



ANNUAL  
REPORT  
2021-22

HEMAVATHI



# STORY OF HEMAVATHI



“Whenever a girl comes out to play football, her ability to play is always questioned. The boys think it is okay to tease us, I always think why do they do this? Why don't they understand they can't discriminate because we are girls. For me, we are all equal and capable. In the After School Life Skills programme, I felt comfortable to share my thoughts and ask these questions.”

Hemavathi loves playing football. She says, “Football relaxes me, I might not be great at it, but I strive to be better everyday. Boys think football is their game, I always wonder why?”

Hemavathi is the first person in her family to attend the Dream a Dream After School Life Skills Programme. Her parents encourage and support her. After seeing changes in her behaviour and how happy she was when she attended the sessions, her younger sister quickly followed in her footsteps.

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## EXECUTIVE SUMMARY

Over the last 22 years, Dream a Dream has worked to empower young people from vulnerable backgrounds to overcome adversity and thrive in a fast-changing world by developing their life-skills. Year after year we witnessed young people make better life-choices, negotiate difficult conflicts and take leadership in their communities through the skills they built in our programmes.

When, in 2018, we integrated the world's largest in-school SEL curriculum in Delhi, with the Delhi Government and other non-profit partners, impacting 800,000 children through the Happiness Curriculum we felt like our work was almost done. However, the pandemic and its impact on young people made us realise how much more there was left to do. As we watched students struggle to make sense of a world in disarray and respond to the humongous challenges that they were up against, we realised that our responsibility had only increased. What was especially disheartening was when schools re-opened, and children were pushed to go back to 'normal' with no or little acknowledgment of the trauma and disconnection that they had experienced. And in the post-pandemic world, with the increased systemic inequities and the looming climate-crisis, we also know that life-skills alone will not do.

The question of true systemic change was much bigger, and it was to ensure that all children had access to equitable opportunities with dignity and inclusion that would prepare them for the complexity of the world they live in. So, we asked ourselves, how can we ensure that Hemavathi's story is not an isolated one, but an expectation that we have of ourselves as a society to replicate for millions of our children. Are we willing to change the ecosystem around young people to re-imagine the purpose of education itself? What if we were to move the goalpost of education to not have a narrow focus only on numeracy, literacy or even getting a degree or a job, but include the social-emotional-psychological wellbeing of our children? What if we were to expand our vision to create a systemic change in education to ensure every child can thrive?

This annual report is an attempt to showcase our strategy and approach to create this mindset shift. The 3 Strategic Approaches broken-down into 12 Focus Areas is our new and evolved pathway to systemic change. An interconnected collaborative organisation, focused on the values of dignity, equity and inclusion that reflects what we would like to see in the world. And while the last year has had its challenges, it has only helped us clarify our purpose further. Our goal is to ensure that every child can thrive by creating a mindset shift about the purpose of education to thriving. It is a bold new ambition for us, and your support is what can make it possible.

We continue to seek support from you and look forward to walking this journey with you.

**Suchetha Bhat**

CEO

# WHY WE EXIST

To empower young people from vulnerable backgrounds to thrive



# STRATEGIC INTENT 2021-27

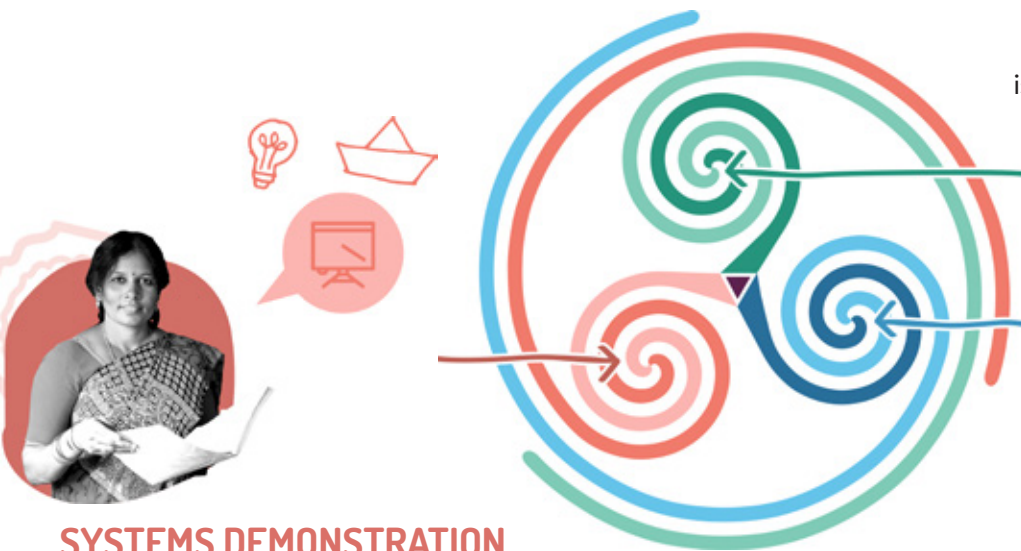
To shift mindsets about the purpose of Education to Thriving

# OUR APPROACH TO MINDSET SHIFT



## DIRECT IMPACT

is our demonstrable model in both **in-school and out-of-school learning spaces where children thrive**



## SYSTEMS DEMONSTRATION

works towards transforming public education systems in partnership with governments through

**levers of change such as curriculum, pedagogies, teacher training assessments, etc**



## BUILDING THE FIELD

focuses on shifting dominant narratives towards thriving as the purpose of education by

**weaving together people, places and voices supported by high impact research**

## ORGANISATIONAL HIGHLIGHTS



### Delhi'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 (SEL) which develops life skills. The project impacts 800,000 students and 18,000 educators in 1,024 Delhi government schools.

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

We are proud to be one of the top 50 last-mile responders for our COVID-19 response through which we impacted over 25,000 families. This was possible through the resilience of our COVID warriors who worked tirelessly to support young people and their communities.



### Dream a Dream was recognised as the Best Place to Work for Women in India in 2021 by the Great Place to Work Institute, India

In 2021, Dream a Dream was recognised for fostering a sense of gender equity and equality in the workplace and for contributing to the vision of making India a great place to work for all.

### Women Transforming India (WTI) Award Conferred on Dream a Dream's CEO Suchetha Bhat

WTI is a flagship initiative of NITI Aayog and United Nations to felicitate women achievers. WTI Awards was organised in collaboration with Amrit Mahotsav to celebrate 75 years of independence and accordingly was conferred on 75 women achievers to celebrate their contribution towards 'Sashakt aur Samarath Bharat'.





# COVID RELIEF

With COVID-19, the entire world was facing challenges we did not foresee. While continuing to work towards Life Skills development, Dream a Dream provided critical support to communities in our Direct Impact programmes. We provided relief measures through a network of our alumni graduates, who led from the front as COVID warriors and designed a robust support system.



**542**

Young people received medical support



**1193**

Young people participated in COVID-19 awareness session



**767**

Young people & their families got vaccinated through the vaccination drive



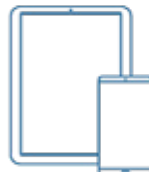
**880**

Young people received emotional support and validation.



**23437**

Young people & teachers received ration kits.



**1100**

Young people received devices for continued learning



**229**

Young people received internet access for continued learning



**3000**

Face masks were distributed in partner schools



**2933**

Young people received financial support



**2899**

Teachers received financial support



**30**

After School Life Skills Programme team members were trained by BecauseYou, to become first responders for young people during a crisis

# Direct Impact

Dream a Dream has for over two decades, worked directly with young people and we continue to learn from them. While developing an insight into what 'thriving' looks like among young people across social identities and its manifestation in the context of adversity and marginalisation, we intend to create demonstrable models of both in-school and out-of-school learning spaces where young people thrive.

# Innovation Labs

## THRIVING SCHOOLS

Creating a nurturing learning environment for 8 to 14 year olds to enable them to be resilient, responsible and happy via our life skill oriented pedagogy through the medium of sports and arts with students from grades 4-10 in 20 partner schools in Bangalore. Our programmes help young people build important life skills such as teamwork, decision making, problem solving and critical thinking.



## THRIVING CENTRES

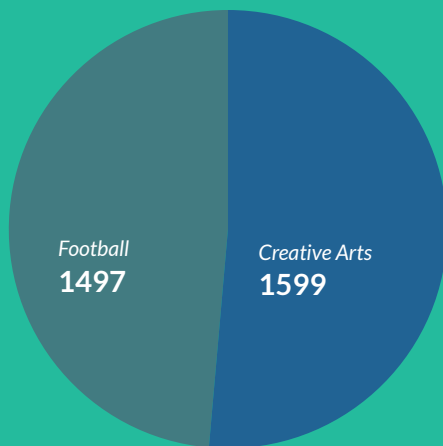
Building agency among young people to challenge barriers and identify enablers for them to thrive. It equips 15 to 23 year olds with information, skills and access to opportunities to make meaningful life choices and a healthy transition from adolescence to adulthood. At our Thriving Centres in Bangalore, Computer Education, Spoken English, Workplace Readiness and other skill development programmes are integrated with a high-impact life skills approach to help young people develop resilience, adaptability and confidence to deal with challenges. We track 13,949 programme graduates to ensure their thriving.

## THRIVING SCHOOLS

In 2021-22, we engaged 3223 young people with our After School Life Skills sessions through sport and art.

## IMPACT

Programme-wise distribution of participants who completed the ASLSP



Total Participants who Completed the After School Life Skills Programme

**3096**



**1567**



**1529**

Gender distribution of participants who completed the After School Life Skills Programme (ASLSP)

**88.2%**

Young people showed significant improvement in the Life Skills Assessment Score (LSAS) post completion of the After School Life Skills Programme

"The activities helped me come out of my inhibitions. I was able to speak in front of a larger group and mingle with them. I took initiative in many of the activities I participated in. My communication skills have improved, and I feel confident when speaking to people."

~ Young Person, ASLSP



Launch of the 'Smile Magazine', designed and co-created with Grade 9 students

Art for Resilience event - 100 young people participated in December to pause and reflect as they faced the challenges brought by the pandemic.



Play for Resilience event with 144 young people in October to experience team work, develop fitness and use life skills to respond to the uncertainty of challenging times.



Graduation Day for 900 young people who completed their life skills journey with us.

**Life Skills Day** for over 80 students from 20 different schools to participate and engage in fun and colourful activities like cooking without fire, theatre, stand-up comedy, reels, poetry reading, story illustration and football juggling drills.



- 9 young people represented India at the British Council's **India Wales project**, creating animation films on the topic, 'World 100 years in the future'.
- **Focus Group Discussion** with 30 participants (10 principals, 10 teachers and 10 parents to understand their preparedness to reopen schools after two years of the pandemic while equipping them to take appropriate safety measures.

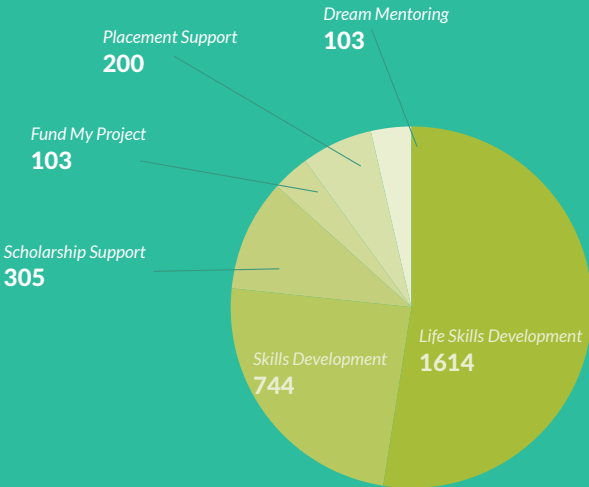
"Through Dream a Dream's skill development sessions I learnt how to market products and services. This has helped me expand my customer base and take more orders for styling, stitching and makeup services."

- Shalviya Khurami, young person supporting her family through her enterprise focusing on sustainable fashion

# THRIVING CENTRES

In 2021-22, we engaged 3069 young people with our Life Skills programme and Skill Development programme.

## IMPACT



Young people showed significant improvement in the Life Skills Assessment Score (LSAS) post completion of the Career Connect Programme

**99.7%**



**1832**

**1237**

Gender distribution of participants who completed the Career Connect Programme

### Life Skills Development Programme

Young People enrolled **1765** Average Attendance **86%**

Young People completed **1614** Retention Rate **91%**



**1017**

**597**

participants who completed the Life Skills Development Programme

### Skill Development Programme

Young People enrolled **819** Average Attendance **86%**

Young People completed **744** Retention Rate **90%**



**458**

**286**

participants who completed the Skill Development Programme



200 young people graduating from the Thriving Centres were acknowledged and celebrated in the Celebrating You event.



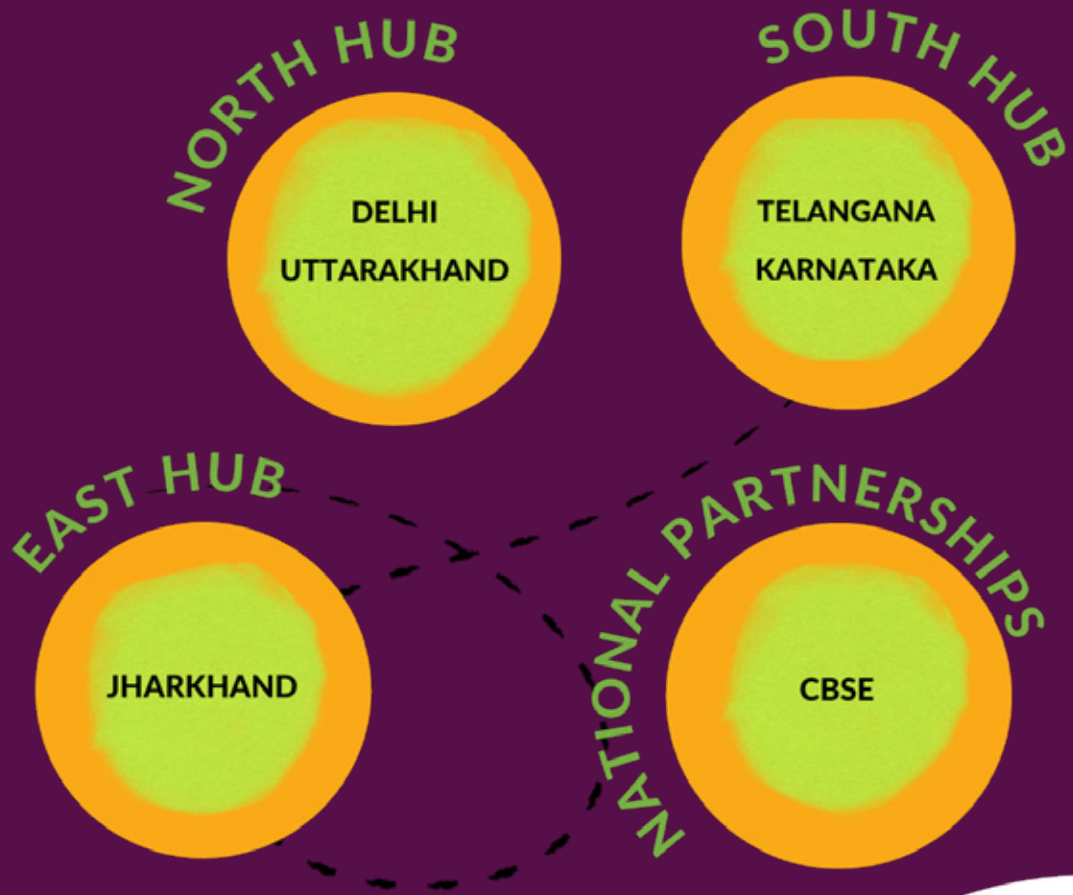
Hemavathi's mother Chandramma works in the garment industry nearby. She and her husband, Rangaswami decided to move to the city from their village, Janagere (Tumkur district), to ensure their children get better education and have more opportunities. "Hemavathi wants to become a lecturer or an actor. We are happy to support her in whatever she does. For me, she is successful when she is happy", says Chandramma.



# Systems Demonstration

Systems Demonstration intends to transform public education systems in partnership with the government through levers of change such as curriculum, pedagogies, teacher training, assessments etc.

Over the last few years, we have noticed the acceptance of Life Skills as a part of curriculum framework by different states. While this continues to be developed, we are focusing on addressing systemic inequities by working closely with the education ecosystem of policy makers, teachers, parents and the community that the child inhabits.



## NORTH HUB

We are currently working with State Governments of Delhi and Uttarakhand with the intention to integrate life skills in the education ecosystem to ensure a thriving life for every child.

### STATE PARTNERSHIP WITH GOVERNMENT OF DELHI

We supported the development of a framework for a New Education Board in Delhi. We were part of a team of experiential learning experts brought together from the field of sports, art, life skills along with experts of public and private school systems. Teams were set at SCERT level to develop content and the pilot is undergoing in East Delhi.

### HAPPINESS CURRICULUM 2021-22

In 2018, for the first time in the Indian public education system, the State Government of Delhi introduced a wellbeing focused curriculum from kindergarten to grade 8 across more than 1000 public schools reaching over **800,000** students. The curriculum dedicates 35 minutes every day for happiness classes based on mindfulness, stories, play based activities and expression activities that build empathy, critical thinking, reflection and other life skills in the students. As an anchor and knowledge partner, we helped the Department of Education in curriculum development, teacher training, evaluation, research and implementation of the Happiness Curriculum in all government schools. We advocated the importance of building facilitation skills among teachers to ensure effective delivery of Social Emotional Learning (SEL) in classrooms.



One day workshop on Happiness Curriculum for 200 mentor teachers



Orientation on Happiness Curriculum to over 200 educators from private schools in Delhi. Out of the 200 private schools we trained, 100+ schools have replicated the curriculum.

"Earlier, I saw any additional task given to me as a burden which simply added to my stress, and I could never produce my best work. The Happiness Curriculum has allowed me to take what comes my way, not as an additional task but as a step that I accept and own. Happiness classes differ from the age-old value education classes because it bends towards real-life situations. The curriculum is beautifully designed as each activity involves a section where students can share what they think which is accepted without any judgement. These classes provide a space for students to listen, reflect and express."

*~ Ritu (English Teacher & Happiness Coordinator)*

"I used to spend a lot of time playing video games on my phone but as I started practising mindfulness more, I realised that I am utilising my time properly. Gradually, I tried to reduce my screen time, and I started to involve my mother in mindfulness."

*~ Rakshit Bharadwaj, Class 7*



## STATE PARTNERSHIP WITH GOVERNMENT OF UTTARAKHAND

We established a partnership in 2019 to support implementation of the Anandam Pathyacharya - a holistic curriculum in government schools. We, along with other Civil Society Organisations, are creating a safe space model where students understand and express their emotions and feelings and learn to connect with themselves, family, society and nature. We support capacity building and life skills advocacy among teachers and other stakeholders in the educational ecosystem.



We developed the social emotional component of Bal Vatika, used across 5000 Anganwadi centres in Uttarakhand, for students in the age group of 5-6 years to prepare them for Grade 1.



Along with strengthening the content of Anandam Pathyacharya and creating handbooks, we provided orientation to 7964 teachers via virtual labs.



- We joined NIPUN Bharat’s Foundational Literacy and Numeracy programme (FLN) to advocate for the importance of life skills and are creating a curriculum design including life skills activities within the FLN.
- We are also developing 2 Model schools in Dehradun to demonstrate the impact of holistic curriculum and pedagogy to help replicate this model in other government schools.

"I really enjoy the mindful listening class of Anandam Pathyacharya. After the main activity, our teacher facilitates discussion through questions. It’s amazing how such a simple activity makes me focus and concentrate more on the surroundings."

~ Anjali Pant, Class 8, GGIC Jayanti, Almora



"Anandam stories not only give me inspiration but also provide a space to reflect on my habits and behaviour. These stories motivate me to make choices for myself."

~ Tejas, Class 3, GPS Neelkanth, Pauri Garhwal



## SOUTH HUB

### STATE PARTNERSHIP WITH THE GOVERNMENT OF TELANGANA

Dream a Dream is a knowledge partner with the Telangana Social Welfare Residential Educational Institutions Society (TSWREIS), Ministry of Scheduled Caste Development to introduce life skills approach in all TSWREIS schools and empower teachers with the life skills needed to build empathetic, creative and highly engaging classrooms for children coming from severe adversity and to equip them to integrate life skills in academic and non-academic sessions.



Dream a Dream signed an MoU with TSWREIS to develop a new life skills curriculum called 'Parivartana'. We will impact 6000 students through our life skills programme from class 5th to 8th with a focus on building self-worth and emotional resilience as key competencies.

- We conducted an in depth analysis to understand the need for life skills in Telangana Social Welfare schools through Focus Group Discussions (FGDs) with students, teachers, counsellors and principals. Based on the insights, we developed a curriculum framework for students and a training framework for teachers.
- We supported the degree college department in designing the induction for the new Choice Based Credit System (CBCS), and trained 120 teachers to help students make choices under this.
- We helped frame the Child Protection Policy in TSWREIS and TTWREIS institutions.

## STATE PARTNERSHIP WITH THE GOVERNMENT OF KARNATAKA

We signed an MoU with the Department of Education (Samagra Shikshana Karnataka - SSK) in 2022 to incorporate Life Skills and recommendations of the National Education Policy (NEP) in the Nali Kali Curriculum which is used in government schools. By co-creating the life skills / value-based curriculum for SSK, we will impact 48,000 schools. We provided SEL inputs in government workshops for 76 school teachers and proposed the pilot of SEL approach and Happiness Curriculum for SSK. We have submitted a proposal for a Life Skills Curriculum in Kasturba Gandhi Balika Vidyalayas (KGBVs) and Adarsha schools.

- We intend to sign an MoU with 20 Tribal Welfare Department schools to pilot the life skills curriculum. We want to create a demonstrable model of using the life skills approach in shifting mindsets in 5 social welfare department schools in collaboration with Karnataka Residential Institutions Educational Society (KRIES).
- We supported students' school readiness by contextualising the Vidya Pravesh (a three-month play module to prepare Class 1 students for school) curriculum and helping build the teachers' guide.
- At Baduku (A centre for livelihood learning) community college, we provided insights and experiences to design and implement a 6 months life skills and mental health course.





## EAST HUB

### STATE PARTNERSHIP WITH THE GOVERNMENT OF JHARKHAND

Since December 2021, Dream a Dream is a part of Project Sampoorna, which is a Social-Emotional Learning (SEL) initiative for school-going adolescents by the Government of Jharkhand in partnership with a consortium of organisations. 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. The consortium aims to improve Social-Emotional Learning (SEL) of 1 million adolescents by building systemic capability across all 24 districts in Jharkhand. As part of this consortium, we are working towards four long term outcomes in high-touch districts and schools of Jharkhand to ensure that 40,000 students:

- Overcome negative emotional experiences
- Solve complex problems effectively
- Strive for self-growth
- Have positive social interactions

**Harsh Johar Curriculum** of the Government of Jharkhand translates to joyful greetings and aims to develop creativity and social emotional skills in learners with a strength-based approach integrating inquiry-based learning with skill building. We contextualised the Harsh Johar Curriculum from Grades 1st to 5th and further helped develop the same for students of Grades 6 to 12.

6 training sessions enabled 150 teachers to develop a foundation in SEL, out of which:

- 96% of 150 teachers feel it is important for SEL to be a part of a student's everyday learning practices
- 87% feel comfortable in teaching SEL to students
- 68% feel highly prepared to integrate SEL in classes.



"Session on life skills (SEL) conducted under Project Sampoorna built a sense of Self-Care within myself. No matter how busy I am now, I do make time for myself, my students, and my family."

~ Kajal Pandey, Teacher, KGBV Giridih

## NATIONAL PARTNERSHIPS

### PARTNERSHIP WITH THE CENTRAL BOARD OF SECONDARY EDUCATION (CBSE)

In 2021, Dream a Dream partnered with Central Board of Secondary Education (CBSE) on two projects.

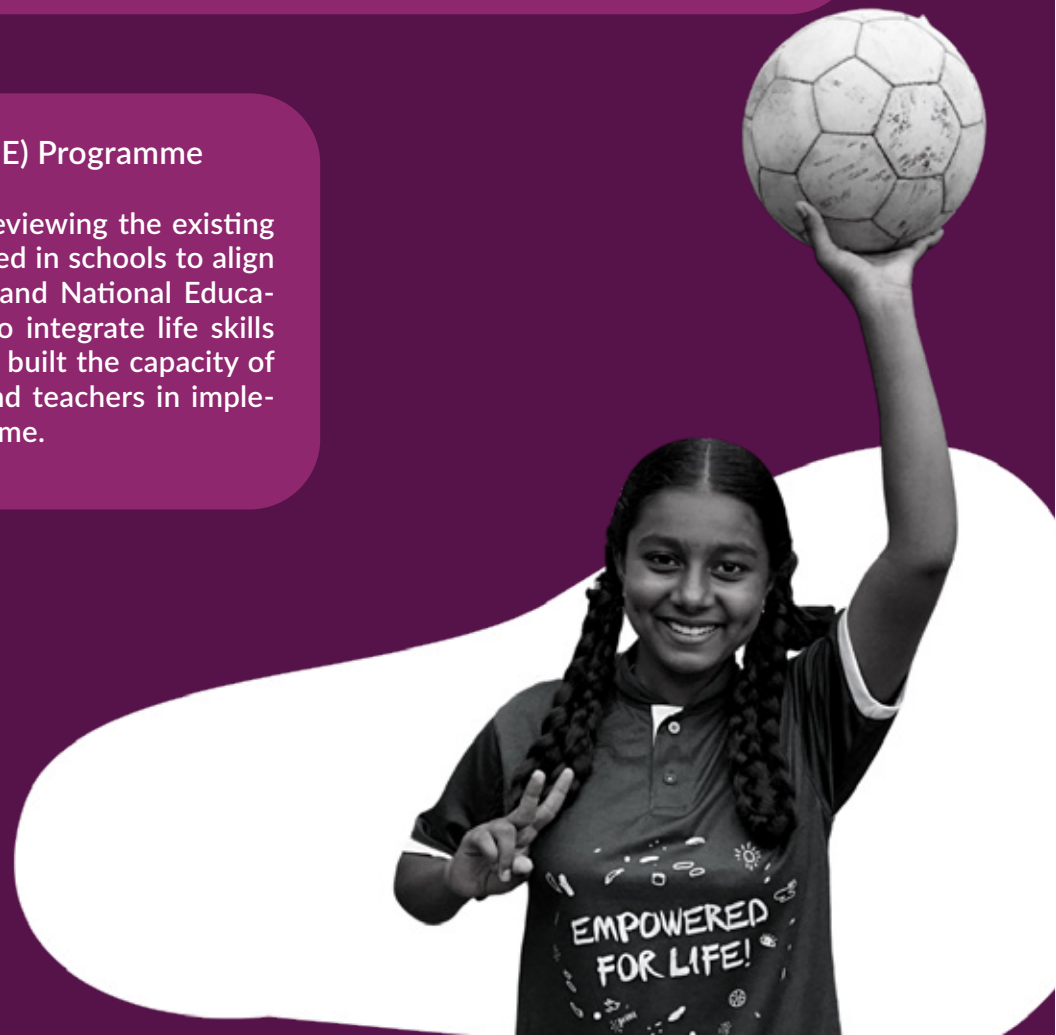
#### Holistic Progress Card (HPC)

HPC is a 360 degree, multidimensional report of progress, that reflects in detail the progress as well as the uniqueness of each learner in the cognitive, affective, socio-emotional and psychomotor domains. It promotes competency-based learning. We supported CBSE to develop formative assessment, resources and training materials for HPC implementation.

It will be piloted by CBSE to make a shift from rote-learning assessments that primarily test rote memorisation skills to one that is more regular and competency-based as per the National Education Policy (NEP) 2020 and National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat Guidelines. We will further support capacity building of teachers and principals for effective implementation.

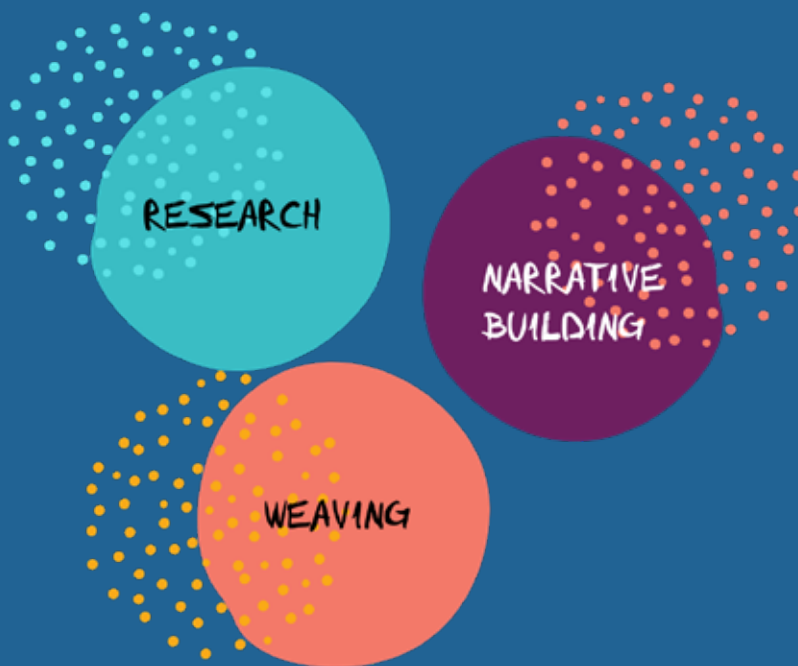
#### Life Skills Education (LSE) Programme

We supported CBSE in reviewing the existing life skill programme offered in schools to align with 21st Century Skills and National Education Policy (NEP) 2020 to integrate life skills in the school system. We built the capacity of Principals, Counsellors and teachers in implementing the LSE Programme.



# Building the Field

Focuses on shifting dominant narratives towards thriving as the purpose of education by weaving together people, places and voices supported by high impact research.



# Research

Our Research team intends to create impact using a multiplying lever for a paradigm shift in education. It constantly builds evidence on the impact of developing life skills in young people.

## Life Skills Collaborative

The Life Skills Collaborative (LSC) is a collaborative of 18 organisations working to deepen the understanding of life skills, design learning tools that nurture life skills and develop context-relevant assessments to measure progress, share learnings and inform system change in India.

We are working with the Life Skills Collaborative towards building a common life skills vocabulary, creating scalable assessments to measure life skills in adolescents, teachers and systems and capturing the voices of the community. Dream a Dream in collaboration with LSC is working on the following -

- Development of social and emotional wellbeing tools for adolescents.
- Large scale data collection to understand the social and emotional wellbeing among adolescents in Rajasthan, Mizoram, Uttarakhand and Maharashtra.
- Status report on wellbeing in Rajasthan, Mizoram, Uttarakhand and Maharashtra.
- Dissemination of insights on the scientific nature of the tool.
- Ensuring the wellbeing tool is available as open source for people/organisations.

## OECD - Survey on Social Emotional Skills (SESS)

The Organisation for Economic Co-operation and Development (OECD) is an international organisation working to build better policies to prepare the world of tomorrow by finding solutions to a range of social, economic and environmental challenges with governments, policy makers and citizens. Dream a Dream is OECD's national partner in the global study on Social Emotional Skills, an international, multi-year programme that assesses students' social and emotional skills. Delhi schools participated in the field trial for the 2nd round of the survey.

## Thriving in adversity: Do life skills programmes work for developing world children? A pragmatic randomised controlled trial

[This research paper](#) by Dr David Pearson, Dr Fiona Kennedy, Vishal Talreja, Suchetha Bhat, Dr Katherine Newman-Taylor published in 'Social Behaviour and Personality', demonstrates the impact of simple, low-budget programmes on cognitive, emotional and social life skills that are typically delayed by severe adversity.

## **Thriving in adversity: Do brief milieu interventions work for young adults in the developing world? A pragmatic randomised controlled trial**

[This research paper](#) by Dr David Pearson, Dr Fiona Kennedy, Vishal Talreja, Suchetha Bhat, Dr Katherine Newman-Taylor published in 'Social Behaviour and Personality' assesses the impact of a brief intervention designed to facilitate life skills for psychosocial competence in adolescence and whether it is a window of opportunity to attenuate the effects of severe social adversity.

## **Social Marginality, Adversity and Adolescent Thriving in India - A Narrative Review**

[This paper](#) by Justin P Jose, Dr Sreehari Ravindranath, Vishal Talreja & Suchetha Bhat published in Contemporary Voice of Dalit, SAGE publication, addresses how thriving of Indian adolescents are intertwined with the adversities they face because of their social identities.

## **Effectiveness of Life Skills Intervention for Children From Disadvantaged Backgrounds**

Life skills Interventions can improve wellbeing outcomes for disadvantaged students, as evidenced in [our latest paper](#) by Dr Sreehari Ravindranath, Annie Jacob, Suchetha Bhat & Vishal Talreja. It examines the effectiveness of our After-School Life Skills (ASLS) intervention to improve the life skills of 110 students from socially disadvantaged backgrounds at public schools of urban Bangalore, India.

## **NISSEM Global Briefs Volume III**

**Building social and emotional skills of children in Delhi: Insights from the Happiness Curriculum NISSEM Global Briefs Volume III: SEL in Context, Edition: 3, Chapter: 9, Publisher: NISSEM**

The NISSEM global briefs are a collection of peer reviewed essays in the field of education. This chapter discusses the Happiness Curriculum as an innovative large-scale intervention aimed at building social and emotional skills of children and reimagining the purpose of education.

## **Happiness Curriculum: Theory, Practice and Way Forward**

[This report](#) by Angana Das, Dr Sreehari Ravindranath in collaboration with Cell for Human Values and Transformative Learning, SCERT, Delhi reflects on the journey of the implementation of the Happiness Curriculum in Delhi government schools. It discusses what the Happiness Curriculum entails, its theoretical underpinnings, how it is implemented in schools and presents happy voices of students and teachers.

# Narrative Building

Shifting dominant narratives around the definition of success by bringing together different people, experiences, learnings and building a cohesive message that can be easily understood.

**12** Policymakers/government department representatives engaged through national & international online events to build the narrative on thriving & reimagine the purpose of education



**16**

Conversations on Instagram & Facebook with young people & educators around thriving

**35**

Media articles & blogs on SEL, mental health, pandemic & the shift needed in the education ecosystem around thriving & the need for intersectional lens



**8**

Episodes of #UnmuteWithDreamaDream, our new podcast, bringing 8 young people's unconventional thriving journeys to the forefront of our conversation around thriving



**15**

Organisations & key stakeholders in the education ecosystem participated in the Twitter Conversation on "Thriving as the purpose of education" hosted by us

We co-curated different campaigns enabling conversations around thriving, some of which are:

- Stories of Thriving - showcasing young people and their stories of resilience during Covid-19
- Children's Day - We bounce back through sport in collaboration with APAC-Sport for Good Community
- COVID warriors - featuring Dream a Dream's frontline team that supported young people and their communities during COVID-19
- Teachers Help Us Thrive - a campaign to recognise the extraordinary efforts by teachers to ensure continued learning
- Building back different - our Daan Utsav Campaign to ensure every child has a thriving life

## Dream a Dream in the News

### 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

82 shares



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

[Can Social Emotional Learning oriented classroom help children in the post-Covid world?](#) - Education Times

EDUCATION February 3, 2022

### Social-emotional learning in India: The importance of intersectionality

Social-emotional learning (SEL) programmes should adopt an intersectional lens that takes into account young people's diverse experiences of caste, class, and gender.

by SUCHETHA BHAT, VARSHA PILLAI

[Social Emotional Learning in India: The importance of intersectionality](#) - IDR Online

### Budget neglected children, youth



Suchetha Bhat, FEB 08 2022, 00:20 IST | UPDATED: FEB 08 2022, 07:54 IST



Credit: iStock Photo

[Budget neglected children, youth](#) - Deccan Herald

### 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, 03:15 IST



Representative image. Credit: iStock photo

[Mental health crisis: Going beyond quick fixes](#) - Deccan Herald

## CHANGE THE NARRATIVE

Change the Narrative (CTN) provides a platform for young people by young people to assess ongoing opportunities for youth, to work in dialogue with each other and present their challenges, struggles, issues, concerns, ideas, innovations and perspectives on solving these issues. Through debates and discussions, they draw up a list of recommendations for action, reflecting the most pressing needs and concerns of youth today.

- We designed a reintegration session plan for 3000 young people from Grades 6 to 9 in collaboration with the Innovation Labs team to help young people cope with school after 2 years of closure due to COVID-19.
- My voice, my Freedom: A concept based event engaging 100 young people in public conversations to understand what freedom means to them during Independence Day and Republic Day.
- 5 day online Change the Script (CTSx) event with over 1000 young people focusing on youth leadership within the country. The 5 pillars for CTSx- Young people, Young leaders, Teachers, Adult leaders and Politicians shared their experiences and knowledge on leadership.
- The team collaborated with Rotary, G20 Interfaith Forum, Catalyst 2030 and Learning Assembly to ensure young people had a voice at the systemic level.
- A 3 day camp was organised at Koppala for 25 young people from the tribal community for integration post pandemic, building space for interconnectedness, empowering the unheard voices of young people and listening and validation.





# Weaving

Weaving is a focus area to create new possibilities by being alive to what is emerging. It aims to make the cause more sustainable by bringing together different organisations and individuals and scripting the change by introducing transformative practices into the ecosystem.

## Our current collaborations



Dream a Dream is part of the Executive Committee at Karanga shaping its next 3-year vision and strategy. Karanga is a Global Alliance for Social Emotional Learning and Life Skills which inspires and equips practitioners, policy makers and researchers from across the world to promote quality and equitable Social Emotional Learning and Life Skills.

We are a key partner in the Global South Learning Ecosystems study along with Global Education Leaders Partnership (GELP) and Learning Planet.

Our young person Shahil Zain is engaged as a young change maker with Youth Learning Planet which supports inspirational youth changemakers and initiatives.

We are part of the Thematic Working Group 1 of the Organisation for Economic Co-operation and Development (OECD) Education and Skills 2030 project where we are developing teaching and learning frameworks using the most up-to-date research and contributing to critical pieces around Teacher Agency, Wellbeing and Competencies.

We are partners of the Education Issue Based Group at Catalyst 2030 and are featured as a case example in the Catalyst 2030 Pathways to Transforming Education Report. We took our youth voices to Catalyst 2030 and connected them to other young people in the catalyst forum. We are a signatory to the Shifting Funding Practices movement calling on donors and funders to remodel their traditional practices to more effectively support grassroots organisations and sustainable social impact.

We are a partner and contributor to a Global Publication for Transforming Education Systems. We are partners of the Education Futures Initiative, #NewEducationStory advocacy movement and the Catalysts Learning Alliance as part of Big Change Foundation.

We contributed to a policy paper on Education Transformation that was submitted to G20 leaders in 2021. Our young people, Sushmitha and Shruthi participated and shared their thoughts in the G20 forum.



# Impact Assessment

Impact Assessment is done for our direct delivery and systems demonstration programmes to determine their effectiveness and to gain insights on whether the programme objectives match the outcomes. It helps evaluate projects, and provides relevant data to advocate policy level changes.

Read our detailed impact report [here](#).

## Insights from Dream a Dream's After School Life Skills Programme: Tracing the Social and Emotional Learning of Young People in Bangalore for 4 years

This longitudinal study by Annie Jacob, Dr Sreehari Ravindranath and Sweta Bhusan looks at the impact of life skills on the social and emotional learning of young adults between 13- 16 years and reveals that life skills interventions are effective in developing psycho-social and emotional competencies in young people and makes them ready for life.



## Fostering Social Emotional Learning (SEL) through Teacher Development Programme Critical Inquiry into Dream a Dream's Intervention in Ramgarh, Jharkhand

Findings by Annie Jacob, Angana Das and Dr Sreehari Ravindranath suggest that the Teacher Development programme in Jharkhand improved the capability of teachers to perform their roles effectively and improved teacher-student relationships having positive and long-lasting implications for both students' academic and social development.





“Success to me is to have the courage to follow my dreams and be independent. It is a lot of tiny steps to reach one big goal,” says Hemavathi. She is on her thriving journey because of the presence of a caring adult like her facilitator Vinod, in her life.

# Design and Development

The Design and Development focus area designs and contextualises interventions for diverse stakeholders in the education ecosystem that are easy to replicate by all stakeholders in our state partnerships as well as across the ecosystem.

In addition to developing curriculum and training content for our state partnerships, we have also

**Ukrainian Emergency Education Response**

Cost-free, technology-free and interdisciplinary learning for Ukrainian children and host communities (4 – 15 year olds)

**Activity Book**  
Productive engagement through Math and English games, mindfulness activities and stories.

**Bedtime Stories**  
Stories and activities designed for parents/guardians discuss difficult emotions and instill a sense of hope.

**Integration Package**  
Peer projects for Ukrainian children and host community learners to foster intercultural understanding and cultivate empathy.

**Academic Package**  
Project-based learning modules that cover literacy, numeracy, science, and SEL concepts to ensure learning continuity for Ukrainian children.

For more educational resources: [www.resources.educationaboveall.org/refugee-response](http://www.resources.educationaboveall.org/refugee-response) [innovations@eaa.org.qa](mailto:innovations@eaa.org.qa)

- Dream a Dream partnered with Education Above All to develop life skills-based content for children. Education Above All is a Qatar based organisation that works to ensure equal access to education and to harness the power of quality education for positive, sustainable, and inclusive change. The team designed a simple, ready-to-use, holistic and student-facing workbook for their internet free education resource bank that can be used by over a million children worldwide. The team also provided consultation on SEL incorporation and shared content for children’s activities.
- Supported UNICEF – YuWaah’s Young Warrior NXT Pilot with Social Emotional Learning (SEL) content and activity design. Young Warrior Next (YW NXT) is a novel, multi-stakeholder initiative, anchored by YuWaah and UNICEF, to enable 5 million young people with essential life skills for success in personal and professional life.
- Consulted and reviewed Lead By Design and E-Vidyaloka’s content for the SEL activity booklet.
- Facilitated 4 masterclasses on trauma-informed and trauma-responsive education on Quest Alliance’s Trainer Tribe platform for educators across different roles and organisations.

# Operations

The Operations focus area includes HR, Finance, Governance and Learning and Development. We work towards ensuring a seamless experience for all staff of Dream a Dream. We continuously identify process improvements and standardise processes to maximise efficiency.

In 2021-22, the operations team reworked on the People Philosophy along with a team of 39 people who identified and acknowledged our own biases and promised to develop a work culture that is a microcosm of the world we want for our young people – a world that is built around the tenets of equity, inclusion and dignity.



*The Dream a Dream team at the People Philosophy Workshop. Read more about our People Philosophy [here](#).*

# Fundraising

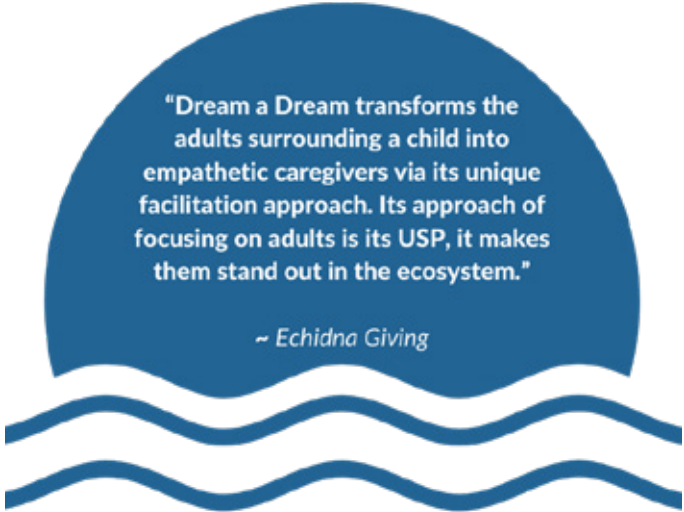
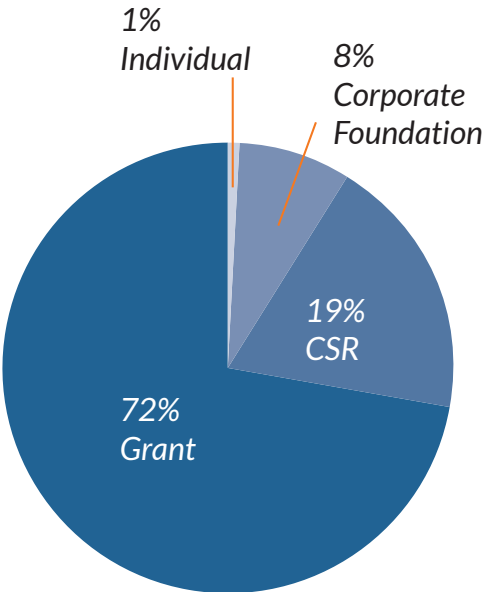
We closely interact with funders to shift donor narrative to reimagine thriving as the purpose of education and re-look at conventional ideas of success.

Over the last few years, our funding has grown threefold, we built systems for managing donor details, gained widespread recognition for our work, and gone from a founder-driven strategy to institutionalising the process within the organisation. Our approach to raising funds is driven by our budgets aligned to our plans. The strategy at Dream a Dream determines the funds we raise, not the other way around.

Currently we have three main channels – CSR, grants, and corporate foundations. Each donor has specific strengths and areas of interest, which when combined, help us to ensure both stability and sustainability in our funding and consequently for the organisation.

During the pandemic, we were able to raise significant amounts just to support our COVID response efforts ranging from immediate concerns around medical support, economic support for students and teachers and even digital devices through our sustained partnerships with our partners. 203 corporate employees volunteered to lead virtual sessions impacting 487 young people. Grant agencies we work with are invested in the replication of the Thriving Model to a larger geographical region to influence policy reforms in education.

Source of Income FY 2021-22



# OUR SUPPORTERS FOR THE PAST 3 YEARS



## WE WOULD ALSO LIKE TO THANK:

Aakanksha  
Aarti Desikan  
Abhishek Kumar  
Aisharya Jadhav  
Ajay Raghavan  
Allan Thomson  
Amisha Vora  
Amit Pabalkar  
Aniruddha Pandurang Joshi  
Annakoot Foundation  
Arjun Dugal  
Arnavaz Rohinton Aga  
Arshy Sreedharan  
Arvind Desikan  
Ashok Soota  
Bhairavi Prakash  
Bhawalal Vastimal Jain (MV Jain)  
British Asian India Foundation

BRK Murthy  
Charles Terry  
Chrysos Foundation  
Deepa Narayan  
Dipika A Khaitan  
Dr VNK Rao Memorial Trust  
Elizabeth Jacob  
Ganeshan S  
Indira Culshaw  
Jaymalya Palit  
Jeenoo Philip Jacob  
Joann Maria Mcpike  
Jumio India Private Limited  
K Arumugam  
Karan Sodhi  
Karthik  
Ketan Lodaya  
Late Miss Evelyn Harrington's Estate  
Leena Pundalik Naik  
Lokeshwar Sinha  
Mahesh Andani  
Manan Bhatia  
Manjari Shrinivas Rao  
Meera Rao  
Miti Jain  
Mrinal Todi

Nasscom Foundation  
Naveen Nagpal  
Nikita Patel  
Pankaj Dixit  
Pampa Rambath Krishnakumar  
PCC Logistics Limited  
Pratibha Bhanwarlal Jain (MV Jain)  
Praveen Kumar V  
Priyamvada  
Priyanka Sharma  
Qatar Foundation for Education  
Quresh Moochhala  
Raghav Chakravarthy  
Rajay Kumar  
Revanna M  
Rockefeller Philanthropy Advisors, Inc  
Sam Siu  
Sanjana Sridhar  
Satish Bagur  
Saumil Majumdar  
Saurabh Chaturvedi  
Shanker Subramanian  
Shantha J  
Shardul Sathe  
Shoolini Parameshwari Foundation  
Shruti Sharma  
Shyamramai

Silicon Valley Community Foundation  
Siva & Royan Foundation  
Sneha Jhanb  
Srihari D  
Srividya P  
Stitching Benevolentia  
Stiftung Auxilium  
Suchetha Bhat  
Sudeepa Gorle  
Sultan Trust  
Sumanta Mukherjee  
Suresh Kumar Devalla  
Sweta Daga (MV Jain)  
The Pokemon Company  
Thejesh Dev  
Thomas Mathew  
Vaibhav Haria  
Vaibhavi Rangarajan  
Vaibhavi V  
Varsha Sreenivas  
Varun Rao  
Vijay Negi  
Vinay Kulkarni  
Vinod Cherian  
Vishal Augustine  
Vishal Talreja  
Watumull Foundation



Hemavathi shares a special bond with Vinod, her Dream a Dream facilitator who is also an Alumni of our programme. She is not only impacted by his football session but his story inspires her.

At the age of 6, Vinod ran away from home because his parents called him an unlucky and problematic child and showered all their affection and attention to his younger brother. He was rescued by the Don Bosco trust where he stayed with them till he completed his 10th grade. He joined Dream a Dream in 2007 to help young people like him overcome adversity and went on to represent India in Floorball and also completed his undergraduate degree. "I want young people to know that there is a way out of adversity and I want to set an example for it."



**GOVERNANCE  
AND  
FINANCIAL SUMMARY**

## JURISDICTION AND TASKS OF BOARD AND MANAGEMENT DURING 2021-22

### THE BOARD

- Is ultimately responsible for strategy, policy, budget and results
- Approves audited financial statements and ensures the organisation's compliance with laws and regulations
- Sees to it that the activities of the organisation are aimed at realising the target and contribute to its mission
- Examines the strategic long-term plan and the individual annual plans and budgets and reviews the progress of the plan throughout the year
- Decides adjustments of plans, budgets and investments
- In 2021-22, the board met four (4) times: 17th May 2021, 5th October 2021, 4th January 2022 and 25th March 2022

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

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

### Composition of the Board for the 1st April 2021– 31st March 2022

Name	Position on Board	Meetings Attended	Years on Board	Gender	Occupation
Deepak Srinath	Chairman	4	9	Male	Business
Vishal Talreja	Trustee	4	10	Male	Social Worker
Pervin Varma	Trustee	1	7	Female	Consultant
Padmaja Nagarur	Trustee	4	4	Female	Consultant
Ajay Raghavan	Trustee	3	4	Male	Lawyer

### Notes on Board of Trustees

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

### Management: Distribution of staff according to salary levels as on 31.03.2022

Gross Salary (Rs)	Male Staff	Female Staff	Total Staff
< 15,000	0	0	0
15,001 – 25,000	6	11	17
25,001 – 1,00,000	40	34	74
1,00,001 – 1,40,000	5	2	7
1,50,000>	2	2	4
<b>Total</b>	<b>53</b>	<b>49</b>	<b>102</b>

### Notes on Staff Remuneration:

- Suchetha Bhat, CEO has been paid a remuneration of INR 2,15,000 per month
- Remuneration of 3 highest paid staff members: INR 1,55,000, INR 1,34,000, INR 1,22,000 per month
- Remuneration of 3 lowest paid staff members: INR 23,000, INR 20,000 and INR 18,000 per month

### International Travel (Sponsored by Dream a Dream)

Dream a Dream's International travel expense for F.Y. 2021-22 is Rs 2,05,020 and the details are as mentioned below.

Expenses for WISE Summit 2021	<b>Rs 85,647</b>
Expenses for Salzburg Global Seminar	<b>Rs 41,071</b>
Expenses for Curriculum Development	<b>Rs 78,300</b>

## CONSOLIDATED BALANCE SHEET AS ON 31ST MARCH 2022

Particulars	Schedule	As On 31/03/2022 Amount (Rs)
<b>Liabilities</b> Corpus Fund	1	31,85,030
General Fund	2	4,00,66,510
Restricted Fund	3	1,97,69,187
Current Liabilities & Provisions	4	1,45,29,665
		<b>7,75,50,391</b>
<b>Assets</b> Fixed Assets	5	94,92,779
Investments	6	2,40,49,685
Current Assets, Loans and Advances		
Cash & Bank Balances	7	4,08,82,461
Other Current Assets	8	31,25,465
		<b>7,75,50,391</b>

## CONSOLIDATED INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2022

Particulars		Schedule	Amount (Rs)
<b>Income</b>			
Grants & Donations		9	11,60,54,587
Interest Income - Savings Bank Account			18,56,016
Interest Income - Fixed Deposit			25,40,150
Other Income		10	8,57,914
	<b>Total Income (A)</b>		<b>12,13,08,667</b>
<b>Expenditure</b>			
<b>Programme Cost</b>			
Programme Activity Cost			2,54,12,083
COVID-19 Expenses		11	6,01,29,684
Programme Support Cost		12	2,93,99,733
	<b>Sub Total</b>		<b>11,49,41,500</b>
<b>Administration Cost</b>			
Personnel Costs			1,26,34,207
Repairs & Maintenance - Computers and Software Platform		13	33,50,301
Consultancy & Professional Charges			10,60,080
Accommodation & Travel Expenses			4,62,761
Rental Expenses			7,85,422
Repairs & Maintenance			6,16,868
Communication Costs			2,95,566
Depreciation			23,14,739
Electricity			1,30,953
Printing & Stationery			7,23,589
Courier and Postage			33,731
Personnel Development Costs			53,666
Audit Fee			2,00,000
Other Administration Cost			5,71,814
Rates and Taxes			15,548
FCRA Penalty Payout			1,84,33,403
	<b>Sub Total</b>		<b>4,16,82,648</b>
	<b>Total Expenditure (B)</b>		<b>15,66,24,148</b>
<b>Surplus/(Deficit) (A - B)</b>			<b>(3,53,15,481)</b>
Surplus/(Deficit) transferred to Restricted Fund			1,97,69,187
General Fund			(5,50,84,668)
			<b>(3,53,15,481)</b>

## CONSOLIDATED RECEIPTS AND PAYMENT ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2022

Particulars in INR		Amount (Rs)	Amount (Rs)
<b>Opening Balances (A)</b>			
Cash in Hand		36,219	
Cash at Bank		94,83,948	
Fixed Deposit		14,01,54,106	<b>14,96,74,273</b>
<b>Receipts (B)</b>			
Grants and Donations			
FC		10,26,21,155	
Domestic		1,34,33,432	
Interest Receipt from Savings Bank Account		18,56,016	
Interest Receipt from Fixed Deposit		27,90,016	
Other Income		7,92,084	12,14,92,703
	<b>Total (A+B)</b>		<b>27,11,66,976</b>
<b>Payments (C)</b>			
<b>Programme Cost</b>			
Programme Activity Cost		3,31,03,856	
COVID-19 Expenses		6,23,67,132	
Programme Support Cost		5,12,67,690	14,67,38,678
<b>Administration Cost</b>			
Personnel Costs		1,67,91,465	
Repairs & Maintenance - Computers and Software Platform		41,90,184	
Consultancy & Professional Charges		19,02,094	
Accommodation & Travel Expenses		5,11,198	
Rental Expenses		47,25,293	
Repairs & Maintenance		16,40,872	
Communication Costs		9,37,380	
Electricity		1,50,410	
Printing & Stationery		13,68,494	
Courier and Postage		34,092	
Personnel Development Costs		57,476	
Audit Fee		2,11,000	
Other Administration Cost		7,15,901	
Rates and Taxes		15,656	
FCRA Penalty Payout		1,84,33,403	5,16,85,368
<b>Other Expenditure/Payments</b>			
Fixed Assets Purchased (Net)		50,00,784	
Corpus Fund Utilisation		28,10,000	78,10,784
	<b>Total (C)</b>		<b>20,62,34,830</b>
<b>Balances (A+B+C)</b>			<b>6,49,32,146</b>
<b>Closing Balances (D)</b>			
Cash in Hand		26,168	
Cash at Bank		4,08,56,293	
Fixed Deposit		2,40,49,685	<b>6,49,32,146</b>



*All photos of Hemavathi in this report have been taken by Prasanna*



Hemavathi's story is not an isolated story, with the presence of a caring adult, young people are redefining success everywhere. With every young person's story, we at Dream a Dream learn a little more on how we can help create changes in the ecosystem and build narratives to enable thriving of every child.

DREAM  
a DREAM



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No. 398/E, 17th Cross, 9th Main, 3rd Block, Jayanagar, Bangalore - 560011, India  
E: [info@dreamadream.org](mailto:info@dreamadream.org) | T: +91.80.40951084

[www.dreamadream.org](http://www.dreamadream.org)