Training of Trainers (ToT) programme. Currently we have 10 master trainers on board.

We partnered with 24 low cost private schools and four B. Ed institutions.

494 Teachers and NGO workers completed all four modules of the Teacher Development Programme by September 2018.

902 Unique teachers and NGO workers enrolled in our Teacher Development Programme.




We initiated a partnership with the Aga Khan Foundation in Kenya. Through this, we engaged over 47 participants from Aga Khan Academy, Aga Khan Foundation, and the Global Centre for Pluralism on Promoting Pluralism. The primary objective is to build self-reflection in teachers and relationship building with students to further the foundation's core value of pluralism. As part of this partnership, we engaged 85 young people in our Outdoor Experiential Camps for four days.




Engaged 95 young people through Outdoor Experiential Camp – 32 girls and 63 boys

Larsen & Toubro partnered with us to train 100 government teachers of Mysore district, of which 74 teachers have completed the first workshop.



“ Wonderful training for teachers to inspire them for what they are doing, and it makes them more involved in their responsibilities. And it is a unique programme and in LSF #2 itself I am seeing changes in teacher’s leadership quality. For instance - I asked the HM to attend a handwriting programme on one of the Sunday, her response was No Sir, this Sunday want to be at home for household work next Sunday we have DaD training that I cannot miss. By hearing this I was shocked and happy. This itself indicates how much they attached to this programme.

”
Mr. Dayanand, Secretary, Chinmaya Public School



RESEARCH & ADVOCACY

Research and Advocacy plays a critical role to build evidence for life skills in India, create an urgent voice for life skills in the ecosystem and nurture a supportive community for life skills that includes practitioners, researchers and policy makers.

The primary goal of the Research and Advocacy team is to:

- Build an evidence base for life skills education in India
- Build an urgent voice for life skills: engage with government, practitioners, experts, media, parents, young people, national and international strategic partners
- Build a supportive community of individuals and organizations that can exponentially improve the chances of all young people to thrive in the 21st century

This programme's goals for the next 3 years (2018-21) are as follows

- To nuance adversity from a developing economy perspective, more specifically in the Indian context
- To define the contours of thriving, both short term and long term, and the role it plays in the new world
- To provide evidence for the criticality of life skills for children and young people from adverse backgrounds to prepare them for 21st century
- Enrol 3300 key influencers in immersive workshops to build awareness on the criticality of developing Life Skills
- Transfer the know-how of Dream a Dream's 'arc of transformation', by developing at least 800 Life skills Facilitators who can deliver/integrate the approach in the eco-system
- Establish a long-term partnership with at least 3 State Governments and 6 large organizations to integrate Life Skills into their approach
- Continue to host Change The Script Conference to influence the eco-system to recognize the urgency of preparing young people to thrive in the new world.
- Build a supportive community geared towards "For Every Child a Thriving Life" of at least 60 members

DELHI GOVERNMENT: HAPPINESS CURRICULUM

The Happiness Curriculum was launched by the D.O.E, Delhi in the month of July of 2018. The curriculum aims to enable students to be happy with themselves, reduce stress levels and develop a deeper insight, not only of themselves, but also of others. Over a period of six months, a team of 40 Delhi government teachers, educators and volunteers from various organizations designed the Happiness Curriculum with a focus on mindfulness, self-awareness, harmony, critical thinking and emotional intelligence. Dream a Dream is the lead NGO in anchoring the development of the Happiness Curriculum and its rollout in all Delhi government schools. This venture will reach 8 lakh students and 18,000 teachers across 1,024 schools in Delhi.



JHARKHAND GOVERNMENT:

Sustainable Action for Transforming Human Capital in Education (SATH-E) aims at making the entire governmental school education system responsive, aspirational and transformational for every child. Dream a Dream joined the Boston Consulting Group (BCG) and Piramal Foundation for Education Leadership (PFEL) in their endeavor to help the Jharkhand Council Education Research Training (JCERT) in the implementation and design of Project SATH – E.

Our role is to be a knowledge partner with deep domain expertise, who will develop and deliver a training module to sensitize teachers to the challenge of childhood adversity. Dream a Dream and HCERT signed a three-year contract was signed to include experiential training sessions as part of the training given to master facilitators at the state level.

Two lead facilitators from Dream a Dream conducted a three-hour session with 140 Master Facilitators, on child adversity and validation in June 2018 and close to 98 percent of the participants found the session useful and exciting.

We have a mandate to train 100 master trainers who will work with 2,200 trainers and finally with 90,000 teachers & 30,00,000 children across the state

We will be taking our involvement forward by being part of the monitoring & evaluation team and conducting follow-up visits to the schools to measure the impact of the training sessions on classrooms.



VOLUNTEER ENGAGEMENT PROGRAMME

The Volunteer Engagement Programme brings together community volunteers from corporates, universities, and larger society to engage and deepen impact on young people through their time, skills and role modelling. Volunteers can participate in life skills events, in the life skills programmes, go for a four-day outdoor experiential camp, become a mentor, run a fundraising campaign, make donations, and offer pro-bono professional services. We also work with corporates on strategic CSR initiatives involving employee engagement and pro-bono professional services.

We engaged over 96 individual and corporate volunteers clocking over 752 hours in partnership with DELL International Services, Northern Trust, NetApp, Standard Chartered and various individuals.



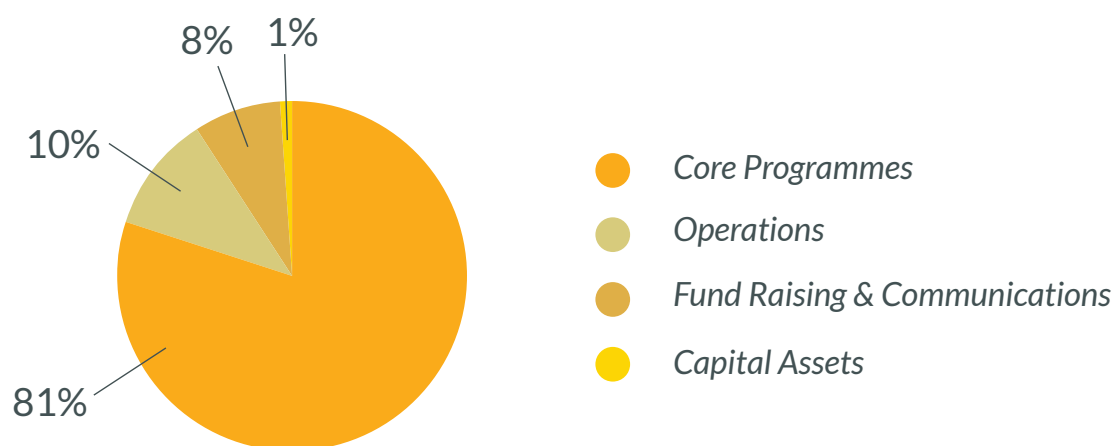
OTHER HIGHLIGHTS

GuideStar India awarded Dream a Dream the Transparency Key award. We also completed documentation for the Gold Certification. GuideStar India is India's largest and most reliable NGO information repository.



FINANCIALS

Particulars	INR	USD
Core Programmes	2,41,81,453	3,60,917
Operations	31,43,276	46,915
Fund Raising & Communications	24,83,943	37,074
Capital Assets	1,44,974	2,164
Total	2,99,53,647	4,47,069



STORY OF CHANGE

“Life skills have taught me how to lead sessions, manage team members, and make decisions on my own. I have also learned to respect others while working in groups. I am very happy that Dream a Dream has given me this opportunity.” – Seema*

Seema is a 16-year old girl studying in Mount Everest School in the 9th standard. Her father is a mechanic and her mother is a housewife. She has an elder brother studying in college. Seema is a participant at Dream a Dream’s After School Life Skills Programme, pursuing football.

Seema is regular to school and gets along with her classmates, but was quick to lose her temper. In this fit of anger, she resorted to hitting her classmates and using foul language. She was rude and disrespectful to her teachers and did not pay attention to them or follow their instructions.

One of our facilitators noticed Seema’s short temper and decided to have a candid conversation with her to understand her behaviour. To make her feel like she was in a safe space, the facilitator narrated a personal story about how his anger affected his life. Moved by his story, Seema began to reflect on her own behaviour and shared her story with the facilitator. She told him that her father was an alcoholic who often abused her mother. Being exposed to abusive behaviour left her feeling lost and confused, making it difficult for her to concentrate on her studies or be at peace with herself. She bottled up her feelings, which led to her being rebellious and aggressive.

Keeping in mind what Seema is going through, the facilitator thought of a more suitable way for Seema to express herself. Through a role play activity called ‘Wrong Behaviour’, the facilitator made Seema play the role of a drunken driver. After this activity, she reflected on how making others in the family unhappy was wrong. She soon began to piece together how her own behaviour was causing unhappiness amongst her classmates. The role play activity and discussion that followed helped her relate to her own situation at home.

Over the next few sessions, her reflections deepened, thus helping her solve problems, come up with new ideas to control her anger and be happy. She became actively involved in football warmup sessions with her classmates and friends. Seema gradually opened up and seized opportunities.

Seema’s participation in the life skills sessions gave her the courage to talk to her father and address the adverse effects of alcoholism on the family.

Seema was selected for a workshop organized by BFC (Bangalore Football Club) and got an opportunity to play with the captain of the Indian football team, Sunil Chhetri.

*Name Changed

OUR SUPPORTERS FOR THE PAST 3 YEARS



WE WOULD ALSO LIKE TO THANK:

Abhinav Agarwal
Ajay Raghavan
Alok Oberoi
Anand Deeptha
Arjun Dugal
Ashwin Kashyap
Devang & Manjari Kapadia
Devanshu Nagpal
Dipika A Khaitan
Dipika V Maiya
Dr. David Pearson
Dr. Fiona Pearson
Ed Williams
Elizabeth George

Hon. Henry De Sio
Husmukh Patel
J Mark Partners
Jasper Bovenberg
Kapil Gupta
Karan Sodhi
Kunku Soota
Lucky Saraswat
Meenakshi Iyer
Meera Rao
Phuong Jean Pham
Rajesh Gandhi
Rakesh Sanghvi
Rangoonwala Foundation (India)
Trust

Rucha Desai
Ryan Ninan
Sandeep Goenka
Sandeep M Farias
Sandeep Sokhanda
Sangita Jindal
Sanjay Madhav Pai
Sultan Trust
Syed Ahmed Charitable Trust
TC Meenakshi Sundaram
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The Humming Tree
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