



MID-YEAR
REPORT

A CHANCE TO THRIVE

APRIL - SEPTEMBER, 2020



Suchetha Bhat
CEO

FOREWORD

As we move towards the second half of this uncommon year marred by the pandemic, Dream a Dream as an organisation took a stand to move away from the business as usual approach. We took a pause. And soon enough, powered with the idea of possibility and by allowing ourselves to re-think and re-imagine our education systems we launched the #WhatIf global movement. From prominent non-government organizations and educational leaders to young people across the country to global thinkers, the movement witnessed tremendous support from all our partners and their unique ways of expression have only broadened our outreach and we thank all our partners for their love and support.

This sense of taking a pause and assimilating what kind of support young people required helped us tweak the way our programmes were delivered. This sense of possibility and display of sheer resilience is what we witnessed among our alumni as well. You will read their incredible and inspiring stories of strength and responsibility amidst the pages of this report.

Typically, this report would have represented our half yearly milestones and impact, however given that this is a non-typical year, we thought it best to showcase this report as our response from a slightly different lens. While the report will include programmatic details and other highlights from the organisation, we view this report as our response to the new normal and our way of reimagining the purpose of education.



IMPACT IN
STORIES

AMARNATH

Amarnath is a 20 year old who has been part of the Career Connect Programme for over 4 years; he has attended various programmes at the centre and has co-designed sessions for other young people who want to invest their time in learning C++ and Java in a simple and fun manner.

During the COVID-19 crisis, Amarnath's parents who work as daily wage labourers in a garment factory were pushed into unemployment and forced to live off their life savings.

Amarnath shares, "before the lockdown my family had a steady income but after 20 days of lockdown we started to face lots of problems without any money coming in as most of my father's salary goes into clearing loans. With both my parents unemployed we were unsure on how to lead our lives".

With the rising number of cases in Bangalore, Amarnath observed that in the upcoming days there would be a huge demand for masks and PPE kits; Amarnath saw this as an opportunity to help not only his family but also the community.

Amarnath shares "Since my parents are tailors and are experts in taking bulk orders; we learnt how to make masks and PPE kits from YouTube. As a family, we started stitching masks and PPE kits from the money we had saved".

Amarnath and his family made 50 PPE kits and 60 masks "We took at least 10 days to make the PPE kits and masks. In the beginning, there was no demand and we didn't make any sales. Then I started working on how we can market the PPE kits and masks. We gave free samples of the PPE kit to our family doctor who shared with other doctors. At the same time, we started to sell masks in our neighbourhood and started giving covid-19 awareness to people".

Amarnath was able to make Rs 11,000 in a month by selling PPE kits and masks.

Amarnath was able to adapt, evolve and thrive in the face of an uncertain future. He was able to assess the need of the hour and was able to help his family come out of dire situation that the pandemic had brought with it.

Like Amarnath many of our young people are able to recognise the needs in their community and emerge as champions of change. The life skills and role modelling developed in the Career Connect Programme helped them ADAPT, EVOLVE and THRIVE during uncertainty.

"Since my parents are tailors and are experts in taking bulk orders; we learnt from youtube how to make masks and PPE kits. We as a family started stitching masks and PPE kits from the money we had saved".

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 endeavour creates great opportunities to contribute to the work of State Governments in implementing non-cognitive curriculum like the Happiness Curriculum work with Delhi, Andhra Pradesh and Uttarakhand Governments. We pursue 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 the programme design of various NGOs to reimagine their work with their stakeholders.

UTTARAKHAND

- In our pursuit of reaching out to students and teachers of Uttarakhand from April 2020 to June 2020, we have been able to create animated videos of Anandam content for its YouTube channel to reach out to students. Currently, we have 46 videos in the Anandam YouTube channel. Creation of the official Facebook page for the Anandam curriculum has helped us reach more students and teachers remotely, especially in the pandemic.
- In Uttarakhand there were 500 virtual labs or ICT labs in 500 government schools. We explored this platform and piloted the training of 50 teachers in 10 labs for Dehradun District. We also piloted a Shikshalokam App to capture data of pre-test and post-test results for understanding the quality of training. After considering the challenges and gaps of the pilot phase we started batch-wise teacher training on a large scale.
- We held a Reintegration Session for 18 members of faculty from DIET to help them understand and deal with their emotions. Through the Reintegration Session, a non-judgmental space and opportunity is created for the DIET faculty to pause, recognize, understand and regulate emotions and reflect upon their journey over the past few months of uncertainty.
- We also helped create an internal team consisting of 8 trainers at the SCERT to enable online and virtual training. Post the completion of training of trainers in the Month of August, we were able to reach out to about 9000 Teachers through our virtual lab. Benefitting around 1.90 lakh students from classes 6-12, the Uttarakhand government initiated the Virtual Classroom Project on 16th Nov 2019, an online method of teaching, where teachers sitting in special studios in Dehradun will teach students live. This project was started under the Information and Communication Technology scheme of 'Samagra Sikshar Abhiyan' in the state. During lockdown, SCERT Uttarakhand is using this platform for inservice teacher training. Through this platform, we in collaboration with SCERT Uttarakhand oriented 15000 teachers/HoS on Anandam Pathyacharya



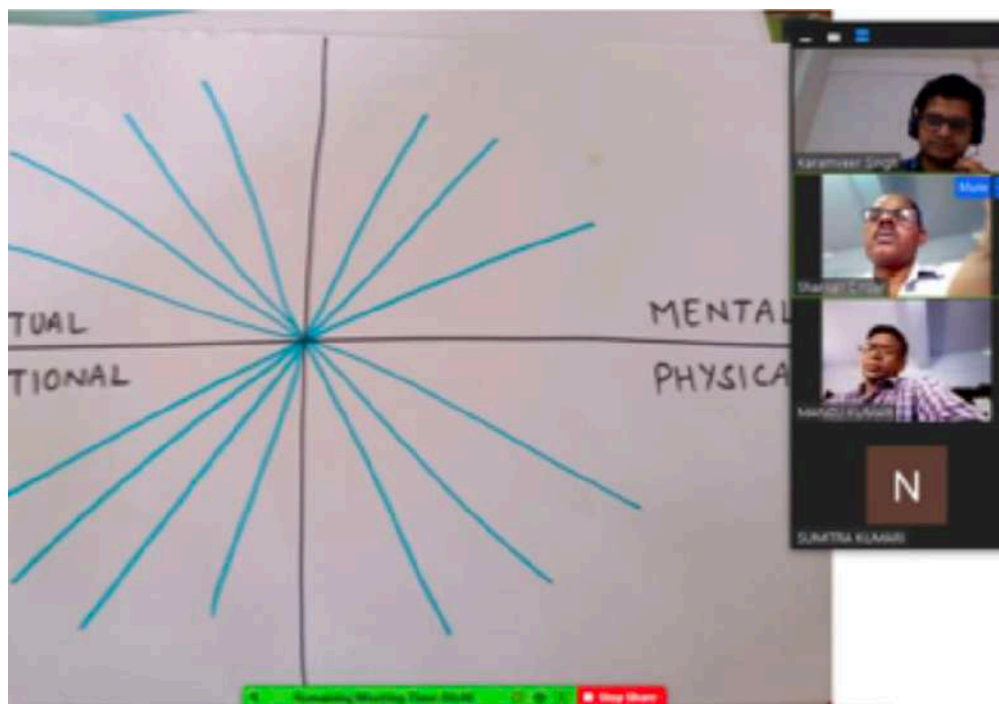
DELHI

- Owing to the pandemic and the closure of schools, we worked towards creating the Happiness IVR messages for students to help provide positive engagement and emotional well-being for both students and their families during the period of the lockdown.
- We organized voluntary virtual training for 1030 district wise Happiness Coordinators to help them develop their own perspective and elaborate the need for the Happiness Curriculum, especially in the times of the pandemic.
- We also developed the content for online training for Happiness teachers and Happiness coordinators on the Diksha platform. Diksha is a Government capacity building platform for both teachers and students. The team is also working on the Development of the [Happiness website](#).
- Dream a Dream has continued its work anchoring the Delhi Education Reforms with dialogue and brainstorming sessions around the newly formed Delhi board and curriculum with education experts from across the country being engaged with the Delhi Government.
- We conducted a Reintegration Session that was executed for 200 Mentor Teachers on understanding and dealing with their own emotions during the pandemic. As part of the wider advocacy of the Happiness programme, we created the English version of the Grade 8 Happiness handbook so the Non Hindi speaking states could refer and use it for their learning.
- We supported the Delhi Government in the creation of the [Happiness Blog](#). As part of ensuring holistic learning and well-being, we were able to integrate worksheets with Happiness content that were being given to students of all Delhi Government schools. As part of work with Teachers and ensuring their well being, a series of 10 mindfulness sessions were conducted through the volunteer platform for the mentor teachers of the Delhi Government.



JHARKHAND

We are assisting the state government in implementing the Digi- SATH program in Ramgarh district. Digi-SATH is an initiative of the Jharkhand Government to ensure continuous education through ICT tools and digital mediums. WhatsApp groups have been created at state, district, block, cluster and school levels to share the online content to students.



How Dream A Dream is supporting this program

- By Conducting Monthly Block Reviews and District Review meetings with block and district officials for effective implementation of Digi-Sath program.
- Through active participation in cluster level and school level WhatsApp groups to ensure learning content sharing happens at all levels.
- Virtual support to teachers, BRP/CRPs, BPOs and district officials through online meeting and regular follow-up calls and capacity building.
- We are coordinating with district and block officials and helping them distribute the digital content to the last mile.
- We are assisting the district administration in curating a YouTube channel where teachers are uploading their recorded videos. These modules on Life Skills and online sessions are hosted on the YouTube channel Lockdown E-Pathshala with the help of teachers.
- We also conducted about 4 sessions on Social Emotional Learning and wellbeing especially during the pandemic which was attended by the teachers of Ramgarh district.

TELANGANA

- We worked closely with 17 Regional Coordinators (RCO) by facilitating well being and SEL related Reintegration Sessions. Through the Reintegration Session, a non-judgmental space was provided to Principals to pause, recognize, understand and regulate emotions and reflect upon their journey over the past few months of uncertainty. It has been noted that such trainings help educators demonstrate higher levels of socio-emotional competence.
- We also trained close to 100 teachers on well being and reintegration sessions from TSWREIS. We also helped on board the cadre of new principals in TSWREIS for whom we facilitated skill building sessions on managing various challenges in residential schools while keeping the well being of the child at the core. We also enabled a few students from TSWREIS to be a part of the Change the Narratives event which is a global youth conference organized by Dream a Dream.
- We were able to reach out to 104 Principals who were situated in remote locations as part of our reintegration training to build a safe space of authentic listening and support and foster a sense of togetherness to process their situation in order to move forward.
- We worked closely with 10 TSWREIS schools to apply for the T4 Global education meet and out of which TSWREIS Chevella made it to the top 100 schools in the global list. We also closely engaged with the Chevella school and the leadership team of TSWREIS for the Global showcase over the final period of 3 weeks to reach a global audience of 300+ viewers.



RAJASTHAN

- Boston Consulting Group (BCG) is working closely with the Rajasthan government to introduce the No Bag Saturday Curriculum (NBC) project in the state with the intention of holistic development of students.
- Dream a Dream is also supporting BCG to build a hybrid version of Happiness Curriculum to integrate emotional wellbeing in the NBC program
- Dream a Dream has also worked with the Rajasthan Higher Education Department to develop a volunteer program for college students on life skill development.

KARNATAKA

During the lockdown and the pandemic we have been involved in developing the No bag Saturday module in assistance with the DSERT(Department of State Education Research and Training) Karnataka and Education Department of Karnataka. In addition to this we have sent a well-being and happiness curriculum proposal to the Commissioner of the Department of Public Instruction (DPI) and are looking at designing a well-being project for teachers and students.

Research & Impact

Over 20 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.

HIGHLIGHTS

School Readiness Survey

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

The major findings of the study suggested:

96%

of the schools require support to address student's wellbeing and 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 and principals requested a reduced syllabus for the new academic year

97%

of the schools surveyed had very little digital infrastructure to support the delivery of online classes.

89%

of the schools need financial assistance from the various stakeholders to stay afloat.

RESEARCH PAPERS

- We worked on a white Paper on Framework for Teacher Education: Learnings from the Teacher Development Program which addresses the meta layer and functional competencies of teachers, preparing them to deliver 21st-century skills. This helps provide evidence-based guidelines for the National Curriculum Framework for Teacher Education.
- We documented on Happiness Classes in Delhi during COVID 19 based on happiness classes conducted by the Delhi Team during the pandemic.
- We created guidelines for parents on Covid 19(in English, Hindi and Kannada) during the COVID pandemic. These guidelines are effective resources which can be used by the partner schools, career connect centres, teachers etc. to spread awareness on COVID 19
- We worked on the Baseline Report on Life Skills In Children – A study on Telangana Social Welfare Schools to help summarise the life skill scores (Baseline) of students in the beginning of the programme and thus provide a critical reference point for assessing the impact of Teacher Development Programme on young people from 5 schools under TSWREIS.



MONITORING AND EVALUATION OF PROGRAMMES

- We conducted an orientation of 9 organisations on the Life skills Assessment Scale (LSAS) including national organisations such as Oscar Foundation, Shaishav Child Rights, USHA foundation, KARM trust, Educate girls, Deshpande Foundation and Kshmatatalaya. The international organisations that joined this orientation included Fundacion Misangre (Colombia) and Equitable Education Fund(Thailand).
- We built an Effective Implementation of Results Framework for all our three programmes: a planning and management tool which will help monitor and evaluate programmes to achieve results.
- We provided orientation on administering Life Skills session online. The orientation helped the team understand ways to observe life skills and behaviour change in young people.
- We developed a template to monitor life skills session online(ASLSP and CCP)
- We conducted orientation sessions to Monitor Online sessions (ASLSP and CCP)
- We developed a Career Self-Efficacy Scale to measure the Skill Development Programme.
- We helped introduce Feedback forms in Life Skill Development Programme and Reintegration Programme (ASLSP and CCP) to better understand how beneficial the programmes were to young people
- The Life skills Assessment Scale was translated to Hindi.

CHALLENGES

- Administering online assessments was a challenge and quite new to the programme team
- Online session observations and understanding behaviour changes had its own limitations. For instance, many life skills and behaviour change could not be observed at ease as in the regular offline classes.
- Collecting data through telephonic interviews for the research survey was a challenge. Due to the pandemic, data was collected through telephonic interviews and some of the respondents were not accessible due to poor internet connectivity etc.



PUSHPA





PUSHPA AND ESHWARI

Pushpa and Eshwari are graduates of the Dream a Dream Career Connect Programme.

During the COVID19 lockdown, Eshwari and Pushpa took the initiative to serve their community. They were informed about the opportunity to volunteer at a local examination centre. They had to distribute masks, sanitize the students, and help them maintain social distance. The SSLC exams in Karnataka was from 25th June - 03rd July 2020.

On the day of the exam, they reported two hours prior to ensure protocols were in place for the safety of the students. Their services were appreciated by the State government and also by The Bharath Scouts and Guides. They were recognized as COVID-19 Warriors and were felicitated for their efforts during the lockdown.



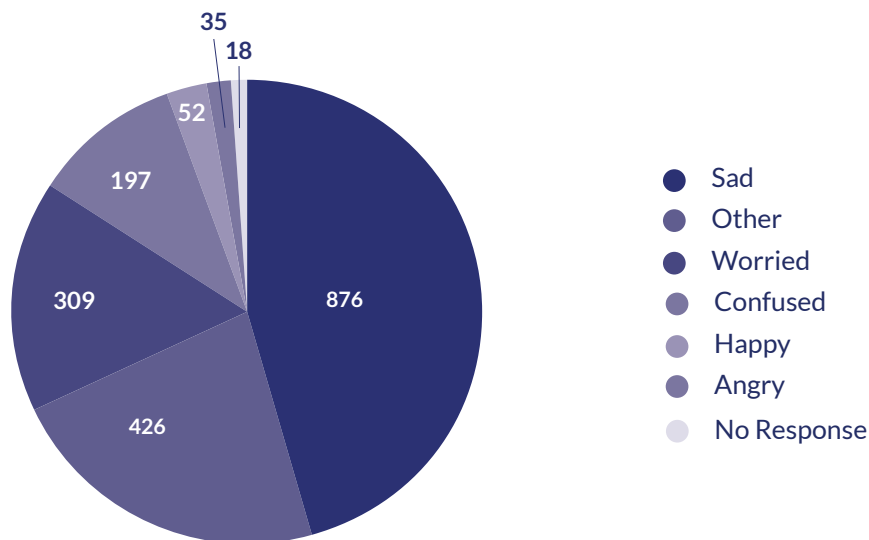
Teacher Development Programme

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.

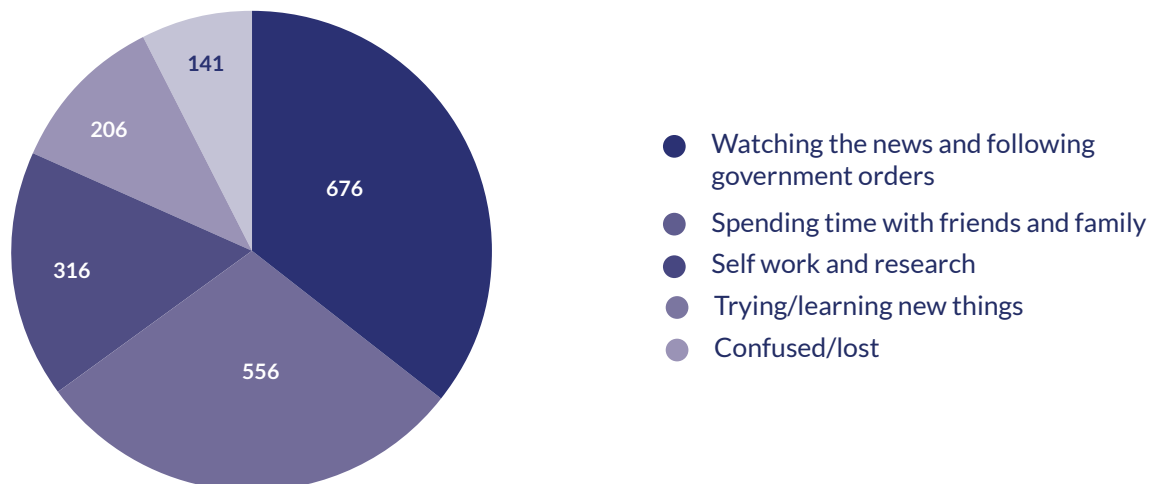
HIGHLIGHTS

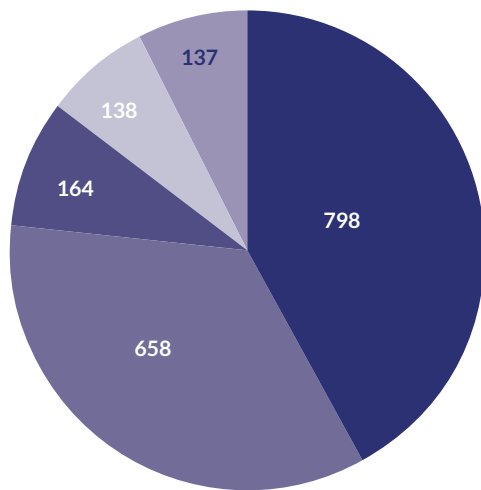
In the wake of the pandemic, we reached out to 1,895 teachers to understand how they were feeling, coping with the pandemic and the kind of support they needed, if they had access to technology etc.

WHAT ARE YOUR FEELINGS/EMOTIONS WITH RESPECT TO COVID-19?

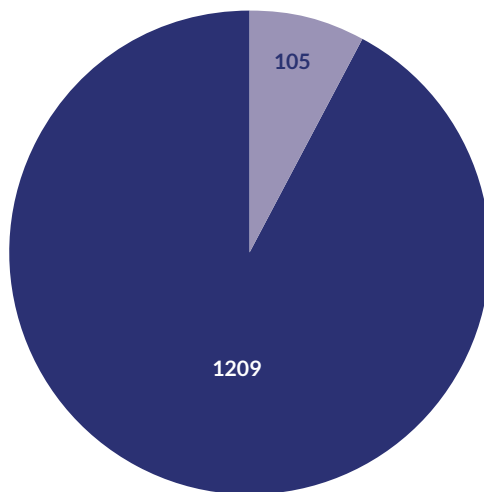


HOW ARE YOU COPING WITH YOUR FEELINGS? HOW ARE YOU ENGAGING YOURSELF DURING THE LOCKDOWN?





- None
- Other Trainings (Environmental Awareness/ Health Awareness/ Counseling)
- Financial Support
- Parent Workshops
- Life Skills for Children



- Yes
- No

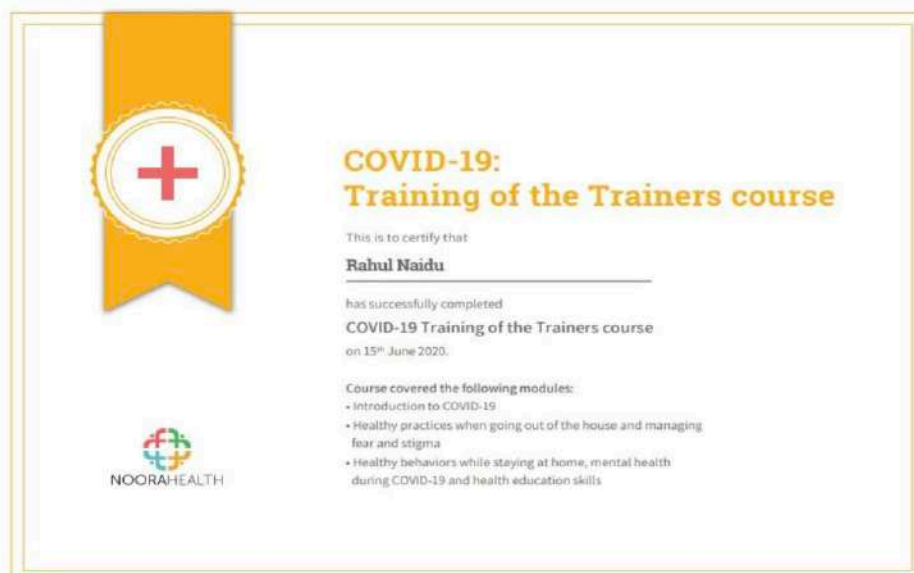
- With the support of our programmes, we set up a helpline for teachers and other partners etc. to reach out to us if they needed any emotional and mental support and validation, or if they needed any clarity or direction in online teaching. About 70 individuals (teachers, students, working professionals etc) reached out to us for support through this helpline.
- We also reached out to all our 25 Lead Facilitators to understand and hear about how they are doing, how the pandemic has affected them and what support they might require
- We reached out to 25 Lead Facilitators to understand how they were doing, how the pandemic had affected them and what kind support they required to help initiate a financial support programme for them.
- We conducted 4 sessions on How to Effectively use Technology with our Lead Facilitators. In the sessions, we shared all the possibilities and best practices on how to effectively facilitate online sessions .
- We trained our Lead Facilitators to engage our partners in Reintegration Sessions (Sessions designed to help participants handle their emotions and feelings in a healthy manner) online and also worked with 732 teachers and partners (through our partner schools and NGOs) to execute our Reintegration Session to help them cope with the “New Normal”

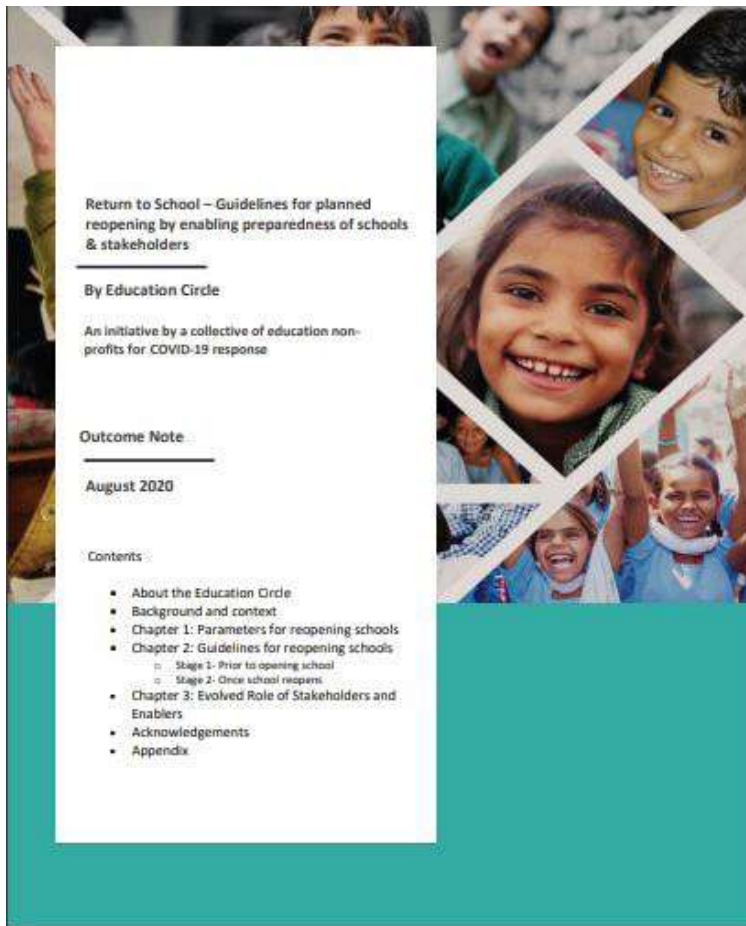
- We also put together a design for a five day module called LSF X and trained our Lead Facilitators to engage 81 (till September) participants in these sessions using a Blended Learning approach. We have developed a 20 hours curriculum which is a customized version of Life Skills Facilitation based on the current needs of teachers. The workshop is conducted for 5 days on the Zoom platform with both online sessions (synchronous learning) and self-learning (asynchronous learning) components.
- We created videos on Life Skills, how they are useful for us and how we can develop them. This has been shared with our partners and teachers through Whatsapp groups and YouTube.



COLLABORATIONS

- We partnered with Noora Health to gain an understanding of COVID19 as well as to share the same among our stakeholders. This also included a certification course on COVID awareness and healthy practices
- We worked with Sattva to come up with Safety Guidelines and a Post-COVID Education document on guidelines pertaining the safe re-opening of schools.





- We collaborated with T4 Global to have our partner schools showcased at the World Education Week



Global Showcase of our Learnings from Freedom Schools

DREAM & DREAM

T4 WORLD EDUCATION WEEK

Dr. B.R.Ambedkar

Sri K.Chandrashekar Rao
Hon'ble CM, Telangana

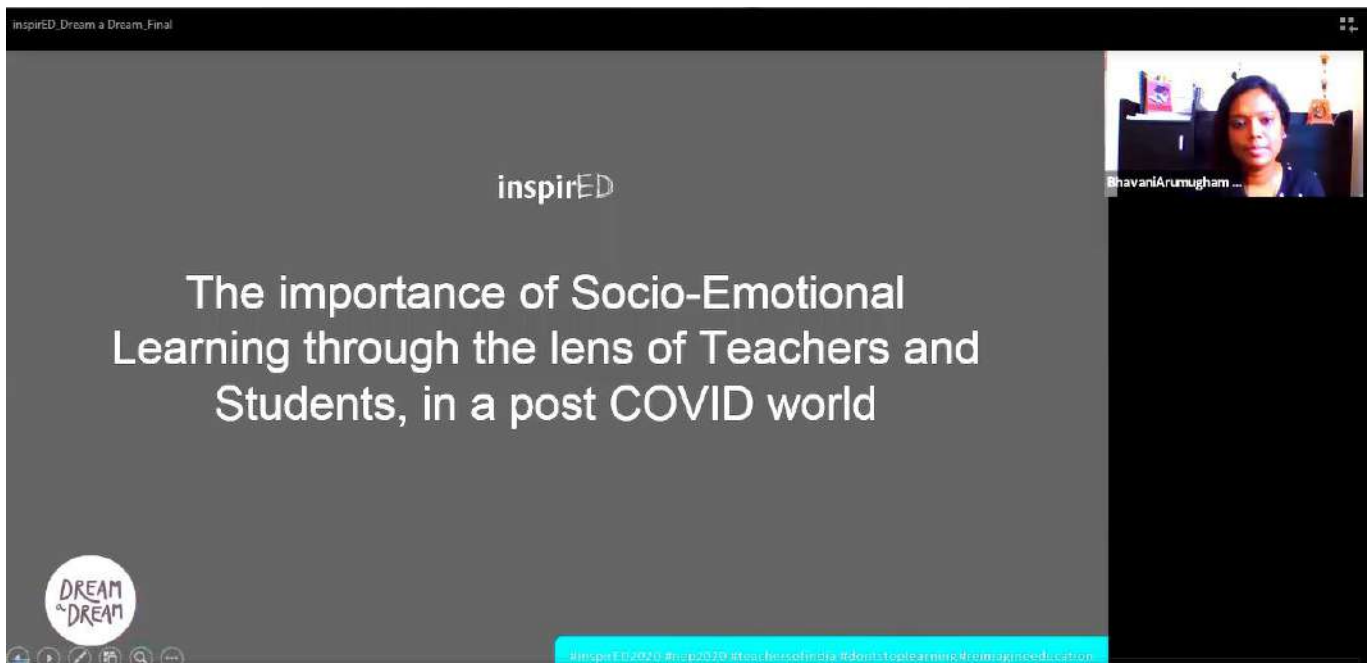
Dr. R.S.Praveen Kumar Secretary,
TSWRS Freedom School Chevella

Promoting student agency – letting students decide what, when and how they want to learn.

Join us on this unique journey of showcasing our learnings from the Freedom School on a Global Platform- TSWRS Freedom School Chevella in partnership with Dream a Dream and T4 World Education Week

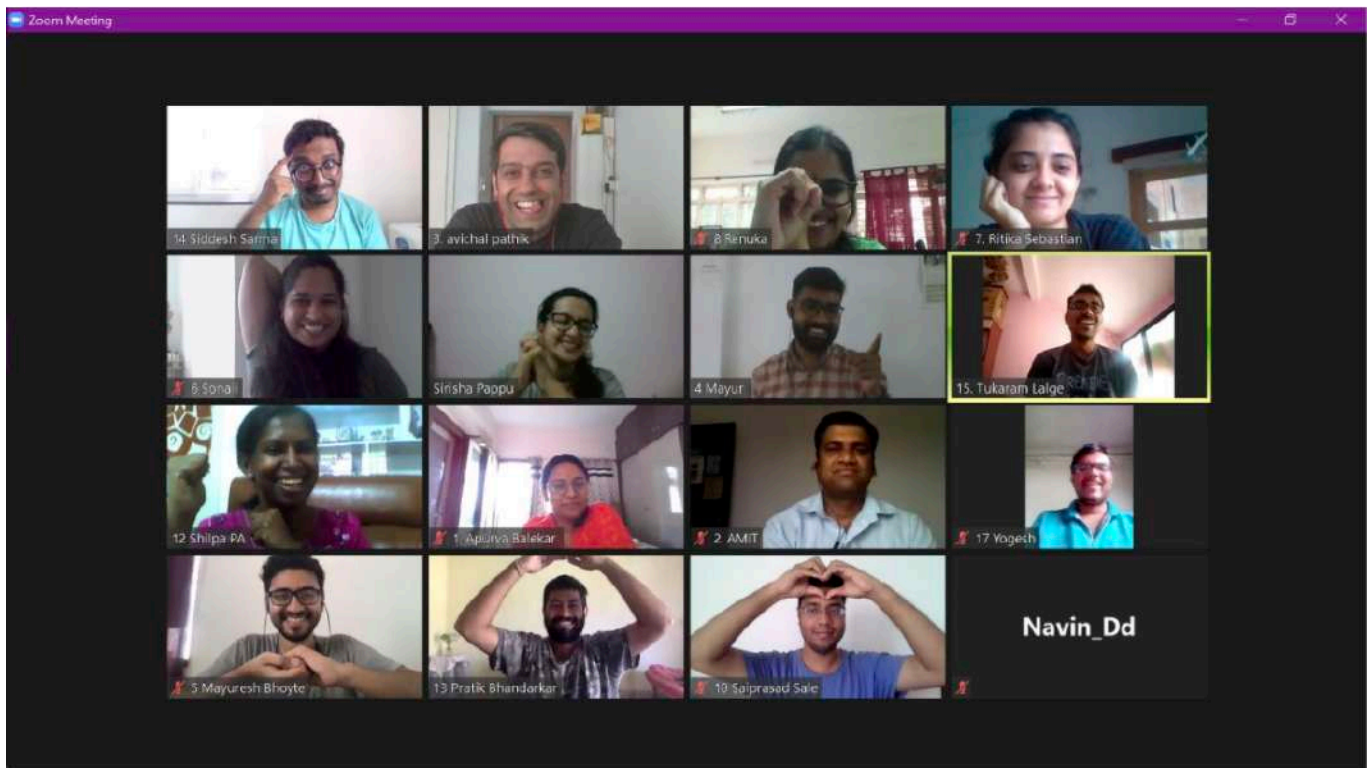
09/10/2020
3:30PM - 4:30PM
Link: <https://rb.gy/9pph8h>

- We partnered with Teach For India and Firki to be a part of their InspirED Conference where we facilitated a panel discussion on “The importance of SEL through the lens of Teachers and Students, in a post COVID world”



- We conducted the 4 Reintegration Sessions for our partner organisations like Leadership For Equity, CounSEL and Shaishav.





- We conducted a webinar for 200+ teachers, RCO's (Regional Coordinating Officers) and Principals from the Telangana Social Welfare Residential Educational Institutions Society (TSWREIS) through Alokkit to listen to their challenges and provide validation
- We collaborated with Education above All to develop curriculum around Social Emotional Learning

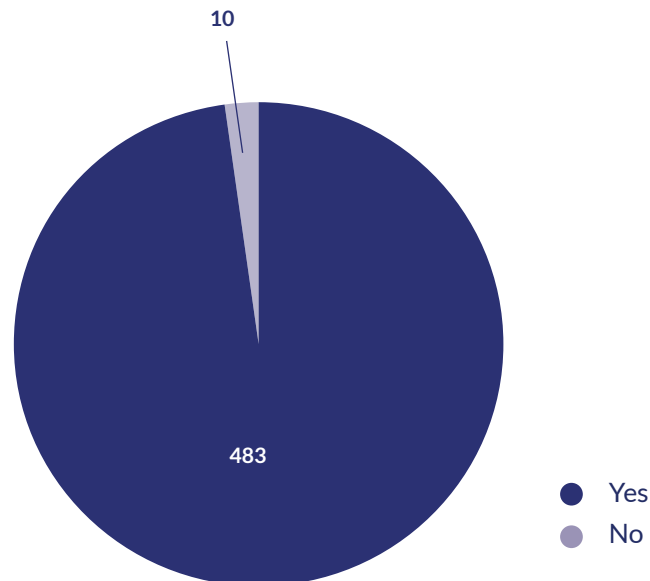
CHALLENGES

- Finding ways to support our teachers before the Reintegration Session Design was in place was a challenge. When we reached out to them to check how they were doing, they seemed to be going through a lot of emotions since they had also faced the brunt of the pandemic both professionally and financially
- Equipping our Lead Facilitators with the necessary technical skills to facilitate sessions online was also a challenge as there was a lot of scepticism around the effectiveness of online sessions
- Since we had not been conducting sessions in-person, we shifted to collecting feedback online and getting every participant to respond was difficult and required multiple follow-ups.
- Reaching out to and working with parents and young people through online platforms has not been easy because of a lack of familiarity, access, knowledge and skill of technology.

- Patchy network and general lack of access to internet and technology has been a constant challenge in engaging participants through the entire process. This insight came from observing our retention rate fluctuating between 70 to 75% (per batch of 20 to 30 participants; over a total of 767 participants) over that last few months. This coupled with debrief conversations with the Lead Facilitators (post sessions) has led us to the insight that with network and access to the internet continuing to be a challenge, it is difficult to engage participants in the entire process.
- Tracking attendance and dropout rates have also been challenging because of the number of participants dropping off and rejoining during a session. This insight was drawn from the percentage of participants that have been consistently filling out and submitting online feedback forms. Despite efforts to ensure participants are filling and submitting them while on the call and having the facilitators clarify any questions, the number of feedback forms being received across all batches with no follow up has been 40-50% (of the total batch strength of 20 to 30 participants). We have had to call participants individually and follow up to receive feedback.

INSIGHTS

The Teacher Development Programme as an online platform is possible. When the lockdown was implemented, the program had to come to a standstill and it got us wondering on the way forward. We were even wondering if Life Skills can be facilitated online. However, over the course of the last 6 months, we have seen that in our Reintegration Sessions, 98% (483 of 493 participants) of the participants have mentioned their learnings and takeaways aligned to the session objectives and Life Skills and in our LSF X modules. With the 81 participants we saw 93% of them mention learnings and takeaways aligned with our session intentions and Life Skills.



- Learnings/ takeaways can be as powerful, meaningful and impactful as they were in in-person trainings
- Access to and knowledge of technology and internet is a challenge with a lot of our teachers and students
- Teachers and partners are faced with mental health and financial challenges and addressing them through life skills and safe spaces is key
- Curriculum design can be done according to the needs of the teachers and tweaked in a real-time basis
- In the last 6 months we are engaging teachers who have access to online platforms, internet and the knowledge to access these, but have not able to reach those who do not have access to online platforms.

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. There are 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.

HIGHLIGHTS

- Dream a Dream's COVID-19 Relief Support initiative supported 2396 young people with ration kits, built awareness on COVID-19 among 60 families and provided emotional support and validation to 57 young people.
- We have been conducting online sessions for young people across Karnataka and Tamil Nadu. We have helped young people gain a sense of closure and comfort during the pandemic.
- The Career Connect Programme engaged 366 young people in the Life Skill Development Programme and 249 young people in the Skill development Programme through online sessions using our blended approach of experiential learning which includes facilitating our program via Zoom, Whatsapp, phone calls along with offline interaction at schools and our Centres.
- We have digitized our mentoring programme which will give us an opportunity to train mentors all across the world and bring in more mentors to support our young people in their journey.
- Young people reached out to us during the pandemic as they were facing unemployment. First, we provided emotional support to ease their anxieties and helped them cope with the extreme emotions that they were facing. We were able to build skills and provide placement opportunities to 35 young people.
- Availing the Dream a Dream scholarship programme has now been made more accessible and user friendly to young people who want to apply to scholarships from the safety and comfort of their homes by digitizing the process.
- We kickstarted our reintegration modules to help young people and children make healthy transitions back to schools and colleges and accept the new normal; till September 2020 we engaged 20 young people in this workshop.
- 11905 young people received support calls at the end of the second quarter wherein they were able to express the immediate assistance they required in terms of placement, scholarship or ration related support.
- As a part of the global #WhatIf movement to re-imagine learning and education; our CCP alumnus and other young people responded to #WhatIf in their own contexts. 85 young people came forward to share stories of how they had reimagined themselves, family, community and education.



CHALLENGES

- Transitioning into the blended learning approach: Our programmes and sessions are experiential in nature, designed as direct delivery modules that are focused on face to face interactions. The pandemic challenged us to adopt a blended learning approach into our programmes.
- Unlearning and re-learning: Our facilitators had to unlearn and relearn skills like technological skills and online interaction techniques which proved to be challenging to adapt to in a short span of time.

INSIGHTS

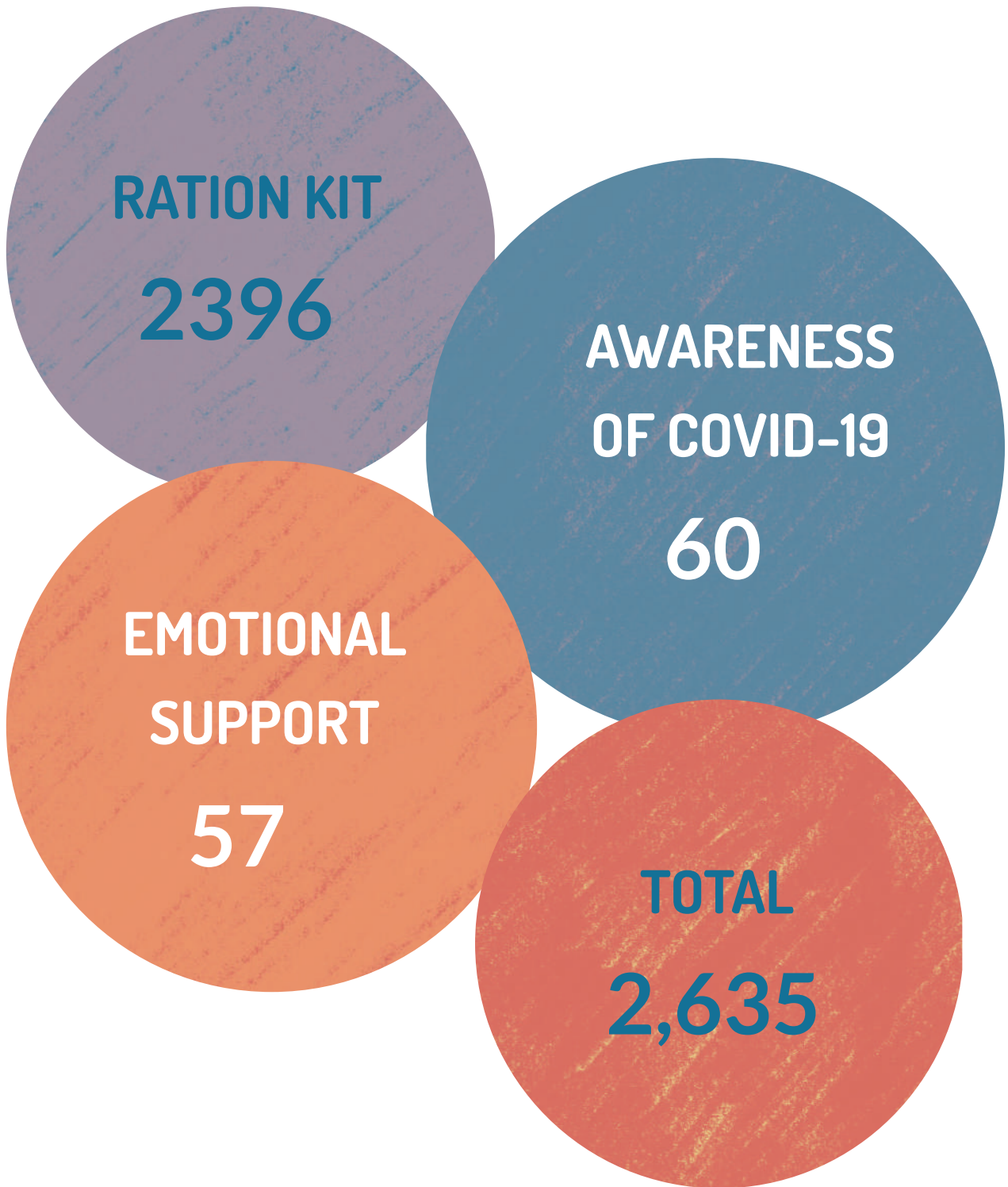
- Our interactions with young people revealed that they are experiencing a sense of loss, anxiety and insecurity and therefore helped us understand the key role that social-emotional learning plays in helping young people deal with their anxiety and insecurity.
- Stories from our young people on the creative ways they dealt with the challenges that the pandemic brought with it, showcased how they have put into practice the valuable life skills they learned at Dream a Dream. From venturing into agriculture to being entrepreneurs, we have witnessed our young alumna thrive in the face of uncertainty and adversity!

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.

HIGHLIGHTS

- ASLSP programme reached out to 4940 young people and our programme alumni, to address the immediate needs and demands that were emerging on a daily basis during this period of uncertainty and the anxiety caused by the COVID 19 pandemic. Our objective was that no young person should be left behind.
- The programme facilitated reintegration sessions for 987 young people from communities and schools across Bangalore to help them overcome their anxieties. Along with our partners at PYE Global, a reintegration session was designed with the intention to help young people understand their emotions and feelings better and to normalize their emotions and cope with the situation in a healthy manner.
- A team consisting of Dream a Dream's Leadership and programme managers supported our young people's social, emotional and economic needs. The team provided emotional and validation support via telephone apart from also providing support to create awareness around COVID-19 and also provided dry ration kits to families. 57 young people were supported through this helpline.
- 2471 young people are receiving weekly life skills interventions and continuing their learning through a blended approach. The blended approach is supporting young people to develop and learn new skills like using Zoom. It has also helped them to think creatively to attend online classes with the limited resources available at home
- Our home activity kit includes sports, arts and experiential activities to engage young people as part of their home-based learning activity. 3000 young people will be using the home activity kit.
- 35 facilitators from After School Life Skills program are now trained to take assessment of young people through online platforms by administering the Life Skills Assessment Scale virtually.
- Online sessions have provided an opportunity for parents to witness and experience life skills sessions. One of our young alumni's parents were involved in one of our sessions and they were happy to interact with our facilitators and attempted to understand the importance of social emotional learning within the context of the pandemic.
- We have been working closely and continue to engage with all our on-ground partners including 24 schools (Government and Low Cost private schools) in Bangalore to help address the continuous need for ration kits and provide social and emotional support to our young people and their families.



A snapshot of the COVID-19 support that was offered to the young people and teachers as of 9th Oct 2020 this includes CCP and ASLSP.

CHALLENGES

- Engaging and facilitating sessions in virtual platforms is a challenge. We faced technology issues, network issues and facilitating a program while the zoom video was off made it difficult to understand and respond to young people's needs and demand.
- This year has given us an opportunity to lay the foundation to learn via technology. However, we could not facilitate a full-fledged session as there were many challenges.
- Enrolling young people into the program using technology was a challenge as this a new concept we were all trying to learn.
- Digitalizing the session plan is a challenge with the limited time we had to respond to young people.
- Adopting and enhancing facilitation skills and strengths to face the digitalizing world.
- Network issues occur often in every session and therefore it impacts on session attendance and retention.

INSIGHTS

- While, there were many young people who were able to take leadership role in their family and community and we also had many young people who needed our support in helping them with rations kits, emotional support and educating about online learning.
- Since we were unable to begin our programmes, there was a need felt to reintegrate young people to learning once again since the COVID-19 lockdown situation. The Reintegration program facilitated by the programme has helped young people discover themselves during challenging times.
- As we moved the administration of the Life Skills Assessment Scale (LSAS) Online, we realised that it is possible to monitor and evaluate the progress of our interventions online as well.

HARIPRASAD

Hari Prasad, a CCP graduate volunteered with the Bengaluru Civil Police during the countrywide lockdown due to the Covid-19 pandemic, when he realized that he could also contribute and help the already burdened civil police service personnel.

Hari was stationed at the Bommanahalli signal during the lockdown, where alongside the police, he ensured that people were not violating lockdown rules. He was tasked with verifying vehicles to check E-passes and to learn the purpose of people leaving the home quarantine. When not on signal duty, he was tasked to check if people were wearing masks when they ventured out of their homes.

His innate belief is that whatever good one does in difficult times will only be repaid with good later in life.





Advocacy

Dream a Dream engages with key decision-makers at both national and international levels to influence mind-set systemic shifts in the education sector. The Advocacy function was conceived to take a multi-pronged approach to drive the awareness of life skills within the context of education with key national and international stakeholders. Through advocates for Thriving, we advocate to create conversations around shifting the focus of education to thriving for all.

Suchetha Bhat, CEO and Vishal Talreja, Co-founder and Trustee have been active parts of conversations around the globe on rethinking the purpose of education in an ever-changing world.

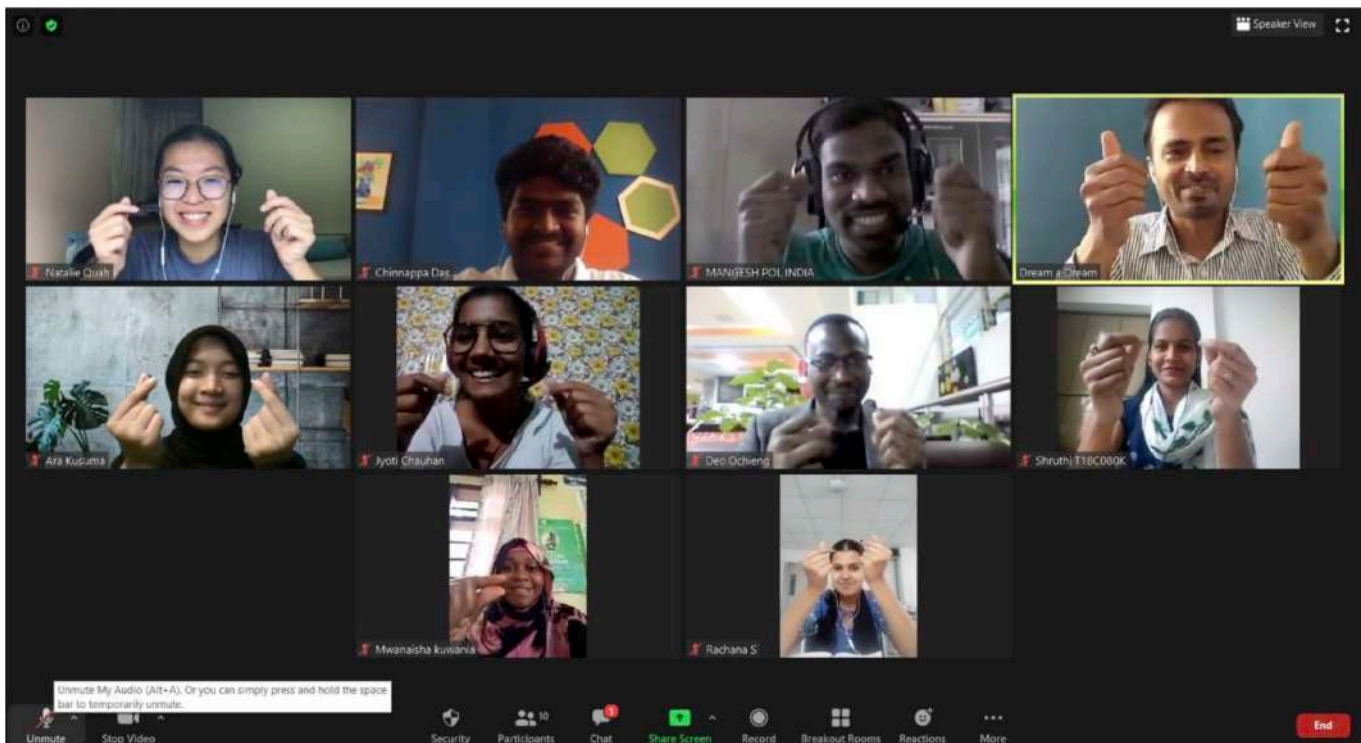
Names	Name of the Event
Suchetha Bhat	Weaving Lab / WISE / Catalyst 2030 / Karanga / Teach For All
	Tortoise Education Summit
	Teach For All
	Webinar on Organisation Culture by iVolunteer
	Teach for India- Firki Webinar
	Building Civil Society Organisations of the Future, Arthan
Vishal Talreja	WISE Conference- Education Disrupted, Education Reimagined
	Weaving Lab / WISE / Catalyst 2030 / Karanga / Teach For All(Part-1)
	Catalysing Change Series (part 1 and Part 2) hosted by Catalyst 2030
	Education for Societal Transformation Strategies for Transformative Global Leadership
	Teach For All
	OECD 32030 Focus Group 2 Webinar
	OECD e2030 Focus Group 2B Webinar

Strategic Initiatives

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

HIGHLIGHTS

- The Change The Narrative team were the first team to have delivered online sessions for 135 young people.
- Through 15 podcasts with 15 young people, the team was able to interact with them online and through social media. These interactions helped us gain an understanding of the situation and provided us insights into how young people were dealing with the pandemic and the eventual lockdown.
- Nadia engaged with 38 master leads, leads, staff and new employees during this pandemic through reintegration and personal resilience workshops and building the communities together.
- The Change The Narratives Team founded by the young people of Dream a Dream facilitated online mindful breathing, listening and thought sessions online, reaching 65 participants.
- We conducted Change The Script x (CTSx)-Global where young people were invited from across the globe. This event was fully organised and facilitated by young people. 51 young people participated on day 1, 35 on day 2 and a total of 2100 young people watched the sessions on Facebook Live.

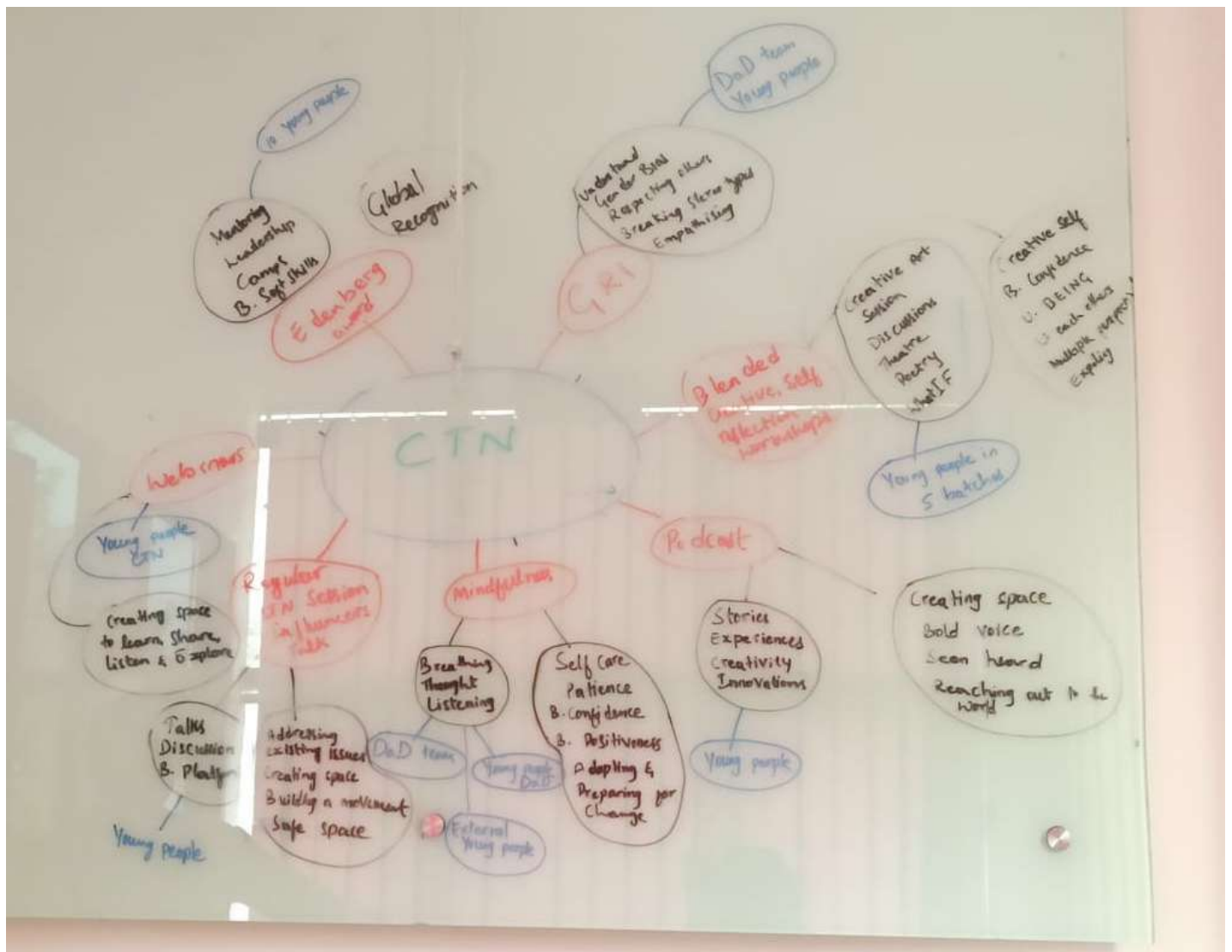


- We conducted two day talks on “My Voice - My Freedom” in which 28 young people participated.
- We collaborated with ASLSP and CCP programmes to design Reintegration Sessions for 300 young people. This has been completed and we are once again facilitating life skill sessions for young people.
- We completed the Thrive Collaborative workshop in the month of May 2020.
- Responding to the pandemic induced anxieties, young people started “Young Initiatives” to support our team in Koppala with masks, hand sanitizers and sanitary pads.



INSIGHTS

- Young people will show us the way - If young people lead the movement and it is vibrant, it will reach out to the whole world. Young people can be role models and the pandemic really was an eye opener for all of us, we realised that it is time to pass on the leadership batons to young people.
- Change The Script 2021 as an event has been deferred and will reconvene after a pause. However, the ethos and the thought behind Change the Script will be carried on by young people and across teams.





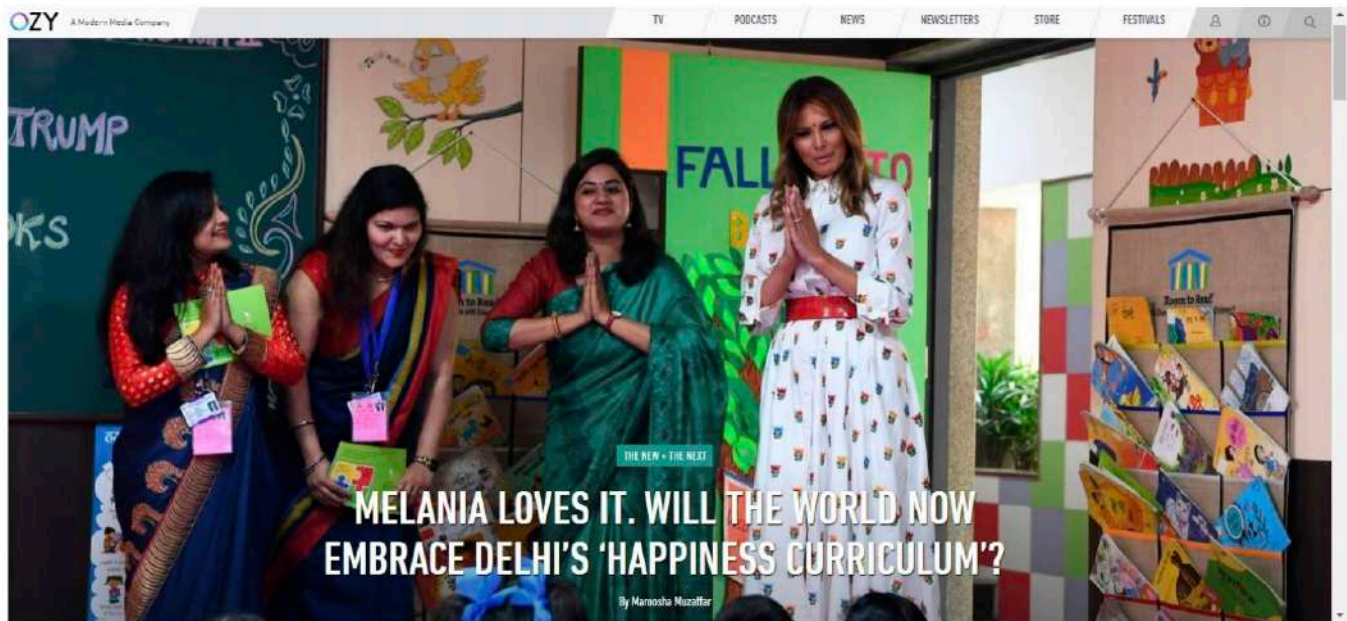


PAVAN

Pavan, a graduate of the Dream a Dream Career Connect Centre and his friends formed self-help groups in their village to combat the repercussions of the pandemic. While one self group collected leftover vegetables and crops from farmers which they weren't able to sell, the other group cooked these vegetables and crops in bulk and distributed over 100 food packets to households that could not afford to buy ration.

Pavan and his friends not only provided cooked food packets to those in need but also worked with government agencies to sanitize their villages and create awareness.

DREAM A DREAM IN THE NEWS



JUNE 12, 2020



Vishal Talreja & Suchetha Bhat (Life Ski...

[32:23]



Vishal Talreja & Suchetha Bhat (Life Skills Pioneers)

Life Skills is a proven method in empowering young people from vulnerable backgrounds with better self-esteem, greater confidence, and become employable. Literacy doesn't always translate into being world-ready. 50% of employers in India say that skills shortage is a leading reason for entry-level vacancies. Meet the pioneers in the Life Skills space – Dream a Dream. Till date, they have impacted over 1 million children through strategic partnerships, trained 7,700 educators, and more. Tune in to their story, retold by Vishal Talreja, Founder and Suchetha Bhat, CEO.

JUNE 12, 2020

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A LEADING BUSINESS NEWS PORTAL

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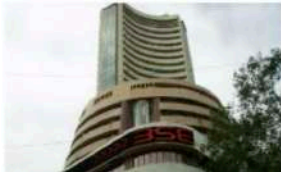
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Reviews of the Best Gambling Apps for Real Money in India 2020, at sevenjackpots.com/casino-apps/

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#WhatIf #KindnessIsTheNewNormal: A call to re-imagine the purpose of education in the post-COVID world

July 16, 2020 Gauri Achary Business 0

Business News This Week > Business > #WhatIf #KindnessIsTheNewNormal: A call to re-imagine the purpose of education in the post-COVID world



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News / Education Today / News / Happiness Curriculum shows improvement in relationships both inside and outside classrooms: Report

Happiness Curriculum shows improvement in relationships both inside and outside classrooms: Report

A recent report shows the impact of Happiness Curriculum in improving student's relationships both inside and outside the classrooms.

India Today Web Desk
New Delhi
August 26, 2020 UPDATED: August 26, 2020 11:02 IST



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TOP 10

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

September 8, 2020 Gouri Achary National 0

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



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 Artflute 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'. Artflute, the most loved online marketplace for world contemporary art, believes in exploring new ways of connecting and

SEPTEMBER 8, 2020

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Home > Education > Happiness Curriculum In Delhi Schools Improved Relationships Both Outside And Inside Classrooms: Report

Happiness Curriculum In Delhi Schools Improved Relationships Both Outside And Inside Classrooms: Report

The report by Brookings Institute has pointed out that students after attending the Happiness Curriculum have become more reflective with their peers and more insightful in understanding home dynamics, according to an official statement by Delhi government.

Education | Press Trust of India | Updated: Aug 19, 2020 10:37 pm IST | Source: PTI

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Happiness Curriculum In Delhi Schools Improved Relationships: Report

AUGUST 19, 2020

Home > States > Karnataka

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The survey observed major concerns when schools are reopened post lockdown and the support required by the schools.



Published: 07th June 2020 06:22 AM | Last Updated: 07th June 2020 06:22 AM

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7TH JUNE, 2020

ವಿಜಯ ಕರ್ನಾಟಕ
17 Nov 2020 12:40 hrs IST
ಸುದ್ದಿ ಪಠದ ನಿವಿಮ ಲೈವ್‌ಸ್ಟ್ರೀಮ್ ಕ್ಲಿಕ್ ಮಾಡಿ ಅಥವಾ ಕೆಲವು ಉದ್ದೇಶಗಳಿಗಾಗಿ ನಿರ್ಧರಿಸಿ
ಟ್ರೆಂಡಿಂಗ್ SBI PO ನೇಮಕಾತಿ 2020 ಬಿಇಎಲ್ ನೇಮಕಾತಿ 2020 KPSC ರದ್ದು ಸೂಚನೆ

(AD)

Kannada News / education / board Exams / news / schools Readiness Survey Suggests Schools Are Not Yet Ready To Be Re

ಕೊರೋನಾ ನಂತರದ ಪರಿಸ್ಥಿತಿಗೆ ಕರ್ನಾಟಕದ ಶಾಲೆಗಳು ಸನ್ನದ್ಧವಾಗಿವೆಯೇ?, ಸಮೀಕ್ಷೆಯೊಂದರ ವರದಿ ಇಲ್ಲಿದೆ..

Suneel Bn | Vijaya Karnataka Web
Updated: 11 Jun 2020, 07:44:00 PM



ಬೆಂಗಳೂರು ಮೂಲದ ಸರ್ಕಾರೀತರ ಸಂಸ್ಥೆಯಾಗಿರುವ ಡ್ರಿಫ್ಟ್ ಎ ಡ್ರಿಫ್ಟ್, "ಕೋವಿಡ್-19 ನಂತರದ ಜಗತ್ತಿಗೆ (ಪರಿಸ್ಥಿತಿಗೆ) ಕರ್ನಾಟಕದ ಶಾಲೆಗಳು ಸಿದ್ಧವಾಗಿವೆಯೇ?" ಎಂಬ ವಿಷಯದ...



ಇಂದಿನ

ಓದಲೇ



JUNE 11, 2020

SHAFIYA KANNUM

“I remember the Tree of Life activity that was conducted by Dream A Dream at my school, I remember this activity because it was the first time I was made to think about what I wanted to be”.



Shafiya Kannum is a 20-year-old whose journey at Dream a Dream started off when she was pursuing her 7th standard at Excellent English School where she was a part of many workshops; reminiscing her first workshop she shares “I remember the Tree of Life activity that was conducted by Dream A Dream at my school, I remember this activity because it was the first time I was made to think about what I wanted to be”.

Shafiya comes from a family of 5 which includes her father, mother, brother and 2 sisters. Her father has mental health issues due to which he was unable to continue to work as a tailor and her mother looks after her family’s needs full time. Shafiya’s brother works as a mechanic and is the sole bread winner to the family. Shafiya takes on part time jobs when possible to support her family

After her brief journey with Dream a Dream in her school, she learnt about the Career Connect Centre run by Dream a Dream and joined the Life Skill Development Programme where spoken English is used as a medium to develop life skills.

Recollecting her sessions Shafiya expressed “When I joined the spoken English sessions, I lacked confidence and it was difficult for me to express myself to others. Even in college, I spoke only to my circle of friends and didn’t interact with others in the spoken English sessions. I participated in a lot of role plays and took on many leadership roles which helped me with my confidence and also help me interact with others in a better way”.

Shafiya has received scholarship support from Dream a Dream from past 3 years “My brother is the only earning member in my family; my sister just got married and we had to spend a lot on the wedding, my other sister just completed her studies and is looking for a job. There is a lot of pressure on my brother

financially and the scholarships from Dream a Dream helped me pay my fee and reduce the burden on my brother”.

Shafiya also supports her family by tailoring and applying Henna designs in weddings and functions. She states “I knew how to stitch and how to apply mehendi but I was not satisfied with my work until Dream a Dream gave me an opportunity to perfect my skills by means of the skill development sessions and also taught me how to market my skills better. This helped me taken on more orders and expand my customer base. My dream is to be a stylist who can stitch, provide makeup services and also apply mehendi “.

During the lockdown Shafiya got an opportunity to really explore her skills as an entrepreneur. She started sharing her work on social media through Whatsapp. People started recognising her work and she started receiving many mehendi orders and dress orders for marriages during the lockdown.

Due to lockdown, most parlours were closed and Shafiyya gained more opportunities through referrals. The demand for her work multiplied.

She is experimenting with designing of bridal dresses using her mother’s old sarees to promote sustainable fashion.

Shafiya’s confidence in her skills and her resilience has helped her build a means of livelihood out of her passions that also supports her family

“My brother is the only earning member in my family; as my sister just got married, we had to spend a lot on the wedding. My other sister just completed her studies and is looking for a job and there is a lot of pressure on my brother financially and the scholarships from Dream a Dream help me pay my fees and reduce the burden on my brother”.

FINANCIALS

PARTICULARS	INR
Core Programmes	3,46,45,157
Direct Delivery	1,38,21,258
Replication	48,52,346
Systemic Change	1,29,51,512
COVID-19 Support	20,28,394
Operations	46,01,729
Fund Raising & Communication	44,52,399
Capital Assets	4,86,673
Total	4,62,64,351

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