



MID-YEAR
REPORT
APR - SEP, 2021

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Suchetha Bhat

CEO

A handwritten signature of Suchetha Bhat in black ink. The signature is written in a cursive style and is positioned below the printed name and title.

FOREWORD

As we slowly recover from the effects of the pandemic and move forward to the new normal, we take a pause to remember the unnerving months that have come to pass. Dream a Dream as an organisation took a step back from our programmes and focused on providing Covid relief and support to our young people and their communities that have faced innumerable challenges since 2019. Through the support of our team and our donors, we were able to impact over 25000 families in the last 18 months.

While the last few months were marred with the brutality of the virus, we also witnessed the resilient and compassionate spirit of our young people despite their own economic and emotional fall outs. As these young people return to the new normal, it is now time to reimagine the purpose of education. With the reopening of schools and colleges, the focus needs to be on holistic development rather than academic excellence. We need to equip young people to face an uncertain future and the demands of the 21st century that has been exacerbated due to the pandemic. Even as Dream a Dream is getting back to the programmes strengthened in the knowledge that now more than ever we need to show up for our young people to help them thrive in this increasingly uncertain world.

In the last few months, Dream a Dream was recognised for our work in different quarters. We were among the top 50 last mile responders for Covid-19 in India as recognised by the World Economic Forum. We are also proud to share that Delhi's Happiness Curriculum in partnership with Dream a Dream was also announced as the WISE awards winner for the innovative and ground breaking approach to include Social Emotional Learning as a part of curricula in Delhi government schools. Dream a Dream was also recognised as India's best workplaces for women 2021 for fostering a sense of equity and equality in workspace.

These accolades only mean we need to work harder and deeper to ensure that we are able to also build a thriving culture within Dream a Dream and therefore seek to deepen our work inside the organisation via an intersectional lens to understand our own blind spots and work to continue to build a thriving culture within as well.

For yet another non typical year, we have strayed from our usual representation of the mid year report that includes our milestones and impact, this time we look closely at what worked, challenges and insights. Our report reflects our programmatic details, highlights from the organisations, our insights and our way forward.



IMPACT IN STORIES

ANITHA

As a teenager, Anitha was an angry young girl with no friends and did very little outside her daily routine. She was raised by a conventional family who moulded her mindset to see men in a negative light. So, she stayed away from them, and saw them as only trouble. In the 7th Grade, she was introduced to the football programme offered by Dream a Dream when she was in Makkala Jagriti. While she was really excited about it, a lot of people including her teachers told her that it was not a sport for girls. But after a lot of convincing, they finally agreed. “Little did I know that this was the turning point in my life. Football changed my life,” says Anitha.

She eventually fell in love with football. However, she would never interact with anyone and only responded to the coach when required. Even within the team, she saw boys as nothing more than competition. Her coach noticed her behaviour and arranged for a session on gender sensitisation. This gave her a new perspective and thus began her real learning journey of breaking gender stereotypes and transforming into a team player.

She shared the learnings from her sessions with her parents. This resulted in a lot of debates in her house. They were shocked to see changes in her behaviour and how she was trying to make sense of what was right and wrong.

“Little did I know that this was the turning point in my life. Football changed my life.”

COVID-19 Response

As the second wave of COVID -19 crippled India and chaos surged, Dream a Dream formed a core team to respond swiftly to the emerging needs from young people and their communities. In a matter of a week, the team that had worked on life skills-related interventions for decades, pivoted towards relief-related interventions.

For starters, in the month of February, the team ensured that the Career Connect Centres and the After School Life Skills Programme moved online as COVID- 19 cases were on the rise. However, what did come as a surprise was the magnitude of the problem. The team was shocked and overwhelmed with the kind of requests that started to pour in.

The team had 300-400 requests flooding in every day which meant that they had to work and respond quickly on everything from medical requirements, medical awareness, ration, food, emotional and mental health, learning kits, to solidarity fund for teachers and young people apart from looking at requests for device support and scholarships. Once the situation started to improve, the team also organised a vaccination drive to create awareness on the safety of the vaccine.



HIGHLIGHTS

Dream a Dream's COVID Relief support consisted of

22249

Ration kits provided to young people and teachers

1193

Young People and teachers were provided medical awareness about COVID-19

514

Young People and teachers were provided medical support

877

Young People and teachers were given emotional & mentor support

60

Young People were provided with placement assistance.

332

Devices were distributed to bridge the digital divide young people were facing

1660

Teachers were provided financial assistance

1369

Young People were provided with financial assistance.

71

Learn at Home kits were distributed to ensure continued learning during the lockdown

97

Young people and teachers received internet recharge assistance

767

Young people and teachers received vaccination support

69

Young people received scholarships

INSIGHTS

- Trust young people to lead the way - As we grappled with making sense of what the future could look like, young people in our programmes showed us what is possible. Despite all the economic and political fallouts of this pandemic, alumni and young people who were a part of our programmes showed us the skills they had developed to navigate our interconnected, complex world which was in crisis. They came forward and offered compassionate solutions to the issues that were unfolding around them. From helping migrants with rations to volunteering towards COVID relief work to turning into entrepreneurs to support their families, our young people found their own unique solutions.
- The crisis is not over, and the future continues to be uncertain. But the pandemic made us even more starkly aware of the systemic inequities that continue to hold our children back. All of it for us has meant a renewed focus on a complete mindset shift in the purpose of education and the role of the society towards that change.

CHALLENGES

- We had to acquire BBMP license to facilitate relief support during the lockdown.
- Following constantly evolving COVID related protocols which included acquiring BBMP licenses to facilitate relief support during lockdown.
- Difficulty in tracking and supporting young people and their families when we had 200-300 requests for help per day.

21 YEARS OF DREAM A DREAM

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

Delhi Government's Happiness curriculum in partnership with Dream a Dream is a WISE award winner.

Through our groundbreaking partnership with the Delhi government, the Happiness Curriculum has created space in the school curricula, for the first time, to include social-emotional learning which develops life skills. The project impacts 800,000 students and 18,000 educators in 1,024 government schools in Delhi.

Dream a Dream is recognised as a top last mile responder by World Economic Forum

We are proud to be part of World Economic Forum's Last Mile Responders: 50 leading social entrepreneurs & 12 partnerships providing critical support to 171m people on the frontlines of the Indian COVID-19 crisis. This would not be possible without our on the ground COVID warriors who worked tirelessly to help young people and their communities. Read more about their inspiring journey [here](#). We are grateful to our supporters who helped us impact over 25,000 families during the pandemic. As we continue to strive to ensure a thriving life for all young people, we invite you to support us by donating [here](#).

Dream a Dream is listed among 286 global Empowering organisations that the world needs to hear about

Dream a Dream is recognised as "[an empowering voice](#) that the world needs to hear", by noted author and philanthropist Mackenzie Scott.

Dream a Dream awarded the Best Place to Work for Women

Great Place to Work, India recognised Dream a Dream as India's best workplaces for women 2021 for fostering a sense of equity and equality in workspace.

Dream a Dream represented Bangalore in Fusion 3 cities' event

Dream a Dream represented the city of Bangalore at the Fusion 3 cities' event organised by the City of London Corporation. Fusion Cities are future places with clear links between education, businesses, and cultural and creative sectors. We explored what thriving means today and for the future, bringing conversations centering around social and emotional learning. Watch our conversation [here](#).

Strategic Partnerships

The Strategic Partnerships team focuses on scaling the life skills approach, the core of what we have learnt in Dream a Dream for the past 21 years. This endeavour creates great opportunities to contribute to the work of State Governments in implementing non-cognitive curriculum like the Happiness Curriculum work with Delhi, Andhra Pradesh and Uttarakhand Governments. We pursue impact by creating avenues for our Programme Design and Development 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.

DELHI

HIGHLIGHTS

- Dream a Dream received the WISE Award 2021 for its contribution to Delhi government's Happiness Curriculum project.
- The [Delhi Happiness Curriculum Instagram page](#) was launched as a part of outreach and advocacy strategy.
- We supported in organising, conducting and documenting Focus Group Discussions as a part of the Happiness Teacher's Handbook Review Process. The teachers shared their feedback on components of Happiness Handbooks (what worked in class and what did not). They also shared the challenges faced while implementing the Happiness Curriculum at school.
- The team curated a pool of 74+ SEL-based orientation activities for the students.
- We helped translate the Happiness Handbooks from Hindi to English for teachers from non Hindi speaking states.
- Stories of change were collected from teachers and students as part of the Qualitative data collection. The objective for such data collection was to 1) document the existing and emerging impact stories, 2) share student and teacher's voices on international and national platforms for advocacy and outreach.

COVID Conversations Initiative

- An orientation programme for 21 mentor teachers was conducted in May to improve the emotional and mental health of government teachers and equip them to deal with students who were experiencing similar grief and trauma. A [mindfulness session](#) was also conducted on social media to help our audiences stabilise their emotions and feelings with the help of the teachers.

Orientation Programmes

- 120 newly appointed mentor teachers were given a one-day orientation on the Happiness Curriculum.
- 24 District Happiness coordinators were given a two-day orientation on the Happiness Curriculum. Experts from Cell for Human Value and Transformative Learning were invited to conduct the sessions.

Panel Discussions

- Well-being during pandemic - An online [panel discussion](#) on well-being and taking care of loved ones was organised on Facebook for the audience. Over 200+ participants were present and all their queries were answered.
- An online [panel discussion](#) on 'Transpiring the voice through - compassion and empathy' was organised to highlight the importance of compassion and empathy in the education system.
- [Children's Panel Discussion](#) - This online event was organised to provide a platform for students to share their voices and stories. The Education Minister and the Directorate of Education also participated in the event. Through this platform students were able to directly engage with the policy makers and ministers.

CHALLENGES

The last six months were impacted by the second wave that consequently affected the health and well-being of all stakeholders related to the project. Productivity in terms of work was at its lowest in the months of April and May. By June, we had begun to recover and resumed work but at a much slower pace.

In Delhi, other challenges included communication gaps in terms of the objective clarity in the project-related tasks with the government stakeholders. As a solution, we conducted frequent meetings and discussions amongst the core group as well as the team of larger stakeholders to fill in those gaps.

UTTARAKHAND

HIGHLIGHTS

- Ms Seema Jaunsari (Director, Academic, Research and Training) spoke about Anandam Pathyacharya and its impact at the Fusion Cities 3 event organised by the City Council of London. She focused on how the curriculum helps enhance social emotional well-being among students and the system.
- The team launched 'Anand pathh', a magazine which is a culmination of reflections, feedback, experiences of students, teachers, community members and department officials about Anandam Pathyacharya's impact. The magazine was launched by Shri Arvind Pandey, the Education Minister on 10 April, 2021.
- We organised different online campaigns such as #31daysofgratitude and self-awareness through the Anandam Pathyacharya's Facebook page. The campaign consisted of simple daily mindful tasks and reflective questions for teachers.
- Along with our teachers as main facilitators, we engaged with the students through [Online Anandam classes](#) in two batches in July 2021. Around 300 students registered and attended these classes.

Webinars, panel discussions and workshops

- We organised a webinar on Social Emotional Learning (SEL) and well-being among teachers and the panelists discussed the impact of Anandam Pathyacharya in their professional and personal lives.
- We conducted online training for the last 6 months for the District Institute of Education and Training (DIET) to help teachers develop content. The other training focused on understanding Anandam Pathyacharya, it's philosophy and it's transaction in classes by teachers.
- We supported DIET and teachers through capacity building on content development via online workshops. The State content group has representation from all 13 districts of Uttarakhand. Three online workshops were organised for state content group members that focused on content development. The first workshop focused on introductory and capacity building session and the other two workshops was on content development and editing,
- Jeevan Vidya Shivar was organised over two days for the members of State Content group to understand the philosophy of Jeevan Vidya and values from where Anandam Pathyacharya is derived. After this, an offline workshop was organised for developing Grade 4 Anandini Teachers' Handbook. The first draft of the handbook is ready and editing workshops are scheduled.

CHALLENGES

Major challenges faced by the team were discussing stories and activities over virtual platforms and collaboration with teachers for content development. We addressed these issues by creating safe spaces for our teachers so that they can reach out to us, receive clarity on the challenges being faced and develop their understanding of content.

JHARKHAND

HIGHLIGHTS and INSIGHTS

Trainings and workshops

- Online teacher training was conducted in 2 phases in the month of May and July for 3 days, under the guidance of Project Sampoorna Consortium. Project Sampoorna aims to apply a Whole Child Development lens in public education in India, emphasising the importance of a rich set of factors that enable children's success in life and school. In Jharkhand, Project Sampoorna is centred around the School Health and Wellness Programme (SHWP), a new curriculum being introduced by the central and state governments in public schools. The First Phase of teacher training was designed to take the teachers on a journey of self-awareness to help them acknowledge their own feelings and emotions. The Second phase of teacher training focused on listening, validation, and self care. There were 120 teachers and 28 DRGs from 5 districts (Giridih, East Singhbhum, Chatra, Palamu & Dumka) in Jharkhand during both phases of training.
- Since May, two webinars were organised on Social Emotional Learning (SEL) in collaboration with Jharkhand Education Project Council (JEPC). The basic objective of these webinars is holistic education and what it means at a school level.
- Suchetha Bhat, CEO, Dream a Dream facilitated a session on "Arc of Transformation" (AoT). AoT is our unique framework that helps design and deliver life skills that empower personal and social change. More than 4000+ district, block, and cluster level officials from all 24 districts participated in the session.
- We organised monthly teacher engagement sessions in collaboration with other partners in Project Sampoorna Consortium. The focus was on content, their stories, and challenges they encountered while conducting SEL sessions. All 120 teachers and 28 DRGs members participated in the August and September session.
- We conceptualised and developed a 3-hour SEL Course for DIKSHA platform in coordination with JCERT, Jharkhand. In May, Director- JCERT, approved the access for all teachers. 64,000 teachers completed the SEL course on DIKSHA, which is almost 51% of government school teachers.
- With the support of the state government, 3 Social Emotional Learning (SEL) modules were added to the School Health and Wellness Programme (SHWP) curriculum and booklets were distributed across 35,000 schools in Jharkhand in August 2021.
- In September, we developed a new framework for the SEL curriculum that formalises and provides uniform instruction on SEL. We are also working on aligning the SEL curriculum with Jharkhand Education Project Council (JEPC) and Jharkhand Council for Education, Research and Training (JCERT).

CHALLENGES

- It is difficult to reach a consensus while working with different stakeholders like Project Sampoorna Consortium and the government.
- Constant engagement with teachers is limited due to budgetary guidelines. We might not be able to accommodate this in the offline mode once schools reopen.

TELANGANA

HIGHLIGHTS and INSIGHTS

- Our partnership in Telangana is with the TSWREIS (Telangana Social Welfare Residential Educational Institutions Society), an educational institution, which organises about 270 Social Welfare Residential Schools.
- On the Telangana Social Welfare School front, we are currently working on training teachers and proposing a new SEL curriculum.
- Dream a Dream was a part of 4 trainings for 100 principals where we conducted mindfulness and integrated SEL sessions with academic learning.
- We ideated and completed a need analysis based on which we formulated a core team and working team for co-creating Freedom curriculum. 37 off 90 teachers were shortlisted based on their experience. The freedom curriculum is a SEL curriculum rooted in the context of the students who come to the social welfare schools of Telangana.
- Dream a Dream conducted 11 Focus Group Discussions (FGDs) with over 150 principals, teachers, and students in Telangana Social Welfare Degree Colleges. The objective was to understand challenges on ground and their requirements to thrive in a residential college environment. We analysed the data post the FGD, and were able to map the SEL competencies required for the teachers and students and where we could support them. We are in the process of discussing and processing our insights.

CHALLENGES

There has been a major change in leadership at the government level at Telangana Social Welfare. This means that we need to rebuild relationships and establish an understanding of our work. We continue to have the support of the Government stakeholders who are a part of TSWREIS.

KARNATAKA

HIGHLIGHTS and INSIGHTS

- Proposal for Happiness Curriculum in Kasturba Gandhi Balika Vidyalayas (KGBVs) and Adarsha schools is in the pipeline. Adarsha schools aim to provide quality education to talented rural children through setting up model schools as benchmark of excellence at block level at the rate of one school per block.
- We are working with Davanagere University to build a curriculum on life skills for B.Ed students

CHALLENGES

- Due to the unexpected closure of schools and uncertainty, teachers faced financial and emotional hardships. As a part of COVID response, we checked in with our 56 partner schools and listed 18 of these schools where the staff required help and supported them with 567 ration kits.



Programme Design & Development

The Programme Design and Development team works on designing interventions that bring about a mindset shift needed in the education ecosystem to reimagine the purpose of education as thriving.

Its design approach acknowledges the inherent complexity of education systems in the context of our country's social structures. The resulting interventions focus on the life skills domain that can target various stakeholders and structures in our education landscape and can take a variety of forms such as:

- Systems Demonstration – through capacity building programmes for various stakeholders in state government partnerships
- Ecosystem Influence – through policy recommendations, advocacy initiatives and collaborations with other organisations in the education sector
- Framework Designs – by envisioning and creating frameworks that can guide and address the complexities that exist in the education ecosystem via independently designed interventions.

HIGHLIGHTS and INSIGHTS

- The team advocated the need for trauma-informed and trauma-responsive education practices among the teaching community through a series of 4 masterclasses on QUEST Alliance's Trainer Tribe forum.
- A collaboration was undertaken with the Pradarshita Project team on a football-based curriculum to help improve leadership, safety, health, and hygiene and address peer pressure while enhancing the life skills of young people in Seemapuri, Delhi.
- The team developed [self-learning packages](#) for SEL competencies in collaboration with Education Above All (EAA) for their Internet Free Education Resource Bank (IFERB) for young people from vulnerable backgrounds and conflict zones across the globe.
- 3 reintegration sessions were designed for 6 different batches of teachers from Delhi and Jharkhand to address the mental health of school teachers post the second wave of the pandemic.
- There was a marked increase in requests for programmes addressing the teachers' mental well-being to emotionally prepare them to handle their students when they come back to school. This pointed to the large scale of trauma and unprocessed grief the pandemic was leaving behind in its trail and how our country's education system wasn't equipped to handle it. Upon further inquiry during the reintegration sessions' design process, it was evident that our education systems are not equipped to address trauma in children at all. Data on adversity faced by children in our country indicated that the need for a trauma-responsive education ecosystem has always existed. However, it remained invisible. The pandemic just magnified this need.
- Along with imparting life skills, the education systems must be trauma-informed and trauma-responsive so that children can thrive despite the adversities and uncertainties of the 21st century.

CHALLENGES

- Being a new team, the most significant challenge we faced was the inability to do need-analysis on-field. An analysis would have eased our programme and workshop design processes by helping us understand our stakeholders' needs more deeply. However, with travel restrictions now easing across the country, we are looking forward to planning field visits to our various state partnership programmes.

Research, Monitoring, & Evaluation

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

HIGHLIGHTS

Organisation Impact Report

Organisational [Impact report](#) provides an overview of all Dream a Dream programmes. The report conveys the outcome and impact of programmes using standardized measurements and analysis. It also gives details on various partnerships, research initiatives undertaken and their impact. The report also gives stories and testimonials of teacher transformation and thriving young people.

The major findings of the report suggested:

91.1%

improvement in life skills among young people enrolled in ASLSP

100%

improvement in life skills among young people in CCP

76.7%

improvement in scores in ASLSP

98.2%

improvement in scores in CCP

97.5%

young people were meaningfully engaged as seen from the Last Mile Support Programme

Based on the results of the impact evaluation, all programmes are on track to achieve their intended results. The findings of the study indicate that the results of all intervention strategies were effective in developing and nurturing life skills among our young people and teachers.

PUBLICATIONS

- Published a [research paper](#) on “Thriving in adversity: Do life skills programs work for developing world children? A pragmatic randomized controlled trial” by Pearson, D., Kennedy, F. C., Talreja, V., Bhat, S., & Newman-Taylor, K. (2021), in *Social Behavior and Personality: An international journal*, 49(9), e10493.
- Published a [research paper](#) on “Thriving in adversity: Do brief milieu interventions work for young adults in the developing world? A pragmatic randomized controlled trial” – the study was published in the social behavior and personality journal by Pearson, D., Kennedy, F. C., Talreja, V., Bhat, S., & Newman-Taylor, K. (2021), in *Social Behavior and Personality: An international journal*, 49(9), e10494.
- Published an article titled [Indian schools must help children overcome the trauma of the pandemic](#) in the London School of Economics and Political Science blog.

CONFERENCES

- The team presented a paper on “Thriving at work through the lens of Intersectionality” at the Virtual International Conference organised by Christ University, Bangalore.
- We presented a paper on “Impact of COVID-19 and lockdown on mental health of children from disadvantaged backgrounds” at an International e-conference on The New Normal Psychological Perspectives organised by MGR Janaki college of Arts and Science for Women, Chennai.

EXTERNAL EVALUATIONS

- The team carried out the first third part evaluation of Livelihood Programmes for Magic Bus, an external NGO, using Life Skills Assessment Tool (LSAS). This programme evaluation included face-to-face and online sessions.

MONITORING AND EVALUATION OF PROGRAMMES - ASLSP & CCP (2019-20 & 2020-21)

The monitoring and evaluation of programmes were conducted over a period of two years as per requests from donors.

After School Life Skills Programme (ASLSP) and Career Connect Programme (CCP) achieved outputs planned and outcome expected in 9/10 programmes through the following means -

- Excellent planning and robust tracking of programme progress by the teams.
- Excellent reporting methods followed by the programme teams.
- Building a supportive community of educators, parents, stakeholders which helped achieve output and outcome as expected.
- New innovations in conducting life skills and skill development sessions (hybrid learning, blended learning).
- Introduction of new programmes (reintegration programme) appropriate to the COVID-19 situation.
- Providing young people and parents a space for self-reflection and reimagining education.
- Introduction of methods of promoting social and emotional well-being of young people and their families by providing covid relief materials, emotional support, and awareness programmes.

CHALLENGES

- We faced challenges in collecting data online. Interviewing of respondents, conducting sessions for young people, and noting observations was difficult online.
- Delay in publication of research due to the pandemic.

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. The Career Connect Programme is focused 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

511

young people completed the Life Skills Development Programme across both community centres in Bangalore

222

young people completed the Skill Development Programme across both community centres in Bangalore

60

young people availed placement opportunities across both community centres

69

young people availed scholarship support across both community centres

26

young people have mentors who facilitated learning through the pandemic

85%

attendance in the Life Skills Development Programme

86%

attendance in the Skill Development Programme

89%

retention in the Life Skills Development Programme

89%

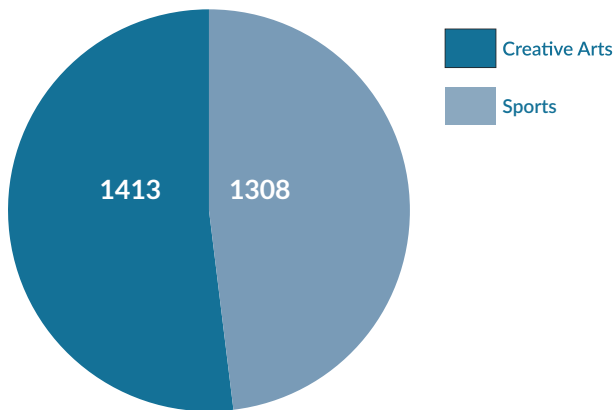
retention in the Skill Development Programme

- A session was organised to help young people process their emotions during the pandemic and support them to build resilience to face uncertainty.
- Our alumni group of young people came together to support other young people and help them with placement opportunities across the 2 centres.
- We engaged with skill development partners like Byte Academic, TATA Classedge, Navgurukul, Cool Coach and many others who are currently helping young people with skill development.
- The Career Connect Programme has facilitated massive COVID-19 relief support across the 2 centres.
- The Scholarship and Dream Mentoring Programme adopted technology to interact and facilitate the programme for young people. UiPath, UBS, and other individual partners participated in this programme.
- Nandini S, a graduate from the KR Puram Centre was selected for the College Community Program in Kirkwood Community College in the USA.

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



2721

young people were part of the Life Skills Development Programme

- The After School Life Skills Programme continued to work with 20 partner schools for the academic year of 2021-22 and has 108 Life Skills Development batches running at these schools, through both online and offline modes.
- We distributed 3,000 masks and 20 (5liter) cans of sanitizers to 20 partner schools to facilitate safe reopening of schools to resume the Life Skills intervention.
- We have incorporated a reintegration session in the existing curriculum to respond to the needs and demands that were raised due to the COVID-19 situation in Bangalore.
- Focused Group Discussions (FGDs) were conducted across 20 partner to understand preparedness to re-open schools among teachers, parents, and young people.
- We were supported by the British Council in collaboration with Aberystwyth University through the Connection Through Culture India - Wales program. The project helps community artists based in both countries and support young people to explore their personal narrative in the context of creating a sustainable future for all. The young people will use interactive workshop sessions to explore their personal connections to the idea of a sustainable future, using the tools of creative storytelling and methods of creating using digital technologies.
- In collaboration with the Communications team, we have shared stories of young people which are illustrated and are on the Pratham Storyweaver platform. These stories can be read [here](#) and [here](#).



- Nagaraj V - Facilitator, Dream a Dream and Yeshwanth - Graduate, Dream a Dream participated in the virtual social enterprise training to members from the Southeast Asia Common Goal Regional Network, supported by the UEFA Foundation for Children, Football United, as a part of the Social Enterprise Assist team.
- We have more than 4,000 young people who are participating in the Bharat EdTech initiative that aims to improve learning outcomes of underprivileged children by ensuring access and strong adoption of proven Ed-Tech solutions at scale.
- The pandemic is preventing young people from playing outside, it has led to physical and emotional well-being issues. We organised a Play for Resilience event to send a message to everyone that young people are returning to schools and learning spaces.

INSIGHTS

- As a team we have reflected and practiced to adapt to uncertain situations, to stay in touch, and continue to facilitate the support for young people.
- The pandemic has pushed young people to grow emotionally by many folds as they have watched their parents practice and be resilient in difficult times.
- The pandemic situation has amplified complex situations like mental health, domestic, physical abuse, child marriage, and other issues. Though young people are equipped, they need legal expertise to overcome the difficulties faced at home.
- The ASLSP team was able to take adequate and timely measures to support teachers and young people to thrive in these difficult situations by facilitating the massive drive of relief support.

CHALLENGES

- As there was a delay in starting school due to COVID-19, there was a disruption in enrolling young people to schools and programmes at Dream a Dream.
- Due to the government's new guidelines about reopening schools for half day for students from 6th to 10th Grades, it becomes a challenge to facilitate our interventions within 2 hours.
- Owing to the focus on providing COVID related relief, there was a delay in the development of the framework design and migration to the new strategy.

Advocacy

Dream a Dream engages with key decision-makers at both national and international levels to influence mindset and 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. We facilitate conversations around shifting the focus of education to thriving.

Suchetha Bhat (CEO, Dream a Dream), Vishal Talreja (Co-founder and Trustee, Dream a Dream), and other members of the team 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	SELebrating Inclusion Summit
	WISE Awards
	India Ahead People's Editor with Smita Sharma
	International Positive Psychology Association (IPPA) 7th IPPA World Congress
	Belongg Inclusive Schools Festival
	Quest 2 Learn Summit 2021
	The State of Education - #EducationDialogue
	EdHeroes Forum Asia - Indonesia Chapter
Vishal Talreja	Center for ICT for Development (CICTD), IMPRI #WebPolicyTalk - The State of Education - #EducationDialogue
	High-Level Event on Digital Education (Ministry of Education of Portugal)
	Event organised by Dream a Dream, Enfold Proactive Health Trust, Leher, Catalysts for Social Action
	Ashoka's Changemaker Leadership Series
	WISE Awards Community Webinar
	Development Sector Leadership Conversations Session - 5
	Global Peace Convention 2021
	Charcha 2021
Suchetha Bhat & Vishal Talreja	LSE Online Event
	D-Talks
Harshitha & Muiza, Young People	Catalysing Change Week 2021
Amit Kumar Sharma	Catalysing Change Week 2021
Vikram GN	Catalysing Change Week 2021
Sreehari Ravindranath	gLOCAL Evaluation Week 2021
Angana D, Vishal T, Sreehari R, Varsha P	Fusion Cities 3
Chinnapa Das	#LearningPlanet Assembly
Varsha Pillai & Suchetha Bhat	Clubhouse Session - Together Building a World Where Every Child Thrives
Sushmitha B N & Shruthi	G20 Interfaith Forum's (IF20) High-level dialogue about education & human future
Angana Das, Revanna	Helsinki Education Week

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 CTSx event focused on the role of the 5 pillars (Teachers/Principals, Parents, Adult leaders, Young leaders, and Politicians) of society and their impact on the lives of young people. CTSx also addressed intersectionality with a focus on the LGBTQ community and other social issues and received 1988 views on Instagram and 1579 views on Facebook.
- We helped 700 families with ration kits, 8 families with medical support, and distributed devices to young people to ensure continued learning, during the second wave of the pandemic.
- My Voice, My Freedom and Vaccination Awareness sessions were conducted in Lalbagh and Cubbon Park.
- We collaborated with the Innovation Lab to build the design and reintegration session for young people and helped Strategic Partnerships team in delivering the 2 day Mentor Teacher Training and SEL sessions for Jharkhand team.
- Young people got opportunities to represent Dream a Dream at international conferences like Catalyst 2030 Change Week, G20 Interfaith Forum, Learning Planet Assembly 2021 and Education Above All.



My Voice, My Freedom conducted at Lalbagh

INSIGHTS

- The pandemic showed there was an increase in responsibility for young people. Young people initiate more, are responsive, and are in a better position to talk about “being young” (CTSx).
- Young people are empathetic towards their peers during the current situation and are addressing issues like early marriages. It re-emphasises the importance of life skills for young people, especially during current times.
- Young people are afraid of making career choices due to the unemployment rate and the changes brought forth across professions, by the pandemic.





When she was in the 8th grade, she was expected to get married as per tradition in her family and community. But she fought the system and her father supported her. She knew that there was lot more to her life than marriage. Anitha eventually joined Dream a Dream as a Facilitator and has been working with Dream a Dream for the last nine years. She supports her family, including taking care of her sisters' education.

She is also the first girl in Dream a Dream to acquire the professional football license and was the first female football coach. She was one of members who represented Dream a Dream at the World Football summit. She loves being a sports person, but her aspiration is to be an IPS officer. "I used to take ten minutes to tell my name but today, I can stand in front of a thousand people and speak confidently, thanks to Dream a Dream!" says Anitha.

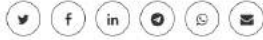
DREAM A DREAM IN THE NEWS

Marketing & Advertising News / Latest Marketing & Advertising News / Marketing

How branding can help philanthropic ventures attract funding

Brand recognition plays a vital role in helping wealthy philanthropists like Mackenzie Scott pick the non-profits they want to support...

Shailesh Menon • ETBrandEquity • Updated: July 21, 2021, 09:16 IST



In May 2020, Covid-19 was spreading across India and a nationwide lockdown was in place. Seeing despair all around, online donation platform GiveIndia launched the 'I-For-India' fundraiser. In barely three hours, the

ಸುಚೇತಾ ಭಟ್

ಪ್ರಪಂಚವೇ ಇದ್ದಕ್ಕಿದ್ದಂತೆ ಲಾಕ್‌ಡೌನ್‌ಗೆ ಮೊರೆ ಹೋದಾಗ ಹಾಗೂ ರಾತ್ರಿ ರಾತ್ರಿ ಶಾಲೆಗಳನ್ನು ಮುಚ್ಚುವಂತೆ ನಮ್ಮನ್ನು ಒತ್ತಾಯಿಸಿದಾಗ, ಇಡೀ ಕಲಿಕೆಯ ವ್ಯವಸ್ಥೆಯು ಆನ್‌ಲೈನ್ ಮೊರೆ ಹೋಗುತ್ತಿರುವುದನ್ನು ನಾವೆಲ್ಲರೂ ಭಯಭೀತರಾಗಿ ನೋಡುತ್ತಿದ್ದೇವೆ, ಹಾಗೆಯೇ ಪ್ರತಿಯೊಬ್ಬರು ಆನ್‌ಲೈನ್ ಬಗೆಗೆ ಉತ್ಸುಕರಾಗಿದ್ದರು ಕೊನೆಗೆ ಈ ವ್ಯವಸ್ಥೆಗೆ ಓಗೊಡಲೇ ಬೇಕಾಯಿತು, ವಿಶ್ವವೇ ಅಂತಿಮವಾಗಿ ಶಿಕ್ಷಣದ ತಾಂತ್ರಿಕತೆ ಶಕ್ತಿಯನ್ನು ಗುರುತಿಸುವಂತಾಯಿತು. ಒಂದು ವರ್ಷವಾದರೂ, ಇನ್ನೂ ಸಹ ನಾವುಗಳು ಇದರ ತುಣುಕುಗಳನ್ನು ಅಯ್ಯುಕೊಳ್ಳುವುದರಲ್ಲಿಯೇ ಇದ್ದೇವೆ.

ಆಕ್ಟ್ ಫಾಮ್ ಇಂಡಿಯಾವು ೫ ರಾಜ್ಯಗಳಲ್ಲಿ ನಡೆಸಿದ ಅಧ್ಯಯನವು ತಿಳಿಸುವುದೆಂದರೆ, ಶೇ.೮೦ ಪ್ರೋಫೆಸರ್‌ರು ಕೋವಿಡ್‌ನ ಮೊದಲ ಅಲೆಯಲ್ಲಿ ಆನ್‌ಲೈನ್ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯು ಕಲಿಕೆಯಲ್ಲಿ ವಿಫಲವಾಗಿದೆ ಎಂದು ಅಭಿಪ್ರಾಯ ಪಟ್ಟಿದ್ದಾರೆ. ಹಾಗೆಯೇ ಇತ್ತೀಚಿನ ಅಸರ್ (ಎಎಸ್‌ಇಆರ್)

ವರದಿಯು ಸಹ ಭಾರತದಲ್ಲಿ ಮೂರನೇ ಒಂದು ಭಾಗದಷ್ಟು ಶಾಲಾ ಮಕ್ಕಳು ಮಾತ್ರ ಆನ್‌ಲೈನ್ ಶಿಕ್ಷಣವನ್ನು ಪಡೆಯುತ್ತಿದ್ದಾರೆ ಎಂದು ತಿಳಿಸುತ್ತದೆ. ನನ್ನ ಪ್ರಕಾರ, ನಮ್ಮ ಒಳಅರಿವಿನಿಂದ, ಆನ್‌ಲೈನ್ ಕಲಿಕೆಯ ಗುಳ್ಳೆಯನ್ನು ಏನೆಂದು ನೋಡಲು ನಮಗೆ ಸಾಧ್ಯವಾಗುತ್ತದೆ ಎಂದು ನಾನು ಭಾವಿಸುತ್ತೇನೆ. ಇದೊಂದು ತ್ವರಿತ ಪರಿಹಾರ.

Dream a Dream in [Vijay Karnataka](#)

Dream a Dream in [Brand Equity](#)

Suchetha Bhat, CEO, Dream a Dream said, "While the aspects connected to social- emotional skills find mention in the NEP for the first time and indeed was a great opportunity for us to address adverse childhood experience plaguing over 160 million poor children of India, with the disruption that we have seen with COVID 19, it is urgent for the NEP to recognise and build an educational ecosystem that firstly addresses the trauma that our young children have suffered in the last 15 months or so, then moves away from traditional concepts of success, to truly work on ways to ensure thriving of children."

Dream a Dream in [Education World](#)

Mental health crisis: Going beyond quick fixes

There is an urgent need for trauma responsive education to become a part of the educational ecosystem



Suchetha Bhat, JUL 29 2021, 01:58 IST | UPDATED: JUL 29 2021, 09:15 IST



Representative image. Credit: iStock photo

When the world suddenly went into lockdown and we were forced to shut schools overnight, we watched with horror as the entire learning system moved online and everyone was gung-ho that the world was finally recognising the power of Ed Tech. One year on, we are left picking up the pieces. A study by Oxfam India showed that 80% of parents in five states said digital schooling failed during the first wave and the recent ASER report showed that only one-third of the country's schoolchildren were pursuing online education. I hope, at least in hindsight, we are able to see the online learning bubble for

Dream a Dream in [Deccan Herald](#)

Portal Exclusive: Can a Social Emotional Learning oriented classroom help children in the post- Covid world

TNN | Posted on Monday, July 26, 2021 07:00

Life skills and Social Emotional Learning oriented curriculums can ably transform the way our young people respond to adversities in their lives, writes Suchetha Bhat, CEO, Dream a Dream

62
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The first wave of the pandemic brought to the fore harsh realities of inequality of access to education as several children were out of school, and therefore left out of the education system. UNICEF states that in India, the lockdown induced school closure of more than 1.5 million schools impacted 286 million children. The resultant reaction to move education online only further widened the digital gap. A 2019 government survey showed that only 24% households have access to the internet. At an age where technological advancement is indispensable and an absolute necessity to assist the youth with their curriculum and skill training, these students who suffer from this digital divide are clearly at a disadvantage. A further sobering statistic from a NITI Aayog report states that around 55,000 villages in India do not have mobile network coverage. Oxfam's recent [report](#) lays bare how the systemic barriers and fault lines of India's inequalities were further exacerbated in 2020 after the pandemic struck and deeply impacted young people as well.

Dream a Dream in [Education Times](#)

INSPIRATION

How Dream a Dream has impacted the lives of 3 million children from vulnerable backgrounds

By Diya Koshy George | August 20, 2021



With a focus on life skills and changing mindsets towards learning, the organisation aims to reimagine the purpose of education.

Dream a Dream in [YourStory](#)

Making it happen: Dream a dream



Published 3:52 am IST on November 2, 2021
By Anil Svarup



Dream a Dream in [The Daily Guardian](#)

FINANCIALS

PARTICULARS	INR
Programme Expenses	3,27,70,902
Innovation Lab	1,16,80,138
System Demonstration	1,21,31,365
Ecosystem Influence	17,70,931
Framework Design	36,18,273
COVID-19 Relief Support	4,83,87,670
Operations	47,20,195
Fundraising & Communications Expenses	47,09,850
Capital Assets	15,08,182
Total	9,20,97,799

OUR SUPPORTERS FOR THE PAST 3 YEARS



WE WOULD ALSO LIKE TO THANK:

Ajay Raghavan
 Anjana Sasidharan
 Anuradha Vaidyanathan
 Arjun Dugal
 Arnavaz Rohinton Aga
 Bengaluru FC
 BRK Murthy
 Chrysos Foundation
 Devang Jawahar Kapadia
 Devanshu Nagpal
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