



MID-YEAR REPORT  
APRIL TO SEPTEMBER 2019



# Executive Summary

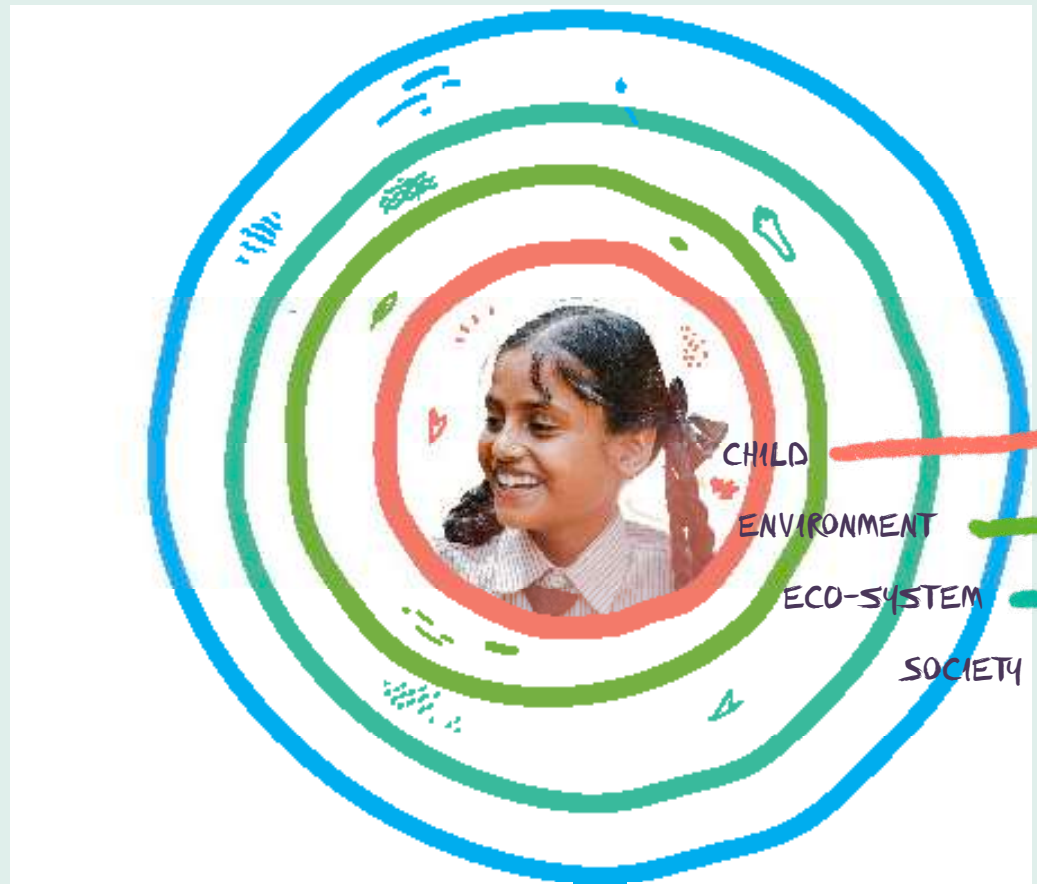
———— This report represents the milestones and impact achieved in the first half of 2019 as we work towards achieving our goal for 2021. It will help us assess and analyze the status of our goals and highlight some of the successes in the first half of the year. It will serve as a status check for our After School Life Skills Programme, Teacher Development Programme and Career Connect Programme, to strategize for the next 2 years.

2019 thus far has been key in terms of expanding Dream a Dream's programme nationally and internationally. In addition to a steady increase in enrollment in our programmes, each of the programmes have been successful in engaging national and international stakeholders in the conversation around life skills. Accomplishments include: 1) A delegation of young girls from Dream a Dream's After School Life Skills Programme were selected to represent the organization at a festival as a part of the 2019 FIFA Women's World Cup. 2) One young person from the Career Connect Center received a full scholarship to study at the Community College Programme in Florida. 3) The

Teacher Development Programme has enrolled 872 unique teachers across the state and country to participate in their trainings. All 3 programmes have shown an increase in enrollment and are on track to achieve their goals for the year.

Owing to the success of our programmes, we have been able to build key partnerships with multiple state governments. These partnerships have helped scale the approach of life skills in other parts of the country. We have successfully partnered with the Delhi, Jharkhand, Uttarakhand, Andhra Pradesh, Telangana and Tripura state governments to explore curriculum changes, teacher trainings and awareness campaigns to push for integrating life skills in education. The "Happiness" curriculum in Delhi, "Anandam" curriculum in Uttarakhand and "Ananda Vedika" curriculum in Andhra Pradesh are the result of our strategic partnerships with the states.

With all of this progress, we continue to be on track to achieving our vision for 2021.



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

Replication - 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



**A LOOK AT OUR  
PROGRAMME-WISE  
IMPACT**



# Strategic Partnerships

The Strategic Partnerships team focuses on scaling the life skills approach, the core of what we have learnt in Dream a Dream for the past 20 years. This endeavor creates great opportunities to contribute to the work of State governments in implementing non-cognitive curriculum like the Happiness Curriculum work with Delhi and Andhra Pradesh Governments. We look at direct impact on teachers 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 re-imagine their work with their stakeholders.

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## Highlights

### DELHI

In the past year, Dream a Dream has been supporting the Delhi Government in anchoring the Happiness Curriculum, leading the teacher training, building awareness through social media outreach and leading monitoring & evaluation. We have planned and successfully executed internal skill building around facilitation and content delivery through the 'Master Trainers' training in Delhi. In addition to finalizing the new Happiness Curriculum for the current academic session, we have worked with the Directorate of Education (DoE) in organizing the "Happiness Utsav 2019" in July to celebrate the first anniversary of the Happiness Curriculum.



### TRIPURA

We conducted a Training of Trainers (ToT) for 600 teachers, headmasters and resource persons in Tripura on using sports to develop skills among students. We had a week-long workshop with different batches where we used football and other activities to orient teachers on life skills and how to teach life skills inside their classrooms.





## JHARKHAND

We are working to strengthen the State's Gyansetu programme in Ramgarh district by integrating the life skills approach in the system. We have facilitated 12 review meetings at the block and district level where listening and validation tools were used to bring more creativity into the meetings. 40+ school visits have been conducted and we have gathered insights from the teachers and headmasters around their challenges. These insights are being used to conduct training sessions for the district, block officials and teachers.

## UTTARAKHAND

We have started working with the Uttarakhand government to support them in creating a programme to impart social and emotional learning and life skills across schools. We have conducted 3 state-level trainings to do capacity building and provided guidance for the curriculum design. We have also supported the government to deliver district level trainings for around 180 participants across all 13 districts of Uttarakhand. The "Anandam" curriculum will launch in November.



## ANDHRA PRADESH

In July, we launched the "Ananda Vedika" or the Happiness Curriculum program in Andhra Pradesh. Post the curriculum design Dream a Dream was involved in planning and conducting a training programme for the District Resource Persons (DRPs).

## TELANGANA

The proposal to work with 32 schools of the Telangana Social Welfare Residential Institutions Society (TSWREIS) has been accepted and we will begin training the teachers in life skills approach in December.



# Research

Over 18 years, Dream a Dream has deepened its understanding of the challenges faced by young people and delivered high impact programmes at scale. We realize, 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.

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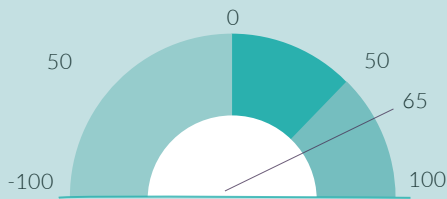
## Highlights

Dream a Dream's Teacher Development Programme has been delivered across Karnataka to enable teachers with our life skills approach since 2013. This year, our partner Omidyar Network commissioned 60 Decibels to conduct a lean data analysis from 200 teachers across the programme to understand the impact. The findings were that the Teacher Development Programme has an excellent Net Promoter Score (NPS) of 65. Promoters (those who provided a rating of 9/10 or 10/10), loved TDP's help in improving self-confidence, ability to motivate students, and the training activities. The complete report can be found here - <http://dreamadream.org/reports/TDPreport.pdf>



## NET PROMOTER SCORE (NPS)

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



**NPS = % Promoters - % Detractors**  
9-10 likely to recommend      0-6 likely to recommend

The 60 Decibels report surveyed 200 teachers that are a part of the Teacher Development Program to measure impact in terms of engagement, enrollment and satisfaction. Dream a Dream's Teacher Development Programme is outperforming the 60 Decibels global benchmark in 6/6 metrics.

94% of the teachers who are a part of the program have shown improvements in teaching, increased empathy and self-confidence.

Focuslay Research Collective is a research agency based in Bangalore with a mission on evidence-based decision making. They are conducting an external third-party evaluation of the entire process of our Teacher Development Programme. Using an RCT method for evaluation, which includes behaviour change in students and teachers, they will provide insights on the outcome and impact of Dream a Dream's Teacher Development Programme. Focuslay Research Collective have a team of experts from Education, Psychology, teacher education who can plan, design and analyse research-based programs.



Dream a Dream is working with The Brookings Institution, a non-profit public policy organization based in Washington, DC to develop a measure that can be used to assess the Happiness Curriculum and its effect on teacher and student behaviours and learning outcomes. The work constitutes a two-phase project - In Phase 1 they will undertake the development of measures that capture teacher and student behaviours relating to the factors that contribute to happiness. In Phase 2 the project would focus on assessing the impact of the Happiness Curriculum using the measures developed in Phase 1.

**BROOKINGS**

# Teacher Development Programme

The Teacher Development Programme is specifically aimed at enabling educators to empower young people with life skills. When a teacher, a key influencer in the young person's life, plays the role of a caring and compassionate adult, children engage actively in learning, they feel inspired, and they transform. This model uses experiential techniques to nurture empathy, expand creativity, and develop listening and validation skills and develop the ability to share feedback authentically and learn facilitation skills.

## IMPACT IN NUMBERS

### Teacher Development Programme



681



191

Gender distribution of teachers

Partners **20** | Low-Cost Private schools **17** | B. Ed. Institutions **1** | Govt. Schools **2**

# Highlights



The Teacher Development Programme (TDP) has enrolled 872 unique teachers and NGO workers. The training modules focused on gaining a deeper understanding of self and exploring their creativity.

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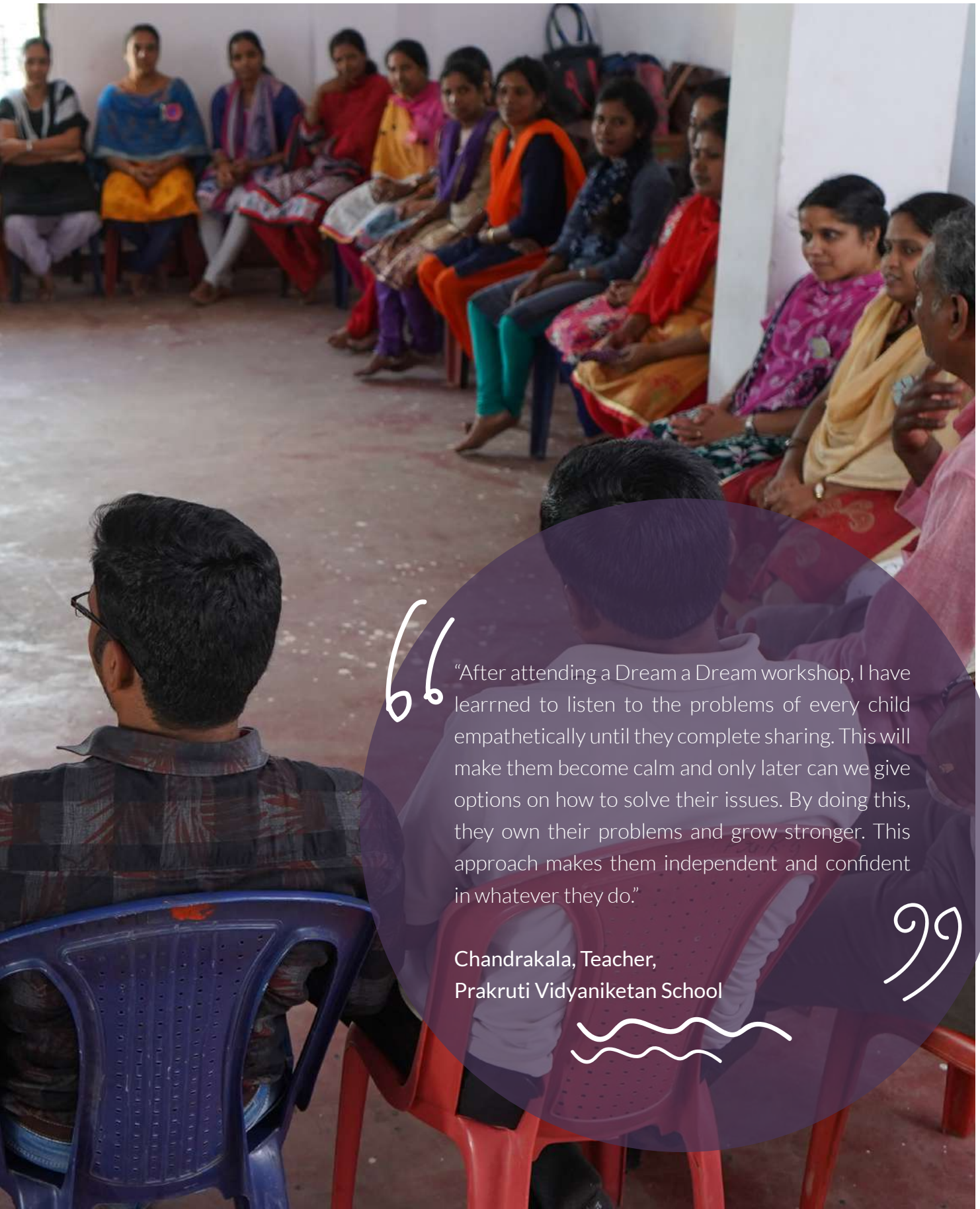
We engaged over 217 participants from Aga Khan Academy, Aga Khan Foundation, Global Centre for Pluralism on Promoting Pluralism in and through Education initiative. The primary objective is to build self-reflection in teachers and relationship building with students to further the foundation's core value of Pluralism.



Dream a Dream engaged 179 young people through its Outdoor Experiential Camp – 81 girls and 98 boys. The Dream Outdoor experiential camps are 4-days of an intense transformative experience for young people, volunteers and facilitators alike. Through activities such as trekking, camping, outbound activities, workshops and arts, the young people develop life skills such as problem solving, decision making, choice-making, team-skills and leadership.







“

“After attending a Dream a Dream workshop, I have learned to listen to the problems of every child empathetically until they complete sharing. This will make them become calm and only later can we give options on how to solve their issues. By doing this, they own their problems and grow stronger. This approach makes them independent and confident in whatever they do.”

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Chandrakala, Teacher,  
Prakruti Vidyaniketan School

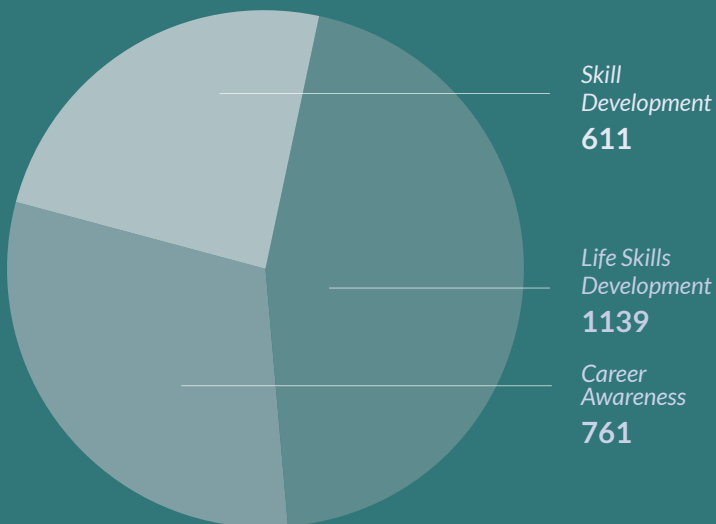


# Career Connect Programme

The programme equips 14 to 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 programme is delivered in two learning centres, based in Bangalore. The two most important insights that we have learnt over the years; the first is that turning 18 is no guarantee that you are actually prepared for a career; the second is that just because you are younger than 18 and can't get a formal job, doesn't mean you are not expected to be the bread-winner for your family. Career Connect is focussed on developing the life-skills that young people need to navigate this complex phase of adolescence to ensure they can truly be prepared for life.

## IMPACT IN NUMBERS

### Total Outreach



52.2%



47.8%

Gender-wise distribution

Total Participants **2511** | Partners **6**



# Highlights



32 young people were involved in creating a learning programme that they named 'Come Let's Learn'. Spread out over 25 days, the programme was designed to develop the ability of self-learning in young people.

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Young people were given the opportunity to interact with entrepreneurs from unconventional fields. This helped the development of entrepreneurial skills by showcasing the variety of opportunities that exist outside of conventional career paths like life coaches, mindfulness coaches, dance trainers, organic farming specialists and more.

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Alternate mediums such as puppetry were introduced to engage young people on active citizen and social awareness. The activity took on a youth-centric approach and was carried out by members of the Centre.

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The Career Connect Programme recorded an average attendance and retention rate of 90%.

Alfred Joy, a young person at the Career Connect Programme was selected for the Community College Programme in Florida for a full scholarship that will enable him to pursue higher studies. Alfred came to the Centre to learn computer skills after dropping out of his studies to pursue work full-time to support his family. The scholarship programme has allowed him to strengthen his education in a foreign country.



90 parents were engaged in the Career Connect Programme to develop a supportive ecosystem for young people in their households. They were made aware of the importance of Life Skills in the overall development of a child.





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“I met with a terrible accident and I was battling between life and death. My father didn't enter the hospital and the friends that I had spent the most time with didn't bother to come and see me. For the first time I was able to reflect on my actions and how it affected the people that cared for me this is when I decided I want to change myself but didn't know how. I would come to the centre every day just because I had somebody who was caring, loving, non-judgemental. I felt accepted, I felt seen and heard and I wasn't labelled this was a missing piece in my life. My friends and family had given up on me but people at the Centre showed hope and believed in me”

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Bharath, Career Connect Center





# After School Life Skills Programme

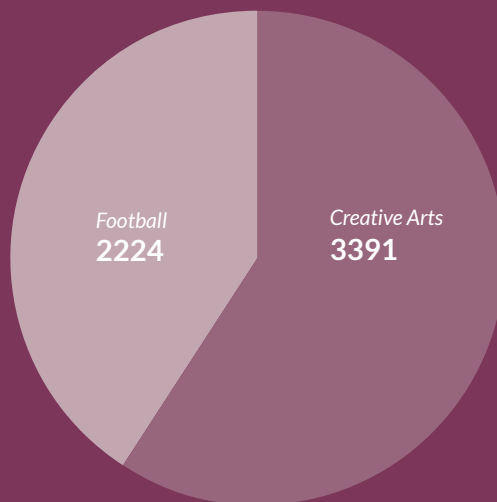
In our After School Life Skills Programme, we use creative arts and football as mediums to engage and develop critical life skills among young people between the ages of 8 to 15 years. This programme is an innovation lab where new approaches to life skills development are introduced, demonstrated, documented, evaluated, and fed back into a larger framework for reimagining 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 DLSAS 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



2765



2850

Gender distribution of participants

Total Participants **5615** | Average Attendance **91%** | Partners **24**

# Highlights



A delegation of young girls, a facilitator and a delegation leader were chosen to represent Dream a Dream at Festival 19, the official tournament festival at the 2019 FIFA Women's World Cup.



Satish Kumar, a young person from the After School Life Skills Programme was chosen for the team representing India at the 2019 Homeless World Cup. He went through a selection process lasting several rounds and spent months away from home to train to play football at an international level. He is now a popular figure in his community since his resolve to pursue football professionally is slowly coming to fruition.



Menstruation awareness programmes were carried out in 12 partner schools. for students of the 9th and 10th grade. They were taught about personal hygiene and how to manage anxiety levels.



Teacher orientations were carried out for 22 partner schools to help create a supportive environment for social-emotional learning. 351 teachers have been impacted by the orientations until October 2019.

100 young people from Siri School, Laggere and Vishnu School, Laggere were selected to experience a day at Decathlon Bangalore to deepen their understanding of different sports.



“

“I feel incredibly happy, having joined Dream a Dream’s Life Skills Programme! I have changed a lot and learnt a lot about being a leader, taking responsibility for my actions and solving problems as a team. My concentration has improved, not only during the sessions but even at home when I study and help my mother with some household chores.”

Neha, South End School

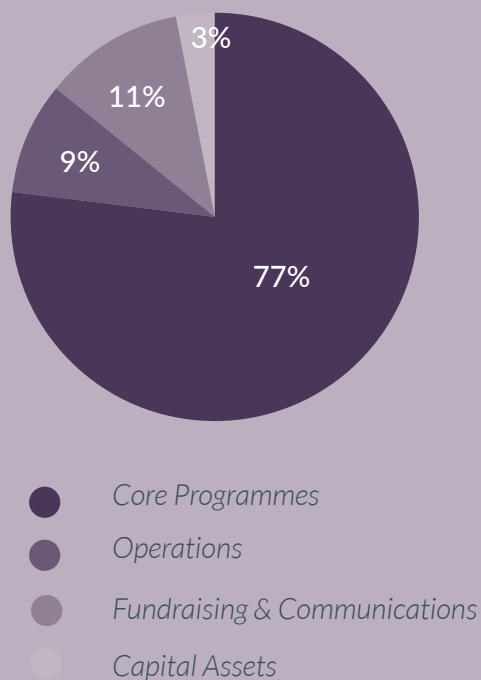
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# Financials

Particulars	INR
Core Programmes	3,63,85,668
• Direct Delivery	1,69,13,649
• Replication	89,67,656
• Systemic Change	78,76,447
Operations	44,87,821
Fundraising & Communications	50,88,729
Capital Assets	12,91,433
<b>Total</b>	<b>4,72,53,652</b>





## OUR SUPPORTERS FOR THE PAST 3 YEARS



## WE WOULD ALSO LIKE TO THANK:

Abhinav Agarwal  
Ajay Raghavan  
Anand Deeptha  
Anjana Sasidharan  
Anuradha Vaidayanathan  
Arjun Dugal  
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Dipika Varkey  
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  
Jusuinder Singh  
Kapil Gupta  
Karan Sodhi  
Krupa Krishnamurthy  
Kunku Soota  
Lucky Saraswat  
Meenakshi Iyer  
Meera Rao  
Padmaja Nagarur

Phuong Jean Pham  
Rajesh Gandhi  
Rakesh Sanghvi  
Rucha Desai  
Ryan Ninan  
Sandeep Goenka  
Sandeep M Farias  
Sandeep Sokhanda  
Sanjay Madhav Pai  
Shoolini Parameshwari Foundation  
Sultan Trust  
Tejas Parekh  
The Humming Tree  
Vivek Subramanyam  
Dr. VNK Rao Memorial Trust  
Watumull Foundation

# Story of Change

Shailaja is a 7th-grade student of Sai Baba School, who stays with her family in a nearby slum community. She has two elder sisters, one of whom is a widow and the other a student and a younger brother who along with his studies, manages to work to help with the family's finances. Her father is a daily-wage labourer and her mother is a homemaker.

Shailaja came across as someone who was very shy and never liked attending football sessions. When the facilitator approached her and spoke to her about the After School Life Skills Programme, through the medium of football, her immediate response was that she wasn't interested in sports. Later, on being exposed to certain events and programmes, conducted by the facilitator at Bangalore Football Club in the Kanteerva Stadium, she found herself more and more inclined towards participating in the football sessions.

During these sessions, the facilitator through many activities, enabled Shailaja to work on her problem-solving skills, leadership qualities and self-confidence. All that she needed was someone who believed in her so that she could unlock her hidden potential. The girl who was once shy now leads and manages a girl's football team. Due to her leadership skills, she was chosen to become the school leader, where she takes initiative to help with the school activities and she executes tasks given to her with confidence.

Not only in sports and school activities, Shailaja's performance in academics has also improved considerably, with the facilitator advising her on how to strike a balance between the two. Becoming serious about her academics and sports, she is learning how to divide her time wisely and achieve success in both. She spends her extra time teaching other students how to play football and is proud to have been selected for the women's football team that will be representing Dream a Dream at the Streetfootball Festival 19, in Lyon, France. Shailaja is the only student to be selected for this particular team from her school.

Shailaja's parents say that she has started helping out at home by taking up responsibilities of cooking and performing other household chores, in their absence. Shailaja, in displaying life skills of taking initiative and leadership, continues to be a source of inspiration to her classmates and her family.





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